Empowering teenagers in their interactions with social media sexualisation

EDUCATING teenage girls to **BE IN CONTROL** when interacting with sexualised social media content

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Ane de la Brena | Master Thesis | Design for Interaction
Delft University of Technology

Project Summary

This master thesis report is the result of a six-month-long graduation project for the Design for Interaction master track at the TU Delft. The goal of this project is to improve the interaction between teenage girls and sexualisation on social media. It does so by generating awareness and empowering them to avoid negative influences that affect them on a personal level.

Teenagers grow up surrounded by technology. They live by social media, an environment in which they are constantly exposed to sexualised content and behaviours. Sexualisation occurs when a person's value comes only from their sexual appeal or behaviour, to the exclusion of other characteristics. Exposure to big amounts of sexualised content and reactions online influences teenagers. They reproduce such behaviours, unconsciously post content that can be sexualised, and learn to believe sexualising is the norm. They are also not capable nor experienced to deal with the consequences of their content being sexualised.

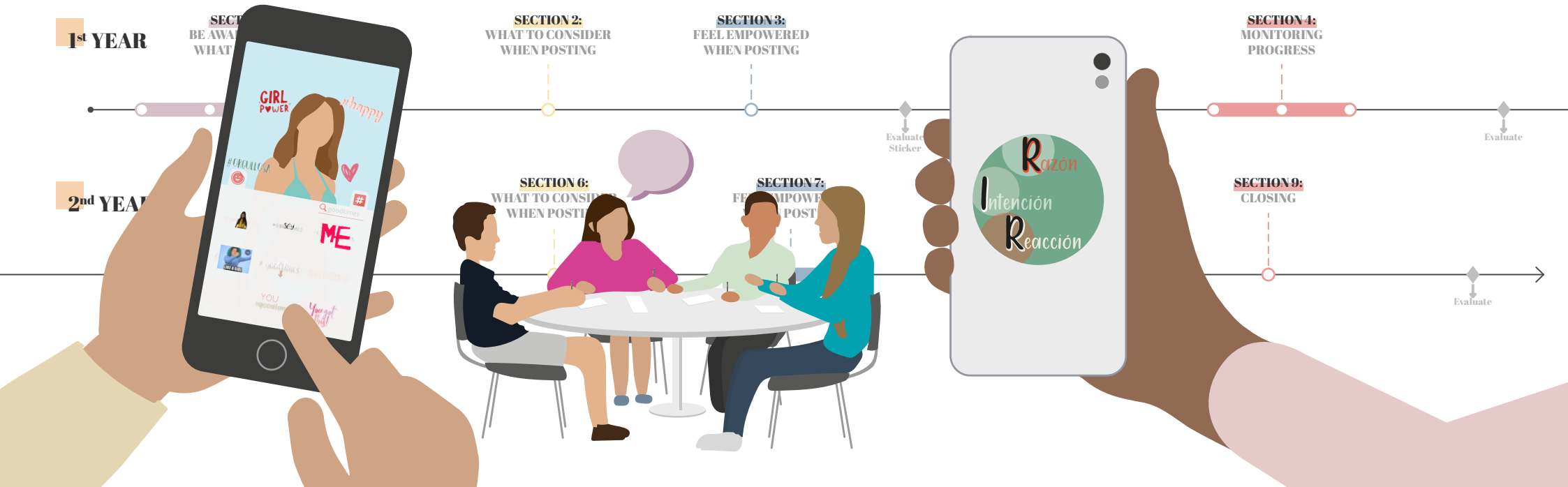
Therefore, I identified an opportunity to design an intervention that proposes a solution to those issues.

The Sexualisation Dialogue is a program consisting of an educational plan, the Learning Journey, and two tools to educate and empower teenage girls in their interactions with sexualisation on social media. The Learning Journey proposes weekly and monthly sessions for secondary school students, where they reflect and discuss sexualisation, sexualised contents and reactions, posting content, feeling empowered, and other topics. Through exercises teenagers learn to be aware and reflective when interacting with social media content. The two tools, the Awareness Sticker and Power-App, help the teens apply the learned lessons in practice. The Awareness Sticker, placed on the back of their phones, prompts a reflection moment at the time of sharing content, to think about one's reasons for posting and how people could react. The Power-App promotes the use of stickers and hashtags to feel empowered by communicating how they feel about themselves and the content they post.

The design was field tested with twelve teenage girls, and evaluated with two educators. The Sexualisation Dialogue shows promise to generate awareness about sexualisation among teens, to inspire a reflective attitude in their interactions with social media and to help them feel empowered and in control. Although further testing is required to evaluate and completely detail all aspects of the design, it shows potential to fulfil the design goal. The Learning Journey should be evaluated in its entirety and the two tools fully developed and tested to assess their effect over an extended period of time.

This project followed a human- and society-focus. I arrived at the final design after multiple rounds of field research and design activities including a field study with the target group, contextmapping sessions and evaluations with experts. The domain of this project is complex, and involving multiple stakeholders has made the process richer and the insights more comprehensive.

In conclusion, the knowledge gained throughout the project, and the results obtained from the field test indicate that The Sexualisation Dialogue is a good intervention to tackle the issues of social media sexualisation. After following the final recommendations and evaluating the remaining elements of the design, The Sexualisation Dialogue should be ready to be implemented into the context successfully.



Acknowledgements

This project started motivated by a personal ambition to work on a project in the field of social design. It has been both challenging and rewarding to work on such a relevant and complex topic, and I am happy to have chosen to work on it because it has been a great learning experience.

Going through this graduation project would not have been so manageable and enjoyable if it weren't for my supervisory team. Thank you, Jasper and Natalia, I am very grateful for the relaxed, fun and fruitful atmosphere of all our meetings and interactions. Thank you for helping me grow and push me to more confidently face the challenges of this project. I am really glad I had you on my team, and that you guided me, and let me guide you, through my process.

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Introduction

teenagers and sexualisation

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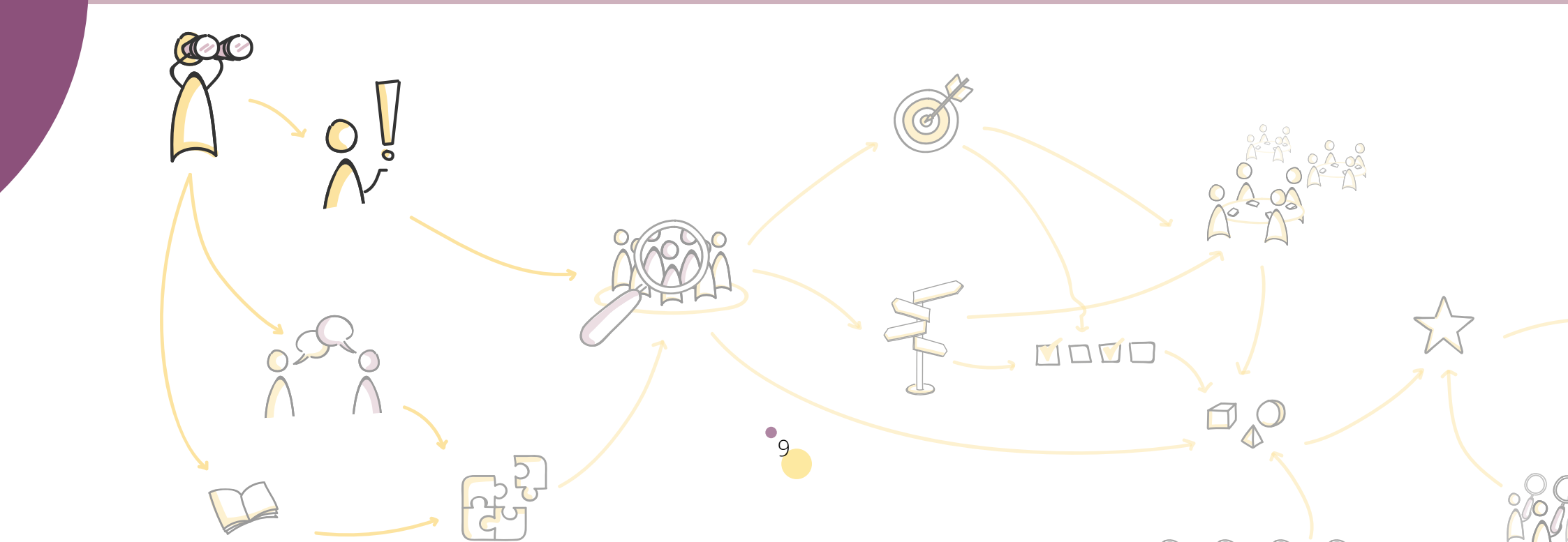


Teenagers nowadays grow up being surrounded by technology, and they live by and for social media. Media influences their everyday lives, impacts the way they act and behave, defines their values, and tells them what they should like and dislike. One of the main dangers is that teenagers are exposed to unlimited and unsupervised content 24/7, with no or hardly any guidance from parents and teachers. Social media replaces their role as 'educators' (Coy, M., 2009), making it challenging to filter the content that teenagers have access to. Teenagers can be subject to the cumulative or 'drip-drip' effect: continuous exposure to certain messages, themes, and images over time and in diverse settings eventually leads to internalizing and normalizing such content (Papadopoulos, L., 2010). This effect can happen on a wide array of topics and trends present in media: racism, transphobia, homophobia, certain political attitudes, religious beliefs, and it also could lead to the normalisation of sexualisation in social media.

> Sexualisation occurs when a person's value comes from their sexual appeal or behaviour alone, neglecting the importance of any other characteristics (Papadopoulos, L., 2010).

Teenagers engage with social media to socialise, be entertained, and share their lives, creating their own (online) world. However, this online world also exposes them to a high number of sexualized images and messages, which can affect them in ways they are not yet experienced to manage for themselves.
When it comes to media content, sexualized media refers to content or images where individuals, especially women, are portrayed as sex objects by emphasizing their body parts and sexual willingness or availability (van Oosten, J. M., 2021).

One of the main issues is that teenagers are exposed to sexualised images and messages, and they have no ability or knowledge to deal with them. Young children do not have the cognitive skills and media savviness to cope with persuasive media images (i.e., advertisements, media trends) (Papadopoulos, L., 2010). Instead, it affects and unconsciously shapes them: 'The stimuli which kids don't notice and which create emotional associations are the ones that influence them in the most powerful ways' (Papadopoulos, L., 2010).
According to the Gender schema theory, children learn what it means to be either male or female from prevailing cultural norms. They are either praised (and therefore reinforced) for adhering to these norms or, contrarily, punished for going against them (Papadopoulos, L., 2010). Popular social media profiles and media contents present women as sexually available and objects and show associations of masculinity and predatory sexual prowess (Coy, M., 2009). Therefore, by being exposed to those messages and images, they learn to imitate and conform to those figures which are praised and rewarded with many followers. Research shows that sexualization in the media, and young people's internalization of it, can have negative consequences: increased depression, self-objectification, and decreased self-esteem and body satisfaction, especially among girls (van Oosten, J. M., 2021).
No past or current interventions have been found that mitigate the influences that media sexualisation can have on teenagers. A few studies research the topic of 'the influence of sexualised content on teenagers', but often have different perspectives. Many focus on sexualised content in advertisement, sexualisation of young people, and/or effects such content has on teenagers' sexual relationships. However, no research has been found that investigates the effect of sexualised content on social media and how teenagers interact with these.
Consequently, there is an identified gap in this field, creating the opportunity to combat the influences and effects sexualised media contents in social media can have on teenagers.

Teenagers should be considered as individuals and as part of a group, since group- and peer conducts also influence how they behave as individuals.
Other stakeholder interactions are also present in the context(see figure 3). On an indirect level are interactions between teenagers and the influencers posting sexual content. On a more direct level are the interactions of parents and educators

with the teens. These relationships can shape the way teenagers interact with social media and are therefore relevant in this scenario. Finally, there could be an interaction present between external organisations who specialise on the topic of sexuality, social media and genders who could come in contact with teenagers by giving workshops, lectures or trainings in the topic. These could also potentially shape the way teens interact with social media content.

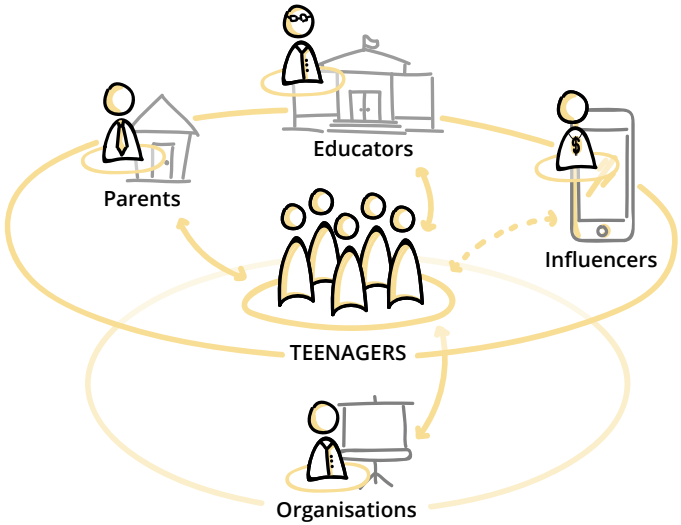


Figure 1. Stakeholder relations and levels

1.1. Initial problem statement

Taking the notions introduced in the previous chapter as a starting point, an initial problem statement has been formulated as follows, and visualised in “Figure 2”:

When teenagers aged 12 to 16 interact with social media, they are exposed to a variety of sexual content that they don’t (yet) understand. Since these contents are mainstream, they learn to normalize and internalize them, and end up imitating behaviours present in those videos and images themselves. The issue of teenagers reproducing such content is that they unawarely post content that could be sexualised, while being unconscious of the repercussions and reactions they could receive. Therefore, on the one hand, posting those images and videos reinforces the sexualisation of culture; the overload of erotic imagery in current popular culture (Coy, M., 2009). On the other hand, it can subject them to comments and reactions they are neither expecting nor ready to handle. This could, in turn, impact their personal (peer- and romantic-) relationships (Enson, S., 2017).

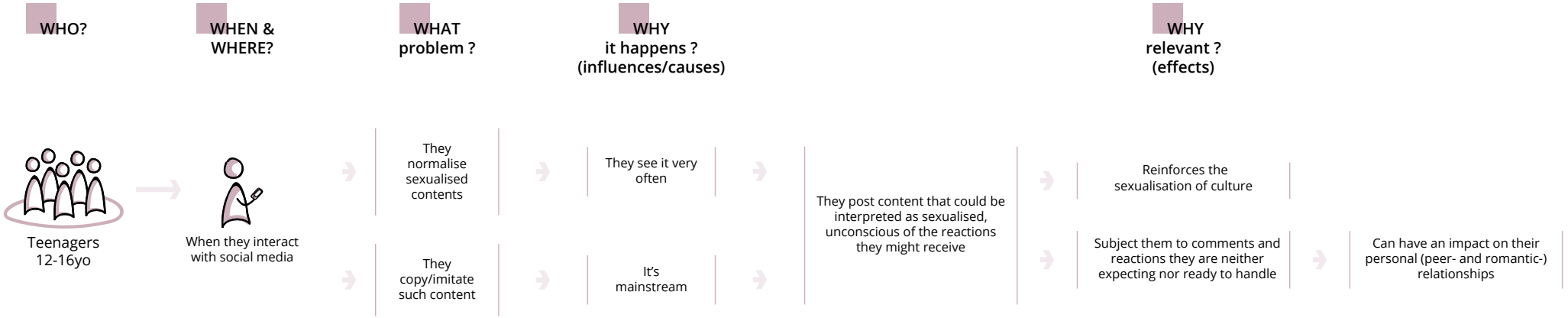


Figure 2. Initial problem statement

1.2. Goal & research questions

I have identified a need to aid teenagers in perceiving sexualized content and help them be conscious about the way it affects them. Since limiting/managing their access to said sexualized media is practically impossible, there is an opportunity to shape how they perceive and react to the content.

Therefore, I want to address the lack of experience/abilities teens have to understand, filter and process sexualized content.

> This project aims to improve the interaction between teenagers and sexualised content on social media to avoid any negative and unconscious influences on their wellbeing, attitudes, and behaviours.

To reach said goal, I aim to understand what kind of content they interact with, how exposed they are to sexualised imagery, and to what extent they recognize it and its (possible) influences.

One aspect to explore and design for in this project is the possible effect of repeated exposure to sexualized content teenagers don't yet understand. Also, whether such continuous exposure may lead to internalizing certain messages and imitating behaviours unconscious of their meaning or repercussions. A second relevant aspect is that copying these (sexist/sexualized) behaviours could eventually lead to gender inequality or sexist attitudes amongst teenagers.

To address the problem stated above, and design an intervention, I will investigate the following research questions:

- What do teenagers perceive as sexualized content? What are they aware of at the moment?
- How can teenagers be made more conscious about the sexualized content they're exposed to?
- How are sexualised contents influencing teenagers and how can these (negative) influences be avoided?

Other sub-questions also need to be answered to grasp the context, the stakeholders and their interactions fully. Questions such as: why they interact with certain (social) media and visit specific (social) media channels, what role models they have, what (social) media users they follow and why...

1.3. Project context

This section introduces the scope and context in which this project is developed.

Basque teenagers

The context of this project is The Basque Country, Spain, and therefore the target group will be Spanish teenagers aged 12 to 16. This age range was selected after an initial research (literature search and interviews) which indicated that teens ages 12 to 16 are most vulnerable to persuasive media influences. Teenagers leave childhood behind at that age but are not yet very mature nor experienced to deal with media content. The context of Spain was chosen for practical matters such as speaking the language and having (higher) accessibility to the stakeholders. Scoping the project in Spain allowed me to communicate with the target group without any language barrier, and it eased the recruitment process.

Although the project is carried out with Spanish teenagers, the problem being addressed is likely also to be present among teenagers in other countries. Therefore, this project aims to design an intervention that mitigates the negative influences of sexualised social media content on teenagers. This solution will be first tested in the context of The Basque Country, Spain, but could potentially be tested and adjusted to meet the needs of other contexts.

Graduation project

This is a Graduation project, which marks the final stage of my Design for Interaction Master's Degree at the Technical University of Delft. It is a self-initiated and independently conducted project, guided by Jasper van Kuijk and Natalia Romero Herrera, from the Human Centred Design department of the Industrial Design Faculty.

Collaboration

Although independently conducted, this project is carried out in collaboration with an advisory group of stakeholders. In the Netherlands, I consulted with two social design and one service design expert who supported me throughout the process and gave input on design activities, methods and design direction choices. In The Basque Country, I had input from an organisation educating teenagers and adults on equality and sexuality.

1.4. Approach

This project is set up with a social interest at heart and will therefore be approached from a society- and human-centred perspective.

The topic at hand, the interaction between teens and sexualised media contents, is a mere reflection of how society tractions and how we live in it. Sexualised contents, or the 'sexualisation of culture', describes the current saturation of erotic imagery, particularly of women, in popular culture and media (Coy, M., 2009). Interacting with or being exposed to sexual imagery is not exclusive to teenagers. However, the way they interact with it and its repercussions are not comparable to other social groups.

Therefore, this project is a social design assignment since it aims to intervene and improve an aspect of the everyday lives of a group of people. The intention is to avoid negative influences that could impact the way these people live as individuals and as part of a community.

Social design is all about improving the way people live together; it focuses on social systems and aims to bring about innovation processes (Tromp, N., & van der Bijl-Brouwer, M., 2016).

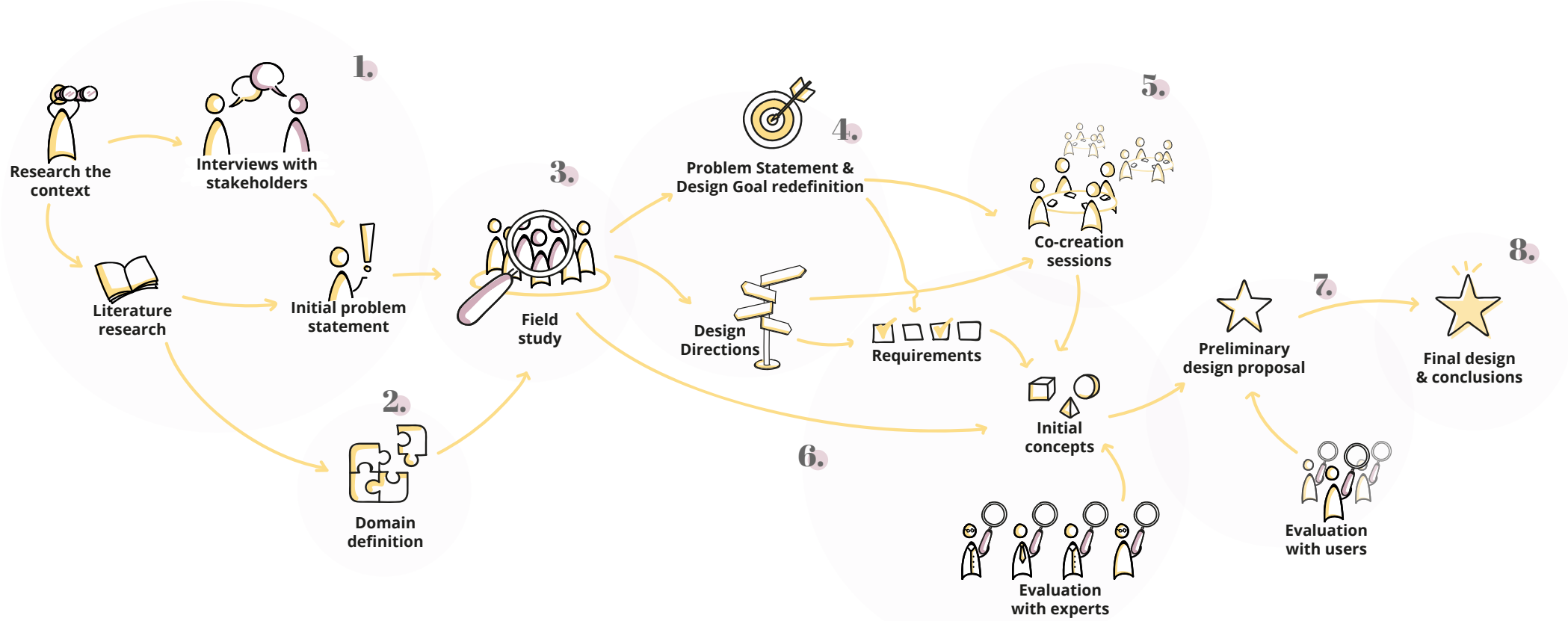
Since this topic concerns the people, there was no more suitable approach than a human- and society-centred approach. For this reason, this project aims to gather insights and work closely with the target group which the design seeks to serve.

1.5. Process & reading guide

The visual below shows the process followed throughout this project by highlighting the main steps and how they relate. The numbers next to the steps relate to the chapters of this report.

The first step of this project was to research the context and get a first glance at the current state of the target group's interactions with sexualised content. This was a necessary step in defining an initial problem statement, a definition in which to base the first research activities. Next, the project's domain was defined by conducting literature research and interviews with

stakeholders, which offered a more comprehensive understanding of the context. Defining the domain was fundamental to idenfity the relevant characteristics of the target group and their interactions with social media, as well as to understand what sexualisation is and the role it plays in the context, within the scope of this project. These first steps were the base for developing and conducting the field study where the first contact with the target group took place. This study, following the method of context mapping, allowed to get insights first hand from the target group, and validate the knowledge gained in the previous research. The outcomes of the field study led to the definition of the problem statement and design brief, including design requirements and criteria, which guided the following steps of the process. The next design activity consisted of co-creation sessions with teenagers, that helped jump from the analysis phase to the ideation of concepts. Five concepts were developed and evaluated with experts, aiming to get another perspective and input into the proposed interventions. Finally, the insight from the experts aided the development of a preliminary design proposal, which was evaluated in a field test with teenagers. Putting the preliminary design proposal to test allowed learning from the target group in its context and proposing improvements to define the final design and suggest recommendations.



The domain

teens, social media and sexualised contents

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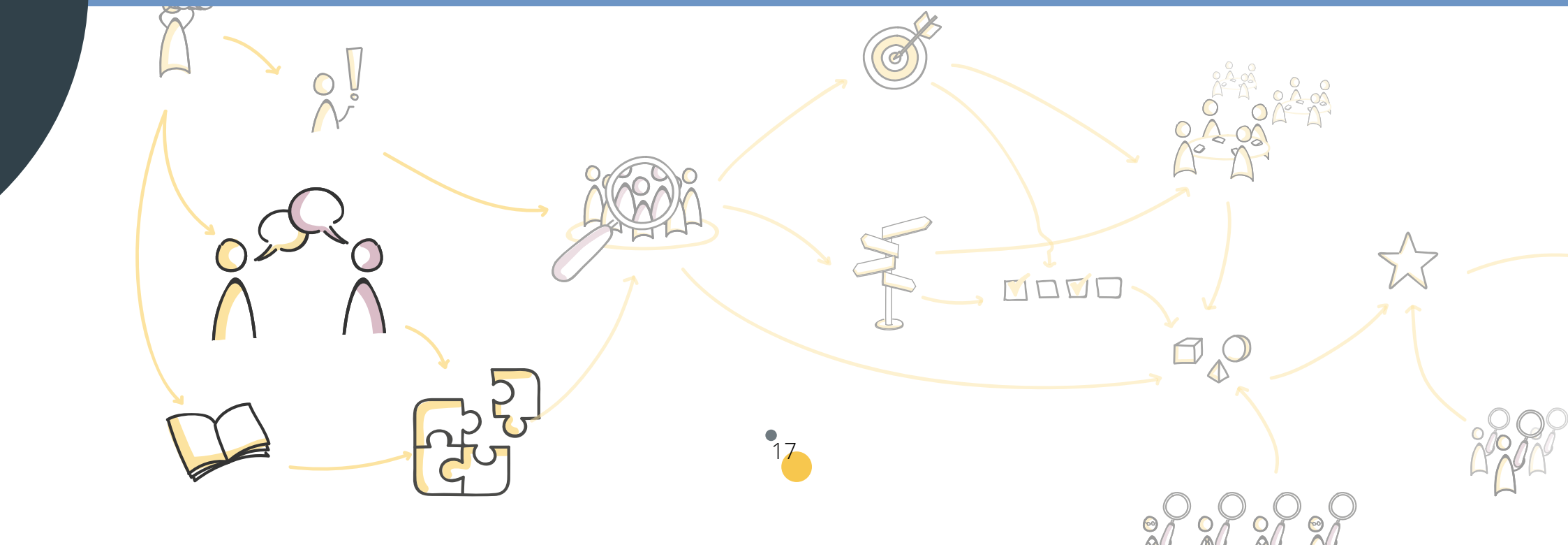

The previous chapter introduced the project's topic, the challenge and knowledge gap, and the project's scope and goal.

This chapter is meant to familiarize the reader with the project's domain, to deepen the understanding of the relevant elements of the context: starting with teenagers and their social media use and moving onto sexualisation.

In the next chapter, this knowledge is then used as background when researching the context and its stakeholders, aiming to learn first-hand from the target group: teenagers.

Method

To define the domain, research was done in the context through literature search and interviews. Researching existing literature allowed to get an overview of the knowledge available about the context, target group and topic of the project; sexualisation. To complement the insights gained from literature, I held nine conversations with stakeholders from the context. As one can see in "Figure 3", parents, teachers, experts working at organisations regarding teenagers and sexuality, and a journalist were consulted. The aim was to get various input to form a comprehensive understanding of the context.

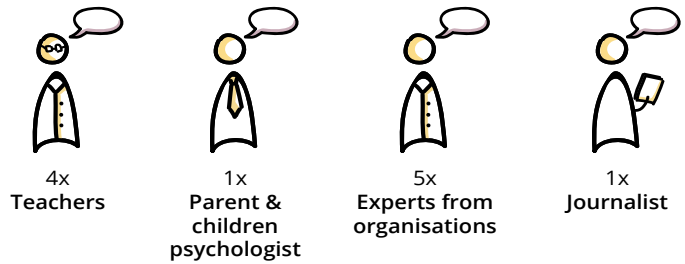

Figure 3. Stakeholders intervewed

2.1. Teenagers

Teenagers are the target group of this project. Therefore, it is important to understand them, the changes they go through at the ages 12 to 16, and what aspects influence their behaviours and attitudes. Finally, and of high interest, is understanding teenagers use social media and how they interact with it.

2.1.1. Important characteristics and development

When entering adolescence, one starts to undergo several significant changes; physical, emotional, and social. For this project, it is necessary first to recognise what those changes entail. Second, which of those can influence how teens interact with sexualised content on social media. Namely, how they perceive them, to what extent they can identify and understand them, whether they are driven to imitate certain (sexualised) behaviours, how (un) conscious those processes are, etc.

Adolescence is the transition from childhood into adulthood. Cognitive development involves acquiring more advanced reasoning skills and learning to think abstractly, among others. Psychosocial development concerns the development of autonomy, self-identity, and future orientation. Thirdly, teenagers develop emotional and social skills, including the ability to manage emotions and relating with others. Teenagers are concerned with how others see them during adolescence, and the peer group becomes primordial, influencing their development and behaviour. It is also when they are searching for their identity, which causes them to have mixed ideas and feelings about their role as part of society. This is why it is usual for teenagers to try out different behaviours, activities, even friend groups, as a way to define their own identity (Sanders, R. A., 2013). Peer relationships take a

main role during adolescence. Social relatedness intensifies the attention, salience, and emotion put into evaluating social evaluations, also known as social sensitivity (Somerville, L. H., 2013). The teenagers see and judge themselves based on how they think others might judge them, comparing themselves to others and to the norms they find significant.

Regarding their interactions with media content, teenagers (12-16) are not developmentally ready to be exposed to all the sexualised content available in social media, which can have detrimental effects (Enson, S., 2017). Teens are still developing cognitively, socially and emotionally. They are not yet mature enough to completely understand or make conscious decisions about the sexual content they both receive and reproduce through social media (APA, 2008). Another aspect to bear in mind is that the brain's socio-emotional systems mature faster than cognitive-control systems. This means that teenagers are likely to make decisions that emphasise emotional or social reward but are not yet ready to consider potential risks such decisions bring (APA, 2008). Furthermore, the ability to interpret messages is linked to one's ability to process abstract concepts. This means that, when teenagers are exposed to media contents, they are not able to fully grasp them because they lack the abstract cognitive understanding necessary to assimilate such information (Papadopoulos, L., 2010).

2.1.2. Social media use

Mobile phones and social media are part of our daily lives. It's not an easy task to think of a day when we haven't checked our phone or scrolled through our Instagram or Facebook feeds.

Although social media is part of our society, every person or group uses them differently and for a different purpose. Teenagers spend four up to nine hours a day in front of their phone screens (Holland, S., & Harpin, J., 2015). They consume media in a much more intensive manner than other groups in society, and they have their own way of doing it. Among teens, there are also differences regarding the intended uses of these 'social tools'. For example, boys tend to spend more time looking into content related to sports, whereas girls are more interested in music and usually like to stay up to date on what their celebrity role models are up to. Girls use social media as channels to express their emotions and feelings and tend to share intimate content more often and are therefore thought to be more exposed to dangers (Montes-Vozmediano, M. et al., 2020).

Another interesting aspect is how teenagers perceive dangers on social media. Montes-Vozmediano, M. et al. (2020) found that one of the main issues identified by teens is to be subject to public judgement, and their posts being praised or criticized. They also found that while they think their peers and friends could make an unsafe and irresponsible use of social media, they exclude themselves from following the same patterns.

The conversations with the stakeholders confirmed the issues and challenges identified in the literature research. In "Figure 4" the most relevant findings from the interviews are visualized:

Adolescence is when they start **reproducing content** they see

Use social media to **control each other**, total dependency

From the outside, educators **only see the tip of the iceberg**

They live totally **public lives**, there's no privacy

Figure 4. Relevant findings from interviews with experts

One of the secondary school teachers, pointed out: "teenagers nowadays live and interact with each other through social media, so from the outside, only the 'tip of the iceberg' is visible." This applies to all their interactions, also to cases when teenagers are having issues, being harassed or being bullied online. Another stakeholder, a mom of two teenage girls and a children psychologist, notices "they (teenagers) live totally public lives; they don't stop to reconsider and think about what they post, before actually making it public". The stakeholders also recognized how teens use social media to control each other, showing a very strong dependency on their phones and social media usage.

2.2. Sexualisation

Sexualised contents are at the core of this project. Therefore, it is vital to understand what sexualisation is and how it manifests in the context. This section introduces the term and illustrates how sexualisation is present on social media and how it relates to gender stereotypes.

2.2.1. What is it?

Sexualisation is the imposition of adult sexuality on children and young people before they can deal with it, mentally, emotionally or physically (Papadopoulos, L., 2010). It occurs when a person's value comes only from his or her sexual appeal or behaviour, to the exclusion of other characteristics, or by being held to a standard that equates physical attractiveness with being sexy. Sexualisation happens when a person is sexually objectified – that is, made into a thing for others' sexual use, rather than seen as a person with the capacity for independent action and decision making. Sexualisation also means inappropriately imposing sexuality upon a person (Papadopoulos, L., 2010).

2.2.2. Gender stereotypes

Sexualisation is considering only a person's worth based on their sexual qualities, treating them as an object rather than a human being. One of the results of sexualisation is promoting gender stereotypes; such as women always being sexy, sexually available, and flirty, and men being powerful, strong, and in control (Coy, M., 2009).

These constricting and stereotyping practices narrow girls' space for action, their aspirations, and achievements by redefining femininity and beauty as of most importance. Coy, M (2009) defines space for action as the range of identities and aspirations open to girls. At the same time as it seems to offer opportunities for material gain, personal achievement, and socio-cultural acceptance, and thus widen girls' choices, it fixes sexualisation as such a usual route that there is little space outside of it. (Coy, M., 2009) .

Research shows that girls report feeling under increasing pressure to display themselves in more and more revealing and provocative ways, and boys seek to show their bodies in hyper-masculine ways. When little girls are constantly told that being pretty means being thin and that a sexy body equals being attractive, and little boys see time and time again that objectifying women makes them 'more of a man', they end up believing it's true (Enson, S., 2017).

Sometimes it might seem that girls are the only ones affected by these behaviours and attitudes. However, the message for boys is as limiting and restrictive: they're told to be strong, a 'macho', and never appear vulnerable by showing their emotions. Hyper-sexualisation of femininity cannot exist without hypermasculinity; they sustain and reinforce each other.

2.2.3. On social media: the drip-drip effect

Sexualisation happens in many different spheres, and it manifests in a variety of media. So, this section explores what that is and how sexualised content materializes on social media. According to van Oosten, J. M. (2021), sexualized media content refers to content or images where individuals, especially women, are portrayed as sex objects by emphasizing their body parts and sexual willingness or availability (van Oosten, J. M., 2021).

Sexualisation can be showcased through an image, a video, a message, or a quote (see "Figure 5" and "Figure 6").

Figure 5. Example of sexualising comment (Source: https://theconversation.com)

Figure 6. Example of images that can be sexualised (Source: Instagram)

Constant exposure to sexualised content has a cumulative effect on teenagers, called the 'drip-drip effect' (Papadopoulos, L., 2010). They repeatedly see their role models (e.g., influencers they follow, famous people they look up to) share sexualised content. Consequently, they come to assume what they see is 'what's good, popular, hot'; they internalize and after that apply such behaviours. When looking at how our brain reacts to social media content, viewing images with many likes (compared to a few) causes higher neural activity related to imitation and attention (Sherman, L. E. et al., 2016). Furthermore, Bandura's social learning theory (1977) explains how people learn by observing and imitating behaviours of 'models' in society; in this case, social media influencers. As Enson, S. (2017) points out, 'through exposure to increasing amounts of hypersexualised images young people are sold the idea that they must look 'sexy' and 'hot' to be accepted'.

The interviews with stakeholders also touched upon some of the topics already found through literature, and uncovered some new insights. The most relevant findings are visualized below, in "Figure 7":

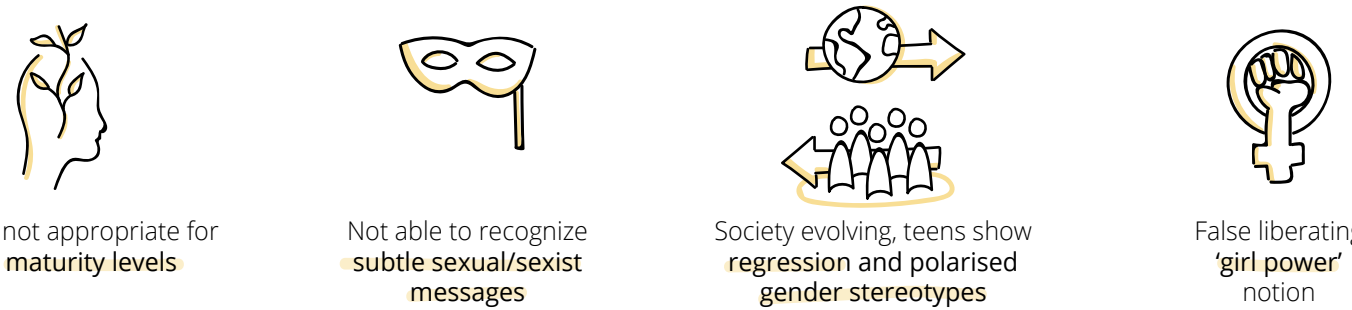

Figure 7. Relevant findings from interviews with experts

A secondary school teacher highlighted that the majority of media content is not appropriate for the teens' maturity levels: "they follow certain standards, compare themselves to them, but do not understand the dangers of imitating certain attitudes (dances, types of clothing, expressions) nor are they ready to deal with the consequences". A shared observation among the interviewees was that there is a false 'liberating' image or promise for girls, known as 'girl power'. This notion makes little girls believe that power lies in being feminine and beautiful, whereas it is actually rooted in old patriarchal ways of thinking (Coy, M., 2009). Most of the interviewees also pointed out that, although society seems to be moving forward in terms of gender equality, teenagers' attitudes and behaviours show a regression and display polarised gender stereotypes like hyper-masculinity and hyper-femininity.

> Hyper-masculinity is having no emotional consideration of women by showing a total disregard for their needs or wants through dominance and control, using and abusing them for their personal gratification, and showing violence toward them (Enson, S., 2017).

> Hyper-femininity demands that girls are heterosexually desirable while maintaining their 'respectability, and at the same time be independent and sexy (Holland, S., & Harpin, J. (2015).

2.3. Educational resources

A third aspect to consider is whether approaches exist that aim to educate teenagers about sexualisation and social media use to mitigate possible negative influences.

In the context of this study, The Basque Country (Spain), no programs have been found that specifically focus either on mitigating the effect of exposure to sexualised content (on social media), nor on the influences of social media itself.

The only active programs are those made available by the government or external organisations on sexuality, gender equality, sex education, and changes in adolescence. From the interviews conducted with experts, next to the literature research, I have found that the educational resources available for teenagers depend on the school. This means, programs exist that aim to educate teenagers on the mentioned topics, but each school decides whether to offer these courses to their students.

Furthermore, these programs usually consist of workshops that happen once a year for one or two-hour sessions. The experts mentioned that these approaches are very lacking, and that they should be a more significant part of the students' curriculum. In the last years, more and more importance is given to educating teens to be more open-minded and respectful regarding gender equality and gender identities. However, programs to teach teenagers how to use social media safely have not yet been introduced, which is a problem, say the experts.

2.4. Conclusion

Previously, I introduced the project's topic by presenting the initial problem statement and the relevance, goals, scope, and approach of the project. This chapter illustrated the project's domain to fully understand all the elements at play and get a clear picture of the context. To reach the design goal, it is primarily important to understand what sexualisation is, how it manifests on social media, and why teens can be vulnerable to its influences. Sexualisation involves attributing sexual characteristics to something or someone, ignoring any other qualities, and it manifests in social media in the form of videos, images, or messages. Being exposed to these can have an influence on teenagers because they do not yet have the capacity or experience to deal with such contents and behaviours. The following chapter explains how the field research was conducted and what insights were collected.

Field Study

contextmapping sessions

This chapter contains

3.1. Goal and Research Questions 25
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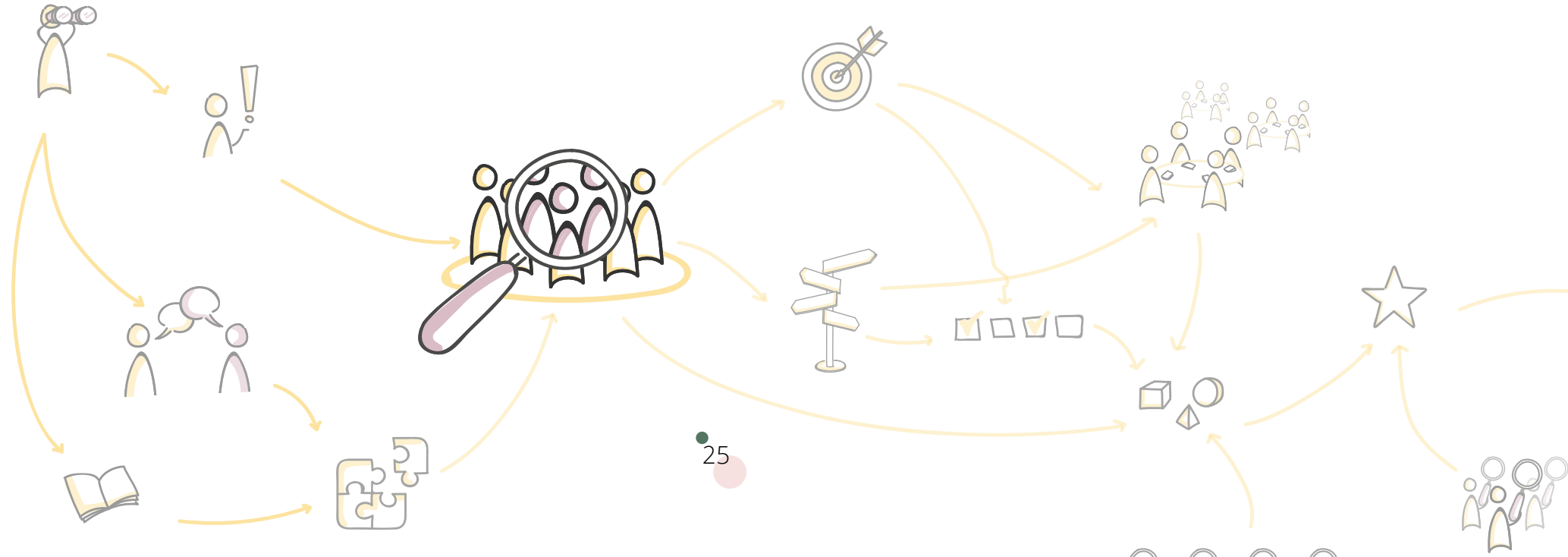
3.3. Procedure 26
3.4. Insights 30
3.5. Limitations 35
3.6. Conclusion 36



The previous chapter presented an overview of the project domain, which is necessary to understand the elements and the topic's context. Understanding the domain builds a stable base in which to work and develop the project.

Therefore, the next step is to dive into the field research. As explained in "1.4. Approach", this project aims to work closely with the target group. The field research serves to get first-hand insight into how teens interact with social media, what content they are exposed to, and how (un)aware they are of sexualised content and their influences. This way, the field study was conducted with 10 participants, who were first sensitised during a week and then interviewed.

The outcomes of the field study should offer a comprehensive understanding of the current state of the context and guide the following steps into the co-creation and ideation phases.

The following visual shows the steps taken for the field study, as well as the link to the subsequent phase. As one can see, the study was first planned and piloted, and participants were debriefed before being introduced to the sensitising phase. After being sensitised, interviews were conducted to deepen the knowledge. The insights gathered through the field study led to the definition of the design brief, which marked the turning point from analysis to ideation and was used as a reference for the following design activities. To jump into the ideation phase, co-creation sessions were held, which served to take the first steps into designing the initial concepts.

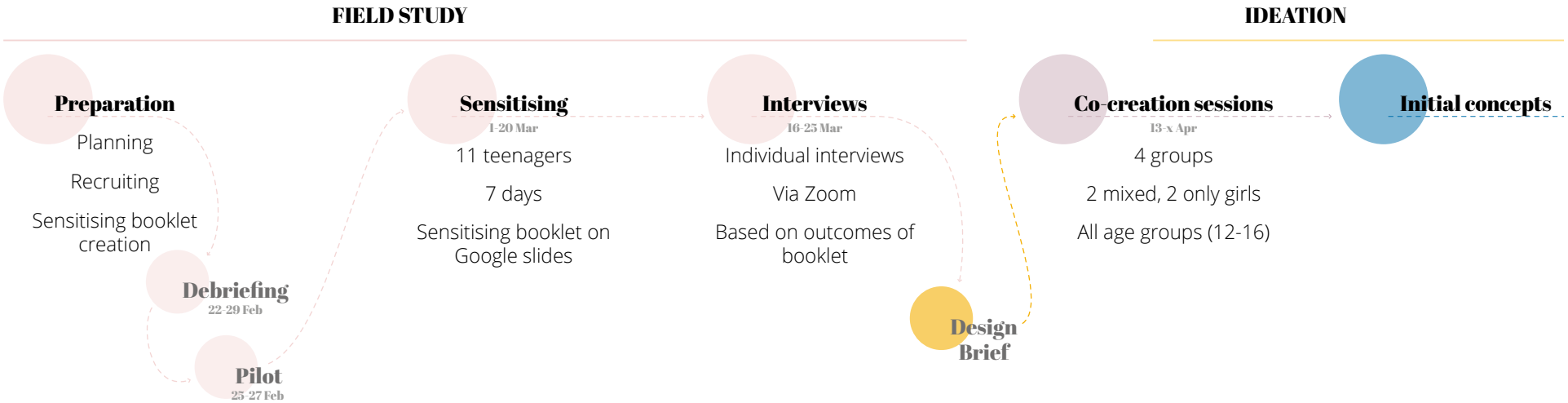


Figure 8. Timeline of the field research

3.1. Goal and Research Questions

The aim of this contextmapping study is to get a first glimpse into the way teenagers interact with social media. As well as to understand to what extent they are familiarized with and aware of sexualisation and sexualised contents.

Research questions were formulated to guide the field study and its activities to reach that goal. These questions relate to the main questions of this project, stated in "1.2. Goal & research questions", but are focused on a few more specific aspects of the problem statement:

Social media interactions

RQ1. What kind of content do they see? What type of content do they share?

Sexualised content

RQ2. To what extent do they understand what sexualised content is?

RQ3. What content do they recognize as sexualised and why?

RQ4. How do they interact with it?

Perception differences

RQ5. How do teenagers of different genders interact with sexualised content?

RQ6. How do teenagers of different ages interact with sexualised content?

RQ7. What other factors could be at play in this interaction?

Education

RQ8. How does their awareness of sexualised content change depending on the education they receive?

RQ9. How do their interactions with sexualised content change depending on the education they receive?

RQ10. To what extent does teenagers' awareness level affect the influence sexualised content has on them?

3.2. Method

This section collects the steps taken before kicking off the field research: the method used, the planning of the study, and the recruitment of the participants.

3.2.1. General setup of the study

Being this project a user- and society-centred one, the method of contextmapping was deemed most suitable to be able to learn first-hand from the users, who are the experts of their own lives and experiences.

Context mapping is a method used to map people's interactions and involves users intensively in creating an understanding of their contexts. Context mapping techniques are used to gain deeper insight into the needs and dreams of prospective users of new products (Visser, F. S. et al., 2005).

In this project, this contextmapping study consists of the following steps: a first phase involving a sensitising period, followed by more in-depth individual interviews with the participants, and a second phase consisting of co-creation sessions built upon the outcomes of the first phase ("5.4. Co-creation sessions").

Sensitizing is a process where participants are triggered, encouraged, and motivated to think, reflect, wonder, and explore aspects of their context in their own time and environment. This is done using a sensitizing package

consisting of short activities or exercises which participants can complete over several days to weeks. Sensitization over a more extended period, typically one or more weeks, prepares participants to access their experiences and to express and discuss these in the following sessions (Visser, F. S. et al., 2005).

Following those notions, the plan for the field study was to first sensitise the participants for seven days. This way get insight into their everyday use of social media, introduce the topic of sexualised content on social media, and determine their level of knowledge and awareness about sexualisation.

For the sensitising period, an online sensitising booklet was designed by using Google Slides (see annex "B.2. Sentitising booklet in English"). The intended purpose of the booklet was to introduce the participants to the topic and gather some information to guide the consecutive interviews.

The interviews that follow the sensitising period aimed at deepening the knowledge and uncover the 'why's' of teenagers' use of social media and their views and opinions on topics like sexualised media.

The field study results guided the definition and planning of the next step: the co-creation and ideation phases.

3.2.2. Participants/Informants

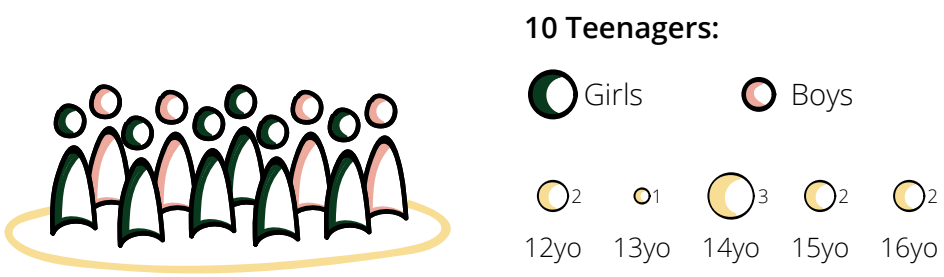


Figure 9. Participants of field research

The main criteria used for recruiting participants were age and gender. Since the project's target group is teenagers aged 12 to 16, a balanced distribution was aimed. Both girls and boys were included in the field study since there was no evidence suggesting only to involve one gender, and the intention was to consider all perspectives.

It is also worth noting that a participant with minimal social media use was included as an experiment to investigate to what extent her contributions could differ from others.

The initial plan was to recruit through schools, but due to time constraints and practical issues, I eventually used my network to connect with parents of teenagers aged 12 to 16. Since the participants are minors, I contacted the parents first to provide detailed information about the study and obtain a signed permission slip authorizing their children to take part. The permission slip included questions that gathered the necessary information about the teenagers to prepare and plan the field study more efficiently (see annex "B.1. Permission slip in English").

3.3. Procedure

The first stage of the field study was to sensitise the participants and introduce them to the topic of the project. Therefore, once having planned and defined the necessary elements for the field study, I reached out to the parents to inform them of the final details, and I set the starting date for the sensitising period and for debriefing the teenagers.

Throughout the study, I communicated with the participants mainly via WhatsApp, and on occasion via email. Text messaging was used for daily reminders about filling in the booklet and setting up the dates for the follow-up interviews.

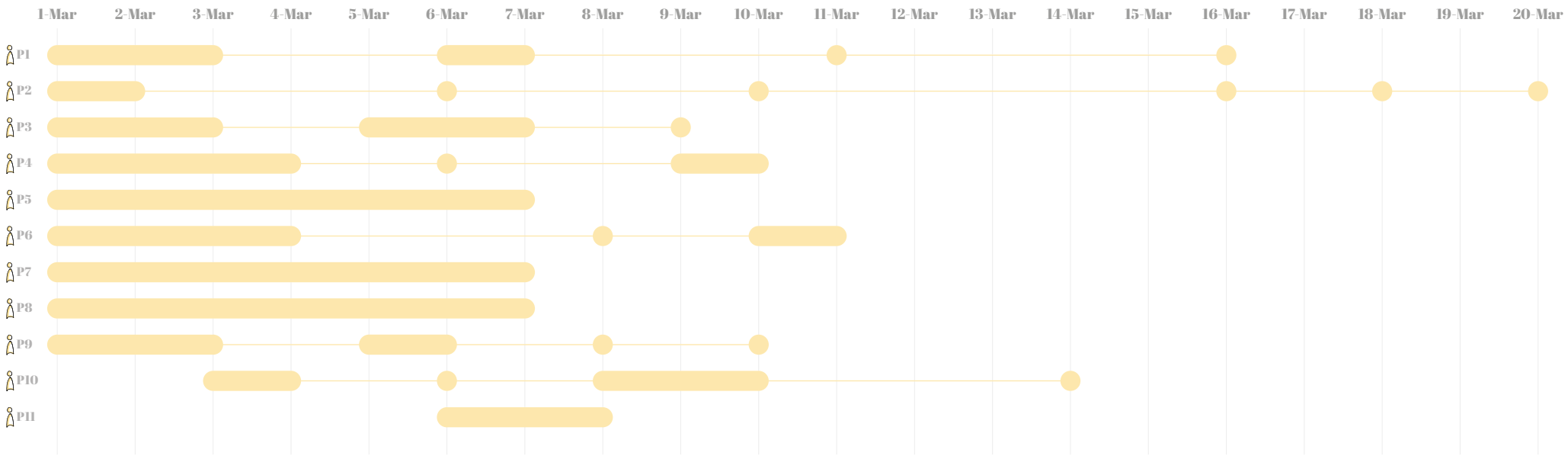


Figure 10. Rate of sensitising booklet completion of each participant

3.3.1. Sensitising booklet

I planned the sensitising period to take a total of seven days with each teenager. Nine out of 11 teenagers started the sensitising period at the same time (see figure 6). The remaining two did so on the 3rd and 6th March respectively.

Not all participants filled out the booklet at the same pace, as one can see on the following visual. It is worth noting that participant 11 dropped out after the 3rd day.

Kick-off

Before starting with the sensitising period, I held a debriefing meeting with each participant. This session aimed to have a short introductory call with the participants individually, to introduce myself and the project. Since the previous contact had taken place only with the parents, I found it valuable to meet the teenagers beforehand to become acquainted and stimulate familiar communication.

Sentising booklet

The sensitising booklet was designed to sensitise participants in the initial phase of the field study (see annex "B.2").

The booklet was designed using Google Slides, because participants were familiar with the software and it allows to conduct the study remotely and online. The content of the booklet aims primarily at two things:

1. Getting a glance at their social media usage: profiles they follow, apps they use, and content they see/like
2. Getting an understanding of their level of awareness & knowledge of sexualised content: what sexualised content is, if they are exposed to it, if they recognise it, what they see as sexualised…

Therefore, the booklet questions started quite general (1st day) and gradually moved on to be more focused on the topic of sexualisation and their habits. There were two types of questions:

- Recurring: mainly about their social media use habits
- One-time

The topic and aim of the study were not disclosed to the participants to avoid receiving 'socially desirable' or conforming answers; namely, to get honest instead of intentional answers. The booklet design aims for intuitiveness and ease of use, and visual and interactive elements were often used (see figure 7). I intended to make the activity of filling the booklet fun and active, aiming to help the participants be more open and sharing.

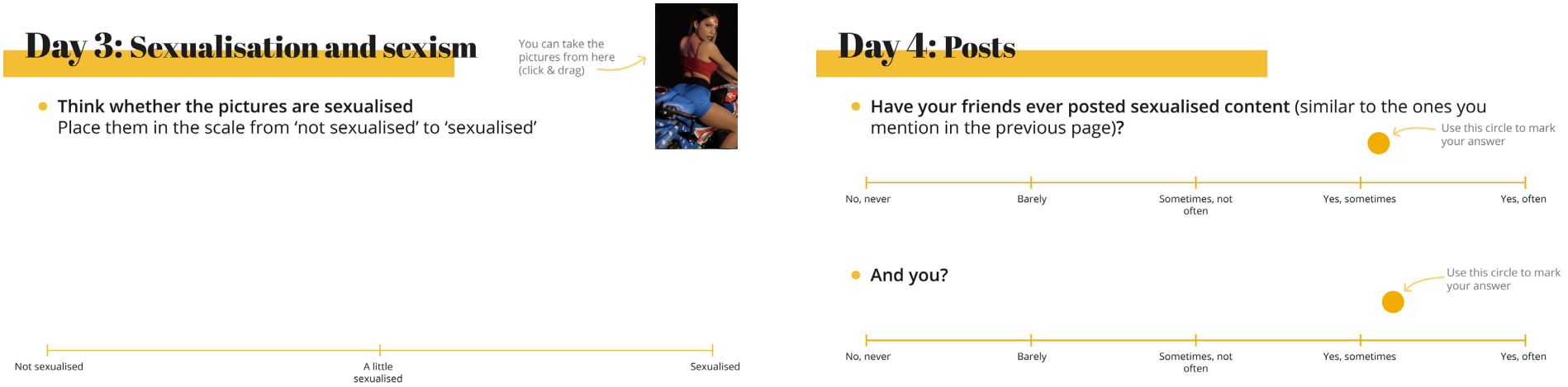


Figure 11. Sensitising booklet examples (1)

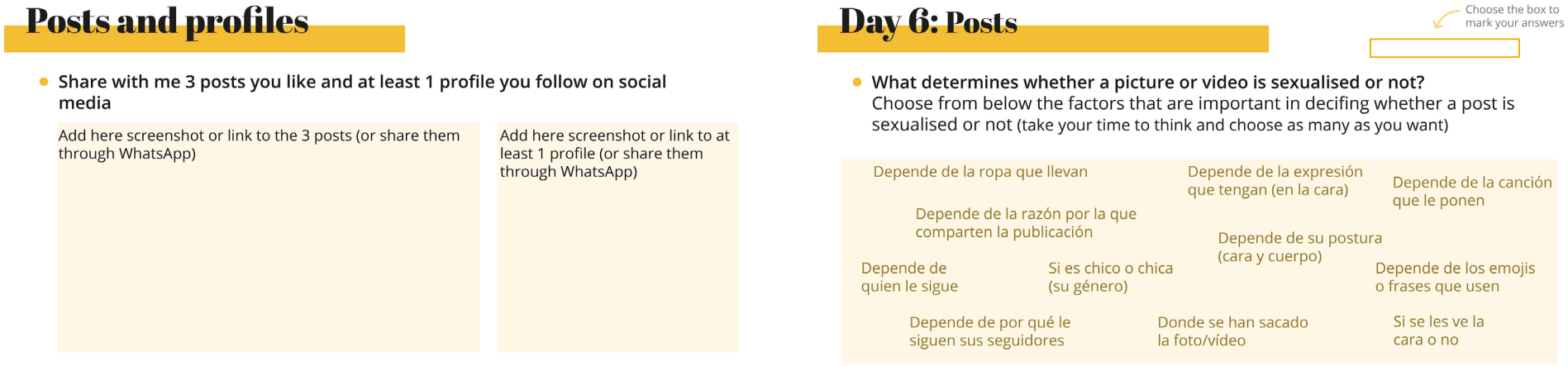


Figure 12. Sensitising booklet examples (2)

The content and design of the booklet was checked in a pilot test with a 14-year-old teenager and four adults (two designers and two non-designers). The goal of this check was to ensure the following things:

- Whether the language used was clear and appropriate for the target group. This was mainly reviewed with the teenager.
- Whether the use of the booklet and Google Slides was easy and intuitive. The booklet includes exercises asking participants to write, add images and text, drag elements, etc. Therefore, I wanted to test how well these would be executed without any additional instructions.

Based on the feedback, I adjusted a few descriptions using words teenagers would be more familiar with.

Moving the sensitising booklet into an online environment has proved advantageous since it has allowed me to keep track of the participants completing it. It also allowed for live adjusting of the booklet. Therefore, I improved, changed, and added things every day to get the most out of the sensitising phase.

3.3.2. Individual interviews

After the participants completed the booklet, I scheduled calls with them individually to discuss their answers and dig deeper into some of the topics. The interviews intended to complete the information gathered through the sensitising booklet: providing reasoning to some of the teens' observations and answering unexplored questions. They were conducted using the video call software Zoom, which allows for recording and screen sharing.

Each interview was adapted to the participant, but all included some

recurring questions (e.g., what influence does sexualised media have on teens?). I used a semi-structured interview approach, having some topics/ questions guiding the talk but enough freedom to ask follow-up questions and explore topics that emerged on the spot. PowerPoint was used to collect answers from their booklets and topics I wanted to dig into during the conversation with each participant. This visual aid improved clarity and helped the participants follow the conversation better. It also allowed for showing images and videos for further discussion.

3.3.3. Data analysis

The results of the sensitising booklet were analysed as the participants filled them out. That served two purposes:

1. Gradually get a picture of the current state and interactions of the target user and the context.
2. Adjust and improve the booklet continuously: add new questions, if necessary, based on their answers, add space for questions...

Once the participants submitted all the answers and the interviews were conducted, I mapped out all the insights gathered by using post-its and grouping them per topic: sexualised content, influence of social media, influence of sexualised media, etc. (see "Figure 14"). Mapping all the insights allowed to visualize all the information at once and identify recurring ideas and relevant observations. Thereafter, I formulated questions on the topics that could be explored further (see annex "B.4").

3.4. Insights

The outcomes of the field research were analysed from the start of the sensitising phase. After conducting the interviews, I clustered the insights to obtain a complete overview.

From the findings of the sensitising booklet alone, there is one main observation worth highlighting. The participants showed very different perceptions of what they would rate as sexualised. A clear example that shows this is how differently the teenagers rated a collection of images from 'not sexualised' (0) to 'sexualised' (9) (see "Figure 13"). However, they all share one common understanding of what sexualised content is: showing a lot of skin, i.e., not wearing many clothes.

	Age	Gender																
P1	12	Girl	1	1,5	1	1,5	2	2	8	6	7,5	7	5	6	7	7	5	10
P2	16	Boy	1	2	5	3,3	9	3,3	6	2	1	5	7	6	7	10	9	10
P3	14	Girl	1	1	3,5	4,5	2,5	7,5	6	4,5	9,5	8,5	5,5	7	9	8	6,5	10
P4	15	Boy	1	1,5	1	5,5	6,5	5,5	1,5	8	6,5	9	8	10	9	9	10	10
P5	15	Girl	7	2	3	1	8	4	3	8	7,5	7,5	10	10	8	10	9	9
P6	12	Girl	1	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
P7	13	Girl	1	4	3	1	1,5	1,5	3	3	4	6	4,5	6	7	5,5	5,5	5
P8	14	Boy	2	1,5	3,5	6	1	4	6,5	8	5	6	10	9,5	8,5	6,5	9	7
P9	16	Girl	2	1	8	10	10	9	10	6	7	10	9	10	10	10	10	8,5
P10	14	Boy	1	1	5	5	5	5	5	5	5	5	5	5	5	5	10	5
			18	25,5	43	47,8	49,5	51,8	55	60,5	63	74	74	79,5	80,5	81	84	84,5

Figure 13. Numerical estimation of the rating how sexualised these pictures are, based on the exercise that asked participants to place the pictures on a qualitative scale from 'not sexualised' to 'sexualised'.

The insights from the field research were clustered according to the topics that one can see in "Figure 14": sexualisation, sexualised content, influence of social media and influence of sexualised content, content they (teenagers) post, who sexualises, and who is sexualised. These clusters are created from the questions asked in the sensitising booklet and in the interviews, as a way to structure the information.

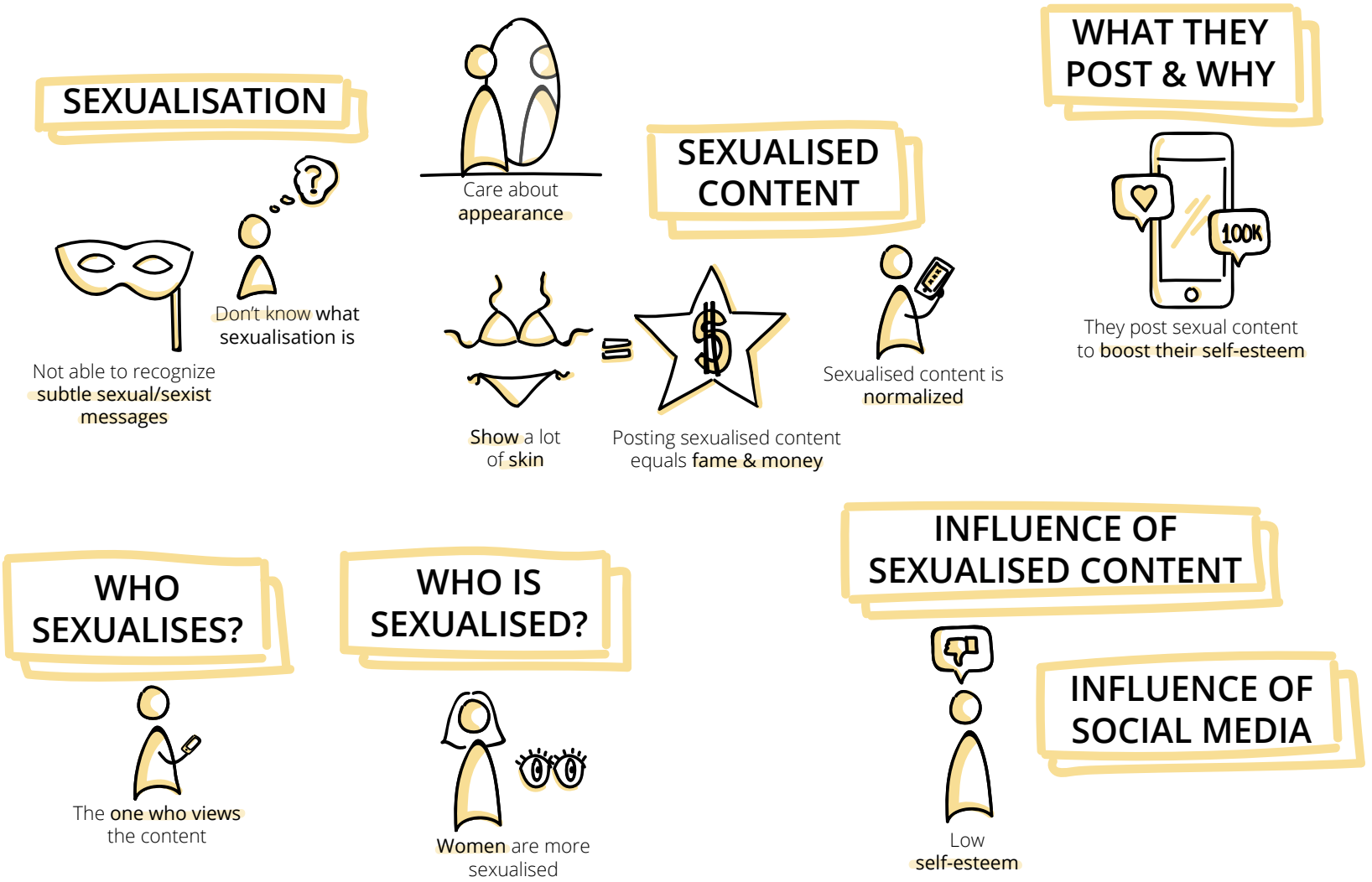


Figure 14. Main insights from the field study

The main insights and outcomes of the field study are the following:

The participants see sexualisation purely as giving importance to a person's physical attractiveness but not yet comprehend the sexual and objectifying aspect of it.

One of the booklet exercises asked participants to rate some pictures on a scale from 'not sexualised' to 'sexualised'. To explain why some images are sexualised, they provided explanations such as 'because they're bragging about their appearance (participant 5, P5, girl, 15yo)' and 'because in those pictures people only pay attention to how they look (P6, g, 12yo)'.

Therefore, the primary perceived influence of sexualised media is an effect on people's self-esteem due to comparing yourself to the people on social media who post such content.

Most teenagers saw this as a side effect of having sexualised content on the media, saying that 'people are insecure about their bodies because they see a very skinny person (on social media) and they think they should look like that (P6, g, 12yo)'. They are aware of social expectations: 'people have insecurities about their bodies, wanting to be how society tells them to be (P7, g, 13yo)'. This is something they see in their social environment and the behaviours of people on social media: 'some write comments telling people how they should look, for example, saying they should lose weight or not be so skinny (P9)'.

They don't recognize the subtle sexualised elements in videos and images: most of them recognize sexualised content to be those showing a lot of skin or showing specific body parts (bottom, breasts, abs) in a pronounced way.

When asking the participants to explain what kind of content they would rate as sexualised, they mentioned 'Girl with very short shorts, showing their butt (P6, g, 12yo)', 'Guy with no shirt (P6, g, 12yo)' or 'Girls in bikinis or tops (P9, g, 16yo)'. Therefore, they take the 'visible attributes' as determinant factors (wearing little clothing), but they are not yet aware/able to identify more subtle aspects like dances, gestures, or messages.

They don't identify content as sexualised, because it's normalised

During the interviews, I showed some TikTok videos that showed dance movements or gestures that could be sexualised, and asked them to share their opinion on whether they were sexualised or not. Most of them didn't catch any of those sexual elements, but a very insightful comment was 'I don't think they (the videos) are sexualised; most videos are like that. It's normalised (P7, g, 13yo)'. Therefore, there's (at least) two factors that might keep them from recognizing sexualised content: on the one hand, they're not experienced enough to see the subtleties, and on the other hand, they are so used to seeing such images and videos, that they don't stand out to them anymore. One could argue that if they don't recognize the content as sexualised, it would not influence them. However, even without recognizing it, being exposed to such content and sexualising behaviours teaches teenagers that sexualisation is the norm. Furthermore, they copy what they see and post similar content themselves as a result.

Posting sexualised content equals fame and money

Many of them strongly believed that some people use their bodies, and post sexual images, as a means to get famous: 'Influencers use it to gain followers and sell products (P4, boy, 15yo)' and 'You get a lot of views and likes from those images and videos (P2, b, 16yo)'. It is also worth noting that they disagreed with this practice: 'it's very demeaning to become famous by showing your body (P4, b, 15yo)'.

When they and their friends post sexualised content, they do it to boost their self-esteem and feel good about themselves

They're exposed to sexualised content, so often that they normalise it. Such images and videos can make them insecure about their bodies. However, it also drives them to post similar content to feel good about themselves and get praised on their bodies: 'it is absurd how many teens' self-esteem depends on praise on social media, by posting pics of their bodies (P10, b, 14yo)'.

Most of them agree that the one viewing the content is the one who sexualises

All the teenagers thought that both the person posting the content and the one seeing it could be sexualising. Still, they agreed that in most cases, it's the one seeing the content: 'If a person is attractive & they are posing in a specific way, they (people seeing the content) think the picture is intended sexually. Attractive people are instinctively sexualised; the people seeing the picture think 'they're doing it for me' (P9, g, 16yo)'. Generally, they believed that 'The one who sees sexualises, maybe the one who posts the content doesn't intend to focus on appearance (P7, g, 13yo)'.

Most also agree that women are more sexualised

During the interviews, I wanted to understand whether they perceived a gender difference in the act and the object of sexualisation. All of them believed both men and women could be sexualised, but half of them pointed out that it happens more to women. They argued this happens either because 'they care more about appearance, so they look better, and are therefore more sexualised (P10)' or because 'it's easier for girls to pose sexually (show your butt) than for guys to lift their t-shirt and show their abs (P3, g, 14yo)'. These two observations are quite interesting since they partially conflict with the notion that 'the one who sees the content is the one sexualising the person', saying that it is women who sexualise themselves by posing or presenting themselves in a certain way.

Only one of the participants recognized sexualisation to influence people's behaviours by normalising objectifying behaviours and comments.

The participant shared 'Guys in my class sexualise women on social media a lot and say things like 'Oef, she's hot', 'I'd do her''. She believes that sexualisation is so present and normalised on social media, that makes users believe it's right; 'If no one stops it, they don't learn it's wrong. Therefore, it increases (P9, g, 16yo)'. She also pointed out how both her girl- and boyfriends have posted pictures in their underwear or swimwear, but it's only the girls who receive all sorts of sexualising comments from their male friends.

3.5. Limitations

The field study provided with many insights about teenagers, their use of social media and their understanding of and interactions with sexualised content. However, there are some limitations that might have influenced their input and behaviour throughout the study.

Conforming answers

The first possible limitation is that the participants might have responded to some questions wanting to conform. This means that they could have not answered completely truthfully, but instead they aimed to give a correct answer, or respond to what they thought was expected of them. This could happen because they felt they were being evaluated on their answers, or because they assumed what a correct and incorrect answer would be. It was noticeable, for example, when asking about sexualisation and sexualised contents, that some of the answers were given carefully or trying to excuse themselves: "I think it's not okay (to upload that content), but people can do whatever they want". Another example was an exercise where I asked them to express what they thought when seeing some pictures and videos (without mentioning the word sexualisation), and most of them responded saying whether or not they thought the content was sexualised.

Even if these answers could have masked (part of) the truth, they were also insightful and gave clues on what kind of questions to ask or what topics to further prompt the participants with.

Openly sharing

Another noticed reaction when talking about sexualisation and sexualised content, was that some participants might have held back at times. This means that they assumed seeing and posting that content is a negative thing to do, so they showed a defensive or not openly sharing attitudes: "I don't see that type of content" or "me and my friends don't post that type of content".

These reactions were more salient in some of the male participants. This could be explained by the fact that I, the researcher, am a woman, and therefore they may have felt reluctant to talk about sexualisation with me. This was mainly noticeable during the interviews. A few participants showed a doubting and shy attitude when answering questions like 'why is this video/ picture sexualised?' or 'who are more sexualised, men or women?'.

3.6. Conclusion

In chapter "2", I introduced the project's domain by illustrating all the relevant topics and aspects to be used as the base for the project. This chapter has presented the field study conducted with ten teenagers aged 12 to 16, where several perceptions were gained: their understanding of sexualised content is limited, such content is significantly normalised on social media, and when they post it themselves, they aim at boosting their self-esteem.

Looking back at the research questions formulated for the field study (see "3.1. Goal and Research Questions"), it has become apparent that, generally, the content seen by girls and boys differs significantly (research question 5, RQ5). Although there are some exceptions, girls tend to follow profiles focused on beauty and appearance, while boys show more interest in comedy and sports (see "Figure 15"). This corresponds to findings in literature (see "2.1.2").

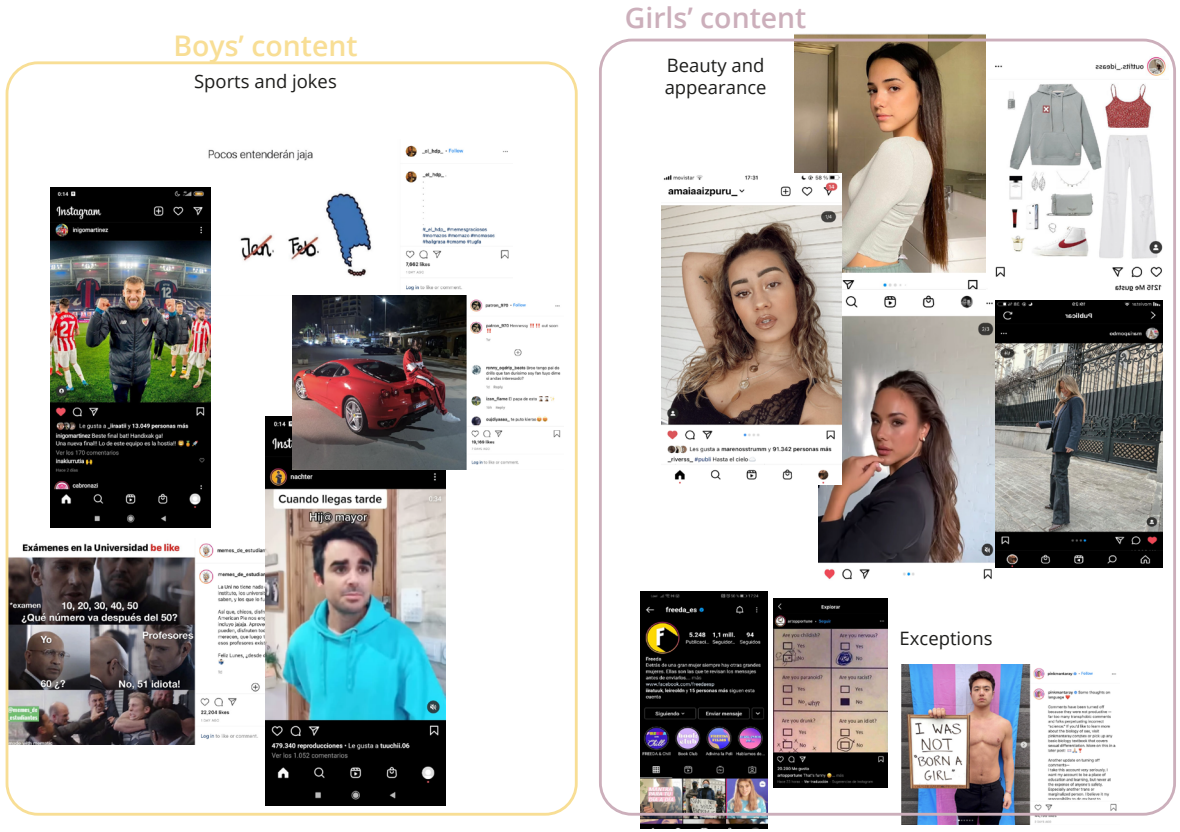


Figure 15. Content seen by boys vs. content seen by girls

The teenagers' ability to identify and understand sexualised content is limited, as highlighted above, and not all participants have shown the same level of awareness. I identified no major differences between the way boys and girls perceive sexualised content. The one difference is that girls appear to be more exposed to sexualised content, and are usually more sexualised.

Age has shown to be a significant factor in their awareness and perceived vulnerability to media influences, namely, how vulnerable they think they are (RQ6). The younger participants believed the older teenagers are more influenced because they pay more attention to their appearance and use social media more often. Contrarily, the older participants argued that younger teens are more vulnerable because at a younger age, their opinions and beliefs are forming; they are less mature and therefore unaware of social media influences. From the researcher's point of view, the older participants showed more awareness regarding sexualising practices on social media. They were better able to identify sexualised contents and sexualising behaviours, and had a higher ability to give arguments and discuss about the topic.

Regarding education, they do not receive institutionalised guidance (e.g., in school) that could influence their awareness levels and interaction with sexualised media. Only one of the participants had taken part in a workshop (as part of her scouting group) where she learned what sexualisation and sexism is (RQ8-9).

The influence that being exposed to sexualised content & behaviours can have on teenagers does seem to differ depending on their awareness (RQ10). The participants who showed a higher ability to identify sexualised content and discuss about it also demonstrated being able to recognize the effects of interacting with such content. I, therefore, concluded that those more aware seem to be less influenced. However, this is something that needs to be investigated further.

Coming back to participant 6, who has minimal social media access, no notable differences have been found compared to the other insights. However, for her age (12 years old), she showed strong opinions and understanding of the dangers of social media (people sharing your picture around, being insecure about your body, etc.). This mature way of thinking is thought to be a direct result of the education received at home about social media usage, teaching her to be very careful of the content one shares on the media.

These insights bring us to the next chapter, the problem statement and design brief re-definition, which will guide the project's follow-up steps.

Problem Statement

and Design Brief

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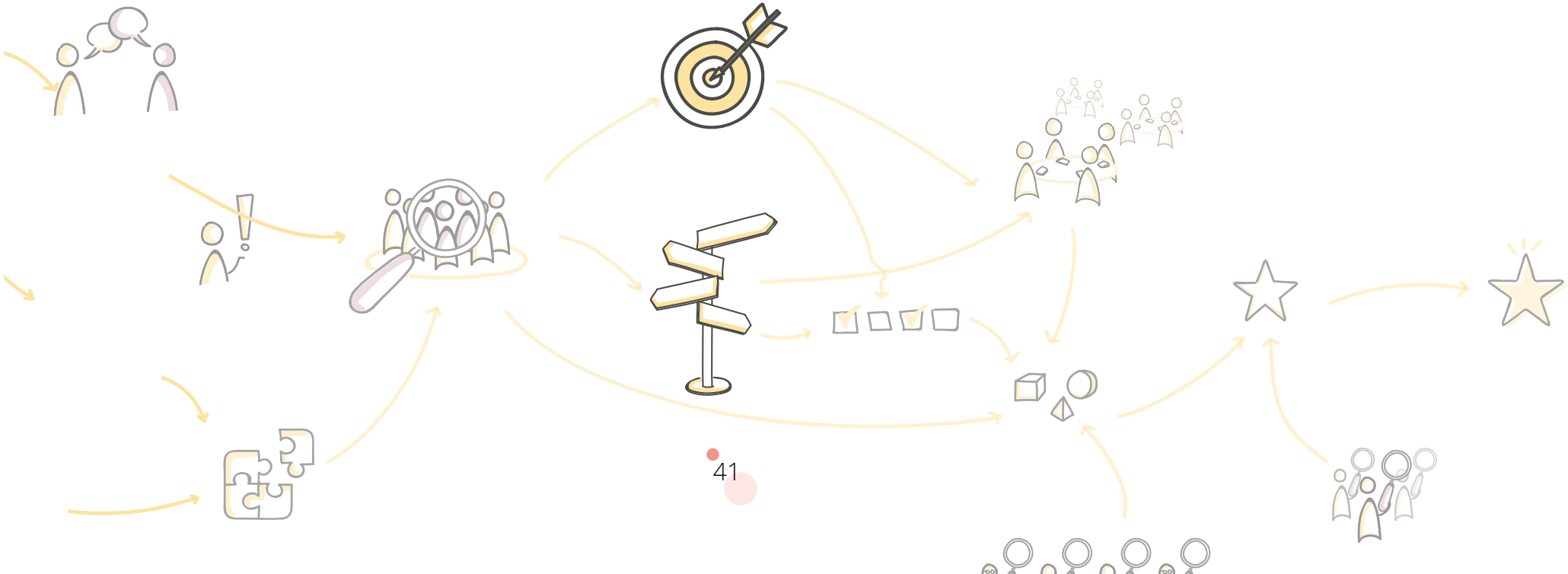
4.4. Design criteria 45



The previous chapter presented the field study conducted with teenagers and the obtained insights. These outcomes were used to refine the problem statement and identify possible design directions to answer the context's needs and reach the intended interaction. So, by defining those, a clear design brief was formulated that guided the following co-creation sessions and ideation activities, which one can see in chapter "5" and "6".

4.1. Narrowing down the scope

After analysing the insights gathered in the field research (see "3.4. Insights"), I made a small adjustment to the project's scope. The results showed that the interaction with, and consequences of sexualisation on social media are different for boys and girls. Girls are also usually more sexualised, and thus experience the consequences of it more frequently than boys. This, in turn, changes how they interact with it, namely how they see and post content on social media.

Consequently, the design space would have to be different for answering to boys' and girls' needs.

Considering the time limitations of this graduation project, I have decided to focus the scope on teenage girls aged 12 to 16.

4.2. Problem statement and Intended interaction

This section introduces the refined problem statement and resulting intended interaction (see "Figure 16" and "Figure 17").

Problem statement

Teenagers aged 12 to 16 normalise sexualised content they see on social media, because they are so used to seeing it and because no one teaches them otherwise (see "Figure 16"). They also learn to like and admire it because people they look up to (famous people, influencers) and people in their social environment post sexualised content. That type of content also gets most of the likes and followers, which causes teenagers to learn that posting sexual content is 'the right thing to do'. Consequently, they end up copying those behaviours, unawarely posting videos and pictures that could be sexualised. At the same time, they consume content full of sexual connotations that they can neither identify nor understand.

As a direct consequence, teenagers imitate what they see and post content that can be sexualised. They do so to get likes and follows, because they think it's "cool" and because they want to be praised and boost their self-esteem. The problem lies in them not being aware of the underlying (sexually charged) messages they could be sending. Viewers could interpret their content as sexual and react to it in unwanted ways, and teenagers could, in turn, learn that receiving such reactions is normal. All of this could impact their relationships.

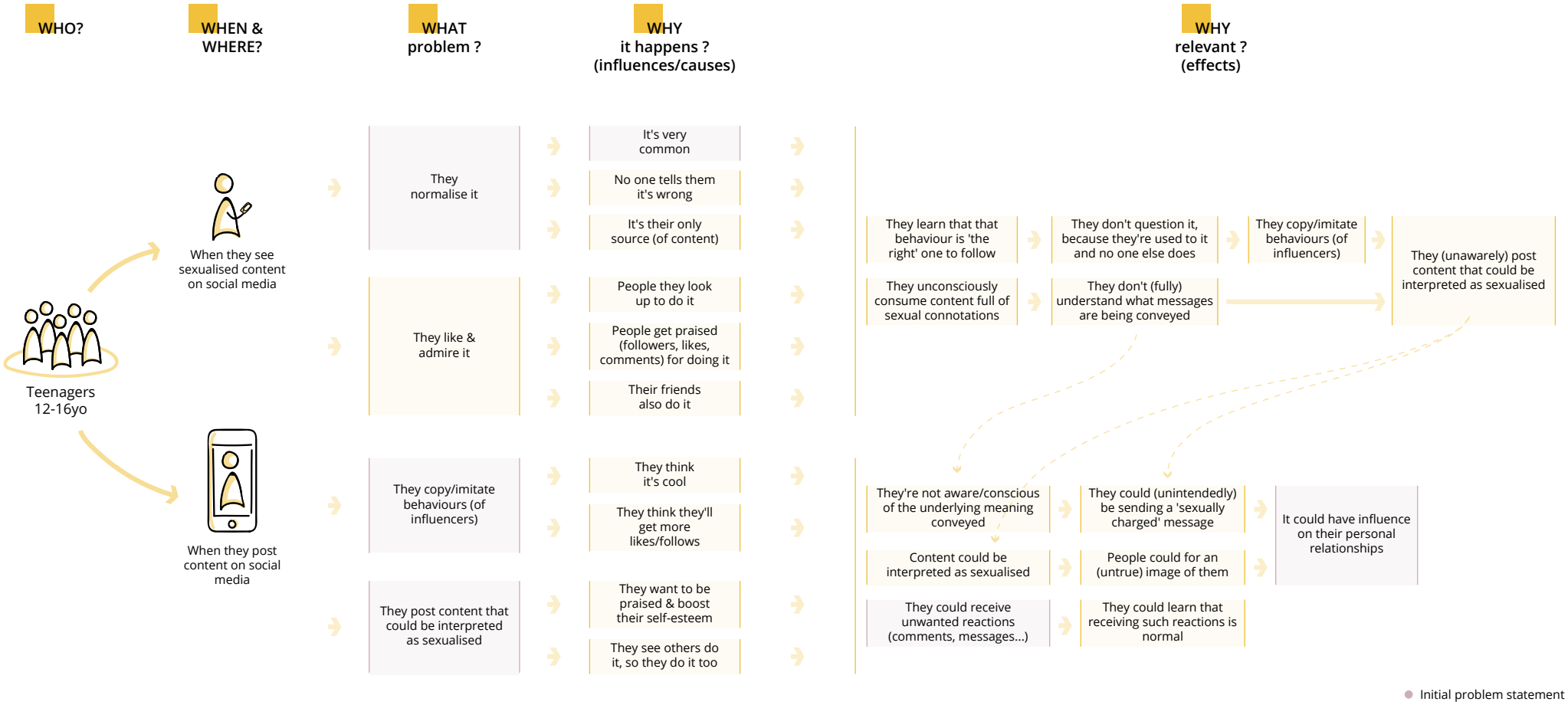


Figure 16. Problem Statement

Intended interaction

Based on the problem statement, I defined the intended interaction between teenagers and sexualised content on social media, shown in the visual below, “Figure 17”. Teenage girls aged 12-16 that see sexualised content should be critical about it, even if normalised. They should be aware of the content and its connotations, reflect on it, and build an opinion about it. Being critical, aware and reflective should help teenagers understand sexualisation and its effects on social media, aiming for them to interact with media content more consciously.

When teenagers post content, they should also be aware of what they’re posting and the possible connotations of such content. They should have a clear reason for posting and be mindful of their intentions when posting, as well as of the reactions they might receive.

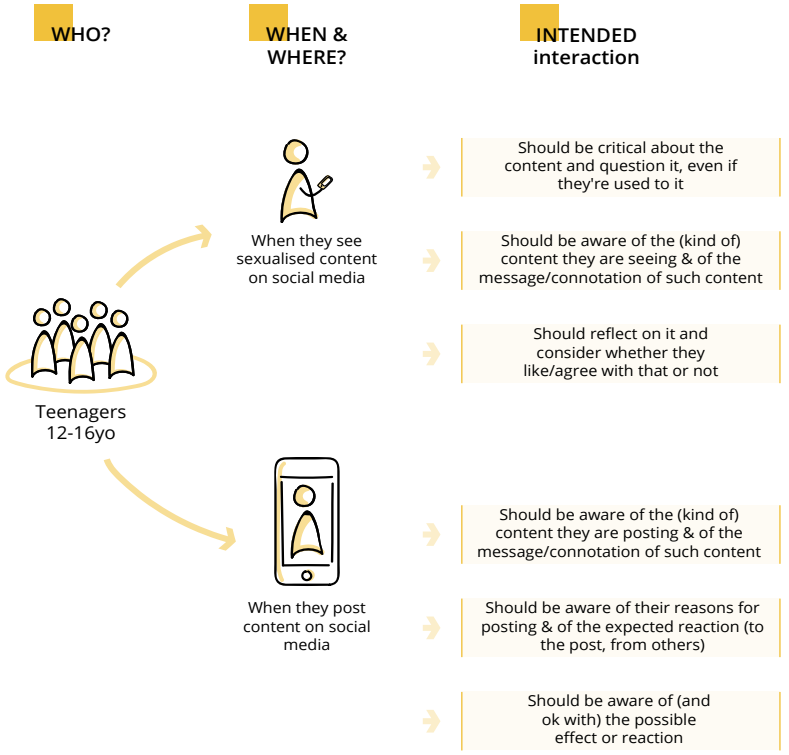


Figure 17. Intended interaction

4.3. Interaction qualities

After defining the problem statements and the intended interaction, I thought of possible interaction qualities that could guide the initial ideation. Interaction qualities define the way the interaction between the user and a product/service is; an interaction can be guiding, confronting, reflective... These interactions help ideate by focusing on how the user interacts with the product/service, how he or she feels, as a way to come up with interventions.

The interaction qualities were tested in the following co-creation sessions, aiming to get a first input from the teenagers, which will help take the first steps when coming up with concepts.

As stated in the intended interactions, the most relevant notion is to 'activate awareness and reflection'; to be more conscious.

> The design goal is to improve the interaction between 12 to 16 year old girls and sexualised content on social media by generating awareness to avoid any negative and unconscious influences on their wellbeing, attitudes, and behaviours.

The interaction qualities used to guide the initial ideation are shown below ("Figure 18"). The visual presents each interaction (guiding, reflective, exchanging thoughts...), together with a metaphor and the qualities that characterize it. The metaphors are meant as an example of how the interactions should feel. For example, a guiding interaction would be learning how to swim: first, we use inflatables on our arms, then we switch to a single back inflatable, and eventually we can do it on our own. Therefore, a guiding interaction is safe (we use inflatables until we know how to swim on our own), gradual (a step by step process), and semi-active (it requires us to do something, but we are aided, by the inflatables in this case). The rest of the metaphors and qualities for each interaction can be found below.

Figure 18. Interaction qualities

The interaction with social media is a process in itself: from seeing content (consuming) to posting content (producing posts & reactions). So, the different interactions have been placed in a timeline (see "Figure 19"), making a distinction between three stages: before posting (consuming content), while posting (producing content) and after posting (receiving reactions). It also highlights the steps as defined in the intended interaction (below the line). Placing the possible interaction types in the timeline has been helpful to pinpoint at what steps of the process each of them could be relevant for designing an intervention.

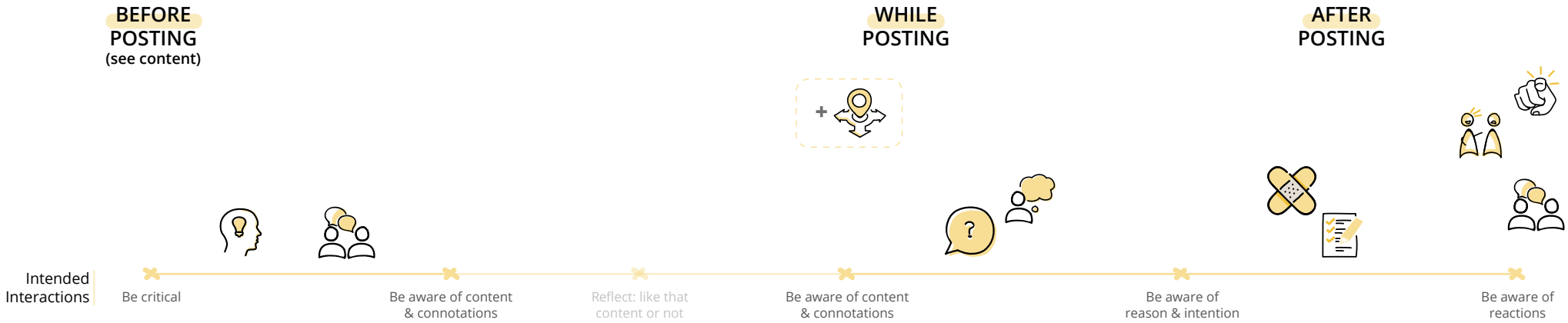


Figure 19. Interaction qualities in the process timeline

4.4. Design criteria

This section presents a set of important requirements for the design intervention, which were later used to evaluate the concepts.

There are two sets of criteria. The first set of criteria determines how to evaluate whether the design intervention fulfils the goal of raising awareness and preventing negative influences. Namely, what the goal consists of:

- Recognition: the first step in becoming aware is recognizing sexualised contents; differentiating sexualised from not sexualised contents.
- Reflection: the second step is to reflect upon those contents, what sexualisation is and how it materialises on social media. Also reflecting upon the reactions to such content and how people interpret it in many different ways.
- Internalisation/understanding: after reflecting on something, one internalises or understands it. This internalisation brings the development of own thoughts and opinions on the topic and the ability to understand what sexualisation is on a bigger scale (going further than specific examples of social media content).
- Application: the final and essential step, is the application, or adoption, of the learned lesson. Namely, what has been recognized, reflected upon and internalized, should be adopted and applied into one's actions; posting content on social media.

The second set covers design qualities that the intervention should fulfil:

- Likelihood to be adopted/used by teenagers: it is important that the teenagers adopt and use the intervention, since that is the first step towards reaching the design goal.
- Effective: it is of high importance that the intervention is effective; that it aids the completion of the goal, ultimately making the awareness and reflection exercise a habit.
- Engaging: for the teenagers to adopt the design, it should be engaging. They should be interested and want to make use of it.
- Guiding/Intuitive to use: As mentioned, the proposed concepts are guiding the teenagers towards taking the first steps to becoming aware and reflective about the content they see and post. The interaction should therefore be intuitive and guiding for the teenagers to interact effortlessly with it.
- Inspiring/eye-opening: it is also essential that the interventions offer an inspiring interaction since the goal is for teenagers to change the way they behave and think about sexualised content. It should be revealing, and this in turn should generate more interest in the teenagers,
- Realizable/feasibility: it is also considered relevant whether the design will be feasible to be implemented in real life. This is a personal requirement, since I would like to design something realizable, not conceptual.

The previous chapter introduced the first steps of the field study, and the insights gathered. These were used to define the design brief presented in this chapter: the scope, problem statement and intended interaction, interaction qualities to guide the ideation and the design criteria to evaluate the concepts. In the following chapter, the co-creation sessions conducted with teenagers are introduced, which together with the design brief mark the beginning of the ideation phase.

From analysis to ideation

co-creation sessions

This chapter contains

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5.3. Procedure 50
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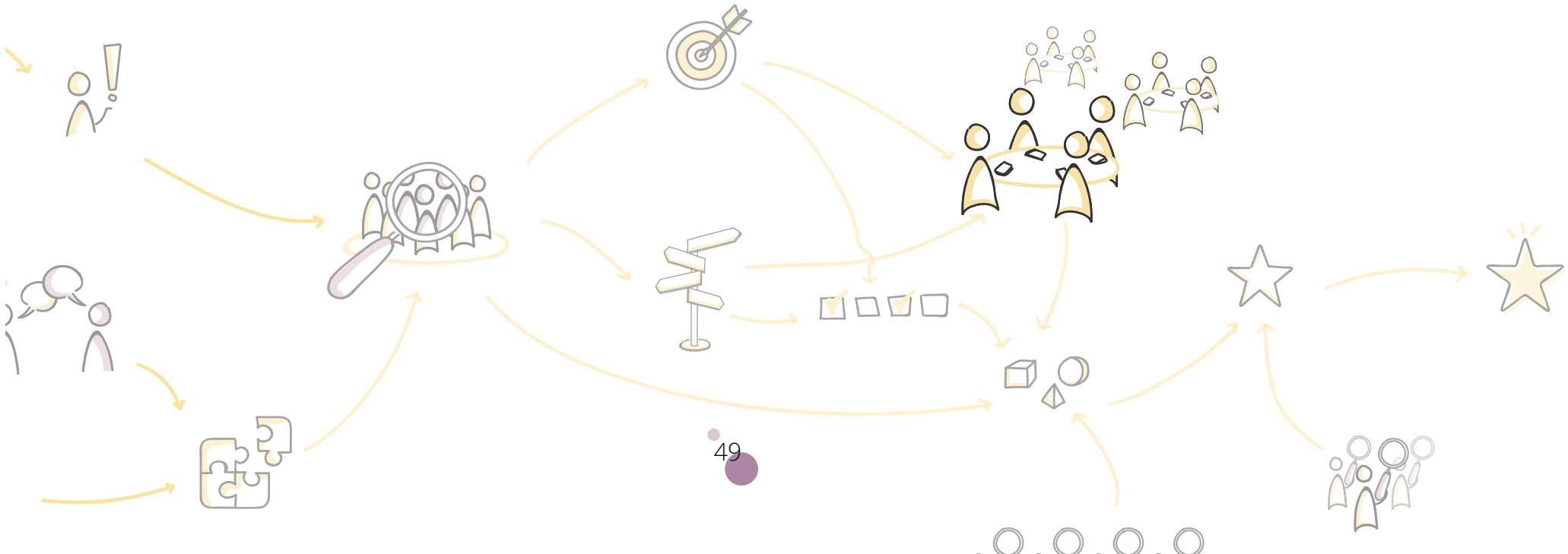
5.5. Insights 54
5.6. Limitations 56
5.7. Conclusion 56



The previous chapter introduced the new design brief; the redefined problem statement, intended interactions, and a range of interaction metaphors to guide the ideation phase. The design brief together with this chapter present the turning point from the analysis into the ideation phase: the co-creation sessions. So, in this chapter, the goals and research questions, method, procedure, and insights of the sessions are elaborated upon. The conclusions of this chapter lead the way into the ideation phase, where the initial concepts were created and evaluated, to arrive at a final design proposal.

5.1. Goal and research questions

The main goal of the co-creation sessions was to start the ideation phase and use the insights gathered during the sessions as a guide for the first steps towards concept creation.

The outcomes of the sessions should answer the following research questions:

- **RQ1.** In what step(s) of the process (from seeing to posting sexualised content on social media) is it most relevant or meaningful to intervene?
- **RQ2.** How do teenagers, based on their own experiences, give advice on increasing awareness about sexualisation on social media?
- **RQ3.** What do teenagers, based on their own experiences, find important when interacting with sexualised content on social media?
- **RQ4.** Which interactions are preferred and which perceived as most effective?

5.2. Method

This section introduces the steps taken before conducting the co-creation sessions: the method used, the planning of the study, and the recruitment of the participants.

5.2.1. General setup

The co-creation sessions aimed to use the participants' input based on their own experiences as experts of the topic at hand: how teenagers interact with sexualised content on social media. Therefore, the intention was to present some scenarios and questions for the teenagers to think along and answer. The scenarios were based on the insights from the field study; they introduce previously identified issues and ask the participants how they would resolve those. The scenarios serve as the sessions' main structure; they sensitise the participants and spark a discussion. By not having a very rigid structure, the intention was to let the participants' input shed light on what they find most relevant and useful in the discussed situations.

This approach follows the notions of a method named co-constructing stories. This method is a participatory design technique that uses storytelling to elicit in-depth user feedback based on the participants' experiences and memories (Ozcelik, D., & Terken, J. M. B., 2012). With this idea in mind, the session's setup consists of a story where two characters face a series of problems, and the teenagers are asked to help them (see "C. Annex: Co-creation sessions"). This approach benefits from the teenagers' experiences by framing it as a third-party problem and evokes positive and open collaboration.

Four group sessions were conducted, making a distinction of age groups and genders (see "Figure 20").

The sessions were held online by using the videoconferencing software Zoom and the collaborative platform Miro. I aimed to evoke an open and sharing exercise by working together in Miro, and also allowing participants to speak up and see each other during the discussion moments (see "5.3. Procedure" for a complete elaboration on how the sessions were held).

5.2.2. Participants/informants

For the co-creation sessions, some new participants were recruited (see "Figure 20"). Three participants from the field research also participated in the sessions, because their input had been insightful.

This time, I recruited teens by contacting a school, through which I got the permission slips signed by the parents with the teens' contact information. This way, I could establish contact with all of them, and schedule the date and time for the four group sessions.

The only factors considered for recruiting were age and gender. The four groups were divided by age range: 12-14 and 14-16 years old, because different awareness levels among the age ranges were identified through the field study. The groups were also composed based on gender: two mixed and two with only girls. This choice was made based on the aforementioned scope on girls, as explained in "4.1. Narrowing down the scope". Some boys were still included because the way teens interact with social media is also influenced by their peers and social groups (boys and girls). Therefore, the input from boys in the sessions was considered relevant.

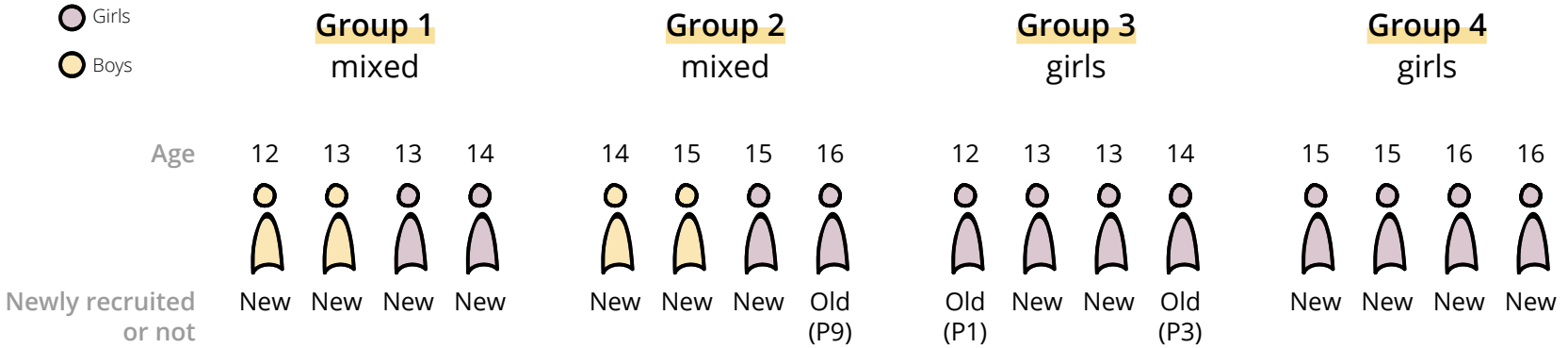


Figure 20. Co-creation sessions group composition

The groups were formed by first considering the participants from the field research. I assigned them to either the mixed or girls group based on their attitudes during the field study, aiming for a more insightful collaboration and discussion. The new participants were assigned at random since I had no previous knowledge about them to assign them to a set group intentionally.

It is worth noting that, as a result of recruiting participants from one school, some of the teens knew each other. Although no major effect was foreseen, it might have influenced the openness or sharing attitudes of the teens (see “5.7. Conclusion”).

5.3. Procedure

This section explains how the sessions were designed, piloted, evaluated and finally conducted.

The session setup was designed in Miro, for its intuitiveness and live collaboration possibilities.

Each question was presented in a separate slide, and participants used post-its to write their answers to every question. This offered an easy way to collaborate in answering each question, and, at the same time, allowed to have a discussion after the participants responded by seeing all answers on the same slide. Having the slides with the post-its was also a good way to log all results from the sessions for later analysis.

Since the teenagers weren’t familiar with Miro, the first section of the session introduced the program and an icebreaker. The intention was twofold: to ensure the teens would easily use Miro and have a fun introduction to get to know each other (see “Figure 21”).

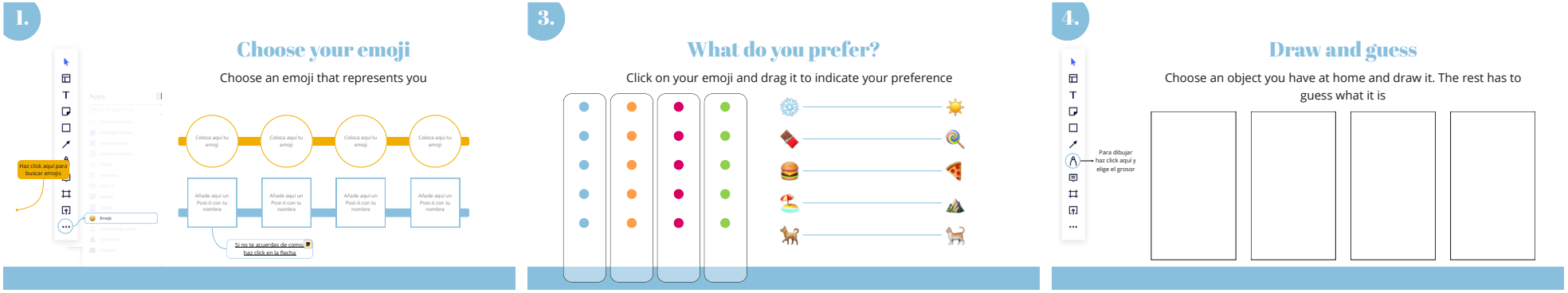


Figure 21. Example slides of the icebreaker in Miro

The second section consisted of the definition of the term sexualisation, as an exercise to ensure all participants knew what it means and what it entails in a social media context (see “Figure 22”). This was a necessary step since their understanding of the term would determine their input on the following sections.

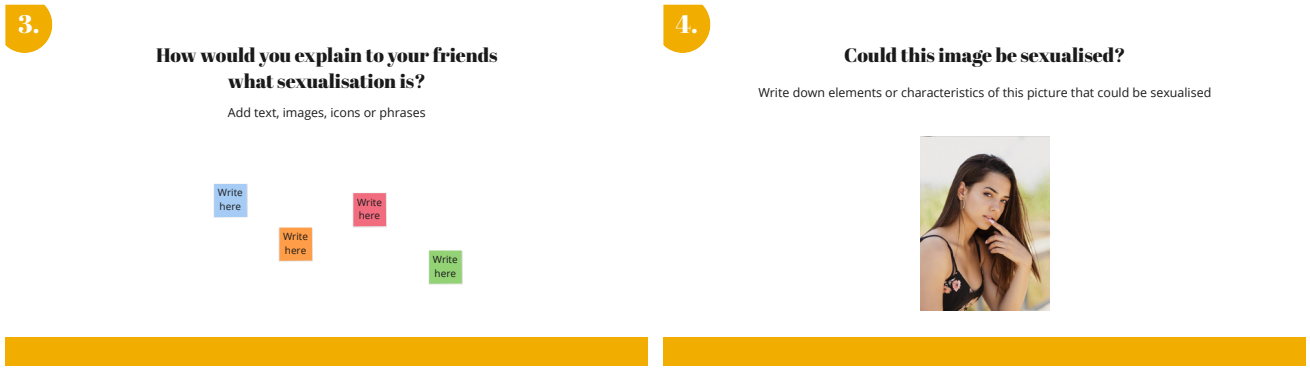
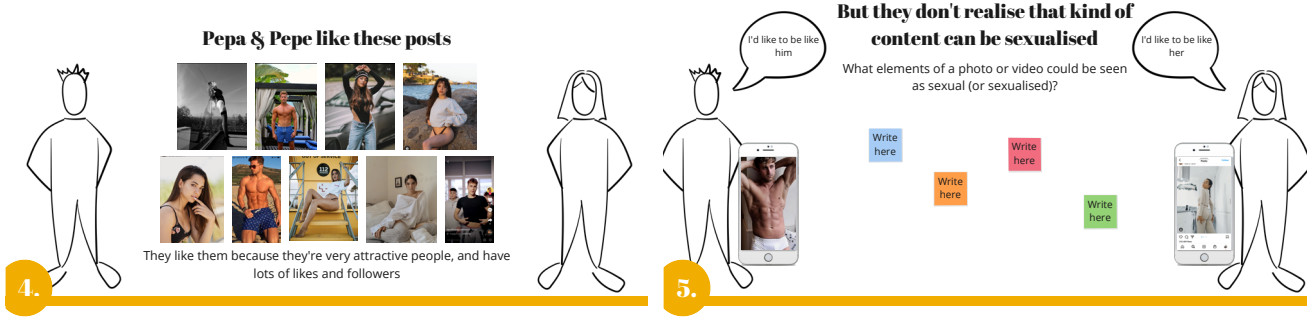


Figure 22. Example slides of the second section of the session

The following two sections presented two scenarios: seeing content on social media and posting content (see “Figure 23”). Here, as explained above (see “5.2. Method”), the co-constructing stories approach was used, for participants to use their own experiences to answer to multiple questions.



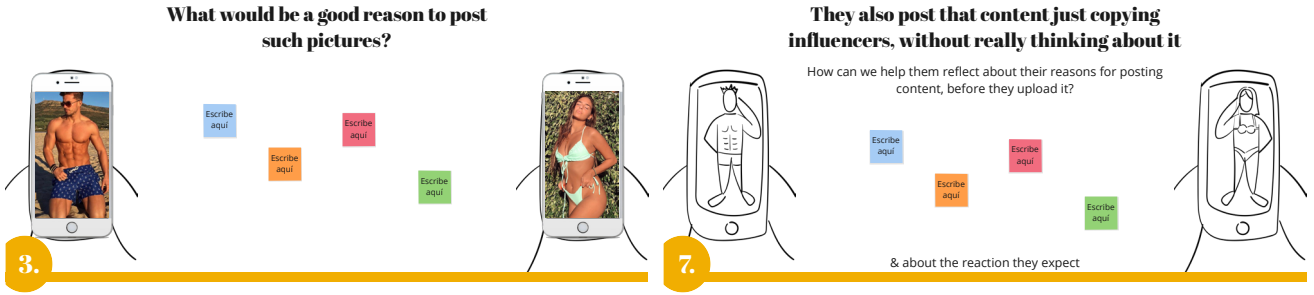


Figure 23. Example slides of the third and fourth sections of the session

The last section presented the teenagers with the interaction metaphors. Two groups were introduced to half of the interaction metaphors and the other two groups to the remaining ones. The exercise was framed as follows: 'what would help you be more aware and reflective about sexualised content on social media?'. I asked them to think which interaction types they would prefer personally and which they would find most effective. This meant to give insight and guide the first steps of the ideation phase.

5.3.1. Data analysis

The insights of the sessions were analysed after completing the sessions, by mapping out participants' inputs per topic; as discussed during the sessions. Having an overview of all the observations allowed to identifying recurring themes and relevant ideas. The insights can be categorized in two groups: those that could become part of the solution, and those that would guide the ideation process.

5.4. Co-creation sessions

Once the setup was designed, it was evaluated and piloted before running the co-creation sessions.

Evaluation with experts

Two experts were consulted for feedback and validation, to finalize the setup of the sessions.

First, I held a meeting with assistant professor and design researcher Froukje Sleeswijk Visser. She has years of experience with contextmapping techniques, and with moderating co-creation sessions. This meeting aimed to validate the approach proposed for the group sessions and the general setup and design of the sessions.

Then, Emilie Tromp, design strategist at Reframing Studio, has contributed with her professional experience in the field. The aim of the evaluation with Emilie was twofold: first, to get general input on the approach and setup of the session. Second, to get guidance on how to formulate design directions and interaction visions.

The two consultations were of high value to set a clear focus on the sessions' goal and the expected outcomes. The focus is to move from analysis to ideation by collecting insights from the teenagers and then using those to ideate concepts independently. The evaluations also pointed towards defining the interaction qualities ("4.3. Interaction qualities"), as a guide for starting the ideation process.

Pilot

Two pilot tests were conducted, with two different purposes. The first purpose was to check if the introduction to the program allowed for intuitive and easy use of it throughout the session. Therefore, four tests were conducted with four people with no previous Miro experience. The outcomes of these tests allowed to fine tune and improve the explanations given in the introduction to the program.

The second purpose was to check the general content and duration of the session. Therefore, one session was run from beginning to end. This allowed making some final adjustments to how the questions were framed and having an estimate of the needed time for the session.

Conducting the co-creation sessions

The four sessions were conducted within a week and scheduled depending on the availability of the participants. They all lasted between one and a half, and two hours, with a few breaks in between.

All sessions were recorded to be able to focus on guiding the session at the time and later watch back and analyse the results.

The sessions were conducted aiming for a natural conversation, guided by the Miro board, as explained in "5.3. Procedure".

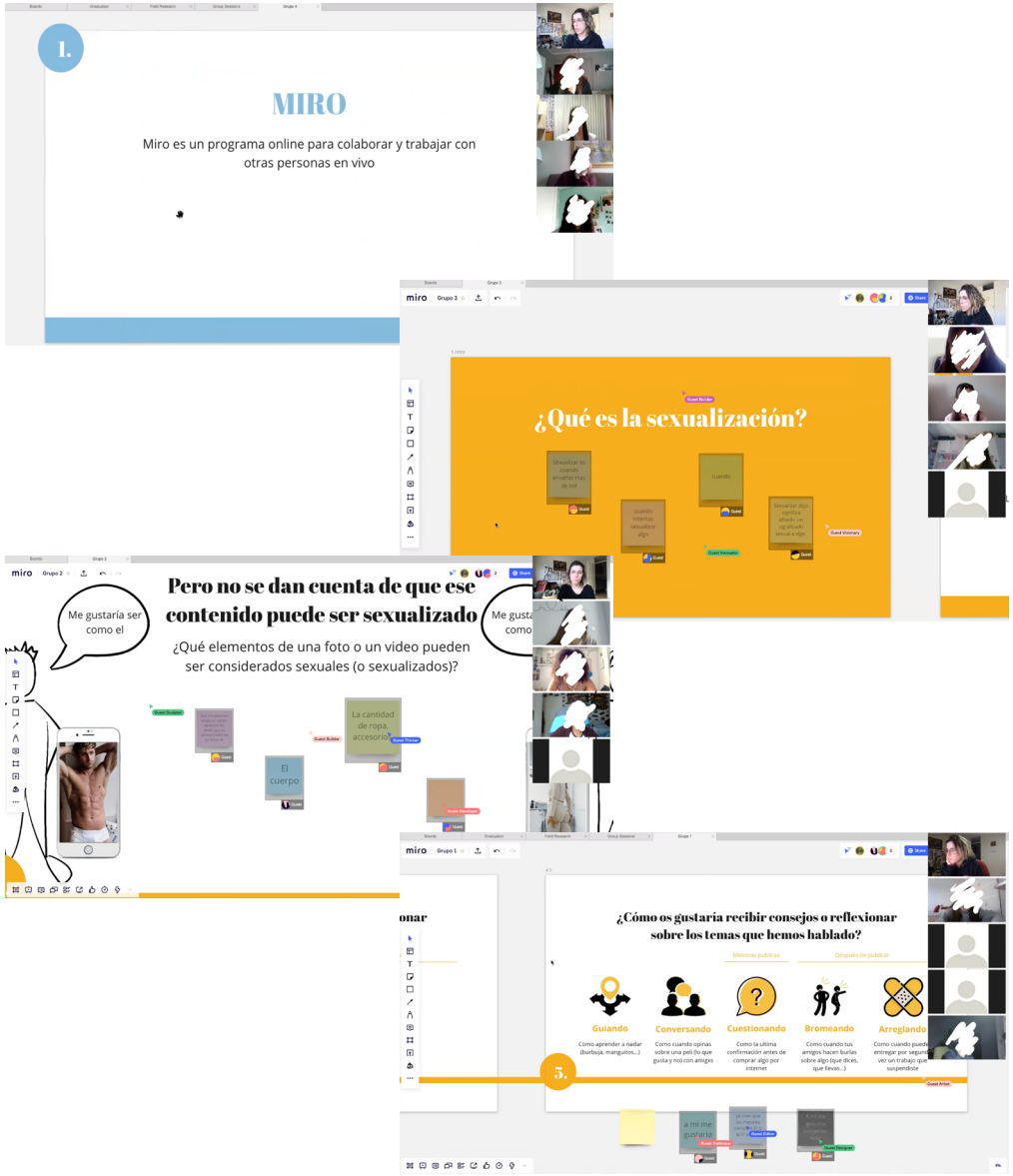


Figure 24. Screenshots of the group sessions

5.5. Insights

This section collects the main insights found during the co-creation sessions with the teenagers.

Negative reactions

From the start of the group sessions, an observation was made; all participants showed serious concern for bad comments and reactions on social media. This corresponds to the knowledge gained with the literature research (see "2.1. Teenagers"). Their responses to many of the questions and scenarios revolved around highlighting the relevance and impact of negative reactions to social media publications. Some teenagers mentioned "there's always gonna be bad comments" and "you can end up badly hurt by negative reactions to your post". They suggested that by looking at the comments on a post, one can understand the messages and connotations intrinsic in a picture or video. The participants also thought that seeing the reactions to sexualised posts teaches them not to post similar content. Group 4 specifically recognized having a careful attitude when posting on social media and refraining from posting content that could be sexualised or bring them unwanted reactions. Some of the participants also shared the concern of people creating an unreal image of them based on the content they upload, potentially impacting their relationships.

Another belief shared by many teenagers is that 'the ultimate choice is yours, and that, "as long as you are proud and sure of yourself, you can upload whatever you want".

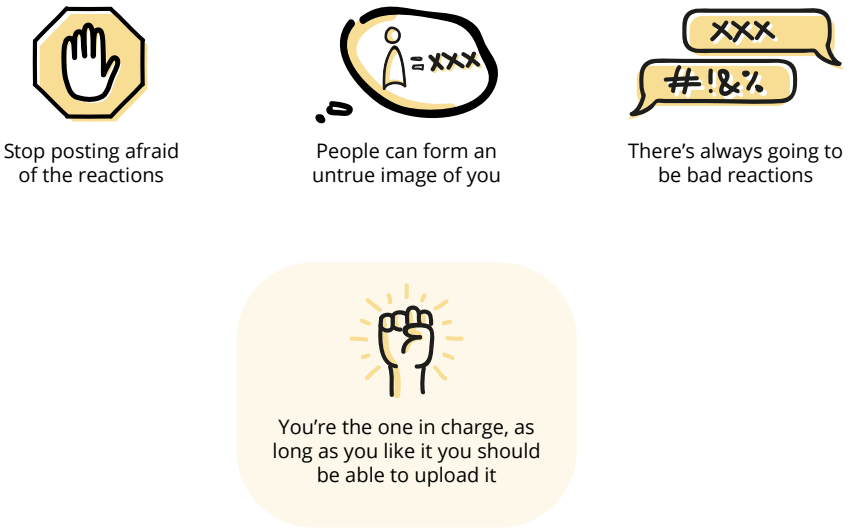


Figure 25. Main insights from co-creation sessions (1)

Sexualised content

Some insights from the group sessions have confirmed what I learned in the field research ("3.4. Insights"). The participants of the co-creation sessions associate sexualised content with influencers trying to gain fame, likes, and followers too. They also mainly identified the most visible cues, such as showing skin or body parts, as primary determinants of sexualised content. However, they were also able to detect the more subtle elements, like looks, poses, or contexts. This led me to believe that they are generally able to recognize them, as long as the question points them in the right direction or they are given some examples (i.e., the assignment asked 'write down elements or aspects of the image that could be sexualised).

A few participants also realized that seeing sexualising reactions can cause them learning that such behaviours are appropriate, when they are in fact the opposite.

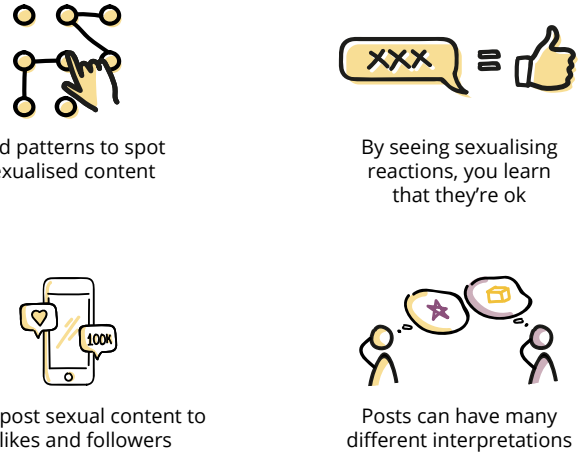


Figure 26. Main insights from co-creation sessions (2)

Gender differences

Having included mixed groups and girls-only groups, it is also worth paying attention to whether differences appeared among the insights shared by the different groups. In general, I identified no major disparities in their answers, their perception of sexualised content and their attitudes. One thing that did differ between the mixed- and girls-groups was that the girls shared more personal experiences of having been sexualised or anecdotes of friends having encountered sexualising behaviours, like one can see in "Figure 27".

Figure 27. Main insights from co-creation sessions (3)

Interaction qualities

Regarding the interaction qualities, the main result to highlight is that responses have been very varied and no clear pattern has been observed (see "Figure 28"). For some participants, a reflective interaction would work better, while others feel that exchanging thoughts with friends would be more effective. Some liked the 'testing' interaction, but think the confronting one would be most persuasive. These findings lead me to believe that there is no universal solution, but the intervention should allow the teen to use it in a personal way that tailors to her needs.

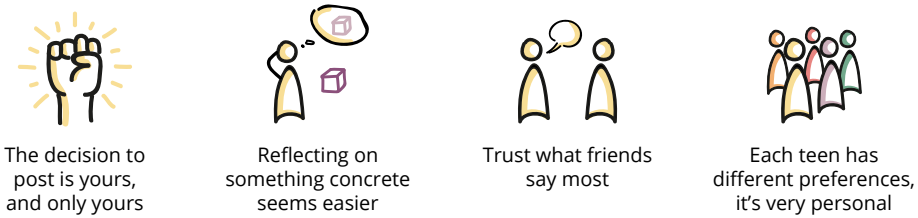


Figure 28. Main insights about the interaction qualities

5.6. Limitations

Regarding the approach and format of the sessions, a few things are worth highlighting that could have influenced the outcome. First, since recruitment was done through one school, some of the teenagers knew each other. These could have affected (positive or negative) the things they shared or how they behaved during the sessions. In one group (group 4), three of the participants knew each other, and the four participants showed a more sharing attitude, speaking up more, and having open discussions throughout the session. This could have been due to the familiarity caused by three of them knowing each other, but other factors could also cause it. In the other teams, no attitudes were recognized that indicated that possible influence.

A limitation of conducting the sessions online was that some of the participants turned off their cameras and muted themselves at times, even if the instructions said otherwise. This resulted in not very fluid and sharing discussions overall. On top of that, some connection issues arose throughout a few sessions, not allowing for seamless communication at all times.

5.7. Conclusion

In the previous chapter, I introduced the redefined design brief and the design directions to explore further. Consequently, in this chapter, I have shown the setup of the co-creation sessions and the insights gathered.

I have learned that the (negative) reactions to posts have a powerful impact and importance on teenagers and that there is no one ideal solution, but that it should be personal.

Looking back at the goals and research questions defined for the co-creation sessions (see section “5.1”), I confirm ed that the necessary input was gathered to move on to the next phase; ideation. No single step in the interaction process with social media came across as most important, but instead, it was demonstrated that the different stages in the process are closely tied. The visual below (“Figure 29”) shows the process marked by the steps (below the line), as defined in the intended interaction (see section “4.2”). It was made clear that by being critical of the content, one should also become aware of its connotations. On the other hand, by being aware of the content, one also learns to be mindful of the possible reactions that can come with it.

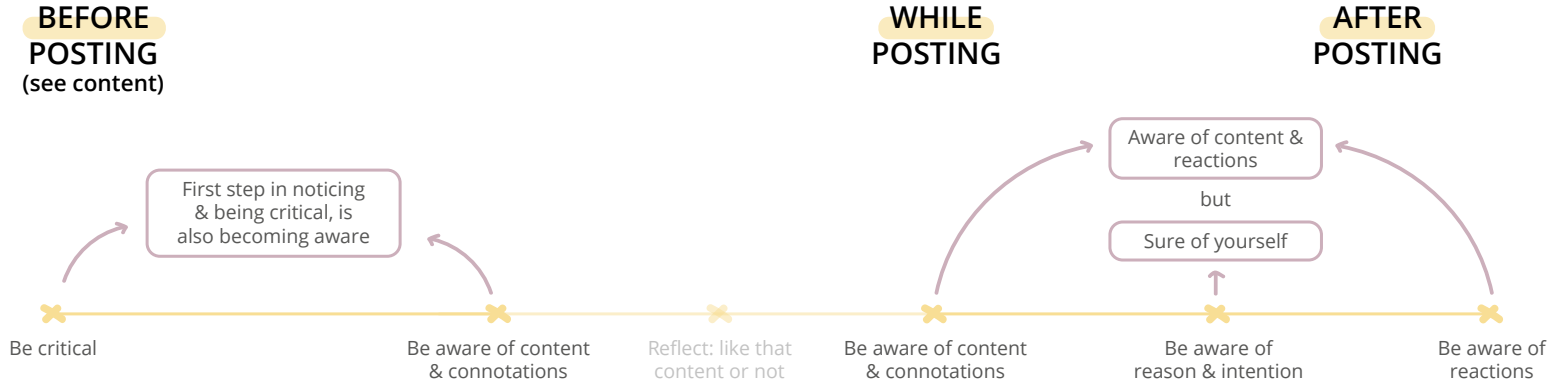


Figure 29. Links between steps in the process

One step was neglected from this moment on: teenagers should reflect on the content and consider whether they like/agree with it. This reflection happens as the user becomes aware of the content and its connotations, so there is no need to consider it as a separate stage.

With these notions in mind, in “6. Ideation” I dive into the ideation of concepts evaluated with experts before moving on to a preliminary design proposal.

Ideation

initial concept generation

This chapter contains

6.1. Initial concepts 62

6.2. Exploratory evaluations 69

6.3. Insights 70

6.4. Limitations 75

6.5. Conclusion 75

Chapter “5” covered the planning and execution of the co-creation sessions, the insights of which guided the first steps of the ideation phase introduced in this chapter. Here, the start of the idea creation is covered, which has resulted in five diverse concepts. These were evaluated with experts, whose input was later used to arrive at a preliminary design proposal, introduced in “7. Preliminary design proposal”.

Process

Taking the interactions as a starting point and locating them on the timeline allowed for a clear overview to use as a guideline for ideating (see “Figure 30”).

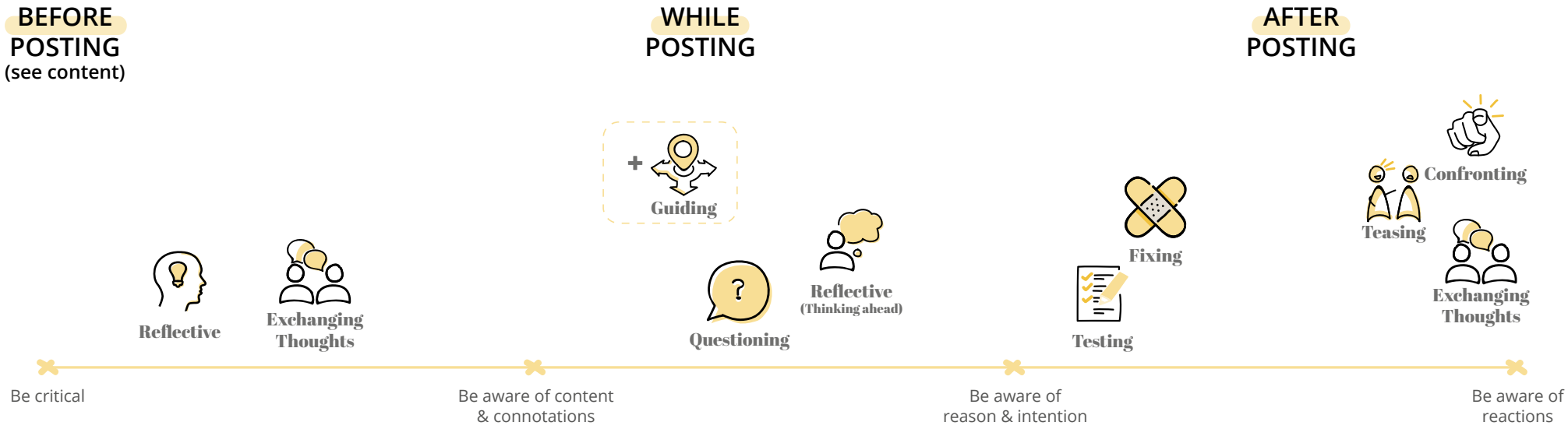


Figure 30. Interaction qualities placed in the timeline

The first exercise consisted of taking each interaction individually and brainstorming how it would become tangible, what elements each would have and what goals each would answer to. I saw that some interactions relate to others, similarly as some process steps are linked to each other.

Based on this, the first rough ideas were created. For each, a brainstorming exercise was used to think of ways to make the ideas and interactions tangible. That resulted in five concepts by linking the interactions as visualised in “Figure 31”.

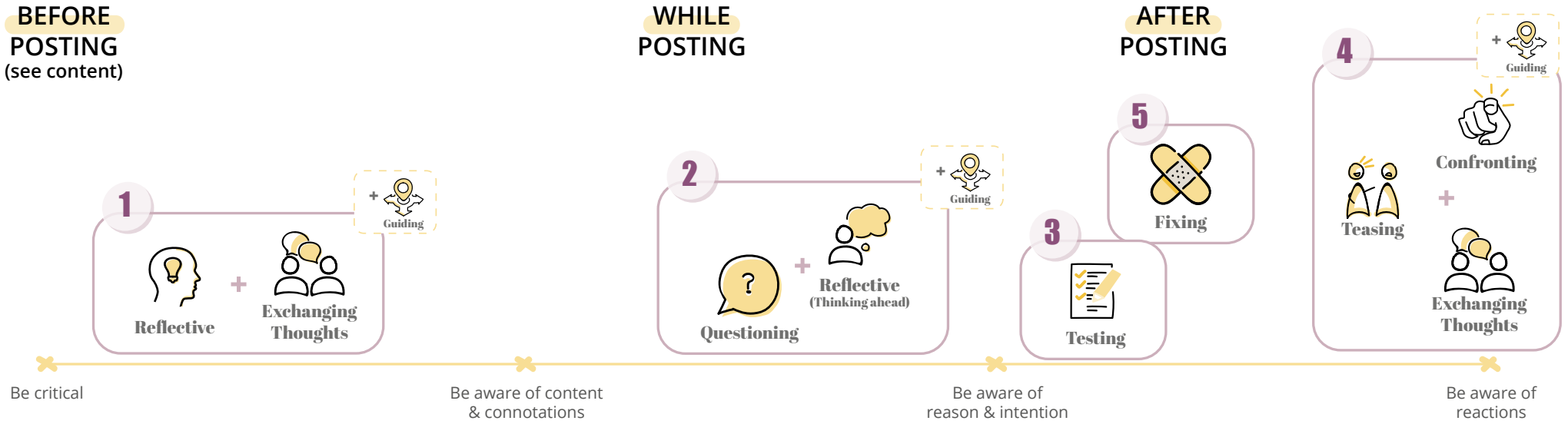


Figure 31. Concepts created by linking interaction qualities

6.1. Initial concepts

This section introduces the five concepts that cover the entire process of interacting with sexualised content on social media. Therefore, each concept tackles a different need and answers to a specific design goal.

Concept 1: Guided Reflection

The first concept targets the need of teenagers to be critical about the content they see, aware of its connotations, and of ways people might interpret the content they upload. It proposes an intervention based on a reflection exercise, first individually and then in a group dynamic. Therefore, it is reflective and includes the 'exchanging thoughts' interaction. It is also guiding since it is structured and shows teenagers how to get introduced into the reflective exercises. The first part of the concept consists of a diary that guides the teenager through activities, assignments, and topics to explore, aiming to prompt the user to reflect upon the content she sees on social media. Therefore, it guides the teenager through initial reflection exercises, with the ultimate goal of the reflection becoming a habit when interacting with social media content. The individual reflection period would last one or two weeks to cover all necessary topics and motivate the habit of being aware and critical.

I see this concept as a program fitting for the school context, since it is a regulated intervention with a learning purpose. Sexualisation is a very relevant topic that nowadays touches upon almost all teenagers' lives due to the widespread use of social media. Therefore, I believe it should be part of the education system. The intervention could be initiated by schools themselves or external organisations.

After the teenagers complete the diary, a workshop is held to come together with classmates, discuss their findings and learn from each other. Older teenagers from the school could serve as guide and inspiration to the younger teenagers. The goal of the group reflective exercise is to learn from others and fill in the gaps on the aspects they haven't reflected upon individually.

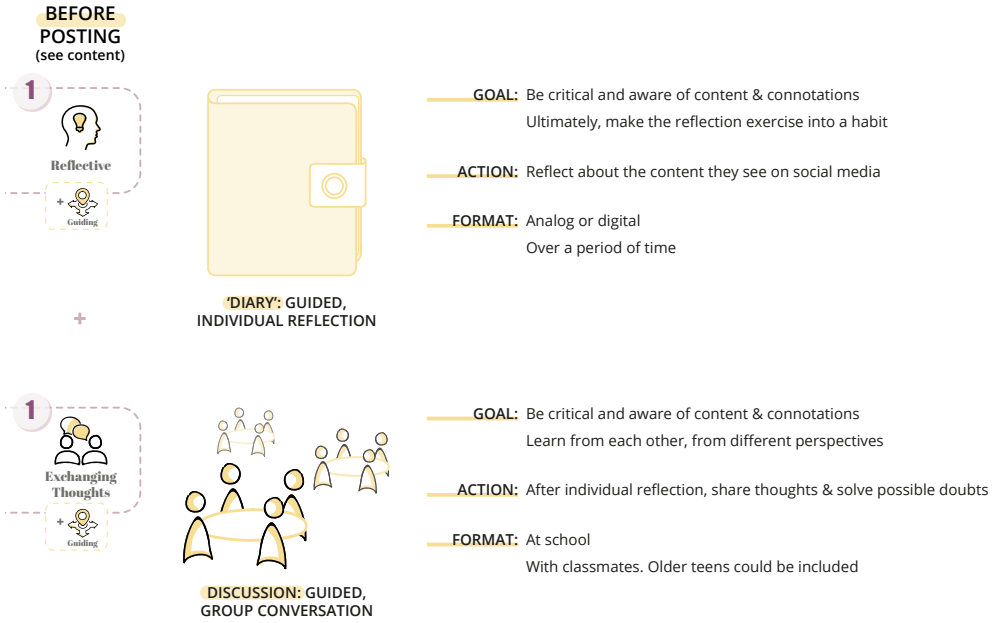


Figure 32. Visual introducing the Guided Reflection concept

Concept 2: Awareness Sticker

The second concept aims to provoke a reflection moment just before posting social media content. Teenagers should take some time to think of their reasons and intentions for posting the image or video and think ahead on how people can interpret and react to it. The concept combines questioning and reflective interactions, and, like the first concept, it is also guiding. The idea behind the concept is to offer an easy and quick reminder employing a sticker that teens can put in the back of their phones. The sticker could show an acronym that reminds them of the things to reflect upon, like a checklist. The idea is that this concept would guide this reflection until it becomes a habit for teenagers.

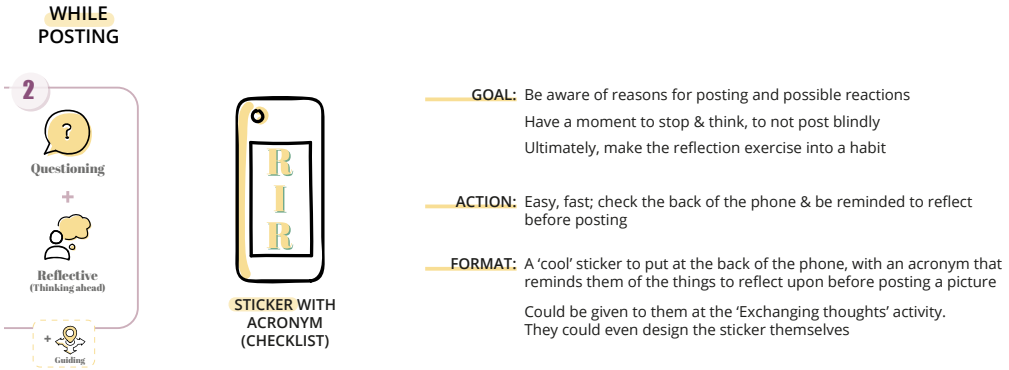


Figure 33. Visual introducing the Awareness Sticker concept

Storyboard 1 & 2: Guided Reflection & Awareness Sticker

The visual below, "Figure 34", shows how the Guided Reflection and Awareness Sticker would look like when implementing them in a real-life scenario. As suggested, it could be based on a school setting, and either the school or an external organisation could be the owner and organiser of the activities.

The timeline introduces the steps (marked in yellow with a text explanation in bold), the description of each step and finally highlights the goals of each of the concepts (at the bottom). It also considers what interaction types have inspired each part of the concept (at the top).

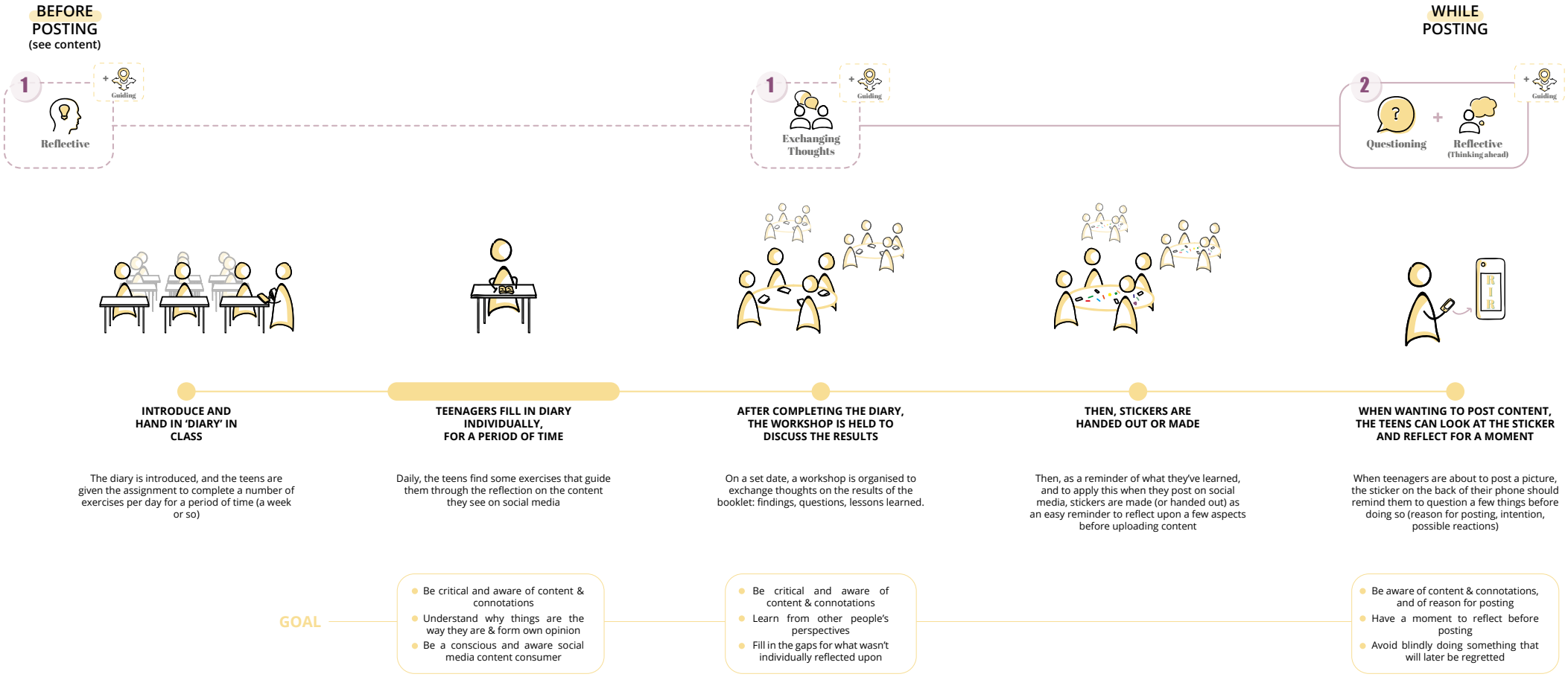


Figure 34. Storyboard introducing the use of the concepts Guided Reflection and Awareness Sticker

Concept 3: Try-Out App

This concept, like the previous one, intervenes at the moment of posting on social media. However, it focuses on allowing its users to have a test-run at posting content to check how people could interpret and react. It consists of an app where users can upload the picture or video they are about to post on their social media profiles. The app compares the content to existing ones on social media and warns the user if it could be sexualised. It also shows possible reactions people could have to the post, by collecting comments of similar published content. Therefore, the app allows the user to experience posting an image, without actually doing so. And this way, make a decision already expecting the likely outcomes. As seen in "Figure 36", if the teenager decides to post the content anyway, even knowing it could be sexualised, she will be sure of herself and prepared to face the reactions.

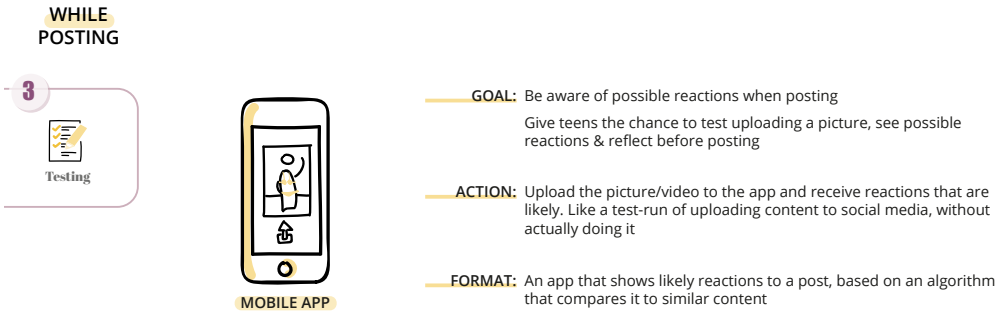


Figure 35. Visual introducing the Try-Out App concept

Storyboard 3: Try-Out App

The visual below shows a situation in which the Try-Out App would be used, by highlighting what it offers and what it aims to achieve.

WHILE POSTING

3 Testing

A TEENAGER WANTS TO UPLOAD A PICTURE OR VIDEO TO SOCIAL MEDIA

But she is unsure how people will react, she doesn't want to receive negative comments or people to think she's uploading it to brag about her appearance

SO SHE USES THE APP, TO TEST RUN THE UPLOAD AND SEE POSSIBLE OUTCOMES

The app warns her if the post resembles others that have been sexualised, and shows possible reactions to the image or video, based on other similar posts that have already been published.

BASED ON WHAT THE APP SAYS, SHE MAKES A DECISION ON WHETHER TO STILL POST THE IMAGE/VIDEO

Uploading the content to the app gives her the chance to experience how uploading the picture could be, what kind of comments she could receive. This way, she can 'see' the reactions before posting, and make a better decision

THEN, SHE UPLOADS THE PICTURE OR VIDEO

After having tested it, she either chooses to upload content that will not receive unwanted reactions, or she uploads the first picture/video anyway. Thanks to testing it, she is prepared to deal with the comments, because they will no longer be a surprise.

GOAL

- Be aware of possible reactions when posting content on social media
- Have a moment to reflect before posting
- Be prepared for reactions they might receive

Figure 36. Storyboard introducing the use of the concept Try-Out App

Concept 4: Social Media Community

The fourth concept aims at easing the pain after having posted a picture that has been sexualised and received negative or unwanted reactions. It is designed for helping teenagers move on after a confronting or teasing interaction; either by comments on social media or by the mockery of friends. The concept consists of a social media account that guides teenagers through that situation by providing information and support. In this account, teens will learn how to interpret the reactions they got and understand why people interpret and react in varied ways. They will also be advised on how to deal with the hurt caused by such reactions. On top of that, this social media account will offer them a channel to exchange thoughts by getting in touch with other teens with the same experience. Teenagers could also reach out to the account holders with questions or comments, and these could, in turn, tailor their information to what their followers need.

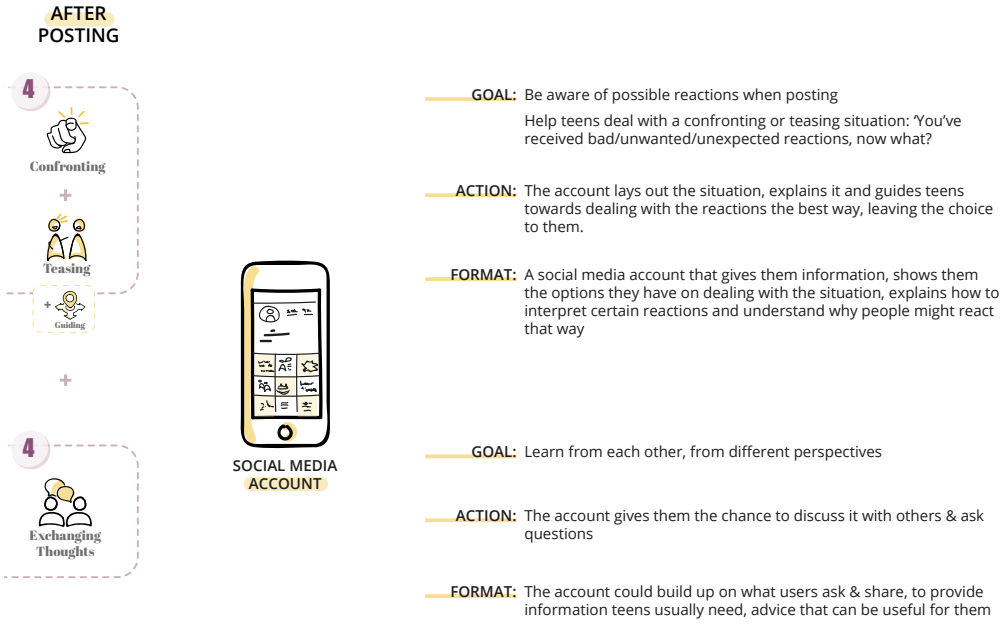


Figure 37. Visual introducing the Social Media Community concept

Concept 5: Taking Charge

The last concept follows the previous one, but has a different purpose. It proposes to constructively deal with the received reactions, by focusing on the reasons for posting and being sure of oneself. It consists of using stickers or hashtags to add to the post that has been sexualised, as a way to show the viewers 'I am in charge, I posted this for the right reasons and your reactions can't hurt me'. Therefore, it aims to turn the situation around, and 'fix it' by helping the teen feel in control and sure of herself.

The mentioned stickers and hashtags could be introduced and provided by the social media account in "Figure 37". That way teenagers would learn how to use that coping strategy and put it into practice themselves.

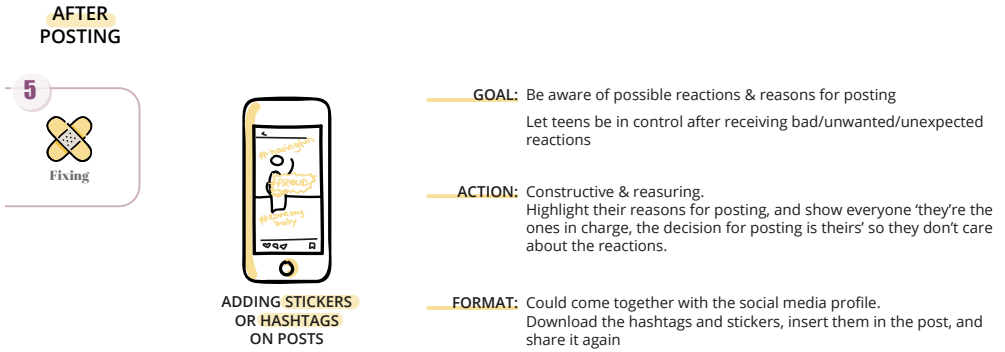


Figure 38. Visual introducing the Taking Charge concept

Storyboard 4 & 5: Social Media Community & Taking Charge

This visual introduces a scenario where the Social Media Community and the Taking Charge concepts would be beneficial to deal with receiving negative comments and 'fix the damage' ("Figure 39").

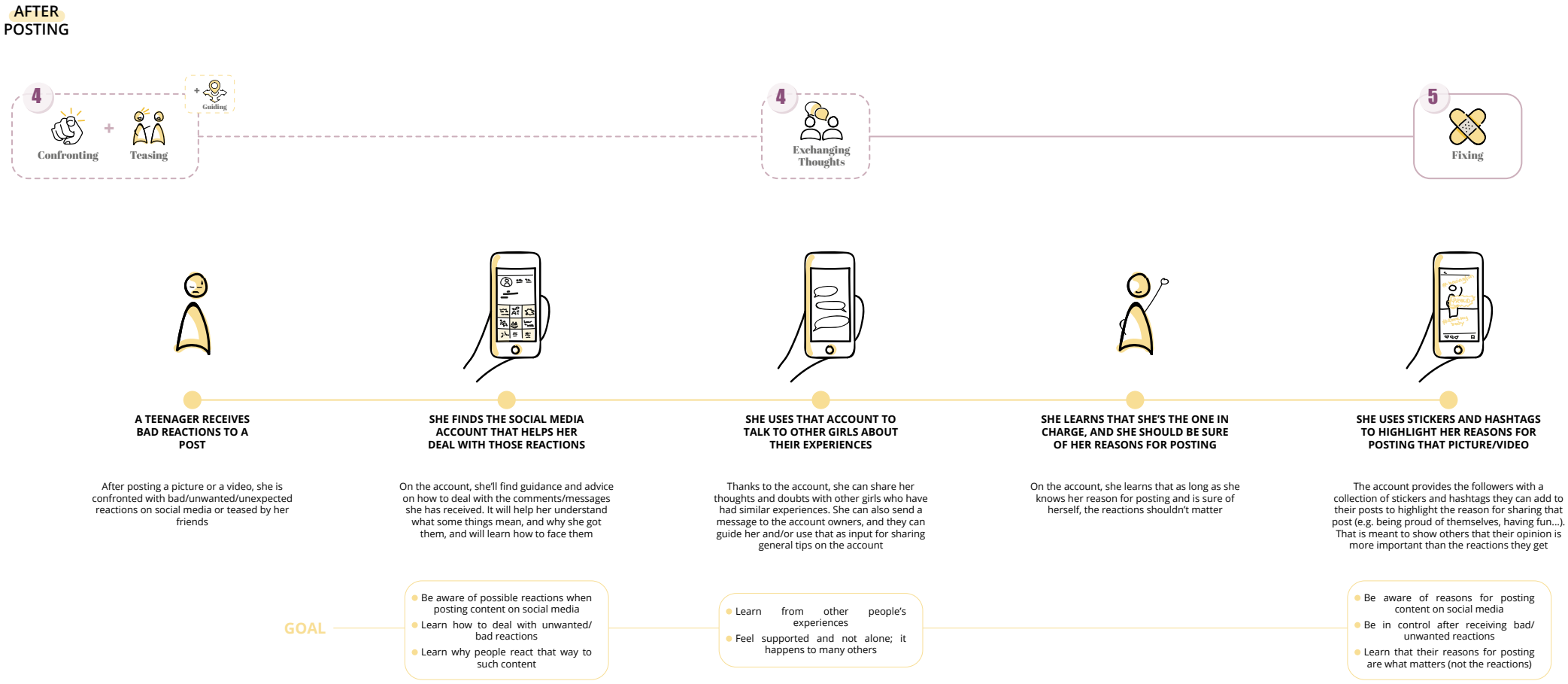


Figure 39. Storyboard introducing the use of the concepts Social Media Community and Taking Charge

6.2. Exploratory evaluations

This section introduces the exploratory evaluations conducted with experts to get input on the concepts and move forward towards a preliminary design proposal.

6.2.1. Goal and research questions

The goal of these evaluations was to get an expert view on the concepts and consult a few aspects about the concepts. To evaluate the concepts, I defined a set of research questions:

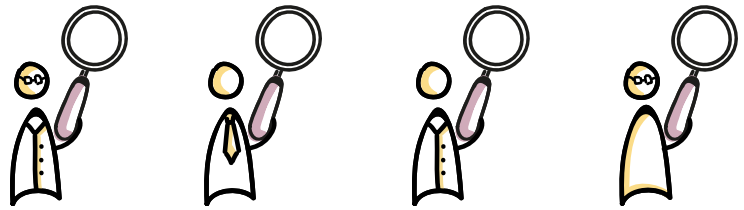
- **RQ1.** To what extent the concepts reach the set goals?
- **RQ2.** What are the strong and weak aspects of the concepts and why?
- **RQ3.** Who could make the interventions accessible for teenagers? Who would be the owner?
- **RQ4.** What is the most crucial part of the process (from seeing to posting content)? Namely, what concept(s) would have a more significant impact in reaching the goal of raising awareness?

6.2.2. Method

The conversations with experts consisted of having exploratory evaluations. Therefore, the setup was not very structured, but some questions were defined (see annex "D.1. Exploratory evaluation questions") to guide a natural discussion where the experts shared their thoughts on the concepts from their own unique perspectives. Using the visuals above (in chapter "6.1"), the concepts and scenarios were presented to the experts.

Experts

For the evaluation, I consulted eight different experts. The stakeholders relevant in the context were included, as introduced at the stakeholder map in "Figure 1": two parents, two teachers and three experts, one from the organisation Kikid and two from Kiribilean. Kikid is a Dutch foundation that uses theatre education in workshops with teenagers to converse about sexuality, social media, drugs, etc. Kiribilean is a Basque organisation working towards gender equality by offering training and workshops to teenagers and adults. Additionally, a social designer was consulted to get a different perspective, focused on the ideation of the solutions, which also served as guidance for evaluating the proposed interventions.



6.2.3. Procedure

The evaluation meetings were held remotely by using a videoconference software and presenting the concepts supported by visual aids on screen. Each expert was consulted individually, and like mentioned, a set of questions was used to guide the semi-structured conversation. The audio of the sessions was recorded, allowing me to have a natural conversation with no need to take notes during the call.

Data analysis

After the evaluation sessions, the audio files were used to listen back and take notes of the insights gathered. The input from all evaluations was put together to identify commonalities and create an overview of each concept's input. These were grouped in categories like suggestions, strong and weak aspects, challenges, etc (see "D.2. Exploratory evaluation insights").

6.3. Insights

As stated above, insights gathered from the experts have been collected in a mind map creating an overview for each concept, or concept pair.

Guided Reflection & Awareness Sticker

These two concepts introduced a guided reflective exercise, first individual then in groups, that takes place in a school setting, followed by using a sticker that reminds teens to reflect when posting content.

The Guided Reflection and Awareness Sticker received the most positive feedback and seven out of the nine experts deemed them most fundamental and impactful (each star signifies one expert, see "Main insights from the evaluation of the concepts Guided Reflection and Awareness Sticker"). The reflection exercises, individual and group, were seen as very important and useful as a way to accompany the younger teenagers as they learn how to use social media. A few suggestions were made, like extending the program by offering check-ins and progressing activities over time. Both individual and group reflection exercises are important, but "group discussions have a higher impact in changing teens' minds and behaviours," pointed out a parent and children psychologist with experience moderating dialogues and discussions. According to the experts, involving other teenagers or young people to share their experiences and interact with the teenagers in a peer to peer manner is also essential. One of the experts also highlighted the benefit of empowering teenagers, instead of scaring them about the dangers of social media. Regarding who the concept owner should be, the input points at an external organisation being the owner but the need for a very close collaboration and involvement from the school staff.

"The Awareness Sticker is a very good way to close off the process and apply the learned lessons during the reflection exercises proposed by the Guided Reflection" agreed three of the experts. One of the experts suggested that the sticker should be a 'live' product, that the teenagers can adapt and modify as they use it, and learn new ways of reflecting.

Guided Reflection & Awareness Sticker

★★★★★★★

Fundamental, most impactful. The rest follows. For younger teens, learn as they start using social media. Collective effort to reshape the context & thrive

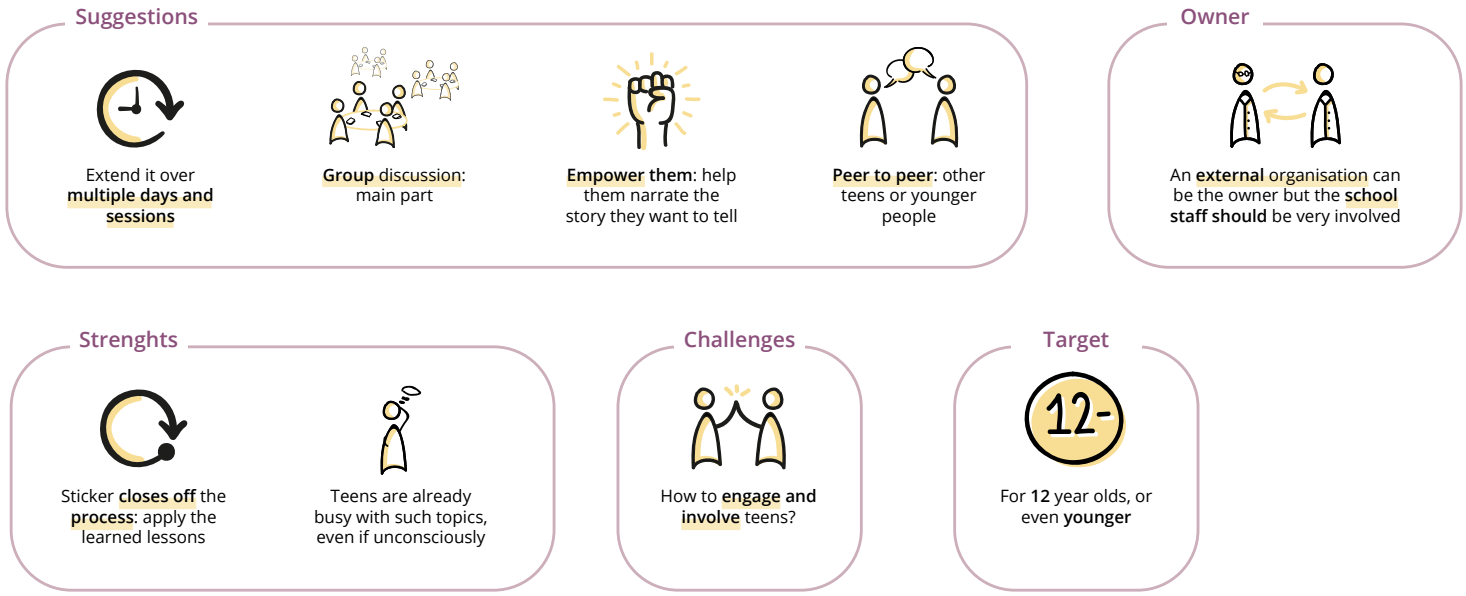


Figure 40. Main insights from the evaluation of the concepts Guided Reflection and Awareness Sticker

Try-Out App

The Try-Out App allows teenagers to 'test-run' uploading content, by showing them reactions they could get.

This concept received different input from the multiple experts (see "Main insights from the evaluation of the concept Try-Out App"). One expert said, "it is a good way to bring about awareness, avoid negative consequences", and "teens would constantly use it because they constantly seek out confirmation as they shape who they are," one of the educators said. However, the remark was also made that "it breaks the immediateness of social media, it's too much effort". Therefore, it would work better if it were integrated on social media apps themselves. Another aspect was also uncovered during the evaluation meetings; this concept requires some awareness from the teenagers. This means that if teens didn't know what sexualised content is, or how it can be interpreted, they wouldn't be able to think ahead at their content receiving negative comments and being sexualised.

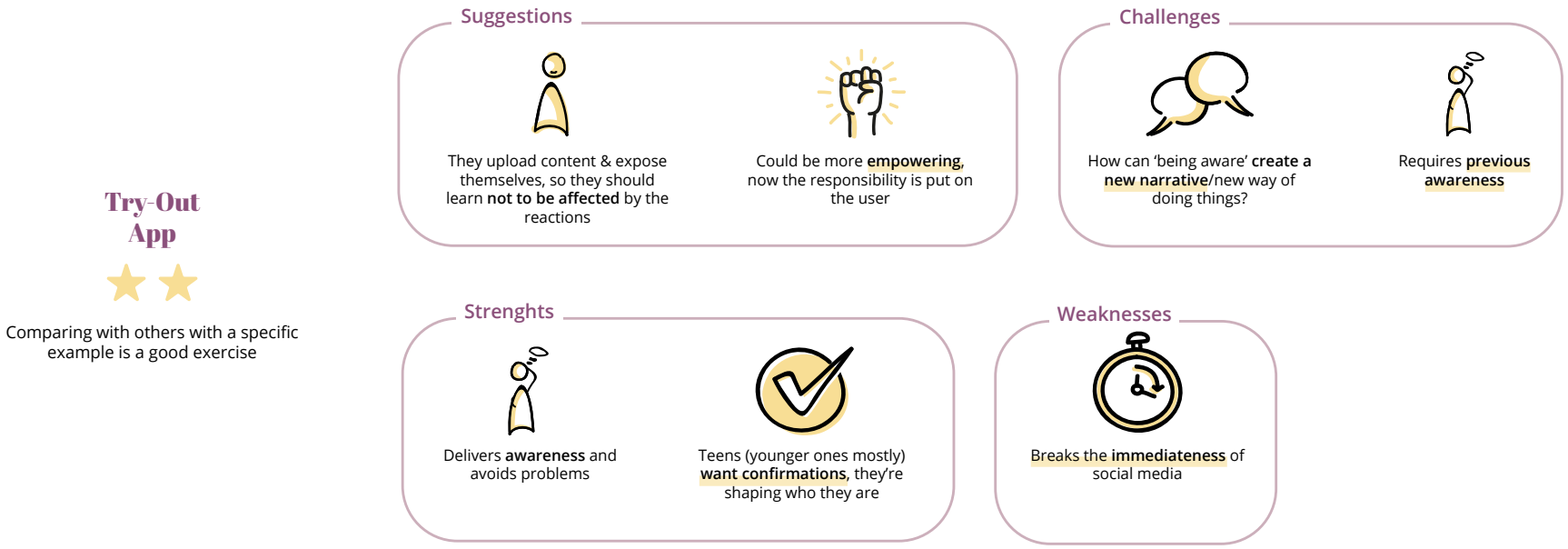


Figure 41. Main insights from the evaluation of the concept Try-Out App

Social Media Community & Taking Charge

Concept 4 and 5 introduced a social media app that helps teens after receiving negative or unwanted (sexualising) reactions to a post and shows them a new way of communication by focusing on their reasons for uploading content.

These two concepts ¡ also received varied opinions from the experts. “It is very attractive and inspiring, by the way it tackles the negativity and helps the teenagers thrive,” a few of the experts pointed out. Others see it as a difficult task. One expert, mother of two teenagers and psychologist experienced in problematic teenagers, drew attention to the danger of teenagers being sucked into toxic relationships by other teens who are hurting. Two experts also suggested the potential of implementing these ideas at the beginning of the process; before receiving negative reactions, as a way to be prepared and empowered.

Figure 42. Main insights from the evaluation of the concepts Social Media Community and Taking Charge

Evaluation: design criteria

After gathering the insights from the exploratory evaluations, the previously defined design criteria ("4.4. Design criteria") were used to also evaluate the concepts. The first set of criteria was defined to evaluate the concepts on their impact and effectiveness along the whole interaction process, to reach the design goal. In this case, a rating from zero to three was given to every concept indicating how well they help complete each step of the process. The results are visualised below:

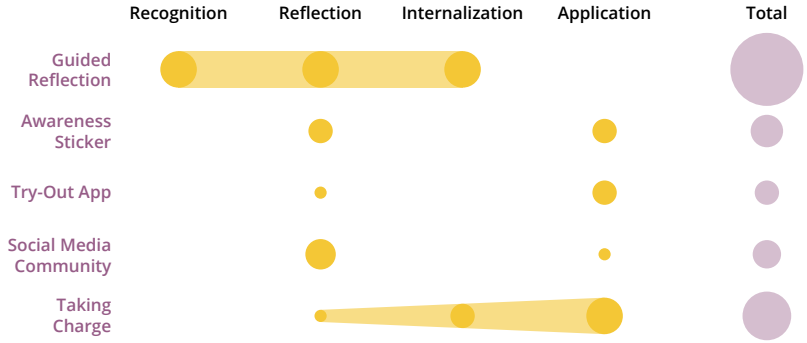


Figure 43. First set of design criteria to evaluate concepts

When seeing the results, a few things become clear. The Guided Reflection concept attends to the first three steps of the process (recognition, reflection and internalization), as a continuous learning process. It also scores highest on how effectively and impactfully it does so. The Taking Charge concept focuses on the last three steps, as if completing the learning cycle, although focusing most towards the end of the process. The remaining three concepts respond to more specific needs, to concrete stages on the process timeline, and therefore contribute to the second and last steps (reflection and application) discontinuously and not all with the same significance.

For the second set of criteria, each concept was given a rating (from 1, lowest, to 3, highest), by combining the input from the evaluations and my own assessment. This was done to obtain an estimate of a total value per concept, to be able to compare them. There is no substantial difference between the values as visual "Figure 44" shows, although the first and fifth concepts scored highest.

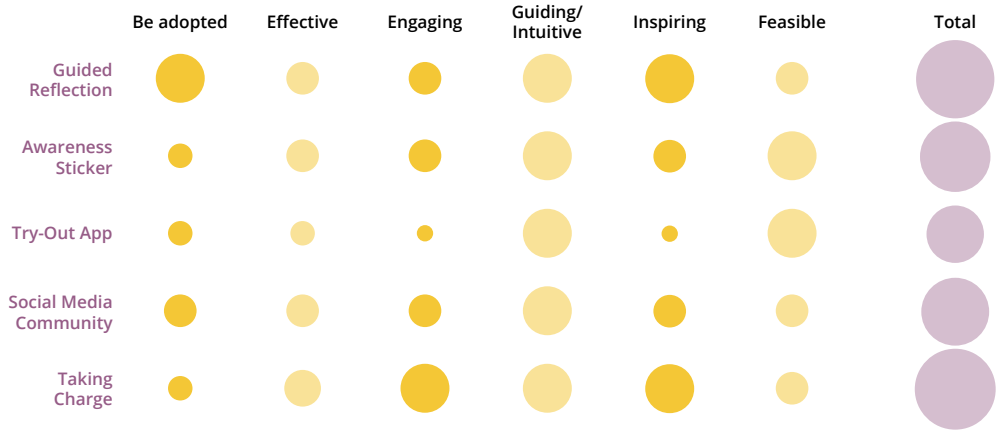


Figure 44. Second set of design criteria to evaluate concepts

6.4. Limitations

This section explores limitations that could have had an influence on the outcomes of this first part of the ideation phase.

One limitation could be to have ideated concepts that intervene along the entire interaction process instead of focusing on a more specific section. Taking the whole process as a scope resulted in each concept tackling a different issue. If the scope was more reduced, there would be more variation per issue. However, that decision was made based on the results from the group sessions, which did not indicate that a particular part of the interaction process was more relevant.

Another limitation about the evaluations could be that some of the interviewed stakeholders had no experience participating in this kind of evaluations. This caused some of the input to not be very insightful, or their answers deviating from the questions and fixating on concrete pieces of information. For example, one fixated on the fact that he does not like her daughter to use social media, and many of his answers revolved around that fact, failing to see the bigger picture.

6.5. Conclusion

Chapter "5" introduced the co-creation sessions that bridged the analysis with the ideation. Consequently, this chapter has presented the ideation process resulting in five concepts. Evaluating these with experts gave insight into which concepts could be most impactful, and showed the way to arrive at a preliminary design proposal, introduced in the next chapter, "6".

Based on the experts' input and the evaluation of the concepts using the two sets of criteria, the Guided Reflection, Awareness Sticker and Taking Charge concepts were selected to be developed further into a preliminary design proposal. As the experts highlighted ("6.3. Insights"), the Guided Reflection is the most fundamental. It is highly important to offer a learning program that accompanies the teenagers on their first steps of social media usage by showing them how to deal with sexualised content and sexualising behaviours. The Awareness Sticker is also deemed impactful because it directly applies the learned lessons through the intervention proposed in the Guided Reflection. Finally, the Taking Charge concept proposes a completely new and empowering communication method, which helps teenagers thrive and be in control.

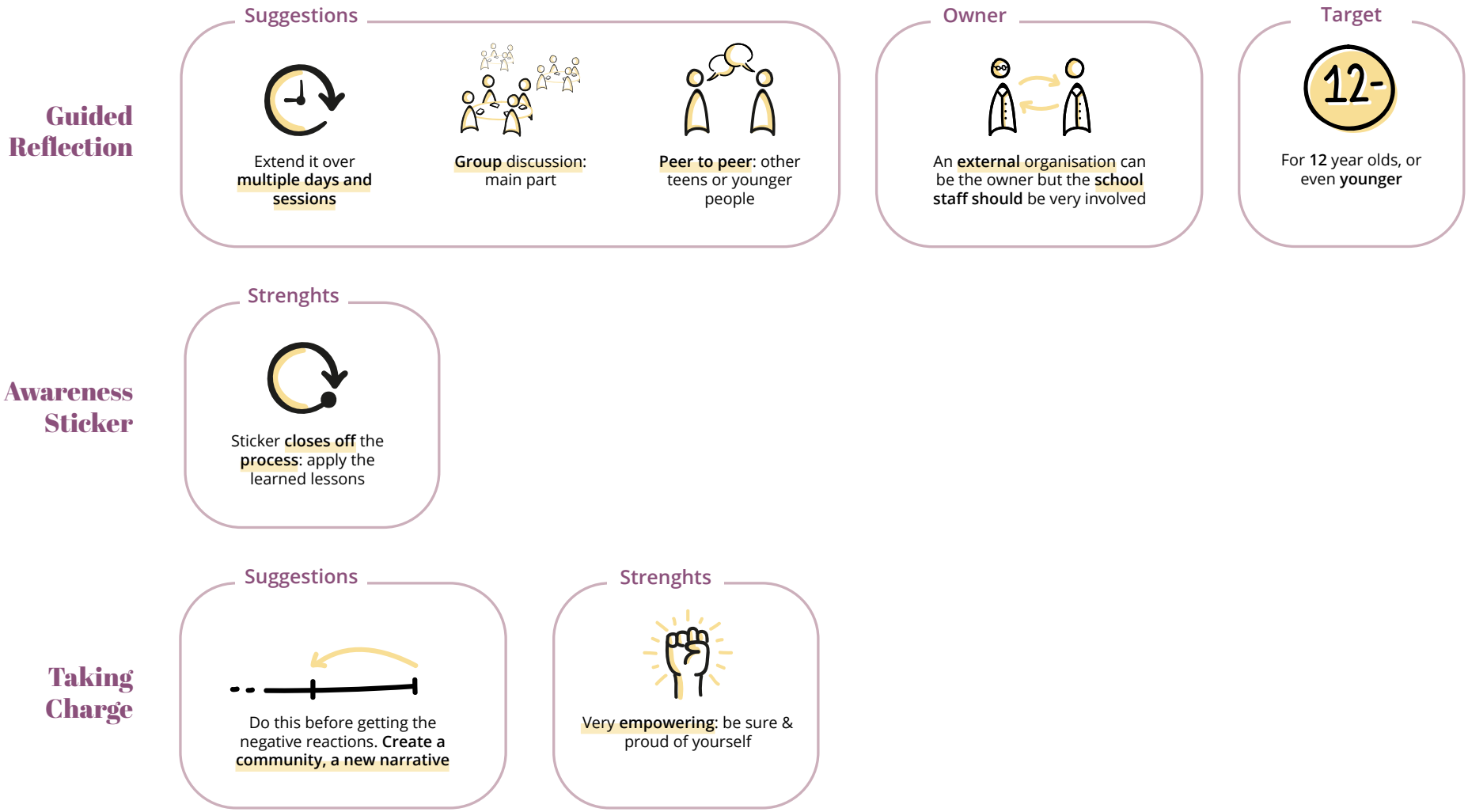


Figure 45. Main takeaways to apply in the preliminary design proposal

The insights from the exploratory evaluations led to defining the intended interaction and experience between teenagers and the proposed intervention:

> **Girls aged 12 to 16 should feel empowered and in control when posting social media content, at the same time as aware and reflective.**

> **Consequently, the design goal is to improve the interaction between 12- to 16-year-old girls and sexualised content on social media by generating awareness and empowering them to avoid negative influences that affect them on a personal level.**

Such influences could be to negatively affect their self-image and self-confidence, impact their relationships, and affect their freedom of choice (to post on social media), among others.

Therefore, they should be aware of their reasons for posting, of how people can interpret their content and react to it. Getting to this state of awareness requires a continuous reflection exercise when interacting with social media. The goal is for this to become intrinsic to their interactions; a habit when they see and post content on social media. However, the awareness and reflection are not meant to teach teenage girls not to post content afraid of the reactions.

> **Contrarily, the aim is to give them the necessary knowledge to take control of the situation and feel empowered to post freely on social media; to be free to 'tell their story'.**

Since the interaction with social media is a process, the concepts build on each other like steps of a process or pieces of a puzzle. The Guided Reflection concept comes in first, offering a learning journey. It introduces teenagers to the topic of sexualisation on social media by teaching them how to safely interact with sexualised content and reactions. The Awareness Sticker aids them in applying the learned lessons in their own practices, and being reflective when posting social media content. The Taking Charge concept brings in a tool that helps them communicate their story, empowering them to post on social media, unafraid of possible reactions.

The previous chapter introduced the co-creation sessions held with teenagers to gather insights that would guide the ideation phase. This chapter presented the initial concepts and the evaluations conducted with experts of the domain. The input gathered and the evaluation of the concepts using the design criteria has aided the selection of the concepts to be further developed into a preliminary design proposal, introduced in the next chapter ("7. Preliminary design proposal").

Preliminary design proposal

This chapter contains

7.1. Concept development 80
7.2. Design proposal 80
7.3. Field test 86
7.4. Evaluation with educators 96
7.5. Design Criteria 97
7.6. Limitations 97
7.7. Conclusions 98

"6. Ideation" covered the ideation process, from the creation of the five concepts to the exploratory evaluations. The chapter concluded with a direction for the preliminary design proposal which is introduced in this chapter. The design was tested with the target group (girls aged 12 to 16), and the test results used to propose a final design, presented in "8. Final Design".

7.1. Concept development

As mentioned in "6.5. Conclusion", the Guided Reflection, Awareness Sticker and Taking Charge concepts were selected to develop further and propose a preliminary design proposal.

The input from the exploratory evaluations, highlighted in "Figure 45", was primarily considered to apply in the preliminary design proposal.

Based on this, the preliminary design proposal was developed to be a two-year long program for schools, including multiple sessions where the teenagers are involved in individual reflection exercises and group discussions. The program also introduces and utilises two tools that the teenagers can use to apply the learned lessons, take control and feel empowered when interacting with social media content. One of the tools is the Awareness Sticker, which serves as a reminder to reflect on the reasons for posting and on possible reactions, before publishing social media content. The other tool is the Power-App, a content-editing application that allows teenagers to add hashtags and stickers to the content they want to upload to social media. This is a mechanism that helps them tell their story and communicate in a new way; by being empowered when sharing content and ready to receive any reaction.

7.2. Design proposal

This section covers the steps taken to develop and detail the preliminary design proposal fully.

7.2.1. Learning journey

To develop the two-year program, I defined all the necessary topics to touch upon, for the most complete and impactful learning experience. I then placed these topics on a timeline to design the two-year program. I differentiated between topics and subtopics and grouped questions together, creating different sessions and sections (see "Figure 46").

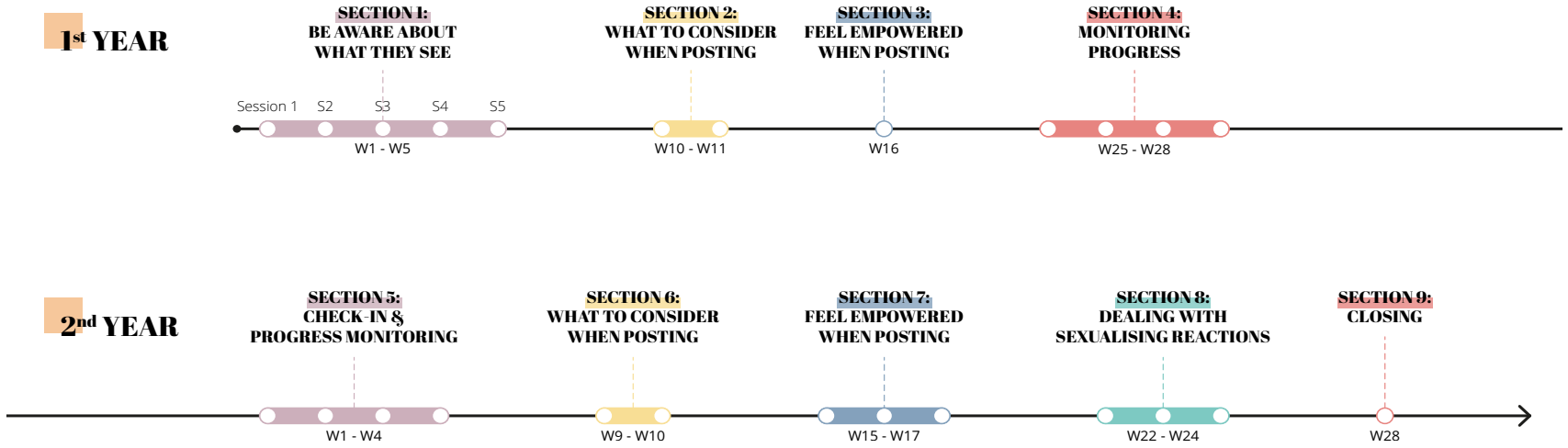


Figure 46. Learning Journey sections and sessions

The program is intended to start in the first grade of secondary school and go along the first two years of secondary school education. In the first year, teenagers will have limited knowledge about sexualisation, and sexualised content on social media. Therefore, the program sessions start from basic terms and progress towards more advanced topics, to offer a progressive learning experience. Apart from progressing in complexity, the topics are organised following the order of interactions with social media. This means that teenagers first learn about the content they see, and then are guided towards applying these lessons when they share content themselves. This can be seen in the topics of each section.

First year

For the first year, four sections have been defined (see "Figure 46"):

1. Being aware about what they see,
2. What to consider when posting,
3. Feeling empowered when posting
4. Progress monitoring.

One can see that the sections build upon each other and aim to gradually teach the teenagers the different aspects and elements of social media interactions. The program long-term, so the intention is to touch upon one topic or theme on each session to not be too intensive for the teenagers. The sessions should inspire them and leave them with things to think and reflect upon. The idea is that each session, like a building block, will be a teaser that opens teenagers' eyes and minds, generating in them a reflective attitude that leads to awareness.

The two tools are also introduced as part of the first year of the program, in sections 2 and 3, as one can see in the following visual ("Figure 47"):

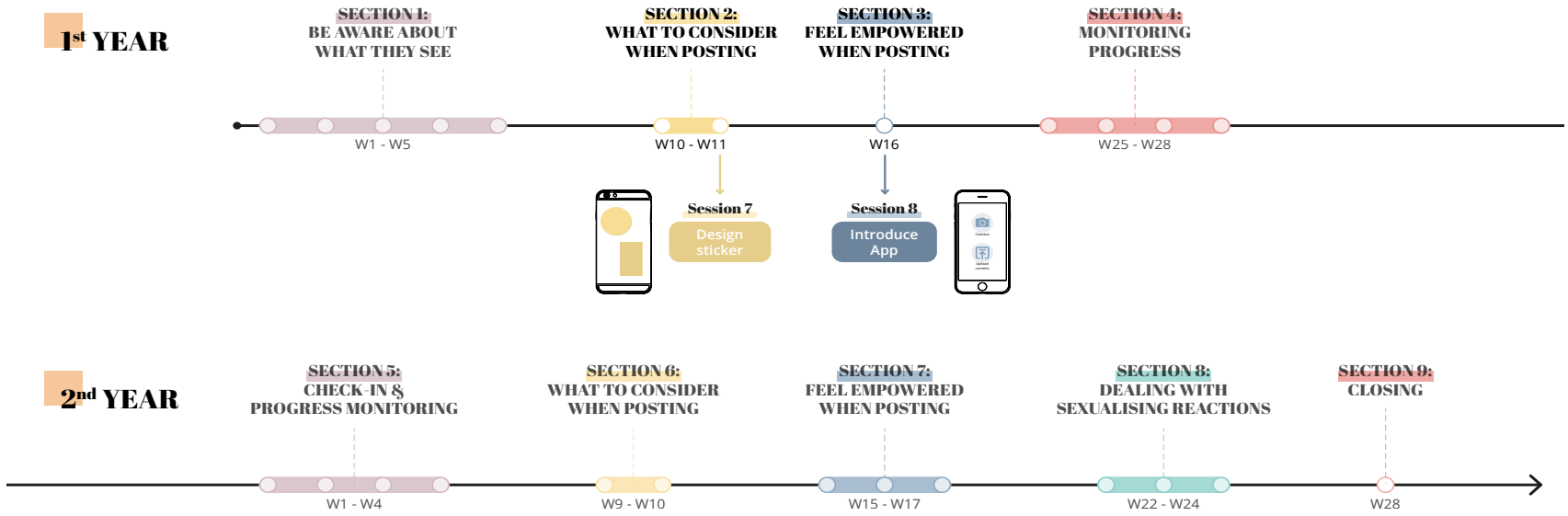


Figure 47. Introduction of Awareness Sticker and Power-App

Second year

The second-year consists of five sections (see "Figure 47"):

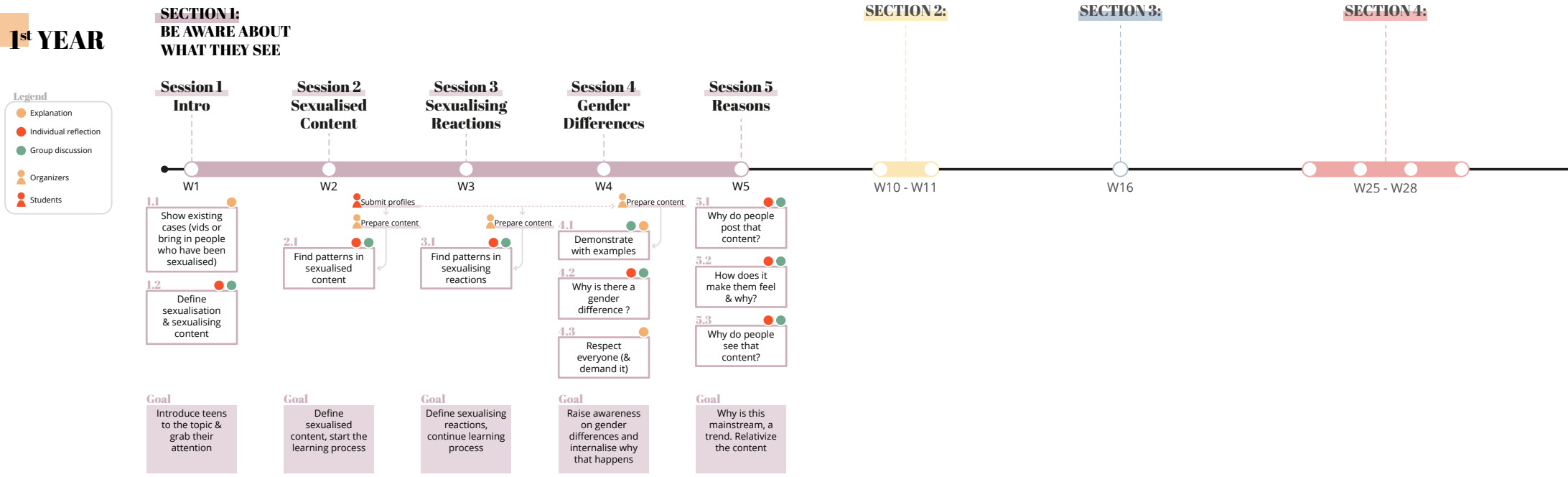
1. Check-in and progress monitoring
2. What to consider when posting
3. Feeling empowered when posting
4. Dealing with sexualising reactions
5. Closing

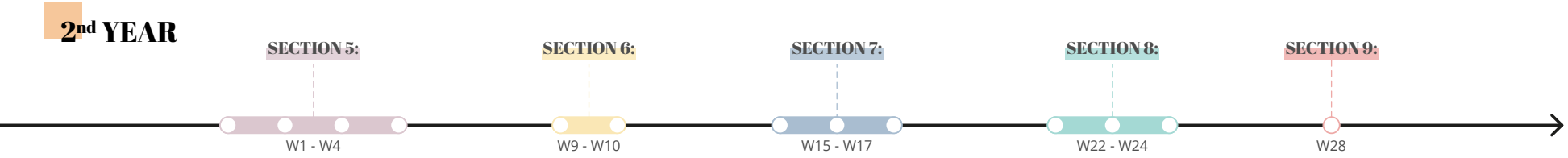
A significant difference regarding the first year is that students from the fourth grade will also be involved in the sessions, together with the second graders. This aims to bring in new perspectives and aid the younger teenagers in the learning process. Being this a program for schools, the fourth grade students would have participated in the program in their first and second secondary school years. Therefore, they should be sensitised in the topic and practice a reflective and aware attitude when interacting with (sexualised) social media contents.

As with the first year's program, the intention is to start from the beginning, the basics, and build on that by following the process of the interaction with social media (seeing content, posting content, receiving reactions). In the second year, teenagers should show some experience reflecting and interacting with sexualisation on social media. Therefore, the sessions of the second year aim to revisit the first year's topics and dive deeper into some aspects. It is worth mentioning that the second year of the program should be adapted based on the evaluations gathered for the first year, and also responding to the students' wishes.

Overview of the Learning Journey

For the learning journey, the following things were developed. The first five sessions were fully detailed by indicating each session's topic and exercises. As one can see below the goal of each session was also defined. Next to that, the circles on top of each activity mark the type of activity, and the necessary preparations for each exercise are noted as well.





7.2.2. Tools

This section introduces the two tools that are part of the Learning Journey program: the Awareness Sticker and the Power-App.

As explained at the beginning of this chapter, the program also involves introducing and using two tools for the teenagers to use in their social media practices.

Awareness Sticker

The first tool is the sticker that teenagers place on the back of their phones, to act as a reminder to reflect upon their reasons and intentions for posting, and possible reactions they could receive before uploading social media content. This tool is introduced on the 7th session of the learning journey, in a workshop where teenagers design the stickers themselves. Allowing them to design their own sticker aims to create something that matches their style; something they like and will actually want to use. The sticker should contain an acronym and/or the words 'Reason', 'Intention' and 'Reactions' (Razón, Intención, Reacción, in Spanish), but the rest is up to the teens. The idea is to use the sticker as a visual cue that teenagers see once in a while, in a way that it imprints in their minds, and eventually makes the reflection become a habit. Similarly to the 2-year program, the sticker aids a learning process, and its ultimate goal is for the teenagers not to need any reminder to reflect before posting.

The sticker should also be a 'living' object. This means that since the teenagers will be using it and learning from their reflections and the other sessions that are part of the program, they should be able to adapt or adjust the sticker to fit their needs. So, for example, if they learn that other visual cues work better than the words (reason, intention, reaction), they should be able to make those changes and use the redesigned sticker.

The visual below shows an example design of how the sticker could look like, including the basic elements words 'Reason', 'Intention' and 'Reactions', as mentioned above. Since the aim is for the teenagers themselves to create their own stickers, they will all result in different designs, including varied elements, colours, and shapes.

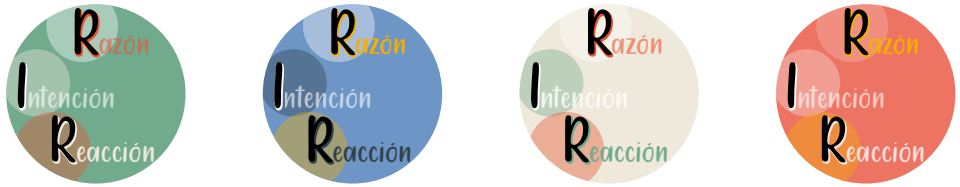


Figure 48. Sticker design for prototype

Power-App

The second tool for the teenagers to use is the app that allows teenagers to add hashtags and stickers to their content prior to uploading, by highlighting their reasons for posting. This is envisioned to empower the teenagers by giving them control of the situation and focusing on themselves, instead of on the reactions they might receive. In this app, the teenagers can upload a picture or a video and add stickers or hashtags that communicate how they feel, what they are proud of, what they like about the content, or themselves. They can find already existing sticker and hashtag designs on the app, but they can also create their own, by adding words, shapes, colours, and animations. The use of these add-ons should help them focus on what they're proud of and what they like about the content, and consequently downplay the impact of the reactions they could receive after posting.

This concept also creates a new way of communicating in social media, giving the teenagers the means to tell their own story, creating a

new narrative of how social media interactions take place. The use of this intervention is envisioned to change the way teenagers see themselves, but also how others see them. By using hashtags and stickers to tell their story, teenagers will also be sending a message 'I do not care about what you think or comment, I am in charge'. And the hope is that this will empower teenage girls to upload content without being afraid of what others might think or say.

In the visual below, "Figure 49", a storyboard with sketches showing the usage of the app is introduced:

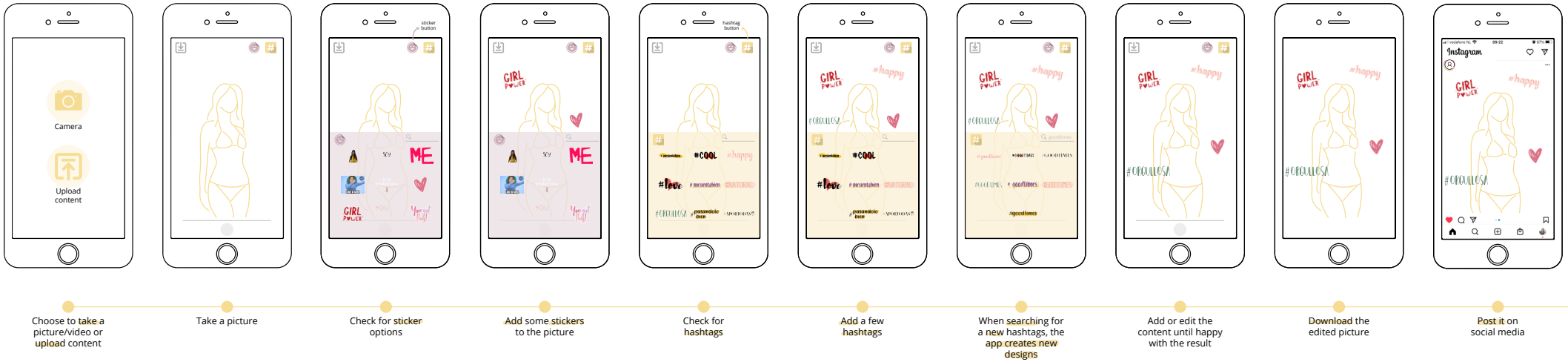


Figure 49. Storyboard Power-App use

This tool is also introduced as part of a session in the learning journey, the 8th session (see "Figure 47").

7.3. Field test

This section introduces the field test where the preliminary design proposal was tested. First, the goal and research questions, and the method used for the test are defined. Then, the procedure of the test is laid out, and the insights are presented. The insights gathered through the field test determined the final design; the proposed redesigns and next steps.

7.3.1. Goal and research questions

The main goal of this test was to evaluate whether the concept reached the objectives as intended, namely, whether the design goal is achieved through the intervention.

> The design goal is to improve the interaction between 12- to 16-year-old girls and sexualised content on social media by generating awareness and empowering them to avoid negative influences that affect them on a personal level.

To evaluate that, a few research questions were formulated. The preliminary design proposal is composed of three parts (the Learning Journey, the Awareness Sticker and the Power-App). Therefore, specific aspects of each of them were tested, and different questions defined.

Learning journey

Since the program is 2-years long, and as mentioned, the first five sessions had been fully detailed, the test consisted of trying out the first three sessions. The decision to test the first three-session was made based on the fact that those sessions introduce the first key elements about sexualisation on social media. Also, time constraints did not allow testing more than three sessions. Therefore, the research questions for the learning journey are:

- RQ1. How engaging is the format of the sessions (the way the exercises are laid out, the material, the setup)?
- RQ2. How receptive are the teenagers to an external person moderating the session?
- RQ3. How well does the first part of the first session (examples of an existing case) capture the teenagers' attention?
- RQ4. How adequate is the order/theme of the exercises for a progressive learning experience?
- RQ5. How appropriate is the knowledge level and attitudes shown by the teenagers and the level of the learning program?

Awareness Sticker

- RQ6. How frequently do the teenagers pay attention to the sticker when placed in the back of their phones?
- RQ7. To what extent does it stimulate thought or reflection? What reflection does it bring and what is the effect of reflecting?
- RQ8. How likely is it for teenagers to use the sticker?

Power-App

- RQ9. How often did the participants explore/use the app and how did they use it?
- RQ10. How did the teenagers feel when placing stickers and hashtags on their content?
- RQ11. How inclined are they to post content created with the app?

7.3.2. Method

This section collects all the planning done before conducting the final test: the setup and the participants.

General setup of the test

For this test, the intention was to resemble a real setting as much as possible. This aims to obtain reliable results that could be used to evaluate the design proposal accurately. Therefore, the preliminary design proposal was tested with a group of eleven teenage girls in their classroom. The setup was a hybrid between physical and remote; the teenagers were present in their classroom and I took the role as a (remote) moderator. To make the test possible, a tutor was physically present during the session, to help with moderating, and setting up.

The test was conducted by connecting remotely with the classroom using a video conferencing software. This setup was the closest possible to reality, where the moderator would be present in class with the teenagers.

As briefly mentioned above, different aspects of each part of the concept (the Learning Journey, the Awareness Sticker and the Power-App) were tested.

From the learning journey, the first three sessions were tested, serving as an introduction to the topic for the teenagers, and an evaluation of the format of the program. The three sessions were held together, in the term of an hour. In the normal setting, as proposed in the preliminary design proposal ("7.2. Design proposal"), the students would be divided into subgroups, and the exercises would be completed and discussed within those smaller groups. For the purpose of this test, and because of COVID restrictions, making multiple groups was not viable, so the concept was tested with a single group of 11 teenage girls. Having a single group allowed to test the three sessions in one, within an hour.

After holding the one-hour session, the sticker and the app were introduced. Due to time constraints, the sticker was designed beforehand (see "Figure 48. Sticker design for prototype"), instead of letting the teenagers design them themselves, as proposed in the preliminary design proposal.

After the sticker, the app prototype was introduced, explaining how to use it and asking the participants to download the prototype themselves. The app and the sticker were evaluated by the participants using it for a week, and then answering some questions on a questionnaire (see "E.3. Questionnaire") and on follow-up interviews. The process of the field test is visualised below, in "Figure 50":

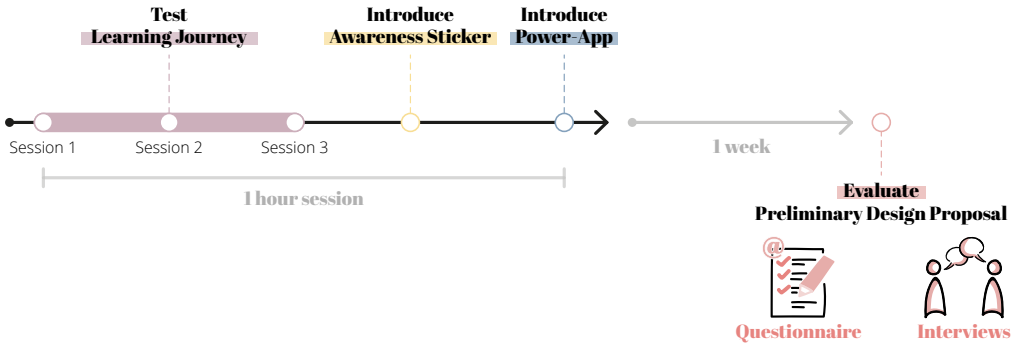


Figure 50. Field test process

Participants

The eleven teenagers who participated in the test were newly recruited. This is important because the learning program is aimed at teenagers with limited knowledge. Participants from previous rounds of the study had already been sensitised to the topic of sexualisation, so their input would not be reliable to evaluate the necessary aspects of the concepts (see "7.3.1").

Recruitment was done through the same school as for the co-creation sessions. The tutor selected a first grade class from secondary school, from

which the girls participated in the test. Therefore, nine participants were aged 12 years old, and the remaining two were 13 years old.

Since the participants are minors, permissions slips were sent to the parents to authorize the involvement of the teenagers.

7.3.3. Prorotypes

To test the preliminary design proposal, prototypes were developed for each part of the concept.

Learning journey

For testing the first three sessions of the learning program, a manual was developed to fully describe the test setup and the procedure of each exercise. The manual indicated the necessary instructions and included the material needed for the test. It was designed in Basque, to fit the language of the context (see "J.1. Test manual in Basque"), but it was also translated to English (see "E.1. Test manual in English").

Awareness Sticker

For the purposes of the test, and to be able to answer the research questions about this part of the design, these stickers were designed, prototyped, and handed out to the teenagers. A simple design was made, as introduced in "7.2.2", and four different colour variations included so that the teenagers could choose between a few options (see "Figure 51"). This was done to resemble the real setting as much as possible, where teenagers are given the opportunity to design the stickers to match their own styles.

Figure 51. Sticker prototypes

Power-App

To prototype the app, the software ProtoPie (https://www.protopie.io) was employed. This software allows to intuitively and easily create interactive app prototypes. The most important things to prototype were the choice of hashtags and stickers, and being able to add these to a picture for the teens to express themselves and narrate their story (like envisioned in "7.2. Design proposal"). Therefore, I downloaded stickers from the internet (giphy.com) and designed hashtags to add to the prototype (see "Figure 52"). All stickers and hashtags have empowering or positive messages like 'girl power', 'having fun', 'proud' or 'you got this'. Another important aspect was for the app to feel familiar to use (for example, like Instagram) and intuitive; so that the teenagers could focus on exploring the core of the concept; communicating

through the hashtags and stickers.

Therefore, the prototype is used as seen below in "Figure 52": take a picture, drag stickers and hashtags into the picture, and save it by taking a screenshot.

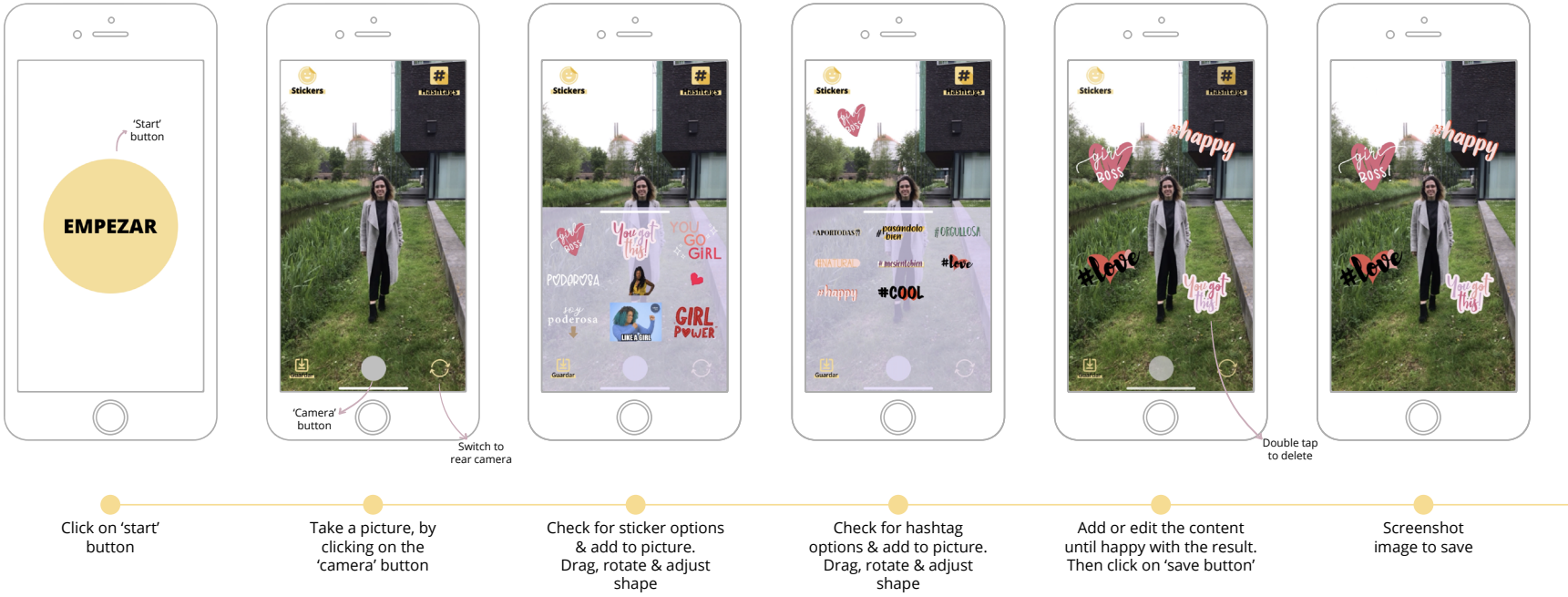


Figure 52. Storyboard Power-App prototype use

7.3.4. Procedure

This section presents how the final test was carried out.

The test was held in a one-and-a-half-hour session, during the tutoring hour of the students.

One week prior to the session, I discussed the plan and set up with the tutor and sent all the necessary materials to run the test (material for the exercises and the stickers for the teenagers to test out). Participants were also instructed to bring their phones and laptops to the session.

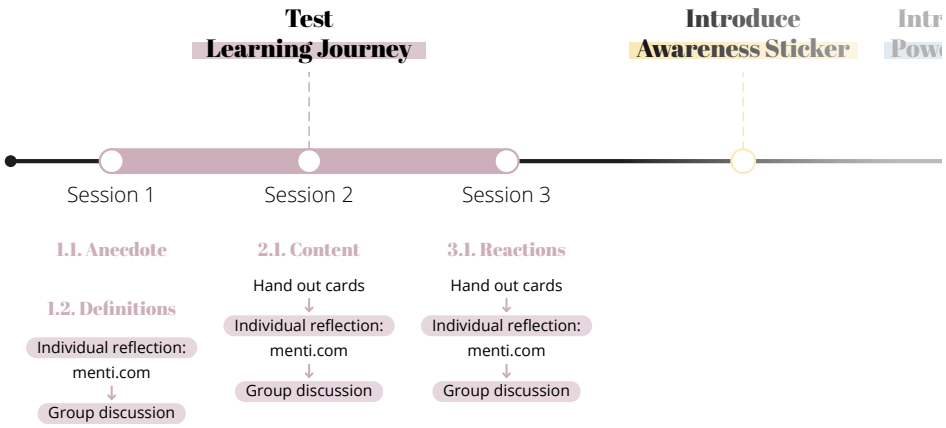
In preparation for the test, I connected with the school via the Google Meet video conferencing tool, and checked all the materials were ready for the session.

Since the preliminary design proposal consists of different parts, the following sections explain the test procedure for each of them:

Learning Journey

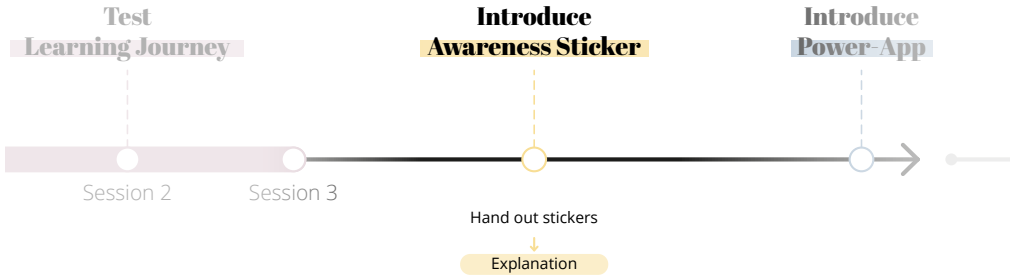
As introduced above, the first three sessions from the learning journey were tested in the approximate time span of an hour. The format of the sessions was slightly adjusted, due to the hybrid nature of the test (physical and remote). The material used for the test was the same proposed for the preliminary design proposal but the way to submit the answers and discuss was different. In the normal setting, teenagers would be distributed in smaller groups and would discuss the answers to each exercise in said groups, before discussing it with the whole class. Also, they would use paper cards to mark and write their answers in. For the test, the last part was made digital; the menti.com website was used for the participants to submit the answers. This software was selected since it shows all answers on screen, making it a good tool for group discussions.

Therefore, for all exercises, I made the introduction as defined in the test manual for the learning journey ("E.1"), the tutor handed out the necessary material, and I asked the participants to submit their answers by going to menti.com. After all answers being submitted, I made the responses visible, and we discussed them together.



Awareness Sticker

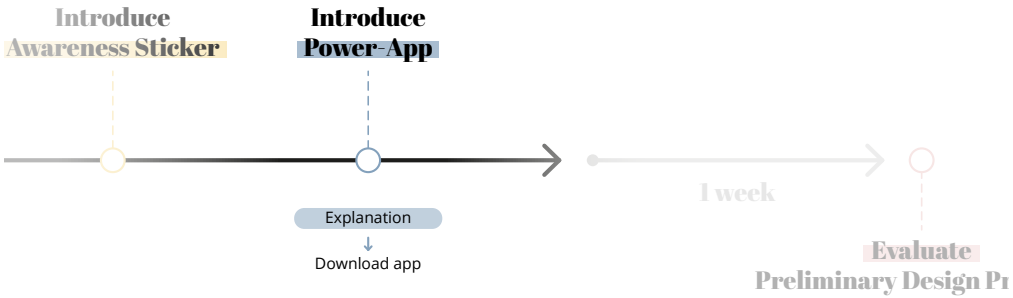
After testing the sessions, I introduced the sticker. First, handing out the prototypes for participants to choose a few of their preferred colours. Then, I explained the sticker's purpose: the importance of reflecting on one's reason and intention when posting on social media. Also, the relevance of thinking ahead about the possible reactions. Finally, I asked the participants to keep the stickers placed on the back of their phones for a week. I also notified them that they would receive a questionnaire with questions about both the sticker and the app in a week.



Power-App

To end the session, I introduced the app with a video showing how to use it, accompanied by my explanation. Then, I gave instructions on downloading the app, opening the prototype, and saving it. The participants had time to test the prototype and ask questions.

Like with the sticker, I encouraged them to use the prototype during the week and respond to the questionnaire they received in a week's time.



7.3.5. Interviews

One week after the field test, interviews took place to deepen the insights and evaluate the preliminary design proposal. Two days before the interview was scheduled, a questionnaire was sent to the participants to gather some initial insights to be used as a starting point for planning and conducting the interviews. See "E.4. Interview questions" for the list of questions.

One hour was available for conducting interviews; therefore, the plan was to use the questionnaire answers to identify the most insightful and thought-provoking ones and interview the participants who had submitted those. However, due to most participants not completing the questionnaires in time, the choice for interviewees was eventually arbitrary. This resulted in using the same questions as a guideline for all interviews instead of conducting tailored interviews as initially planned. I interviewed four out of the 11 participants.

Consequently, and aiming to obtain more insights, I sent individual forms with follow-up questions to the participants I could not interview. Out of the seven forms, I received five answers.

Data analysis

For each evaluation and each part of the preliminary design proposal, data was analysed in the following way:

- Learning journey: data has been analysed in two ways
  - » First, by analysing the responses and behaviours of the teenagers during the session itself. This is done by watching back the recording of the session, and analysing the video (behaviour) and audio (answers, discussion).
  - » Second, by asking some deepening questions during the interviews (one week after the test).
- Sticker: evaluated one week after being introduced. After using it for a week, teenagers were asked to answer a questionnaire, and then an interview was held with some of them for deepening the insights.
- App: as the sticker, is evaluated one week after the test, via a questionnaire and interviews.

Therefore, for the app and sticker, data was first analysed when the questionnaire submissions are in, as a way to prepare the interview and gather some initial evaluations. Finally, once concluded, the interviews were analysed to complete the overview of insights about the preliminary design proposal.

7.3.6. Insights

This section collects the insights gathered from the participants during the field test.

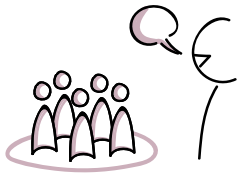
Learning Journey

During the hour-long session, the participants showed an enthusiastic attitude and a good understanding of the topics covered. Overall, they answered the exercises demonstrating some knowledge about sexualised content and sexualising behaviours on social media.

According to the participants, and judging by their reactions during the session, the introductory anecdote to introduce the topic was helpful to understand what the session would be about and understand that 'it can happen to everyone'. One teenager showed a specially participative attitude and shared a few anecdotes and stories of her own throughout the session.

When it comes to the topics covered (sexualisation, sexualised contents and reactions), the participants found them very interesting and they learned a lot: "I felt identified with the things we discussed" one said, "we shouldn't care about what people comment, we should love ourselves" others pointed out. "Figure 53" shows the main insights regarding the learning journey.

Very **interesting**,
learned a lot of **new things**.
Wish it was longer.



The **anecdote** helps **immerse**
them **and introduce** the topic.

"**I felt identified** with the content we discussed"

"We should **love ourselves**"

"I realised it can happen to people close to me too"

"We **shouldn't care** about what people comment"

"People are **sexualised even if** they **don't intend** to be"

"If it happens to a friend, then I can tell her that story"

Figure 53. Learning Journey insights

Awareness Sticker

To evaluate the sticker, some quantitative data was gathered through the questionnaire, and the interviews also provided qualitative insights to understand to what extent the design fulfils its purpose. The first aspect to pay attention to is that teenagers noticed the sticker often, as indicated by their answers (see "Figure 59"). Most of them also showed a positive attitude towards it and mentioned their intention to keep it on their phones. This corresponds to the observation made during the field test: the participants seemed very enthusiastic to choose their stickers and immediately placed one or two on the back of their phones.

Regarding the effect the sticker had on them and their reflective attitudes, the main finding is that it made them think about what was discussed during the field test. This is very significant because it shows the importance of designing the session where the sticker is introduced very carefully so that the teenagers look back and reflect on the intended topics: reasons and intentions of posting, and possible reactions. Apart from making them think about the sessions, it also made them reflect about other aspects: "No matter what you wear, as soon as you show some skin, people will sexualise you" said one teen, "I should love myself and not let the comments affect me" shared a few other girls.

Only three of the 11 participants mentioned having posted content on social media during the week the test took place on. Although they responded positively to the sticker helping them reflect, they shared no further insights on how they experienced it or what they specifically reflected upon.

The sticker, combined with the introductory session (part of the learning journey) shows the potential to achieve the goal of aiding teenagers in reflecting at the time of posting on social media.

Another one of the interviewed teenagers shared that "the sticker would be more effective in making me reflect if I would design it myself, if I put some thought into it". This backs the way the sticker is envisioned, in the preliminary design proposal, aiming for teenagers to design their own. However, to validate this idea and its impact, the design would have to be tested with more teenagers.

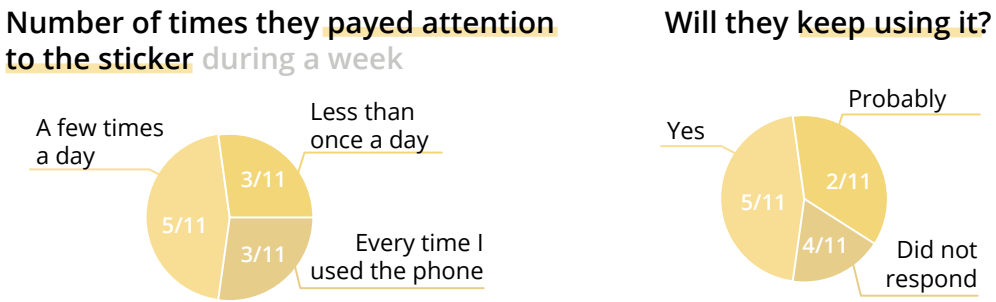


Figure 59. Awareness Sticker quantitative data

Made them **think about** what they learned in **the sessions**

Made them **reflect**

"No matter what you wear, if you show some skin you'll be **sexualised"**

"Reflected upon **loving myself** & not letting the **comments** affect me"

Made them **feel more secure**

It helped them **reflect** because of the sticker's design and the sessions

Figure 54. Awareness Sticker insights

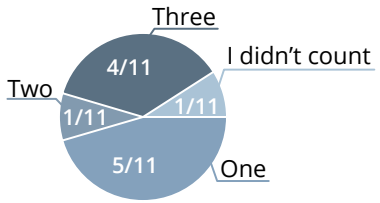
Power-App

For evaluating the app, some insights were gathered through the questionnaire, and some by conducting the interviews.

Overall, the participants seemed to like using the app, and using hashtags and stickers to express themselves on their pictures. According to their answers to the questionnaire, they used it between one, two, and three times within the week.

When introducing the app during the session, they also showed an enthusiastic attitude, rapidly downloading the app and taking selfies with each other.

Number of times they used the app during a week



They **liked using the app** and adding stickers and hashtags

Figure 55. Power-App quantitative data

Although only three teens posted content within that week, and none uploaded a picture created with the app, some of the participants liked using the hashtags and stickers to express themselves.

> "I'm not very confident about myself, so I hardly post content. I used the app to edit an image and put it as a locked screen to remind myself that I have to be more confident and sure of myself," said one of the teenagers during the interview.

This insight is meaningful because it demonstrates that the teenager used the image she created to empower and reassure herself, matching the purpose of the design.
"I've felt like myself", and "now I'm more conscious when posting, before I would not think so much about what I was uploading' shared two of the participants.
They seemed to generally enjoy using the app. However, two teenagers shared "there are better apps" or "it's not my style" in response to why they would not use this app in their daily lives. From their answers and behaviours, it can be concluded that within a week, the full potential of the app has not been explored: using the hashtags and stickers to communicate how they feel and be empowered. It has been made clear that they primarily care about their content looking pretty and will choose an app with great hashtag and sticker choices, the option to add filters, and any other add-ons to edit their images.

> From this, I conclude that the app's final design should offer a multitude of hashtag and sticker choices, allowing them to create content they find beautiful, but most importantly, sharing a message and giving them the means to express themselves through the stickers and hashtags.

Figure 56. Power-App insights

7.4. Evaluation with educators

After having tested part of the Learning Journey in the field test, I wanted also to evaluate the journey as a whole; the proposal of two years with weekly or monthly sessions, the topics covered, and the methodology used. Therefore, I reached out to two schools by sending the material developed for the learning journey: the overviews of sections and sessions that are part of the program (see "Figure 46"), and the manual developed for the test as an indicator of what the sessions would look like in real life (see "E.1"). I intended to have educators look at it and offer input on how the program would fit into their schools and what they thought about the concept and topics covered.

To evaluate this, I defined some questions:

- How adequate is the order/theme of the exercises for a progressive learning experience?
- How does the proposal of weekly or monthly sessions fit into the school program?
- How willing and interested would schools be in implementing the program?

The procedure of this evaluation was the following:

I got input from two educators from one of the schools. After reading the description of the program and the manual, I had a short call with them where they shared their views on it.

Insights

The primary input received was focused on how the program would fit into their school and how the students would respond to the proposed weekly and biweekly sessions.

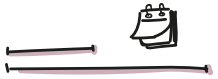
The primary aspect they highlighted is the length and number of sessions of the learning journey. For this particular school, the sessions would take place during the tutoring hour, which happens once a week. During this hour, there are many topics that need to be touched upon, and therefore the proposed learning journey seems "too demanding, it would not always be possible to have five consecutive weeks reserved for these sessions". A recommendation was made by one of the educators: "you can offer a shorter and longer version of the learning journey, for the schools to choose the one that fits into their program best". They both believed the topics covered throughout the sessions are very necessary and important to work on with teenagers, and that the teenagers themselves would like discussing those topics. However, one of the educators mentioned that teenagers might get tired of the topic when having many recurring sessions. A final remark was made about the second year of the learning journey, where 2nd and 4th graders work together: "it is essential that the teens know what is expected of them, and that there is a respectful and open communication among the younger and older teens".

Very **necessary topic** and reflection exercises

Too demanding, too many hours needed

Make sure there's **respectful, open & safe communication** between 2nd & 4th graders

Too long, teens will get tired of the topic



Could **offer a short and long version,** for the school to choose

7.5. Design Criteria

This section covers a reflection to evaluate the preliminary design proposal, based on the design criteria introduced in “4.4”.

Regarding the first set of criteria, the combination of the three parts of the design touch upon the four steps leading to the design goal. The Learning Journey starts off the process offering a learning base, and contributing to the first three steps (see “Figure 57”): recognizing sexualisation, reflecting about it and internalizing concepts. The two tools contribute to the second and last steps by means of applying the knowledge.

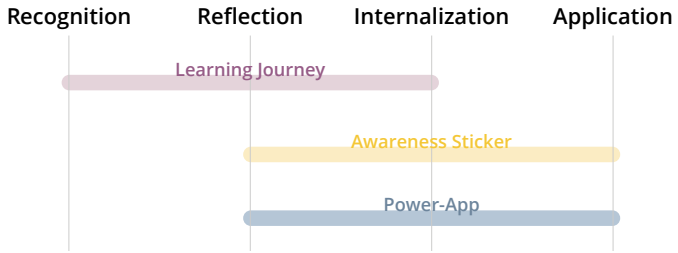


Figure 57. Design criteria (1) evaluating preliminary design proposal

The second criteria was used by rating each quality from 1 to 3. The results reflect the findings obtained in the field test. The Learning Journey should be adapted in order to be adopted and feasible; the program should fit into schools’ planning and available time. The Awareness Sticker should better guide teenagers into reflecting at the time of posting, in order to be more engaging and effective. The Power-App should draw teenagers’ attention by its editing qualities, in order for it to be adopted, which will increase its effectiveness.

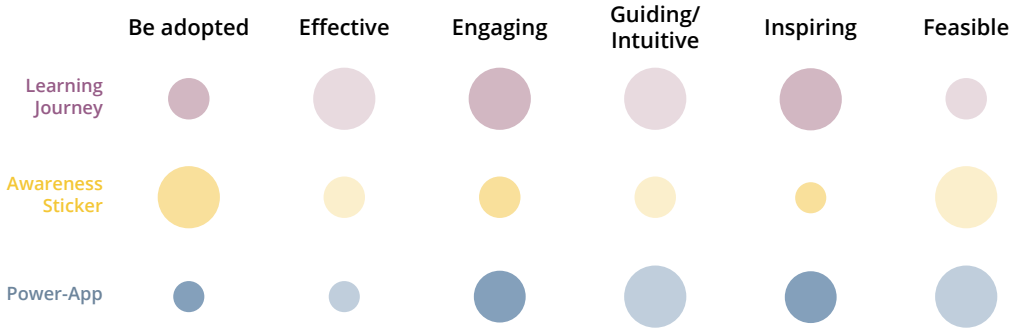


Figure 58. Design criteria (2) evaluating preliminary design proposal

7.6. Limitations

This section introduces some identified limitations that could have influenced the results of the field test.

First, testing the learning journey in a hybrid mode, not being physically present at the context, limits the interaction between moderator and participants. The sessions are envisioned to take place in a relaxed and familiar environment, where the moderator could walk among the groups and discuss with them throughout the sessions. This was not possible and therefore could have impacted the sharing attitudes or behaviours of the participants. Also, due to Covid, the participants had to wear masks which also acted as a (small) barrier for communication, making it harder to understand the participants.

As mentioned above, the format of the preliminary design proposal was adapted for the test, so some aspects were not tested as originally designed. The format was made partially online, and the sessions were conducted with a single group. Therefore, the sessions have to be tested with multiple

smaller groups, as envisioned, where group discussions take place. The sticker was tested with a pre-made design, but the entire concept still has to be tested: teenagers designing their own stickers and making use of them.

Another aspect to take into account is the questionnaire. It could be that the participants answered to some questions in a socially desirable way, not being totally truthful. In some cases, some of the participants also answered very shortly, not fully answering the questions or not explaining their reasoning. For example, some of them said 'the sticker made me reflect a lot' but failed to explain what they reflected about or why it made them reflect. Furthermore, not all participants submitted their answers, so information is missing to fully complete the insights from the test. This also caused the setup of the interviews to change, as mentioned above, which could have caused obtaining a lesser number of insights. Although some aspects remained unexplored, the answers given by the participants show the potential of the design and point at the strong suits of each concept.

Finally, having tested the design in a compact way, testing part of the Learning Journey together with the two tools within an hour, could have influenced the outcomes. The sticker and the app are meant to be introduced at their own session, after working on specific topics that the tools help the teenagers apply in practice. Therefore, without those 'tool-specific' sessions, the effect of the tools could have been diminished, and consequently, the insights gathered could not be showing their full impact. Therefore, although the tools have to be tested further according to the preliminary design proposal to complete the evaluation, the input from the participants showed promise.

7.7. Conclusions

"6. Ideation" presented the initial concepts and the exploratory evaluations conducted with experts, which lead to developing the preliminary design proposal, introduced in this chapter. The design was evaluated in a field test with teenage girls aged 12 to 13 and briefly evaluated with educators. The insights from these evaluations have served to assess whether the design goal is achieved through the design. The main takeaways, which are used to propose the final design, are summarized below.

Main takeaways

The Learning Journey should offer two program lengths, a standard one and an extensive one for those schools with more time or need for it. It seems likely for schools not to have a lot of extra time available for the sessions to take place, and therefore the standard program could have a reduced number of sessions to better adapt to the schools' schedules. However, some schools might have the time or wish to dedicate more time to the Learning Journey, so offering an extended version would give schools the chance to choose.

From the field test, I learned the importance of teenagers sharing their own stories, and framing the exercises in a way that they relate to, so that they understand that it also concerns them. Teenagers will be more involved in the sessions if they feel identified with the content, or understand that it is relevant for them. It is also beneficial to dedicate enough time to discussing the content seen in the exercises, to give the teens the chance to share their thoughts on it and highlight something they learned or something that stroke them.

For the Awareness Sticker, the most important aspect is to carefully design the session where this tool is introduced. When the teenagers see the sticker, they will think and reflect about the session. Therefore, it is vital that the topics covered and the exercises are aimed in the right direction; to spark reflection about the reasons and intentions when posting content, and the possible reactions.

Letting the teenagers design their stickers also shows potential for teenagers to get more involved in its use and prompting more reflective attitudes. The field test participants already showed a positive attitude towards the sticker, and I believe that designing it themselves would improve that effect, as supported by one of the participants.

From the field test I got two main takeaways about the Power-App. First, the session where the app is introduced should clearly demonstrate the app's purpose, through examples. It is essential to show the teenagers how they can make use of hashtags and stickers to communicate when posting content. This way they will see that it's more than editing a picture to make it look pretty, but actually telling a story through their content. On the other hand, teenagers mostly care about their content looking good, and that is what they use content editing apps for. Therefore, it is fundamental that the app attracts them showing potential to create great content; by offering a wide range of sticker and hashtag choices, and extra functionalities. Teenagers should be attracted by those aspects, and then find in the stickers and hashtags a way to communicate how they feel about themselves or their content.

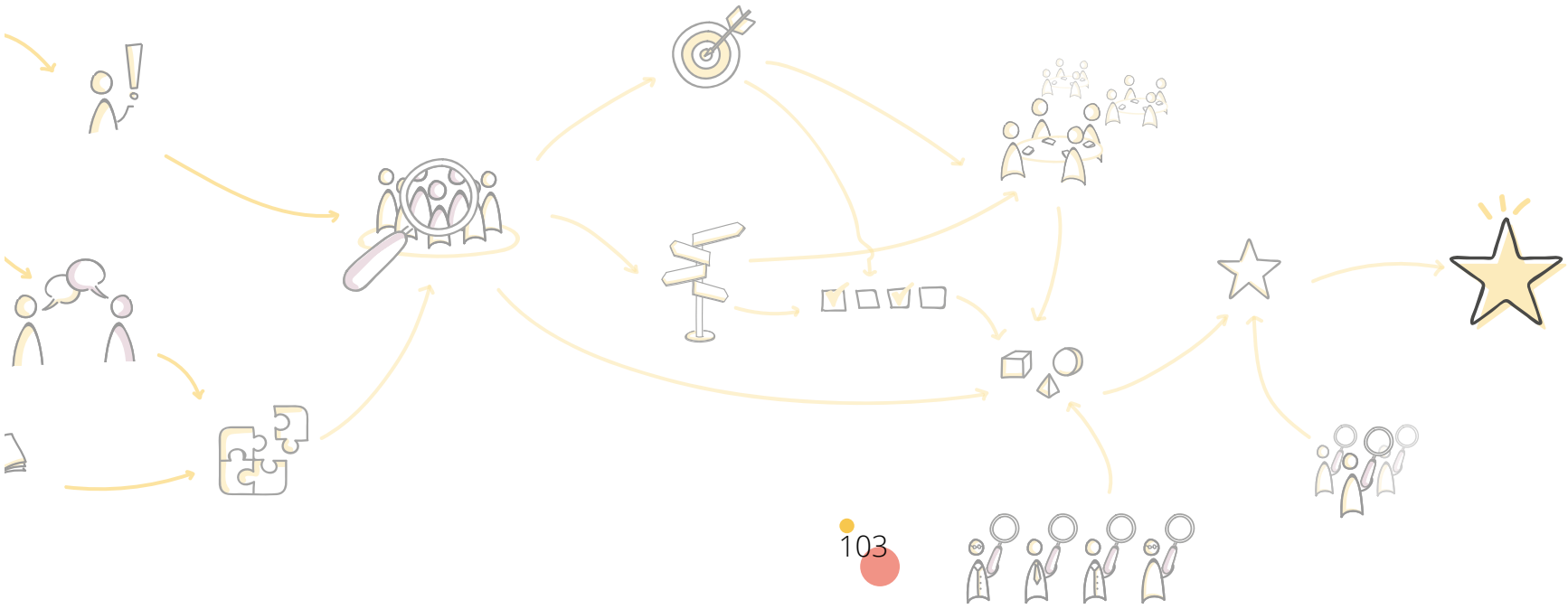
These main insights bring the design process to the last phase, "8. Final Design", where the final design is fully developed and detailed.

Final Design

and recommendations

This chapter contains

8.1. Reflection and Recommendations 117



The previous chapter introduced the preliminary design proposal and the field test where it was evaluated. The outcomes of the test defined the main takeaways that have been decisive when detailing the final design, presented in this chapter. Thereafter, the limitations of the design are mentioned, and recommendations are given about future steps on this project.

The Sexualisation Dialogue

The Sexualisation Dialogue is a program consisting of the Learning Journey, the Awareness Sticker and the Power-App. This program is offered to secondary schools by an external organisation that specialises in working with teenagers on topics like sexualisation, social media use, gender equality... Schools can then choose to offer this program, and select the Learning Journey that best fits their needs and/or schedule.

This program is designed for first and second grade students, aiming to teach teenagers from a young age at which they begin interacting with social media.

SECTION 2:
WHAT TO CONSIDER
WHEN POSTING

SECTION 3:
FEEL EMPOWERED
WHEN POSTING

SECTION 4:
MONITORING
PROGRESS

Evaluate Sticker

Evaluate App

Evaluate

SECTION 5:
CHECK-IN &
GRESS MONITORING

SECTION 6:
WHAT TO CONSIDER
WHEN POSTING

SECTION 7:
FEEL EMPOWERED
WHEN POSTING

SECTION 8:
DEALING WITH
SEXUALISING REACTIONS

SECTION 9:
CLOSING

Evaluate

Awareness Sticker

Power-App

Learning Journey

The Learning Journey is a two-year program where first and second grade teenagers participate in several sessions where they progressively learn about topics like sexualisation, sexualised content and reactions, posting content, feeling empowered when posting...

The material of the program is designed based on the finding that teenagers are not really aware about sexualisation on social media and its influences, and therefore don't practice a reflective behaviour when interacting with it. Thus, the Learning Journey begins by defining terms like sexualisation, sexualised contents and reactions... It goes from teaching teens about what to pay attention to when seeing content, to what to consider before posting content. There is also a particular emphasis on feeling empowered when posting content on social media. Sexualisation is all around, and this design wants to teach teenagers to be conscious and aware of what they see and post, but not letting sexualising behaviours stop them from posting content and expressing themselves.

As introduced above, schools can choose the journey that best fits their

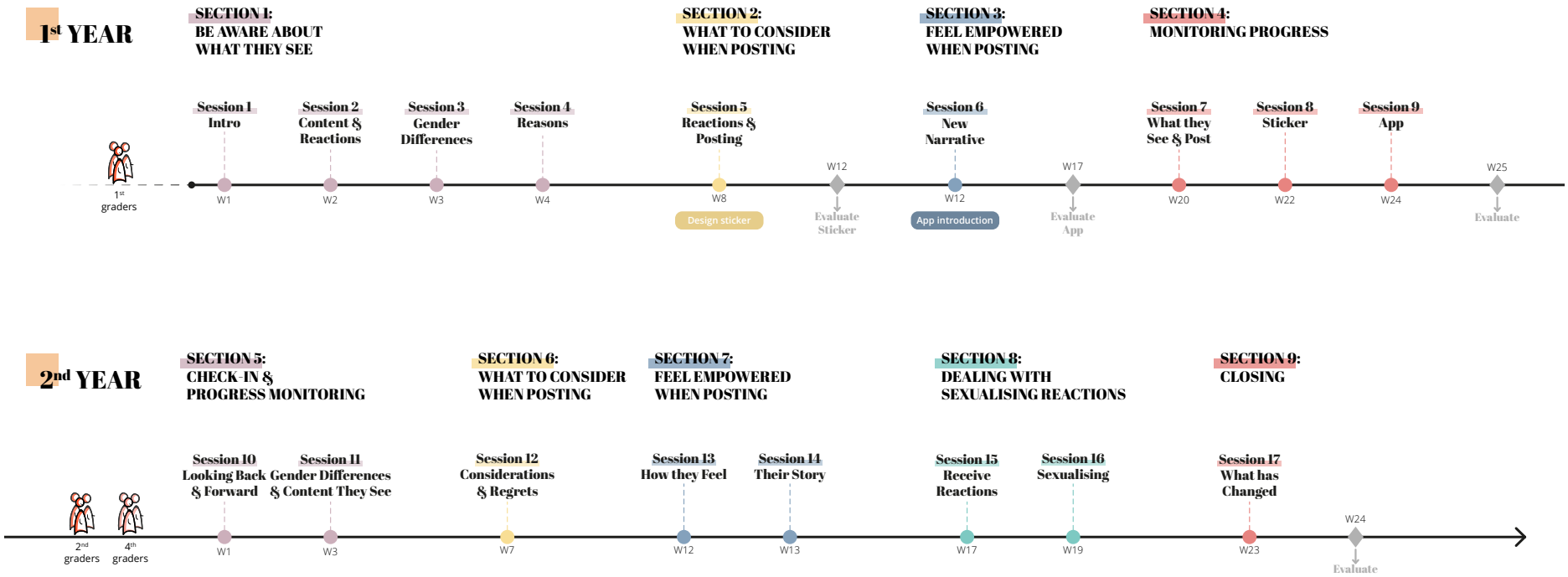


Figure 60. Learning Journey, standard version, sessions overview

needs; between a standard and an extended version. The standard version is designed according to the field test results, adapting to those schools with not much time available for the program. Therefore, whereas the journey proposed in the preliminary design was composed of 25 sessions, the standard Learning Journey now offers 17 sessions. “Figure 60” shows an overview of the standard version, highlighting each session and its topic, as well as the week in which it takes place. As one can see, sessions are grouped in sections, which characterize the main topics. In the visual, the introduction of the Awareness Sticker and the Power-app is also indicated (in session 5 & 6).

The grey diamonds indicate evaluation moments that will take place along the journey.

The extended version contains the original 25 sessions (see “Figure 61”).

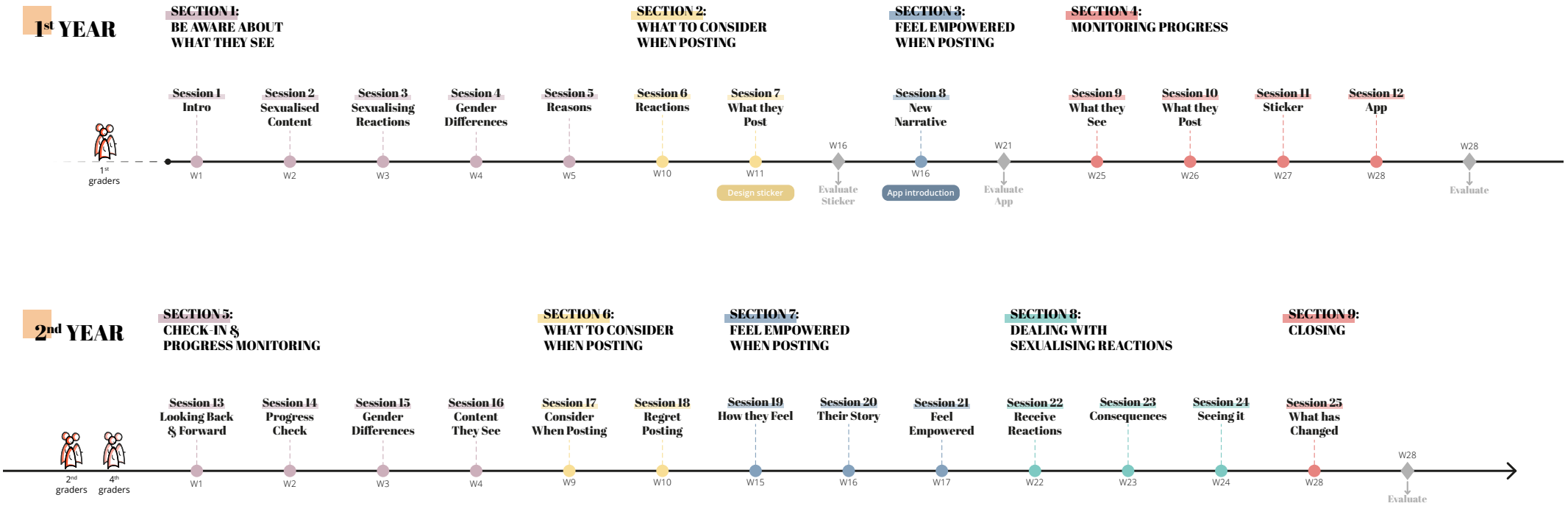


Figure 61. Learning Journey, extended version, sessions overview

The sessions of the Learning Journey are designed to present topics in a familiar way that teenagers can relate to. During the sessions, students will be placed in smaller groups of around 6 teens to complete the exercises. All exercises are based on an initial individual reflection, followed by a group discussion where teens will be encouraged to share personal experiences and build on what their peers share. Starting with an individual reflection gives the teenagers the chance to think for themselves and privately complete the exercises. Each teenager has different awareness and knowledge levels, different perspectives and unique experiences. Therefore, it is very valuable that they first reflect for themselves to find their own voice and stance. Thereafter, the group discussions are helpful to learn from others, clarify concepts and be open to other people's thoughts. By discussing, conversations and thoughts get richer, and sink in better. Furthermore, by talking to their peers, they learn that the topics and examples being discussed are normal things that happen to everyone, and that they have nothing to hide or be ashamed of.

It is important to create a safe and sharing environment for the sessions so the teenagers feel free to speak up and share their experiences, getting the most out of the sessions.

The Learning Journey covers all the important topics and aspects for teenagers to learn about how to safely and consciously interact with sexualised content and reactions, and it does so by holding one to one and a half hour thematic sessions. Each session focuses on a specific topic (see next page fold): sexualised content and reactions, gender differences, reactions and posting, new narrative, etc. With each session's topic come different exercises designed to touch upon and explore all the necessary aspects for teenagers to learn about interacting with (sexualised) social media content. For instance, when learning about sexualised content and reactions, the teenagers are given real examples and asked to identify sexualised content and reactions themselves. Then, in groups, conclusions are shared and the main takeaways are highlighted. This way, the next times they encounter such content and reactions online, they will be more aware and able to identify them.

Each session has a specific goal, also indicated in the visual. As one can see, the topics are progressive and build on each other, providing the teenagers with bits of knowledge at a time that eventually builds a whole. Giving them the necessary knowledge to face and interact with sexualising content and behaviours themselves.

Evaluation moments

There will also be a few evaluation moments throughout the program (marked in grey).

- For each tool, one month after each being introduced, in week 12 and 17 consecutively.
- At the end of the first year, one for the entire program.
- In the second year, an evaluation will be done at the end.

These evaluations will be done by sending out a questionnaire to the teenagers with a set of questions to gather insights about the things that worked, those that didn't, the aspects they liked and disliked, and finally to collect suggestions. After receiving the submissions to the questionnaires, small discussions could take place if needed to deepen the discussion on some topics or get further input. The outcomes of the evaluations could alter the future sessions, adapting them to meet the needs and wishes of the teenagers.

These evaluations are crucial to keep an ongoing assessment on whether the goals of the program are being achieved, how teenagers are responding to the sessions and make any necessary adjustments along the way.

1st Year

The first year of the journey is designed for the first grade students of secondary school. As briefly introduced above, the sessions start from defining basic terms and progress over time to offer first graders a comprehensive learning experience. In year one, teenagers will learn what sexualisation is and how to identify it online (content and behaviours), they will reflect about gender differences and about why sexualised content is so mainstream. Then, they will apply those concepts into their own practice, and they will be taught to be reflective when posting. This reflection will be aided by the Awareness Sticker, which is introduced later in this report. After grasping how to post content on social media consciously, they will explore how to feel empowered when doing so and reflect on what it is they want to communicate when sharing social media content. By using the Power-App, they will put those notions into practice (see below for an introduction to the app). The year will close off by monitoring progress, going over the learned lessons, and evaluating the two tools (sticker and app) and their effectiveness.

2nd Year

The second year targets second graders but brings in a new element: fourth graders. After the first year, the younger students will have obtained some understanding and experience about dealing with sexualisation on social media. The second year of the Learning Journey groups together the second graders with the students from the fourth grade to bring in new perspectives and make the discussions richer. As the name of the program says, “it’s all about opening a dialogue about sexualisation”, and fourth graders will offer different insights and personal experiences that are meant to help the younger teens learn and reflect on another level.

The fully detailed extended version of the Learning Journey can be found in “F.2”.

The visual below shows a comprehensive overview of the standard Learning Journey, detailing each session’s topic, goal, activities, preparations needed and materials. As the legend indicates, for each session, one can see what type each activity is, and who is involved: explanations given by the moderators, individual reflections, or group discussions.

1st YEAR

Legend
- Explanation
- Individual reflection
- Group discussion
- Organizers
- Students

SECTION 1: BE AWARE ABOUT WHAT THEY SEE

Session 1 — Intro

W1

Goal: Introduce teens to the topic & grab their attention

	1.1	1.2
Activities	Show existing cases of sexualisation on social media	Define sexualisation & sexualising content
Preparation	Prepare videos or bring people	Print
Material	Videos or people telling their story	Cards

Session 2 — Content & Reactions

W2

Goal: Define sexualised content & reactions, start learning process

	2.1	2.2
Activities	Find patterns in sexualised content	Find patterns in sexualising reactions
Preparation	Submit profiles; Prepare & print	Prepare & print
Material	Cards	Cards

Session 3 — Gender Differences

W3

Goal: Raise awareness on gender differences and internalise why that happens

	3.1	3.2	3.3
Activities	Demonstrate with examples	Why is there a gender difference?	Respect everyone (& demand it)
Preparation	Submit profiles; Prepare & print	Print	
Material	Cards	Cards	

Session 4 — Reasons

W4

Goal: Why is this mainstream, a trend. Relativize the content

	4.1	4.2	4.3
Activities	Why do people post that content?	How does it make them feel & why?	Why do people see that content?
Preparation	Print	Print	Print
Material	Cards	Cards	Cards

SECTION 2: WHAT TO CONSIDER WHEN POSTING

Session 5 — Reactions & Posting

W8

Goal: Start thinking of how learned lessons apply to oneself & about why they post and the importance of being aware of that

	5.1	5.2	5.3	5.4	5.5
Activities	Ever received negative or unwanted reactions?	What things do they consider before posting?	What kind of things do they post?	What are usual reasons for which you post?	Sticker explanation → Design sticker
Preparation	Print	Print	Print	Print	Prepare
Material	Cards	Cards	Cards	Cards	Material to design stickers

2nd YEAR

Legend
- Explanation
- Individual reflection
- Group discussion (4th graders / 2nd graders)
- Organizers
- Students

SECTION 5: CHECK-IN & PROGRESS MONITORING

Session 10 — Looking Back & Forward

W1

Goal: Check their awareness and understanding after a year

	10.1	10.2	10.1
Activities	What have you learned in the past year?	What do you want to learn coming year?	Find patterns in sexualised content & reactions
Preparation	Print	Print	Submit profiles; Prepare & print
Material	Cards	Cards	Cards

Session 9 — App

W24

Goal: Evaluate effectiveness and impact of the app

	9.1	9.2	9.3	9.4
Activities	Do they use the app?	Does it make them feel more empowered?	Does it help them 'narrate' their story?	How do people react? Has it changed?
Preparation	Print	Print	Print	Print
Material	Cards	Cards	Cards	Cards

Evaluate

W25

Goal: Evaluate & improve

Activities: - Likes/Dislikes - Requests - Improvements - Suggestions

Preparation: Prepare

Material: Questionnaire

SECTION 8: DEALING WITH SEXUALISING REACTIONS

Session 14 — Their Story

W13

Goal: What's their story, who defines it. What makes them feel in control & empowered?

	14.1	14.2	14.1	14.2
Activities	How do you want to be seen? What's your story?	Why? Is this influenced by what you see?	What do you do to be sure of yourself & feel empowered about what you post?	Does the use of the app help with that?
Preparation	Print	Print	Print	Print
Material	Cards	Cards	Cards	Cards

Session 15 — Receive Reactions

W17

Goal: Track progress, how has the content they see changed & why

	15.1	15.2	15.3	15.4	15.5
Activities	Do you ever get negative or unwanted reactions?	How does that make you feel?	To what kind of content do you receive those reactions?	Do you expect them or do they come as a surprise?	Why do you think you get them?
Preparation	Print	Print	Print	Print	Print
Material	Cards	Cards	Cards	Cards	Cards

Session 16 — Sexualising

W19

Goal: How do sexualising reactions affect them & their behaviours

	16.1	16.2	16.1	16.2
Activities	How does receiving sexualising reactions affect you?	Does it make you change the way you post, or the way you tell your story?	How do you feel when seeing other people be sexualised?	What do you do when you see it?
Preparation	Print	Print	Print	Print
Material	Cards	Cards	Cards	Cards

SECTION 3:
FEEL EMPOWERED WHEN POSTING

Session 6
New Narrative

Evaluate sticker — W12
Evaluate & improve
- What works
- What doesn't
- Like/dislike
- Suggestions

Prepare: Questionnaire

W12
Learning to tell their own story, be in charge and sure of themselves

6.1	6.2	6.3	6.4
What story do you want to tell?	'You're in charge' 'Be proud of yourself'	Do you feel like you can post whatever you'd like?	App introduction → Test app

Print: Cards | Print: Cards

Evaluate App — W17
Evaluate & improve
- What works
- What doesn't
- Like/dislike
- Suggestions

Prepare: Questionnaire

SECTION 4:
MONITORING PROGRESS

Session 7
What they See & Post

W20
Track progress, how has the content they see & post changed? Why?

7.1	7.2	7.1	7.2
Has feed changed ?	Has how they feel/think about/ react to content changed?	Are they more reflective about what they post?	Did the way they see themselves change?

Print: Cards | Print: Cards | Print: Cards | Print: Cards

Session 8
Sticker

W22
Evaluate effectiveness and impact of sticker & adapt to their needs

8.1	8.2	8.3	8.4
Does the sticker work? Likes/dislikes. Useful or not?	What have they learned through their reflection?	In what way did it change their behaviours?	Adjust or redesign sticker

Print: Cards | Print: Cards | Print: Cards | Prepare: Material to design stickers

SECTION 6:
WHAT TO CONSIDER WHEN POSTING

Session 11
Gender Differences & Content they See

W3
Test their points of view and experiences. Check their feed, are they more conscious about what they see?

11.1	11.2	11.1	11.2	11.3
Find examples of gender differences in sexualisation	Have you experienced these first hand?	What kind of things do you have in your feed?	Why do you like following those things?	Does what you see have any influence on you?

Submit profiles / Prepare & print: Cards | Print: Cards | Print: Cards | Print: Cards | Print: Cards

Session 12
Considerations & Regrets

W7
Are they more reflective when posting? Do they ever regret posting? Why?

12.1	12.2	12.1	12.2	12.3	18.4
What things do you consider when posting?	What are your usual reasons for posting?	Do you ever regret posting some content?	Does it depend on outside factors or inner ones?	How can that be avoided?	Does the use of the sticker help with that?

Print: Cards | Print: Cards | Print: Cards | Print: Cards | Print: Cards | Print: Cards

SECTION 7:
FEEL EMPOWERED WHEN POSTING

Session 13
How they Feel

W12
Understand how they feel when posting & why, and how they cope with that

13.1	13.2	13.3
How do you feel when you post on social media?	Does it depend on outside factors or inner ones?	How do you face/cope with those feelings?

Print: Cards | Print: Cards | Print: Cards

SECTION 9:
CLOSING

Session 17
What has Changed

W23
Track progress, how has the content they see changed & why

17.1	17.3	17.4	17.5
What's the most & least important thing you've learned in this past years?	What would you still wish to learn?	How has your way of interacting with social media changed?	How has the way you see yourself changed?

Print: Cards | Print: Cards | Print: Cards | Print: Cards

Evaluate — W24
Evaluate & improve
- Likes/Dislikes
- Requests
- Improvements
- Suggestions

Prepare: Questionnaire

Learning Journey aims for teenagers to become aware of the content they see, to be able to identify sexualising reactions and understand that such behaviours are not 'the norm'. They should learn to apply these notions to the way they post content, feeling empowered when doing so but also conscious about what they are posting and how people can interpret and react to their content.

This is achieved by means of the Learning Journey and the two tools introduced with it: the Awareness Sticker and the Power-App (see below).

For the Learning Journey, on top of the two year timeline overview detailing the goal and content of each session, a manual was developed where the first six sessions are laid out. This manual was designed as the document that the external organisations would hand out to schools to introduce The Sexualisation Dialogue program. The manual also serves as a guide for the professionals moderating the sessions, since it includes a section with 'tips for moderators' and detailed instructions on how to conduct each session and what materials to use (see "F.2" annex).

External organisation

This program will be run by an external organization, but in very close collaboration with the schools. The benefits of an external party being the organizer, as learned from the expert evaluations ("6.3"), is that they can continuously adapt and improve the program by learning from practice. Another good aspect is that teenagers will most likely be more receptive to activities given by new faces rather than the teachers they see every day. The relevance of a close collaboration between the external organization and the school is that the teachers and other school staff should also be part of the learning process. Even if external experts will be moderating the sessions, if the teachers are up to date, they can monitor the progress and see how the teenagers respond outside of the session hours. That way, when the teenagers have questions, comments or want to discuss anything in between sessions, they can turn to their teachers.

Another relevant aspect to consider is that the experts from the organization who come into the schools to moderate the sessions should be young so that the teens connect and relate to them more. It is vital that a sharing and trusting safe environment is created to work during the sessions. This is easier done if the teenagers can see the experts as 'equals' they can open up to, rather than adults who will tell them what they have to do.

Awareness Sticker

The Awareness Sticker is the first tool of The Sexualisation Dialogue program, and it's introduced to the teenagers on session 5 of the Learning Journey. The Awareness Sticker is a sticker that teenagers place on the back of their phones to act as a visual cue and remind them to stop and reflect before posting content on social media. Each teenager will design their own sticker at the end of session 5, and the stickers will include the words or acronym for the words 'Reason', 'Intention' and 'Reaction' ('Razón', 'Intención' and 'Reacción', in Spanish). The purpose of designing their own sticker is twofold: on the one hand, by making the sticker, they will put more thought into it, in turn becoming more conscious about the topics discussed during the session. On the other hand, they will be able to design it according to

their own style, which will increase the likelihood of them wanting to use the sticker.

When seeing the sticker, they will be reminded to think about why they are posting, what their reasons and intentions are, and how people might interpret and react to that image or video. Thanks to this reflection, teenagers will have a moment to think twice rather than unconsciously posting content that can bring them unwanted effects. For example, suppose a teenager is about to post a TikTok video dancing to sexual reggaeton music, just because she saw others do it. By reflecting about it, she might realize she doesn't really like those dances. She might recognize that she is only doing it to gain followers, which is not why she wishes to post content. She could also realize those things and still want to post, but then she will do so aware of her true motives. And by reflecting on people's possible interpretations, teenagers will be more prepared to receive negative or sexualising reactions. This does not mean that they will be unaffected by them, but they will know that such reactions are a possibility and hence be more ready to receive them.

> The sticker aims to prompt in teenagers a moment of reflection before posting, where they think about their reasons for posting and how people can interpret their content. This reflection will help them be more aware of their own actions and the reactions they might receive, which will help them make better decisions and be more equipped to deal with what comes their way.

The Awareness Sticker is a tool that intends to make that reflective exercise into a habit by practice. Therefore, the use of and interaction with the sticker aid a learning process. This is why the sticker should be treated as a live object that can be adjusted and adapted to fit the teenager's needs as she learns and evolves.

The Awareness Sticker is introduced in session 5, where teenagers take part in four exercises to get familiarized with the importance of being aware when posting. In the session, they will talk about receiving negative reactions, things to consider before posting, and their usual reasons for sharing content. These topics will tie to the introduction of the sticker, so teenagers fully understand its purpose. After the session, every time the teenagers see the sticker on their phones, they will be reminded about the topics covered during the session, as observed in the field test. Therefore, it is crucial to link the topics together into a story that communicates to teenagers the importance of taking a moment to think before sharing social media content.

Session 5 has also been fully detailed and included in the program manual ("F.2"), where the session's moderators can find step-by-step instructions on how to conduct the exercises and the workshop.

As one can see in the visual in the next page, the Awareness Sticker will be evaluated one month after being introduced. A form will be sent to the teenagers to collect information on what they like and dislike about the sticker, how it worked for them, whether it made them reflect, and about what... Namely, questions to evaluate whether the sticker is fulfilling its objectives.

The responses to this form will determine if changes need to be implemented or if further evaluation is necessary.

Since the sticker is a live object, teenagers are welcome to make any changes as they use it. However, session 8 is designed to comprehensively evaluate the Awareness Sticker and give teenagers the chance to adapt it to include the things they learned (see visual on the previous page fold).

Apart from the mentioned evaluation moments, in year 2 of the program, in session 12, the sticker will be discussed again. This session will be a moment to check whether the teenagers still use the Awareness

Final design

Legend
- Explanation
- Individual reflection
- Group discussion
- Organizers
- Students

SECTION 1: BE AWARE ABOUT WHAT THEY SEE

SECTION 2: WHAT TO CONSIDER WHEN POSTING

SECTION 3: FEEL EMPOWERED WHEN POSTING

SECTION 4: MONITORING PROGRESS

W1 - W4 | W8 | W12 | W12 | W17 | W20 - W24 | W25

Evaluate Sticker | Evaluate App | Evaluate

Session 5
Reactions & Posting

Goal: Start thinking of how learned lessons apply to oneself & about why they post and the importance of being aware of that

	5.1	5.2	5.3	5.4	5.5
Activities	Ever received negative or unwanted reactions?	What things do they consider before posting?	What kind of things do they post?	What are usual reasons for which you post?	Sticker explanation → Design sticker
Preparation	Print	Print	Print	Print	Prepare
Material	Cards	Cards	Cards	Cards	Material to design stickers

Sticker and why, and remind those who don't use it that it is a helpful tool. This will contribute to an ongoing evaluation of the tool, allowing to make improvements for future editions of the program. Continuously evaluating and improving the parts of The Sexualisation Dialogue is possible thanks to an external organisation managing the program, allowing them to learn from multiple school settings where the program is used.

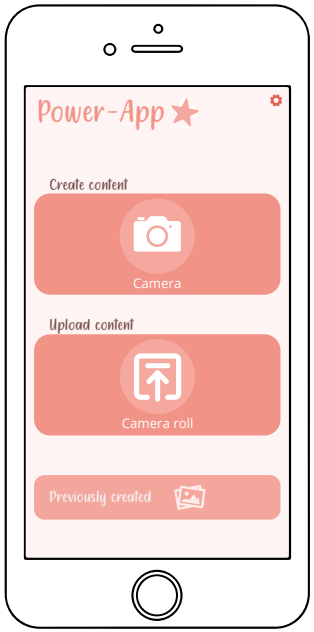
Power-App

The Power-App is the second tool of The Sexualisation Dialogue program, and is introduced after the Awareness Sticker, on session 6. As its name indicates, the Power-App aims to empower teenagers when posting content on social media. It creates a new way of communication, offering a tool for teens to tell their own story from a position of pride and control. The app allows its users to take pictures or edit already existing pictures. By employing hashtags and stickers, the app invites teenagers to express themselves, how they feel, what they like about themselves, and about the content, as a way to make a statement. By posting using these hashtags and stickers, they don't only share content, but they express how they feel and why they are choosing to post such content. Therefore, the people seeing that content know more about the subject and understand that they feel happy or proud.

> The Power-App places the focus on the user's actions, highlighting their reasons for posting and aiding her to communicate that as a way to feel empowered. By sharing that statement, 'Proud', 'Girl Power' or 'Happy', the attention is placed on the individual rather than on the viewers. This way, when people sexualise the content and the person, it will be perceived as less significant because when sharing, the user already reaffirmed herself.

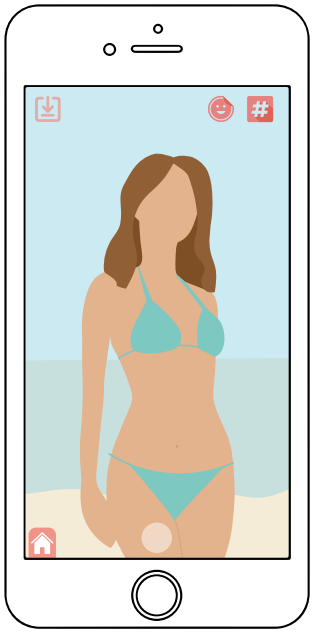
In the visual below, one can see how the app looks like and how it is used. The user can take a picture or video, or upload content and then add hashtags and stickers to express herself. New hashtags can be created by simply typing on the right bar of the pop-up menu (step 7). The app automatically creates some designs, which can be edited, adjusting size, colour and font (step 8). Finally, the edited content can be saved to the camera roll, and then it will be ready to be posted on social media.

The field research demonstrated the importance of the app looking attractive and offering a big choice of hashtags and stickers to choose from, as well as extra features. This is why the app includes the option to create own hashtags and personalise them to fit the user's style and wishes. It has been proved highly important that the app allows teenagers to create beautiful content. This is probably the first aspect of the app the teens will notice, and later they will comprehend the use of stickers and hashtags to express themselves. Therefore, the design of the app and the choice of stickers and hashtags needs to be considered carefully. More research has to be done to detail these elements fully (see "8.1").



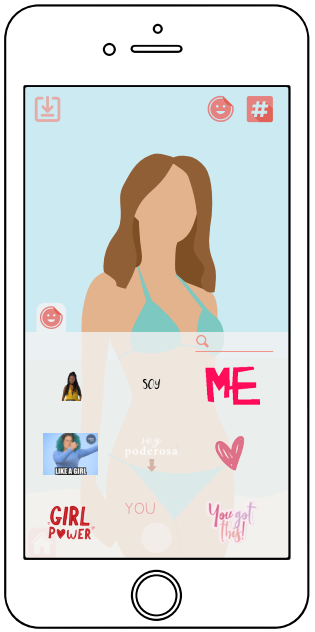
1

Choose to take a picture/video or upload content



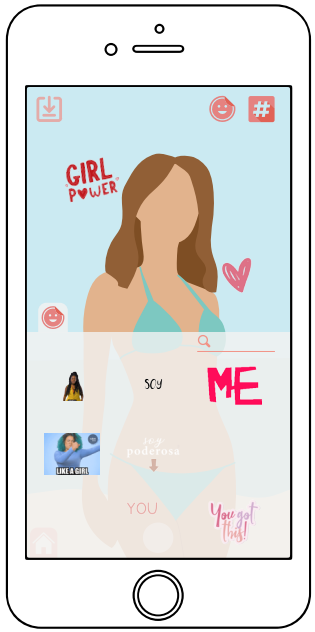
2

Take a picture



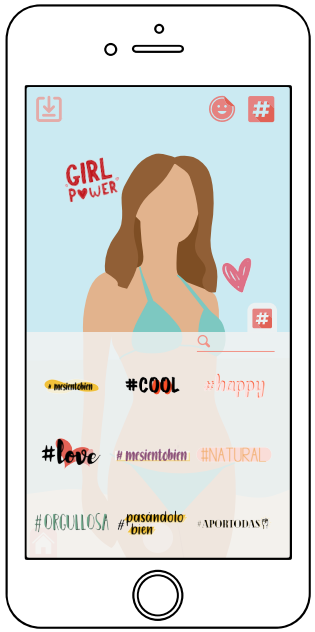
3

Check for sticker options



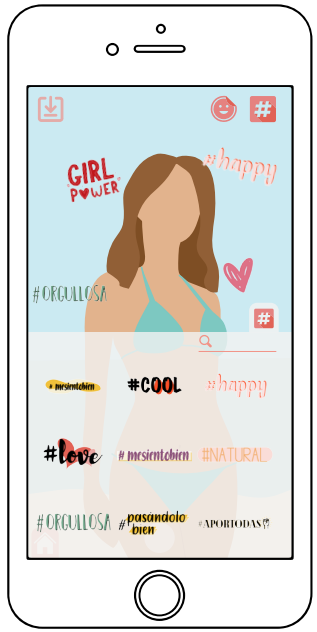
4

Add some stickers to the picture



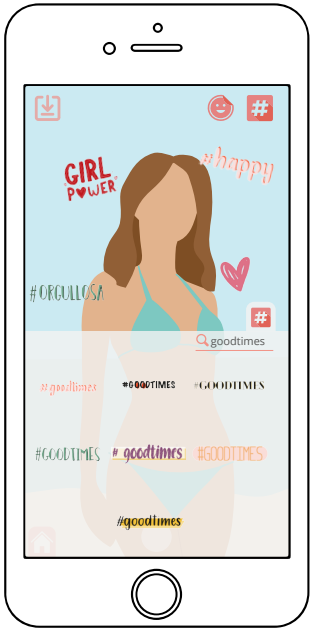
5

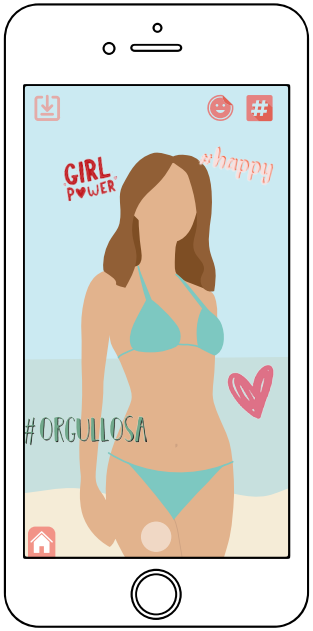
Check for hashtags

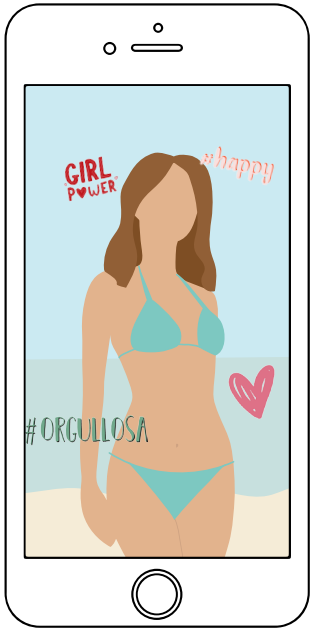


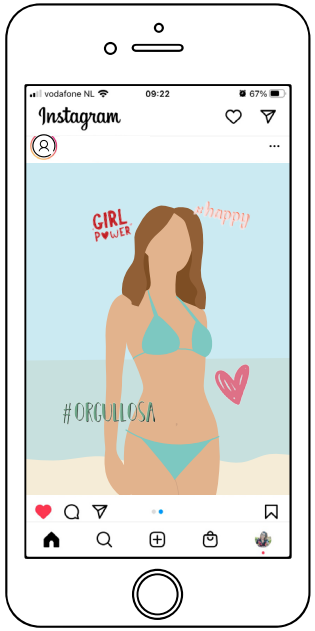
6

Add a few hashtags









7

When searching for a new hashtags, the app creates new designs

8

The new hashtag designs can also be edited, or deleted

9

Add or edit the content until happy with the result

10

Download the edited picture

11

Post it on social media

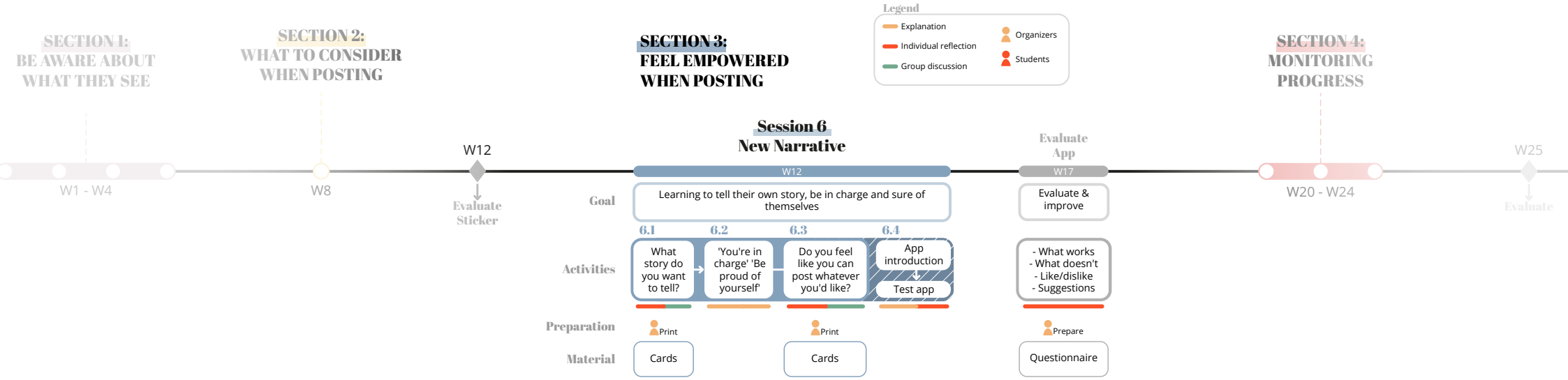
The Power-App is introduced to the teenagers at the end of session 6, which is designed to introduce the necessary topics to fully grasp and use the app purposefully. The visual below shows an overview of the exercises and goals of the session, and The Sexualisation Manual includes all details and instructions to conduct the session ("F.2").

Since the Power-App is all about telling a story and communicating what they feel, teenagers first have to reflect on their story and what they want to express through their content. They then have to understand that they are the ones in charge, and they should always feel confident and proud about themselves and their content. The last exercise before introducing the app will be a reflection about things keeping them from posting what they want; fears, and other elements that might be stopping them from doing so. Findings throughout the project have shown that, in many occasions, teens refrain from posting afraid of the reactions, or afraid of what people might think. Therefore, it is important to reassure them that, as long as they like the content and have reflected before posting, no external factors should stop them from doing so. They should feel free and in control to post whenever they wish to do so.

One month after the teenagers start using the Power-App, it will be evaluated in the same way as the sticker. A form will be used to gather general input on how teenagers are interacting with the app and whether it is reaching its objective: empowering them to post proudly. This input will be taken into account to make necessary improvements and adjustments to the app.

The form is meant to gather some initial input about the Power-App. Later, session 9 is designed to carefully reflect on and evaluate the different aspects of the app, and how the teenagers have interacted with it so far.

In the second year of the Learning Journey, in session 14, the app will be evaluated again. After some exercises to reflect on the story they tell online and what they do to feel empowered, the app will be discussed. This will serve to check whether the teenagers (still) make use of the app, and in what way, and collect suggestions about how it could better empower them to post content.



8.1. Reflection and Recommendations

This section covers a reflection about the final design, tying it to recommendations to further develop and evaluate the design.

The Sexualisation Dialogue program provides a multi-purpose intervention that tackles the issue of interacting with sexualisation on social media educationally and practically. This design is the result of multiple field research and design activities where the target group of teenagers and stakeholders like educators and parents were involved.

The Sexualisation Dialogue was designed with the following design goal in mind:

> The design goal is to improve the interaction between 12- to 16-year-old girls and sexualised content on social media by generating awareness and empowering them to avoid negative influences that affect them on a personal level.

Based on the insights gathered in the intervention's evaluation, the Learning Journey and Awareness Sticker work well together to generate awareness. The Learning journey offers an all-round learning experience about interacting with sexualisation, and the Awareness Sticker trains teenagers to be reflective in practice. On the other hand, the Learning Journey provides the initial preparation for teenagers to feel in control, proud of themselves and empowered when posting. The Power-App comes in after to practice that empowering behaviour and to learn by doing.

The Learning Journey, even if the first three sessions (of the preliminary design proposal) alone were tested, proved to engage teenagers. The participants showed an interest in the topic and the session evoked in them further reflexions and thoughts about the topics discussed. Some participants mentioned 'we should love ourselves' and 'we shouldn't care about what people comment'. Although not proving that they learned that thanks to the session, this demonstrates that the session provoked a reflection leading to awareness.

Based on this, it is believed that the consequent sessions and topics could have the same or similar effect, although this should be tested to validate the assumption.

The Awareness Sticker, which was tested for a week, was evaluated positively. The field test showed that it made the teenagers reflect on sexualisation, loving oneself, and other topics covered during the session. Furthermore, most of the participants mentioned the intention of using it after the test was complete. This indicates that the sticker reaches its objective of making the teens reflect. However, no data was collected regarding the reflection at the time of posting; either because they didn't post content or because they failed to inform about it. This demonstrates that further testing is needed to validate the design completely.

The Power-App was also tested for a week, and although not enough insights were collected to fully evaluate whether the app helps teenagers feel more empowered and confident when posting content, it showed potential to do so. Teenagers mentioned enjoying the use of hashtags and stickers to express themselves. One also said, 'I put the picture I created with hashtags and stickers as locked screen to remind myself to be more confident and self-secure'.

8.1.1. Recommendations

The last field research showed the potential of the intervention to achieve the said goals. However, further evaluation and later development is needed to validate the design and all its elements fully.

Learning Journey

First, with regards to the Learning Journey, a few aspects need to be tested and fully detailed. In the first place, the intervention was designed according to the scope of the project; teenage girls aged 12 to 16. However, The Sexualisation Dialogue program is designed for the school context where other genders are present. Furthermore, the intention is not to exclude other genders from the learning journey, since I believe that they would benefit from it as much as girls. Consequently, the Learning Journey needs to be evaluated with a mixed-gender participant pool, and depending on the outcomes, the sessions might need to be adapted.

All the sessions, in detail, also have to be tested to evaluate the setup and materials used and the proposed length of the sessions. It is assumed that each session should take from one to one-and-a-half hours, but this has not been checked. In the field test, the first three sessions (of the preliminary design proposal) were tested within one hour, with a single group of 12 girls. In a real setting, there will be approximately four to five groups of around six teens per session.

One final aspect to validate from the Learning Journey is the overall setup of the two-year program, with multiple weekly or monthly sessions and the two versions: standard and extended. This proposal has been validated with one school, but each school has different needs and programs. Therefore, it is necessary to obtain additional input to validate whether the final design fits into the context.

Awareness Sticker

One thing was not tested about the Awareness Sticker in the field test: letting the teenagers design their own sticker. On the one hand, more research needs to be done on the materials required for creating the stickers on the spot, also allowing the teenagers to adjust them 'live' as they learn from their interactions. Holding a workshop where the teens make their own sticker is an integral part of the concept, so it is important to find the materials that make it feasible to design a high-quality sticker that will also be durable.

After fully detailing the mentioned aspects of the making of the Awareness Sticker, the workshop should also be held, and the effects of the self-made stickers should be evaluated. This is necessary to validate whether designing their own stickers brings the advantages foreseen. Namely that putting more thought into it and designing it to fit their styles will make them more aware, reflective and willing to use the sticker.

Power-App

The Power-App was tested with a prototype including a limited hashtag and sticker number. The field research also demonstrated that one of the main things that teenagers care about is their content looking pretty. As mentioned, the first thing teenagers will probably pay attention to is the appearance of the app and what it offers: the choices of hashtags and stickers. Therefore, further research should be done to define what hashtag and sticker designs and options are preferred by teenagers. It is of high relevance to include the type of hashtag and stickers that they would like, because that will determine whether they make use of the app or decide to choose a different one.

8.1.2. Conclusions

The Sexualisation Dialogue introduces an intervention that aims to accompany the teenager throughout their first years of social media use, to educate and empower them to interact with It from a position of control. The design is a comprehensive intervention consisting of different parts, and the time constraints of this project haven't allowed for testing and dully developing all elements of the design. Therefore, although the field test showed the promise of the design, it also indicated aspects to be improved; steps still need to be taken to finalize the design.

By following the recommendations stated on the previous chapter, the design could be fully evaluated and developed, and after a field test, would be ready to be implemented in schools.

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Empowering teenagers in their interactions with social media sexualisation

EDUCATING teenage girls to **BE IN CONTROL** when interacting with sexualised social media content

ANNEXES

July 2021

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Delft University of Technology

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A. Annex: Domain

A.1. Insights from stakeholder conversations

Conversation 1: Kiribilean, organisation offering trainings and workshops on gender equality to teens and adults

- Schools and local governments are the ones who demand trainings and workshops
- During childhood, content is seen. During teenagehood, they take it on and reproduce what they see
- Teenagers recognize obvious sexist content (e.g. on advertising), but find it harder to recognize not so apparent sexist messages
- On social media there are very noticeable gender stereotypes, a setback in terms of gender equality.
- There is a lack of regulation for teenage access to social media. This has increased in corona times.

Conversation 2: educator in the area of gender & coeducation

- Anecdote: in primary school, a boy touches girls' butts, girls laugh and tease him. See it as a joke
- Use of TikTok exposes them to very sexualised contents.
- The solution is talking about it
- Boys are taught to emulate hyper-masculinised roles since a very young age
- Boys make out with 'popular girls' to later go and tell their friends about it
    - Girls think being popular is their ultimate goal, that it will bring them benefits. But it's a fake sense of power.
- Very easy access to porn: mostly boys.
- Emotional & sexual education in school is limited by parents: they don't want their childern to be shown 'too explicit' content
    - Girls have the understanding that they need to consent to having sex
    - Boys are forced to conform to the stereotypes
- Many teachers don't see the problem of gender inequality
- Case of a student (12yo): a couple (boy and girl), he wouldn't let her go out with anyone but him, very controlling.
- Another case: bullying a girl via email (a boy), turned out the dad of the boy was the one telling him what to write.

Conversation 3: teacher to teenagers aged 16 to 18

- They are barely aware of anything.
- They spend all day on their phones: Instagram, TikTok
- They are not aware of the influences: they think 'it's not their issue', they think it won't happen to them
- Cases in her school where teenagers upload or share revealing pictures and get in trouble because of it

Conversation 4: teacher to teenagers aged 12 to 16 years old

- Teens in general make a bad use of social media
- Some stop using it for that reason. Most use it cause it's trendy (what everyone else does)
- At her school, sexualisation workshops are given after the 3rd year of secondary school (14 to 15yo)
    - Mostly to show teens contraceptive methods and talk about STDs
- The youngest teens (1st and 2nd grade) control each other via social media constantly: 'she was flirting with that guy', 'he went out and did that'...
- They're totally dependent on their phones and social media, in class they constantly text among them.
- Effect: girls fight with each other over boys, harrassment and online bullying...
- They're barely controlled by adults.
- Most social media channels are not adequate for their maturity levels: they try to copy certain standards, compare themselves to them.
    - They can access everything
    - They want to imitate behaviours but don't have the tools to do it properly. They don't understand the dangers of certain behaviours in society and they can't handle it when the consequences catch up to them
- Good thing about social media: it allows teens to get to know about different ways to experience their sexuality.
    - But teens from 1st and 2nd grade really struggle with it, don't yet benefit from social media in that way.
    - Older teens are more involved, but can't reach the youngest.
- Gender roles: they still exist and are very present at that age
    - Hyper-masculine guys, trying to get girls' attention
    - Bullying the gay kids, because they're not manly like them
    - Adults can't see what's happening, everything takes place online, on social media. They only see the tip of the iceberg.
        - Boy categories:
            1. Very manly, dominant
            2. Followers of the above
            3. Some do their thing, go unnoticed
            4. Some try to do their thing but are picked on, bullied
        - Girl categories:
            1. Popular, girly type that goes after boys
            2. Followers of the above
            3. Some feminist proclaimed (but they contradict in their actions)

Conversation 5: mom of two teenagers (10 and 12 years old) and children psychologist

- Her daughters use TikTok most, & YouTube
- Their use is mostly related to music, dances & such on TikTok The dances that girls do you are very sexualised
- They imitate the dances but are not aware of the sexual connotations
- They make TikToks alone or with their friends group

- TikToks have non-verbal content with a high sexual load based on very traditional gender roles and stereotypes
- False liberating image of girl power: being able to dance how you like but in reality there's nothing liberating about that
- They're very focused on gaining followers, it's all about having your video appear in the for you section. Their values: popularity
- There is no privacy, they don't consider it, they are very exposed
- Their way to relate with each other is very object like: they follow the roles that are taught and imposed upon them
- They mostly watch videos of girls or girls with boys
    - Very pretty girls acting feminine, posing sexy
    - They don't stop and think about what they post, no time to reconsider
- They create hidden accounts to which their mum doesn't have access to she can't control what they do
- They're not very active on Instagram, mostly for messaging
- They copy clothing styles and trends a lot to which is very dangerous because they're unconscious about the connotations

Conversation 6: secondary school counselor, with background on psychology

- Secondary school, every year affective sexual education session
    - From the third year on (14 years old)
    - An external party gives the session (town's council)
    - 3-4 sessions:
    - 1st session teams can submit anonymous questions, then they discuss the questions and topics mentioned
    - General questions are about condoms certain sexual practices…
- E.g. on a questionnaire to girls they all said the access info online. They all said they would like to have more info
- Timely workshops on gender violence third and fourth grade
    - Before only in fourth grade but they saw the need to also do it on third grade
- She organises trainings from the first grade
    - 1st grade: stereotypes. Once a boy asked 'are you a feminazi?'
    - She sees a lot of looks among girls.
    - 'Sharing pictures is not a crime', they're not aware of the harm
- She has seen gender violence cases
    - Normally she learns about it from the girls tutors. Those cases are taking to victims centre without the need to report to police.
    - Generally, parents are not aware. Girls share more with their tutors or with friends
    - Sometimes friends come to tutors. Usually tutors initiate the contact after noticing certain behaviours
- Social media:
    - Very common to have multiple accounts
    - Different perception of intimacy, they share everything

    - Cases of self-harm they follow accounts that rejoice on negativity
- The values of the role models: physical appearance and being the best at seducing
    - For both male and female but the tags put on them is not the same (slut vs. boss)
    - Those tags haven't changed for 30+ years
- Kids have no adult supervision
- It is necessary to work with the families

Conversation 7: Gehitu, a Basque association giving trainings to teenagers on affective and sexual education

- They offer trainings to school and other part-time leisure groups
- The theme is the cover are: the body, gender identities, gender roles, desire, LGBTQI+ phobia
- Sessions are participatory, teenagers are the protagonists & the educators' role is to guide the sessions and promote reflection
- He sees very strong gender roles
    - Boys participation always very masculine: they don't care, don't respect speaking turns, take all the time and attention for themselves
    - Girls are more respectful, less participation, they're interrupted often, they think twice before speaking
    - The roles you see in media are mostly completely sexist based on a very stereotypical masculinity and femininity. That's a mere reflection of society
- On the other hand, lots of teens have now positive roles on social media. They reflect more on gender forming, and the binary gender roles are starting to break; the play with those roles
- It's hard to be conscious about the influence of social media, even more, once been conscious, changing it

Conversation 8: Guztiok, organisation for sexual education and diversity

- It's very internalised what is politically correct. For example, with trans people everything is acceptable until we see or experience it from close
- During adolescence not being like everyone else causes rejection: for example in a 13-14 year-old boy group they bullied and excluded a friend because they think he's gay
- In the name of freedom of speech there is a lot of hate crimes: social media allows people to say whatever they want
- Porn: they all watch it but only boys say it
- They have programs regarding LGTBQI+ consultancy for teachers parents and teens, etc.
- There is a lot of resistance against change coming from men: they don't want to turn down the privileged position
- Example of trans kid case: problem with WC, he has a period but maybe wants to use the boys bathroom
- Boys accept lesbians but not gays: it goes against the masculine boy image

Conversation 9: Journalist, researched teens being the 'smartphone generation'

- She did research with 30 kids some she followed for three years
- She wanted to know what's really going on, what their digital lives look like, what are things that set them apart: the public lives; they put so much attention and effort to it
- Social media does something to teens' self image
    - Girls: how to present themselves
    - Celebrities: there is a sense of authenticity but it's fake; you know it but still compare yourself to them. They're so close to us through social media
- Tips: talk to teens
    - They really like talking about themselves
    - Pay tension to when they give socially acceptable answers ask again in a different way
    - Take my time, let them talk, repeat the questions
- Focus groups
    - More inclined to speak freely
    - But watch out for social acceptability
    - They open up way easier in groups when they're with friends or acquaintances

B. Annex: Field Study

B.1. Permission slip in English

Dear parents,

My name is Ane de la Brena, and I am writing to you in relation to my Final Master's Thesis in Interaction Design, at the Technical University of Delft (Netherlands).
As a Master End Project, I want to study the sexualization of the media and social networks, and how this influences adolescents between 12 and 16 years old; in their relationships, in their attitudes and personalities. I also want to study the effect this can have on gender inequality among adolescents.

Through this writing I want to request your authorization to carry out a study through questionnaires and conversations with your son (s) or daughter (s).
In the study to be carried out with adolescents, I intend to address the following topics: their use of social networks, the profiles they follow/their role models (in order to understand what fashions/attitudes they imitate and how these can influence them), etc. (See Annexes for sample questions to be addressed and other details of the study).
The objective of this study is to try to understand the trends that adolescents follow, and to know the level of perception that they have about the influences generated by social networks and the media; that is, if they are aware that their way of acting/dressing/speaking may be influenced by the content they see and follow.
The study will consist of the following activities: start with a questionnaire to collect some information, followed by a conversation (online; individual or in groups of adolescents) in which to discuss the questions of the questionnaire.

Today, adolescents grow up surrounded by stimuli, images and messages full of sexual content that they are not able to filter or assimilate, due to lack of experience and skill. Not everyone is able to contextualize, and they are pressured to emulate polarized gender stereotypes (hyper-masculinity and hyper-femininity).

Therefore, I see an interesting opportunity to work on this issue by training adolescents and giving them the necessary tools to be able to face this content and make decisions in a rational way. And thus, make them aware of the influences that these contents and messages can have on their personalities, relationships and values /attitudes.

Confidentiality
All the topics covered during the study and the answers collected will be used only for academic purposes, and will be managed privately and not distributed outside the academic environment.
In no case will the personal data of the study participants (adolescents) be used for any other purpose than communication (between the adolescents and myself) for the distribution of questionnaires, etc.

In this way, I request your authorization and participation of your child (ren) to carry out said study. I ask you to **complete** the following sections **if you authorize** the participation of your child(ren), and to **fill in some information** in Annex 1 (below).

Parent / Guardian Name: _____
Contact (email or phone number): _____

Yours sincerely, Ane de la Brena

Annex 1: participant data (adolescent)

Please **complete** the following information **if you authorize** the participation of your child(ren):

- Name of the adolescent: _____

In order to have a quick and direct way of communication with the adolescent (see Annex 3), I ask for your permission to obtain the telephone number of your child:

- Teen phone number: _____
- E-mail of the adolescent: _____
- Gender of the adolescent: _____
- Adolescent age: _____
- Does the adolescent have his own computer or have free access to one? The use of a computer will facilitate answering the questions in the questionnaire (see Annex 3) Yes/No

In order to present the study to adolescents, and carry out a conversation about their use of social networks, I propose the use of video calls to achieve a more personal and close communication. To do this, I ask them if they agree with me making these video calls with their child (ren):

Do you authorize video calls? Yes/No

- If authorized, what program does your child (ren) use? (Zoom, Microsoft Teams, Skype, Google Meet, other…)

Annex 2: type of questions to deal with adolescents

Possible questions that I will ask the adolescents (through questionnaires, see Annex 3), in order to know their use of social networks on a day-to-day basis:

- What are your favourite social networks and why?
- What type of content do you share on social networks?

- For what purpose do you use social networks? To communicate with your friends, as a way to express yourself, to follow fashions, etc.
- What profiles are your favourites and why?

Annex 3: study format

Introduction:

To begin with, I would like to talk to teenagers (individually or in a group way if there are groups of friends participating) to introduce them to the topic, introduce ourselves and build trust. This session would take place remotely (online), through a video call platform and with your authorization.

- Could you tell me the availability of your child throughout the week to make a short call?

_____

Part 1:

The first part of the study will deal with the collection of information through questionnaires /questions. This part will last a period of approximately one week.

These questions will be asked through a 'question book' distributed through the Google Presentations platform. The adolescents will receive a link to access said notebook, and will answer a couple of questions each day.

The objective of this first part is to have a first-hand view of their habits of use of social networks, and to know their tastes, values and concerns.

Part 2:

Then, once the answers to the 'question notebook' have been analysed, conversations will be held with the adolescents in which the topics of the first part will be discussed.

The purpose of these conversations is to investigate more about the subject, and to know the reason for certain habits and attitudes of adolescents in their use of social networks.

These conversations will take place remotely (online), through a video call platform and with your authorization.

Part 3:

Later, once I have transformed the results of 'Part 1' and 'Part 2' into tangible concepts and ideas (creating tools so that adolescents can deal with this content and make decisions in a rational way), my intention is to validate these ideas with adolescents, through individual or group conversations.

The details of this part will be defined as the project progresses.

- Can I get back in touch with you and count on the participation of your child (ren) for 'Part 3'? Yes/No

B.2. Sentitising booklet in English

Your social media diary

Which are your favourite apps and posts?

How does this diary work?

1. Every day of this week you have some questions to answer (don't worry if you don't remember, I will remind you daily)

2. Everything you answer is **private**, no one but you and me will read it.

3. You can edit everything: if you have no space, add pages or text boxes. **Write and add everything you want!**

4. Write what you really think. **All answers are right!** So don't be afraid to give the wrong answer

5. If you have any questions, send me a message (to anebrena@gmail.com or to my phone 688674922).

Hi!

Hi!
I'm Ane

I'm from Bilbao, but now I live in The Netherlands

I like listening to music, singing and dancing

I also love traveling and taking pictures of all the new places I visit!

Tallin

Iceland

Now it's your turn!

Introduce yourself!
Add pictures, phrases, songs, emojis, drawings...Everything you want!

Day 1: Who are you?

- **What's your name?**
  You can use a nickname if you want :)

  Write here

- **How old are you?**

  Write here

- **You are...**
  (A boy, a girl, other... If you don't want to say it, it's okay :))

  Write here

Day 1: Who are you?

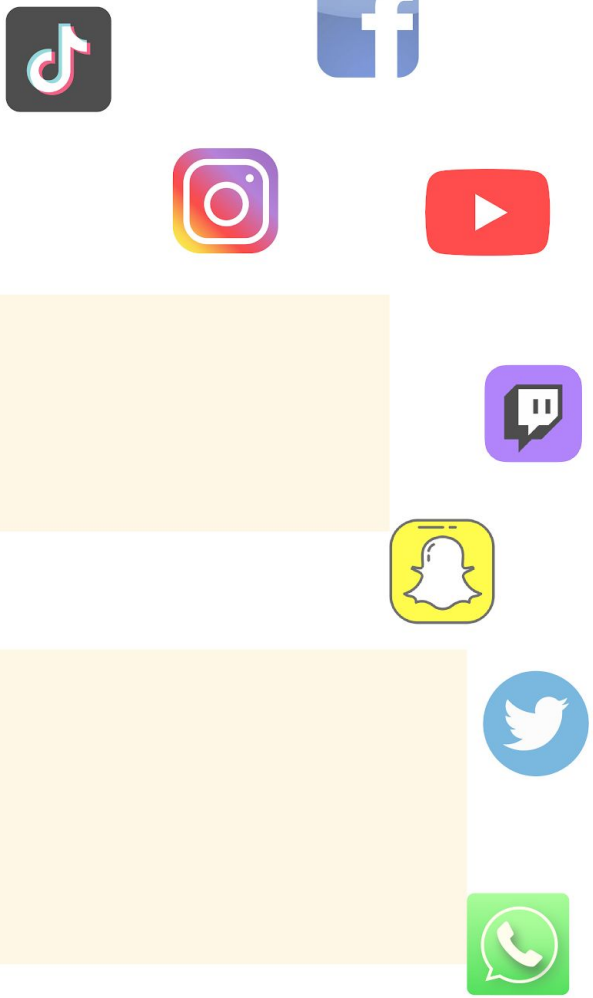
- **Describe yourself in a sentence**

Write here

- **What do you like doing in your free time?**

Write here

Day 1: Your social media apps



- What are your favourite social media apps?

Write here

- Why?

Write here

Day 1: Your social media apps

- **What do you use social media apps for?**
  Choose 1 or more

  Write here

  A. To talk and interact with friends (messaging, etc.)
  B. To follow trends
  C. To express myself (post pics, videos, share ideas...)
  D. To see what my friends are doing
  E. To have followers
  F. Another reason:

  Write here

- **Do your parents supervise you when you use social media?**

  Write here

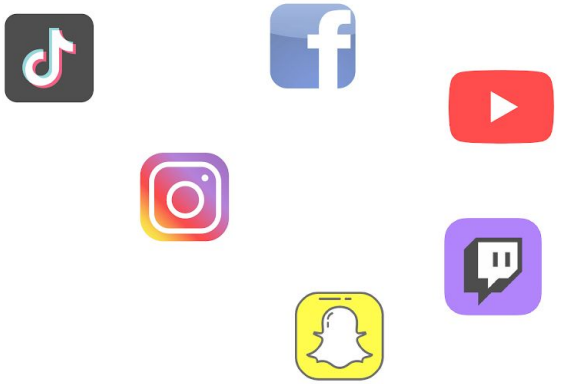
Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 1: What did you do today?



Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

Write here

Day 2: Posts

- Do you share posts on your social media? On which?

  Write here

  - What do you normally share?

    Write here

  - Why do you like posting those things?

    Write here

Day 2: Posts

- **How do you like others to see you on social media?**
  Describe it in a few sentences

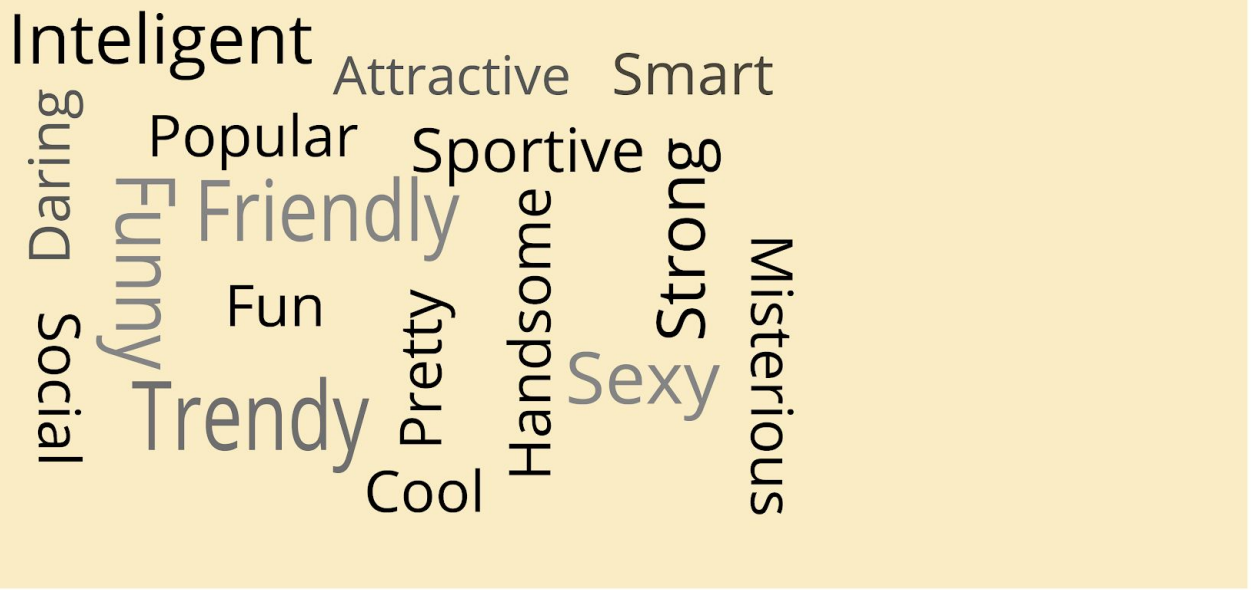
Write here

Day 2: Posts

Use boxes to choose the words

- **How do you like others to see you on social media?**
  Now, choose among these words and add more to the list

Add more words if you want



Day 2: Sexual and affective education

- **Have you ever had sexual and affective education in school? Or have you seen a series or documentary, or have read something about it?**
  where you've learned abour sexuality, gender equality, genders and similar topics.
  Write if you've had such education, or if you've seen or read about it, and explain what you learned. Also, if you want, explain what things came to mind or what things you found interesting.

Write here

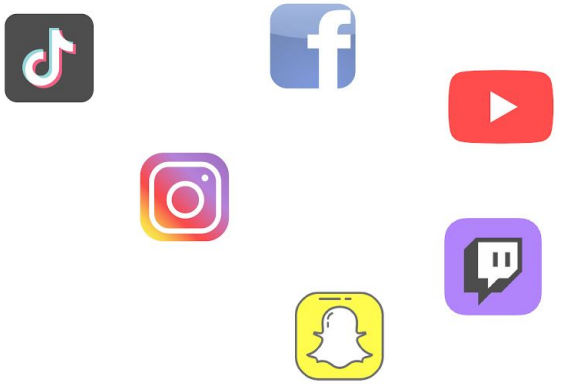
Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 2: What did you do today?



Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

Write here

Day 3: Sexualisation and sexism

- **Do you know what sexualisation is?**
  Even if you don't know, try to describe what it is

  Write here

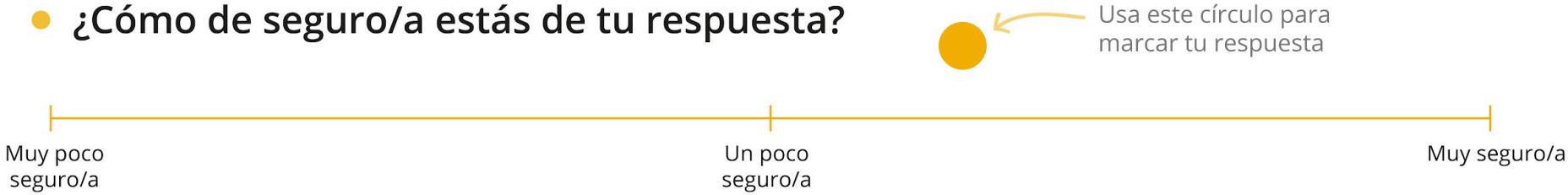
- **How sure are you of your answer?**

Day 3: Sexualisation and sexism

- **Do you know what sexism is?**
  Even if you don't know, try to describe what it is

  Write here

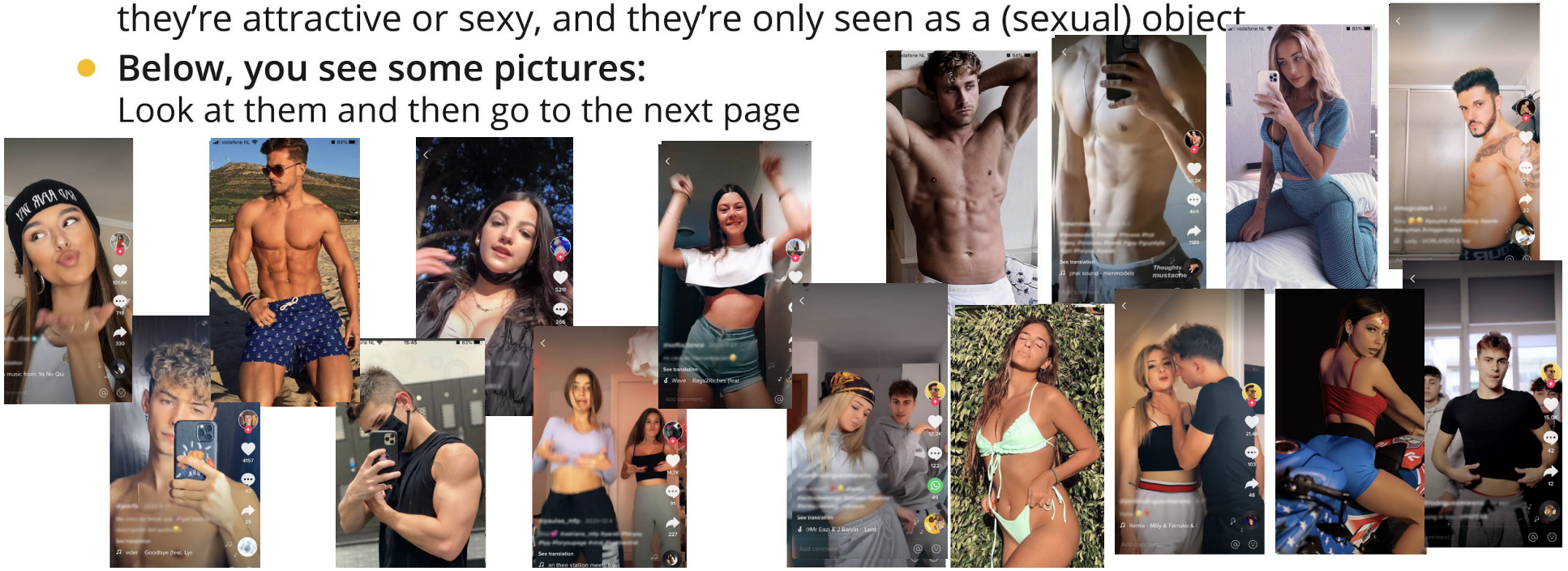
- **¿Cómo de seguro/a estás de tu respuesta?**



Day 3: Sexualisation and sexism

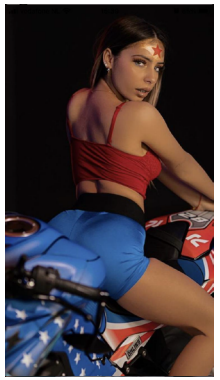
Sexualisation is when a person is only valued for their appearance (or sexual caracteristics). Namely, when the only important thing seems to be whether they're attractive or sexy, and they're only seen as a (sexual) object.

- **Below, you see some pictures:**
  Look at them and then go to the next page



Day 3: Sexualisation and sexism

You can take the pictures from here (click & drag)



- **Think whether the pictures are sexualised**
  Place them in the scale from ‘not sexualised’ to ‘sexualised’

Not sexualised | A little sexualised | Sexualised

Day 3: Exercise

- **From now on, when you're on social media, pay attention to whether the content you see is sexualised**
  In the following days I'll ask some questions about this.

  If you want, when you see sexualised content, save it or send it to me via Whatsapp

Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 3: What did you do today?

Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

Write here

Day 4: Sexualisation and sexism

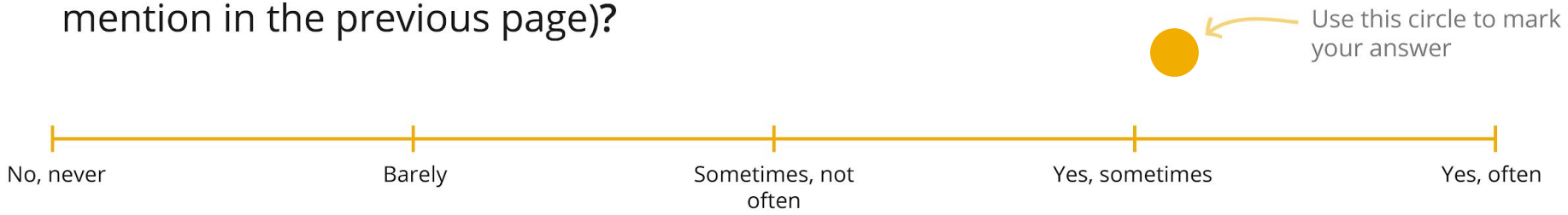
Sexualisation is when a person is only valued for their appearance (or sexual caracteristics). Namely, when the only important thing seems to be whether they're attractive or sexy, and they're only seen as a (sexual) object.

- **Have you seen any sexualised content?**
  If you think so, add it here and describe it.
  (You can also send them through WhatsApp if you prefer)

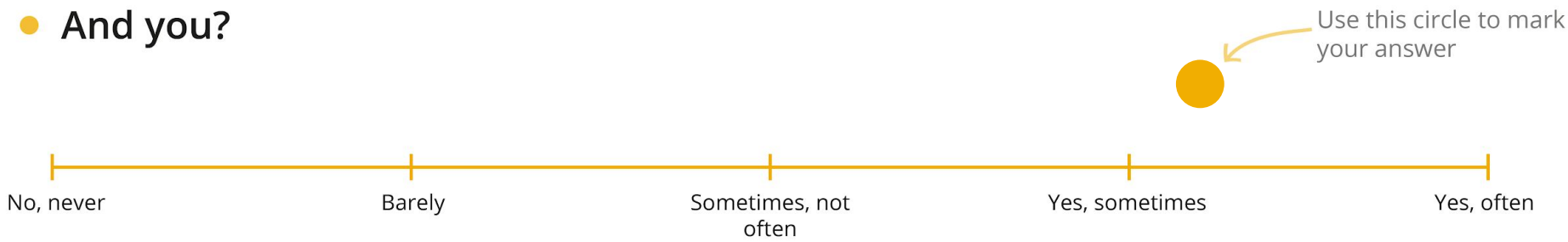
Write or upload the content here

Day 4: Posts

- **Have your friends ever posted sexualised content** (similar to the ones you mention in the previous page)**?**



- **And you?**



Day 4: Sexual and affective education

- **Depending on your previous answer on this topic, write what things you learned on the lectures, videos or series.**
  You can write about the things you found interesting, things you knew and things you learned, questions that you thought of, or doubts you have. You can also tell about the topics you talked about.

Write here

Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 4: What did you do today?

Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

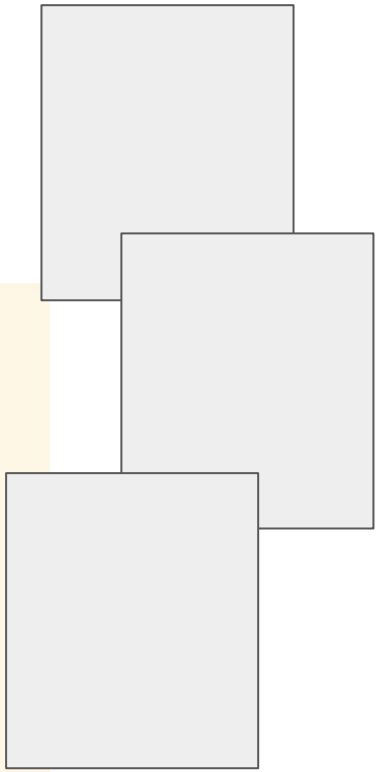
Write here

Day 5: Sexualisation and sexism

These are the pictures you've rated as more sexualised

- **Can you explain why you think they're more sexualised?**

Write here

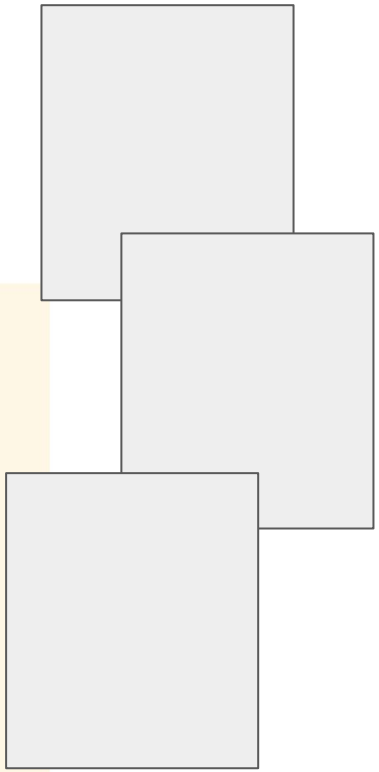


Day 5: Sexualisation and sexism

These are the pictures you've rated as not sexualised

- **Can you explain why you think they're not sexualised?**

Write here



Day 5: Sexualisation and sexism

Sexualisation is when a person is only valued for their appearance (or sexual caracteristics). Namely, when the only important thing seems to be whether they're attractive or sexy, and they're only seen as a (sexual) object.

- **Have you seen any sexualised content?**
  If you think so, add it here and describe it.
  (You can also send them through WhatsApp if you prefer)

Write or upload the content here

Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 5: What did you do today?

Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

Write here

Day 6: Sexualisation and sexism

Sexualisation is when a person is only valued for their appearance (or sexual caracteristics). Namely, when the only important thing seems to be whether they're attractive or sexy, and they're only seen as a (sexual) object.

- **Have you seen any sexualised content?**
  If you think so, add it here and describe it.
  (You can also send them through WhatsApp if you prefer)

Write or upload the content here

Day 6: Posts

- **What determines whether a picture or video is sexualised or not?**
  Think of what factors, aspects or elements a picture or video must have for you to think it's sexualised

Write here

Day 6: Posts

Choose the box to mark your answers

- **What determines whether a picture or video is sexualised or not?**
  Choose from below the factors that are important in decifing whether a post is sexualised or not (take your time to think and choose as many as you want)

Depende de la ropa que llevan

Depende de la expresión que tengan (en la cara)

Depende de la canción que le ponen

Depende de la razón por la que comparten la publicación

Depende de su postura (cara y cuerpo)

Depende de quien le sigue

Si es chico o chica (su género)

Depende de los emojis o frases que usen

Depende de por qué le siguen sus seguidores

Donde se han sacado la foto/vídeo

Si se les ve la cara o no

Day 6: Social media

- Do you think social media influences your generation?

  Write here

- What do you think social media influences you on?

  Write here

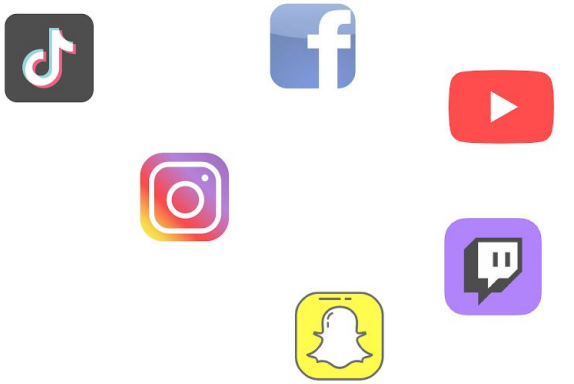
Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 6: What did you do today?



Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

Write here

Day 7: Social media

- Do you think your friends copy behaviours and ways of acting from social media?

Write here

- What type of things do they copy?

Write here

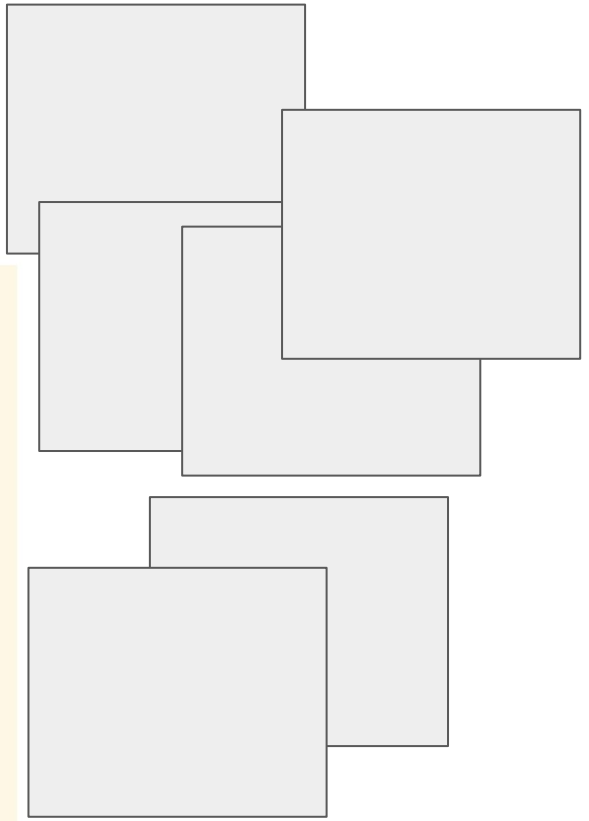
Day 7: Posts

- In page x you said your friends often post sexualised content. What do they post?

Day 7: Posts

- **On the side you see some posts:**
  Describe what you think when seeing them

Write here



Day 7: Sexualisation and sexism

Sexualisation is when a person is only valued for their appearance (or sexual caracteristics). Namely, when the only important thing seems to be whether they're attractive or sexy, and they're only seen as a (sexual) object.

- **Have you seen any sexualised content?**
  If you think so, add it here and describe it.
  (You can also send them through WhatsApp if you prefer)

Write or upload the content here

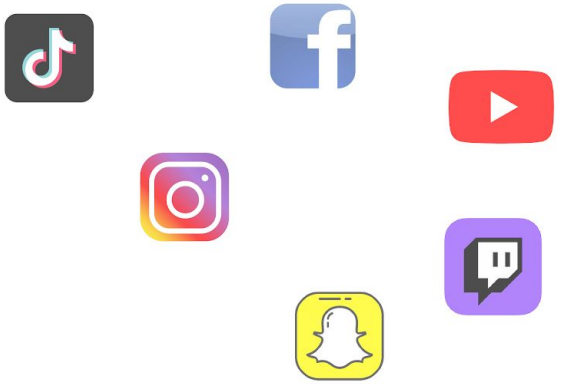
Posts and profiles

- **Share with me 3 posts you like and at least 1 profile you follow on social media**

Add here screenshot or link to the 3 posts (or share them through WhatsApp)

Add here screenshot or link to at least 1 profile (or share them through WhatsApp)

Day 7: What did you do today?



Describe what you did today
(say when you used your phone and social media)

- In the morning I have...

  Write here

- In the afternoon I have...

  Write here

- In the evening I have... (if it's not the evening yet, you can answer to this later or tomorrow)

  Write here

Space for questions

- If you want to ask me something (about any topic), you can write it here

Write here

That was it, you're done!

Thanks a lot :)
See you soon!

B.3. Field study interview questions

This section introduces the recurring questions used as guideline for the interviews conducted to the participants of the field study, after the sensitising period.

There are two types of questions:

- Recurring: questions asked to all participants
- Specific: questions unique to each participant, based on their sensitising booklet answers

Recurring questions

- How would you define a sexualised picture or video?
- Who sexualises? The person seeing the content or the one who posts
- Who is sexualised? Men, women, both...
- What influence fo you think sexualised content has on teenagers?
    - Is it the same for boys and for girls?
    - Is it different depending on the age?
- Are these videos sexualised or not?

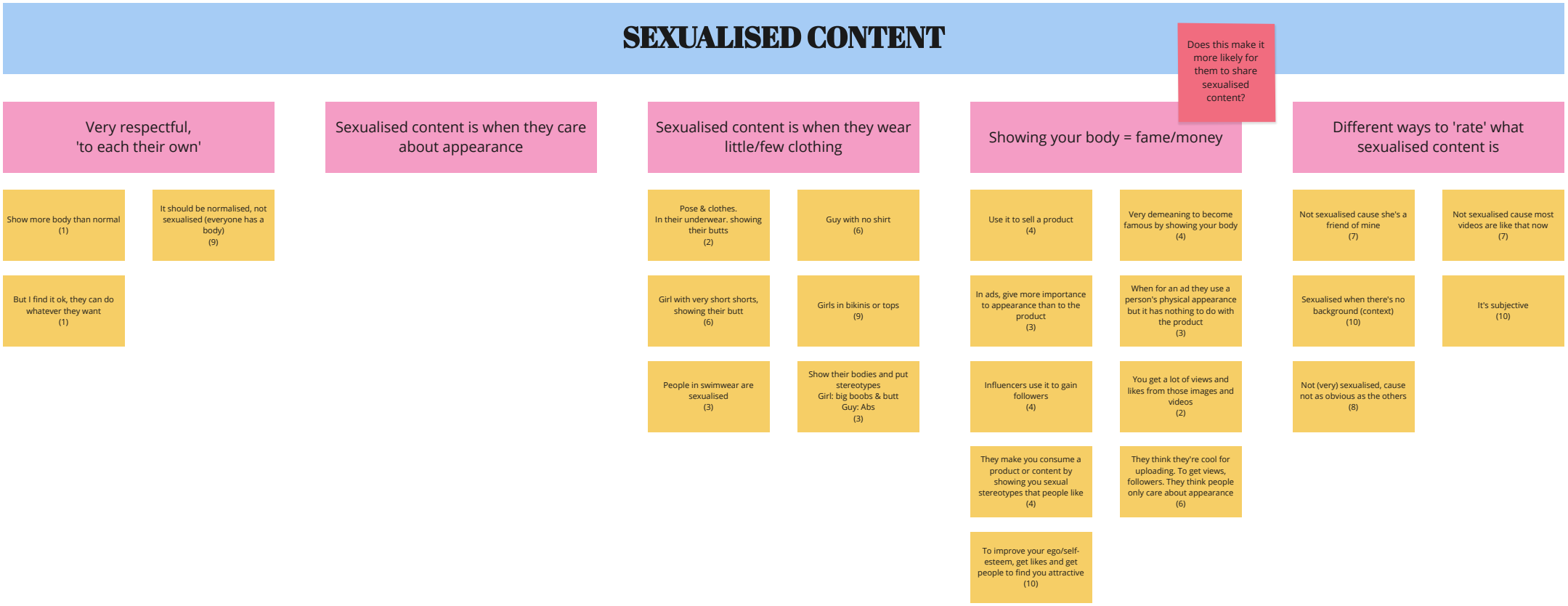
Showed some TikTok videos with people dancing. They had previously rated a screenshot of the video as non sexualised, so the intention was to check whether seeing the video changed the way they saw it.

- Did you know what sexualisation is before participating in this project?
- Had you payed attention to sexualised content on social media?

B.4. Field study insights

This section collects the insights from the field study: the sensitising period and interviews conducted with the participants. The insights are clustered as follows:

- Blue boxes: categories used to cluster the insights
- Orange boxes: insights as shared by the participants. Also indicating who said it (in brackets).
- Pink boxes: main findings by grouping insights
- Dark pink: follow up questions to explore further



[TIKTOK VIDEOS]
How to question content, even if it's normalised?
Don't find it sexualised because it's normalised
Don't see the subtle details, only the obvious (e.g. no clothes)
What's the effect/danger of reproducing those?
No, most videos are like that. It's normalised (7)
No, most videos are like that (7)
No, just having fun, singing (10)
They dance well, not very sexualised (3)
Not very sexualised right, it's just a dance (2)
No, I also do those videos for fun with friends (don't post them after) (10)

THEY & THEIR FRIENDS POST...

What other ways are there to feel good about yourself?

They share sexualised content to feel good about themselves

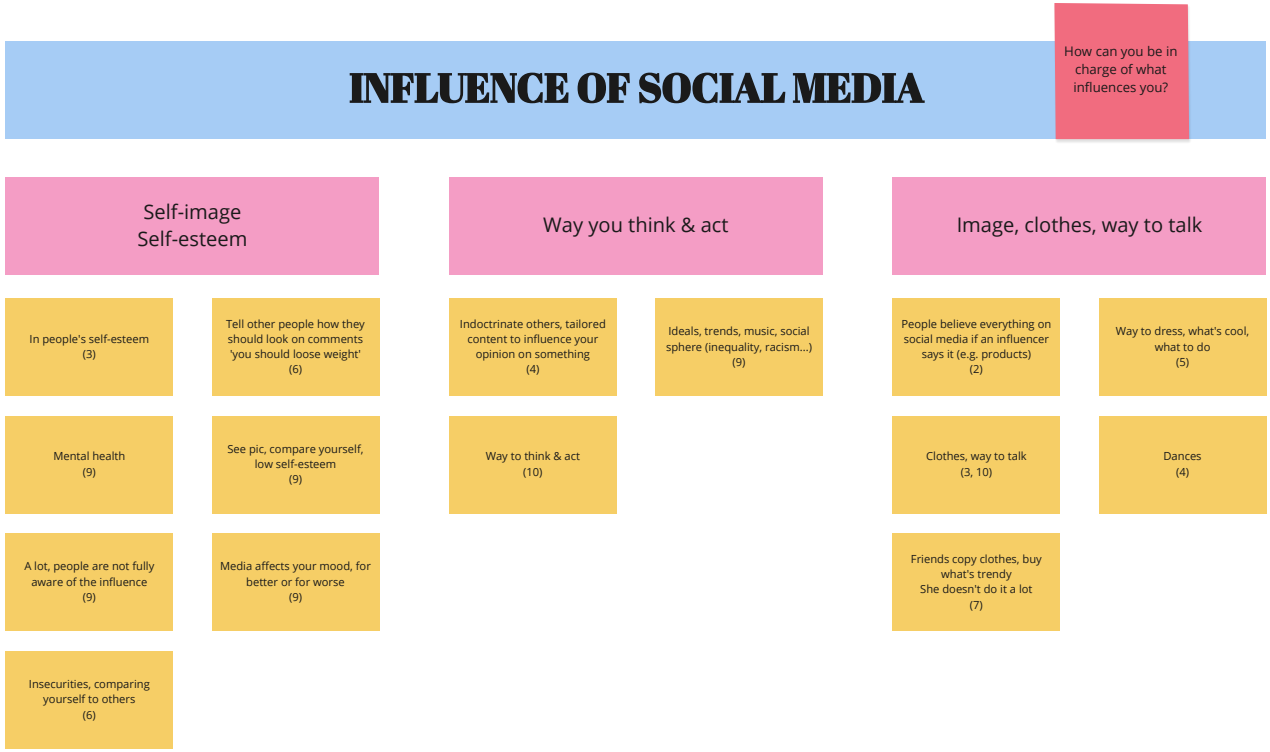
- Showing only their bodies (10)
- To feel good about themselves (10)
- Because they like the picture (9)
- They like how they look and want to improve their self-esteem (9)
- Both girls and boys do it. Girls way more sexualised (9)
- Swimwear, underwear (9)

They see it as a joke, 'just for fun

- Showing their belly or bellybutton (1)
- Showing their butt, twerking, zooming in on butt (1)
- But generally it's joking, just for fun.
  I don't usually post them (1)
- Flirting (1)
- Looking sexy (1)

Don't like it, but to each their own

- In their underwear, of their butts and abs (3)
- Sexualised cause they only care about their bodies (3)
- To each their own (3)
- I wouldn't do it. In social media, things can spead (3)


INFLUENCE OF SOCIAL MEDIA
How can you be in charge of what influences you?
Self-image
Self-esteem
In people's self-esteem
(3)
Tell other people how they should look on comments 'you should loose weight'
(6)
Mental health
(9)
See pic, compare yourself, low self-esteem
(9)
A lot, people are not fully aware of the influence
(9)
Media affects your mood, for better or for worse
(9)
Insecurities, comparing yourself to others
(6)
Way you think & act
Indoctrinate others, tailored content to influence your opinion on something
(4)
Ideals, trends, music, social sphere (inequality, racism...)
(9)
Way to think & act
(10)
Image, clothes, way to talk
People believe everything on social media if an influencer says it (e.g. products)
(2)
Way to dress, what's cool, what to do
(5)
Clothes, way to talk
(3, 10)
Dances
(4)
Friends copy clothes, buy what's trendy
She doesn't do it a lot
(7)

INFLUENCE OF SEXUALISED MEDIA

They see the main issue to be comparing yourself to others

Self-image Self-esteem

- Sentimentally & mentally, compare yourself (4)
- Insecurities about their bodies, wanting to be how society tells them to be (7)

Depend on praise from others (on their bodies)

- Only influence is comparing yourself to the people you see on media (6)
- Absurd how many teens' self-esteem depends on praise on social media, by posting pics of their bodies (10)
- Absurd how many teens' self-esteem depends on praise on social media, by posting pics of their bodies (10)

Girls care more about how they look

- Girls more, because they care more about their appearance (3)
- Girls worry more about it 'I'm so fat' (7)
- Girls: maybe it keeps them from sharing some things (9)
- More influence on girls cause there's more sexualised women (more to compare with) (4)
- Girls learn to think that receiving sexualised comments is normal (9)
- Guys: think making those comments is okay (9)

Distinct views on influences on younger vs. older

- At 12, don't know much about it. But if no one explains it then, then you grow to think it's normal (9)
- When she & friends were younger, more vulnerable. Now aware and realise 'it's not real' (9)
- Not depending on age but maturity.
  To not be affected: be sure and proud of yourself (10)
- Teens (13-14) more influenced. At 12 you're a little kid, you don't think about those things (3)
- Most influenced 12-15 Younger, you don't think about it. Older, you're used to it (6)
- When you're young is when you form your views and you learn right from wrong (9)
- More and more younger people post those things now (3)
- Younger more vulnerable. Older you're more mature and realise 'it's not real (4)
- At 12, not yet teen. Don't think about it.
  At 15, yes. More influenced. You're more on social media & compare more (7)

Sexualisation causes more sexualisation

How can I teach them/how can they learn that it's wrong?

- Guys on her class sexualise women on social media a lot 'Oef, she's hot', 'I'd do her' (9)
- Sexualisation is so present and normalised on social media, makes users believe it's right (9)
- If no one stops it, they don't learn it's wrong. Therefore it increases (9)

WHO SEXUALISES?

What is the danger of viewers interpreting your content as sexualised?

The one who consumes the sexualised content

If attractive & pose, they think the pic is intended in a sexual way
(9)

Both. More the one who sees
(9)

The one who sees. Maybe the one who posts doesn't intend to focus on appearance
(7)

Attractive person, instinctively sexualised. Think 'they're doing it for me'
(9)

Both.
The one who sees it maybe shares it around, and the one who posted didn't intend that
(6)

Both I think, idk.
Maybe the one who posts didn't find it sexualised but you do
(2)

WHO IS SEXUALISED?

Women are more sexualised

Both.
Women more (sexism)
(9)

Both.
Women more and it't not ok
(4)

Both. Women more. They care mor about appearance, so they look better, so more sexualised
(10)

Women share more sexualised content

Both.
Women upload more content that's sexualised
(3)

It's easier for girls to pose sexually (show your butt) than for guys to lift their tshirt and show their abs
(3)

Maybe women post it more
(2)

Both. Women post more content. Men share women's content more
(6)

SEXUAL & AFFECTIVE EDUCATION

Do they want/seek (more) info?

How can you inform yourself?

Main topics: inclusivity, safety (+ pleasure)

- Contraceptive types & effectivity (3,4)
- Respect all identities (5)
- Every person is different (3)
- Different sexual orientations (5)
- Sexual orientations and genders (3, 7)
- With sex, be careful & aware of what you do (5)
- Women's erogenous zones (4)
- Sex & enjoying without penetration (3)
- Handed out some tampons and pads (1,9)

Don't learn/engage with the lectures & workshops

- Every year they explain the same (7)
- Didn't learn much from those talks (8)
- Don't miss anything (7)
- Not enough at all. Very basic. We should know more, we're very poorly informed (4)

Learn 'from what they hear'

- Learn from older friends (10)
- Learned more when classmates presented on genders and sexes (8)
- Learn from things I hear/see on social media (10)
- What I know is from what I've heard (3)
- Search some things online then discuss with friends (4)
- Scouting group
  - Gender equality
  - Sex
  - Sexism & sexualisation (9)
- Vids about gender identities. Watched one, then curious so searched for more (6)
- Sex-ed series & Freeda Insta account
  Didn't search purposefully but learned from them (9)

C. Annex: Co-creation sessions

C.1. Co-creation session material in English

1.

MIRO

Miro is an online platform to collaborate with other people live

2.

Toolbar

To the left of the window you'll find the toolbar

With the 'T' you can add text

This symbol is to add shapes

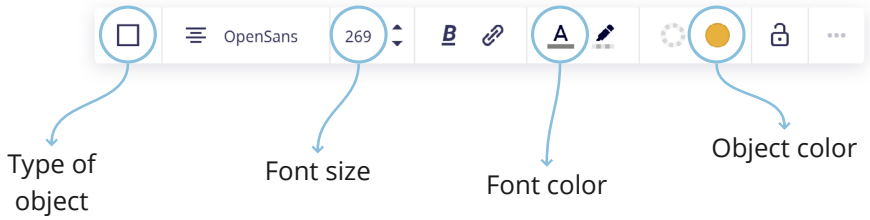
Click on this symbol to add Post-its

And this one to upload images or files

3.

Options bar

When selecting text or an object, the options bar appears

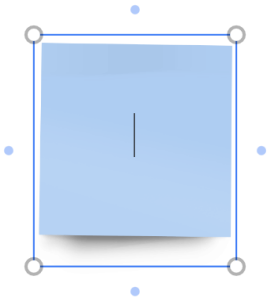


4.

Editing objects

To edit the object, select it, click on the corners and drag

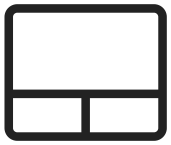
To write, double click on the object



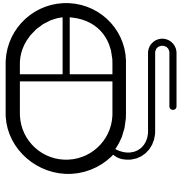
To copy, select and copy-paste

5.

Navigation



Navigate the window: click & drag
Zoom: use two fingers



Navigate the window: click & drag
Zoom: use the wheel

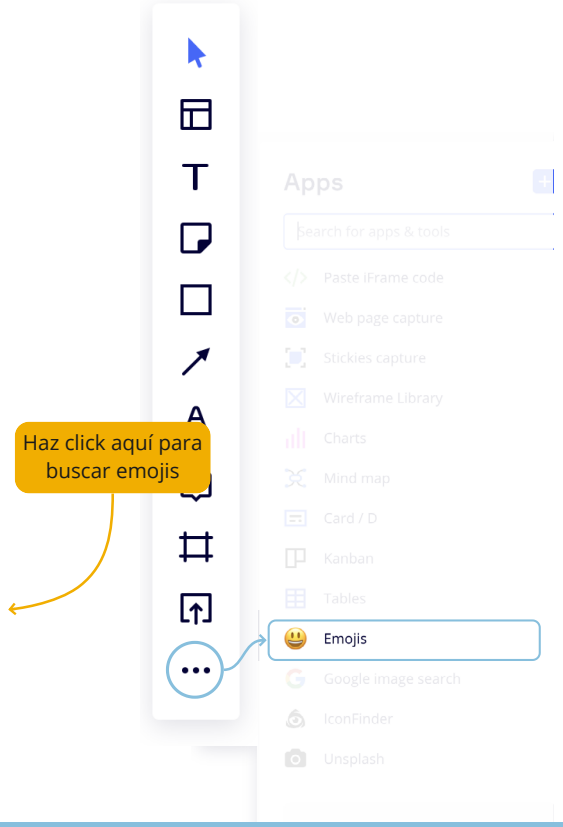
¡Now it's your turn!

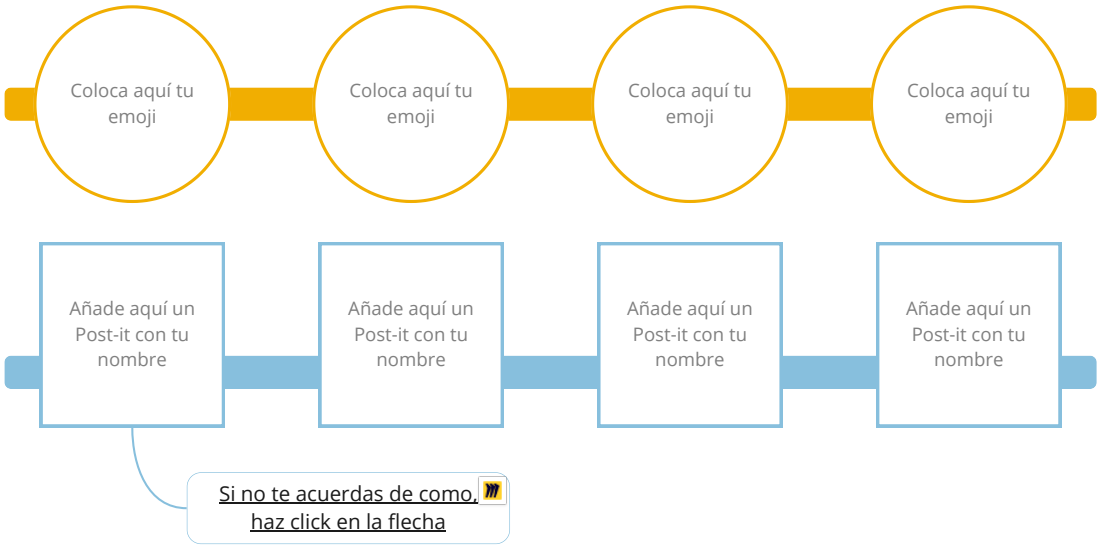
Let's play a game to test the software

1.

Choose your emoji

Choose an emoji that represents you





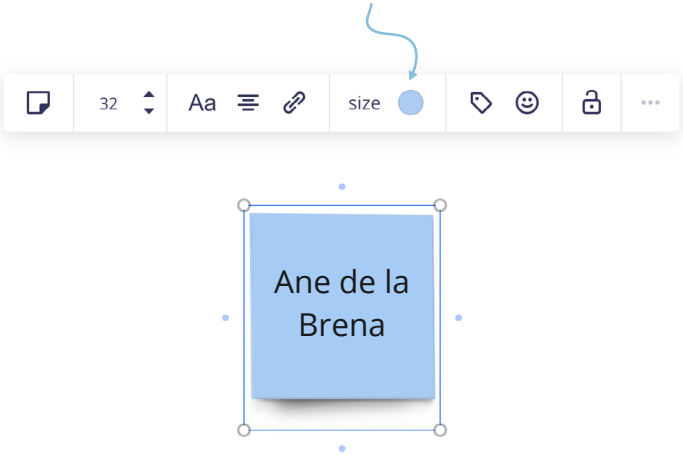
2.

Change the color of the Post-it

Go to the previous slide and change the color of your Post-it

1. Click on the Post-it

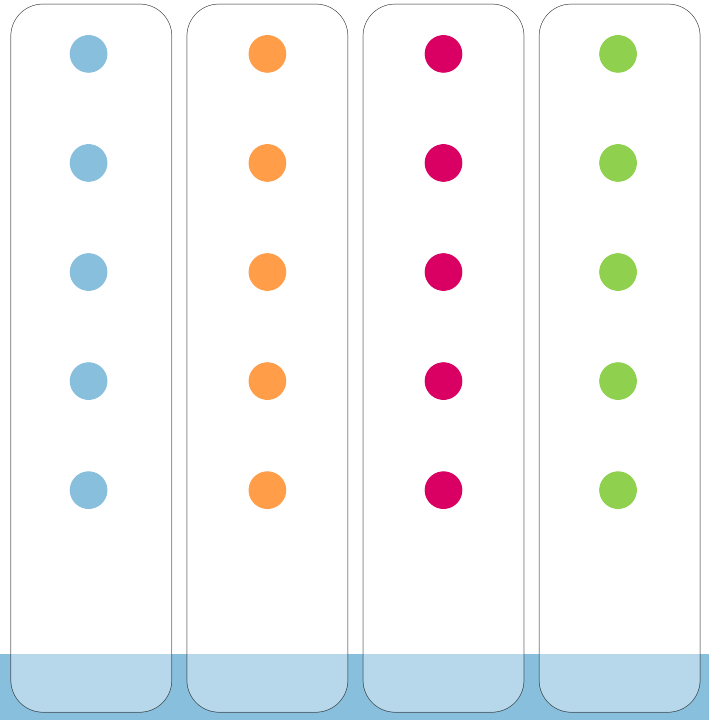
2. Choose the color you want



3.

What do you prefer?

Click on your emoji and drag it to indicate your preference



❄️ ☀️

🍫 🍭

🍔 🍕

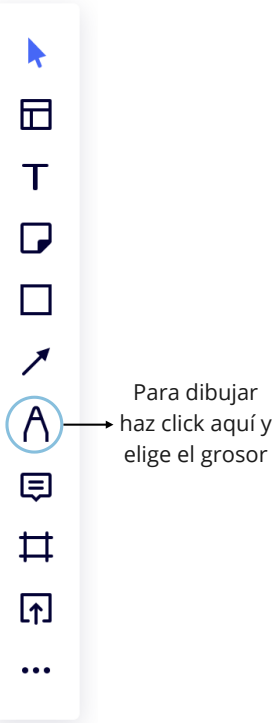
🏝️ ⛰️

🐕 🐈

4.

Draw and guess

Choose an object you have at home and draw it. The rest has to guess what it is



5.

Take a pic and upload it

Now take a pic of the object you drew and upload it here

To upload a pic, click here or directly drag and drop it on this window

What's sexualisation?

Write here what you think it is

1.

Sexualisation

Sexualizar es conferir carácter o significado sexual a algo.

La sexualización es cuando a una persona se le da valor solo por su apariencia o características sexuales. Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo cómo un objeto (sexual).

2.

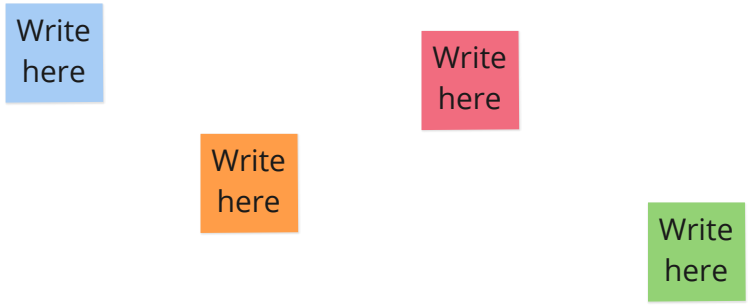
Do you understand what sexualisation is?

Rate how sure you are of what sexualisation is

3.

How would you explain to your friends what sexualisation is?

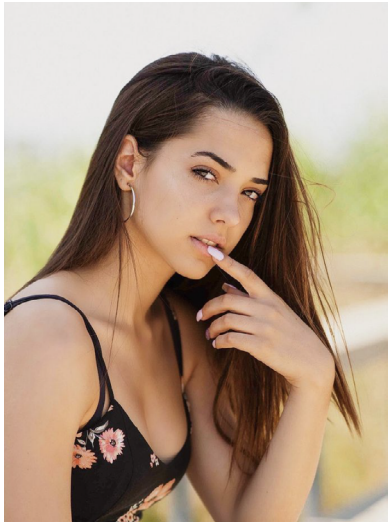
Add text, images, icons or phrases



4.

Could this image be sexualised?

Write down elements or characteristics of this picture that could be sexualised



5.

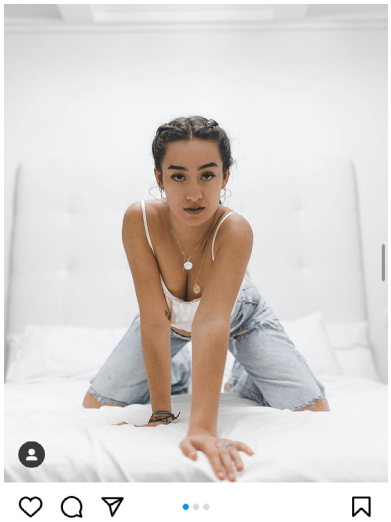
Could this image be sexualised?

Write down elements or characteristics of this picture that could be sexualised

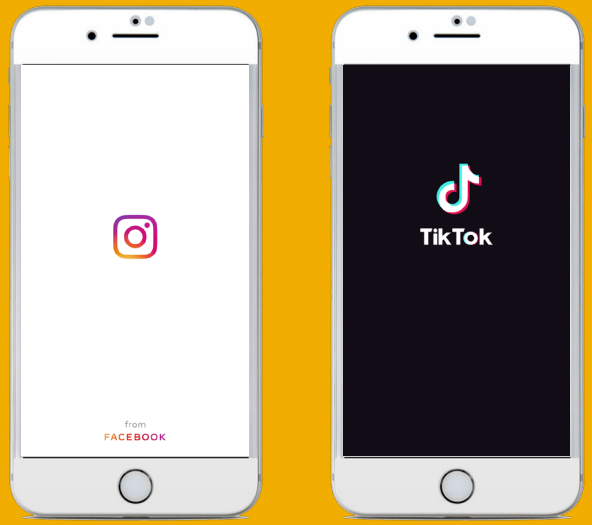
6.

Could this image be sexualised?

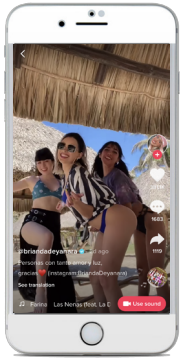
Write down elements or characteristics of this picture that could be sexualised

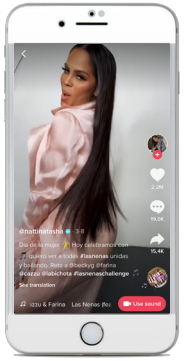


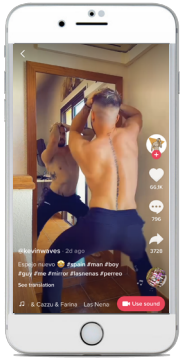
Scrolling through social media

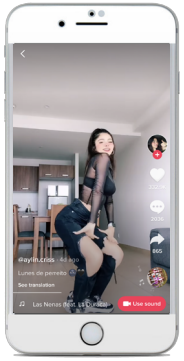


Imagine you're on Instagram, Tiktok, or another social media app, just killing time









1.

What kind of posts draw your attention more, which ones do you pay attention to?

Grab your phone, open a social media app and take a screenshot of the first image that catches your eye

Add your screenshot(s) here

Pega aquí el Post-it con tu nombre

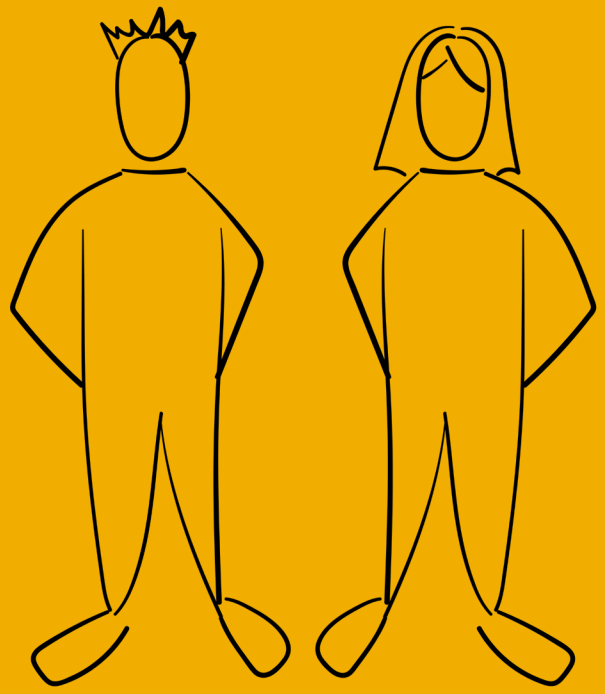
Pega aquí el Post-it con tu nombre

Pega aquí el Post-it con tu nombre

Pega aquí el Post-it con tu nombre

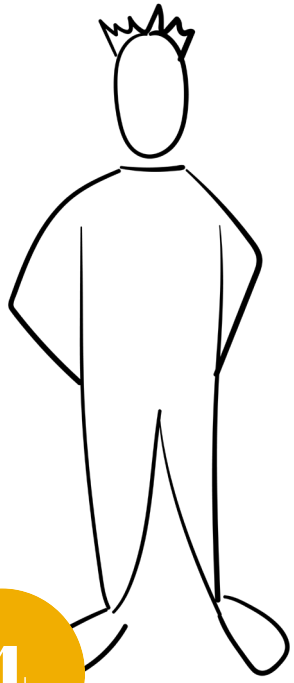
2.

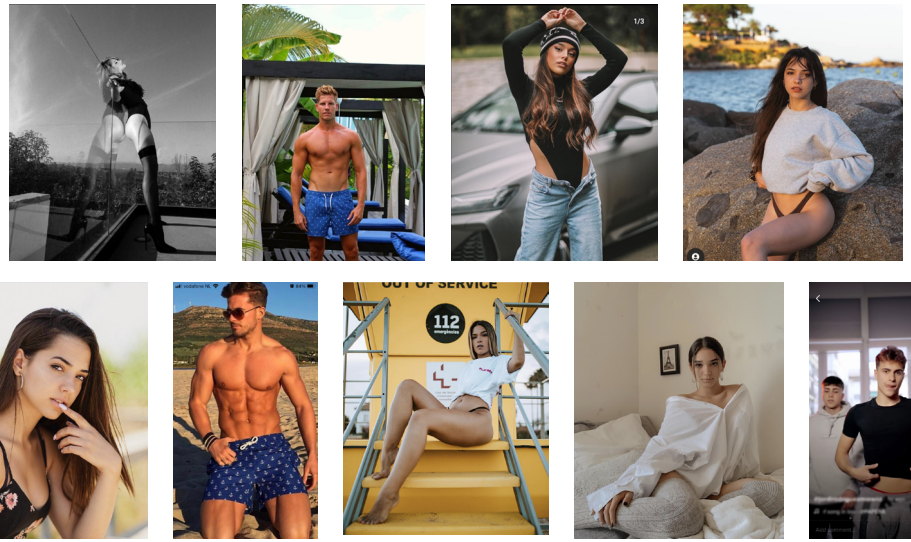
These are Pepe and Pepa

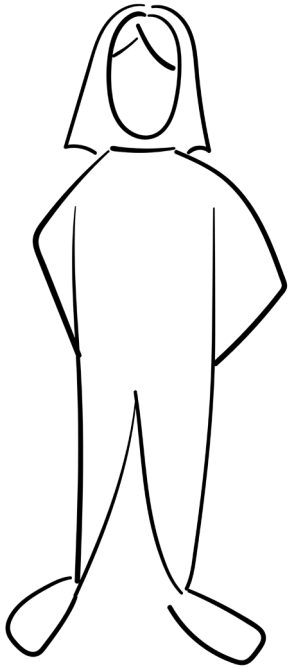


3.

Pepa & Pepe like these posts





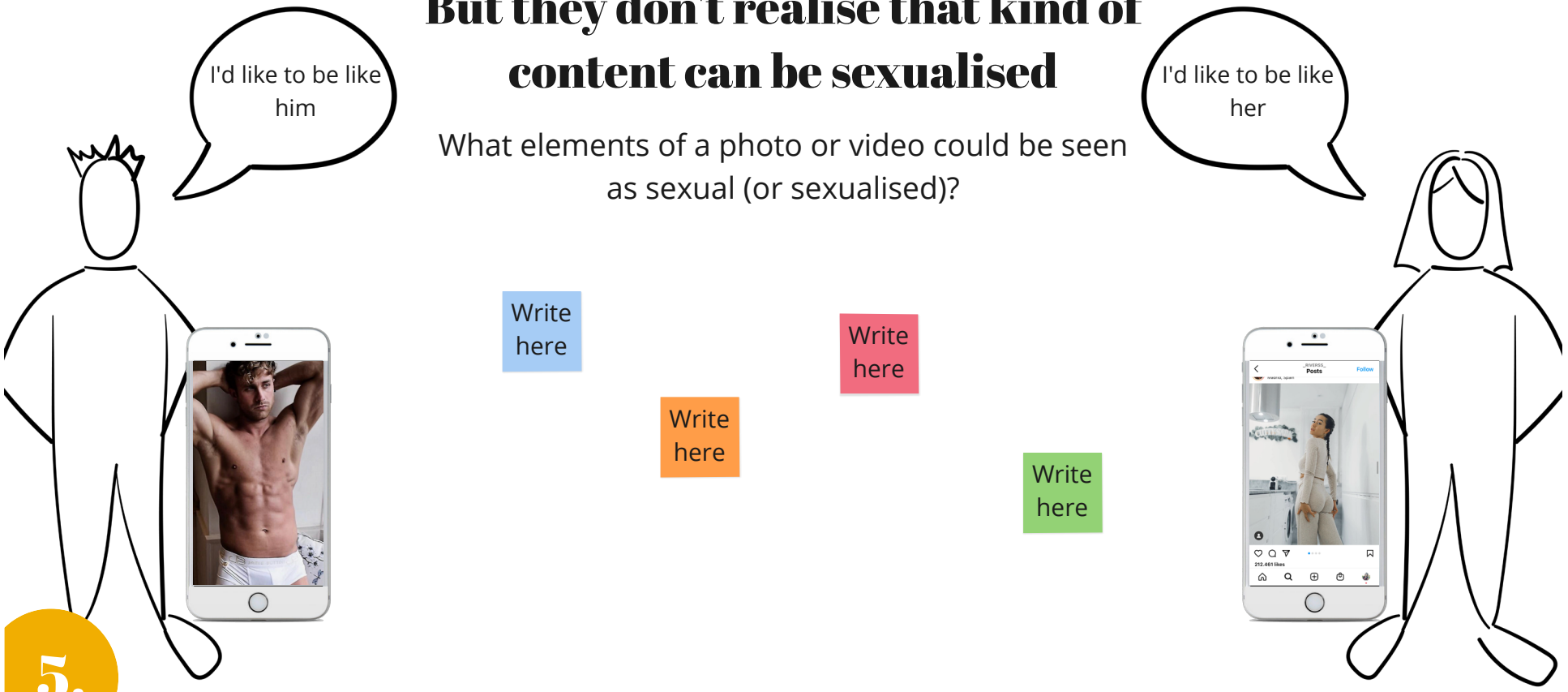


They like them because they're very attractive people, and have lots of likes and followers

4.

But they don't realise that kind of content can be sexualised

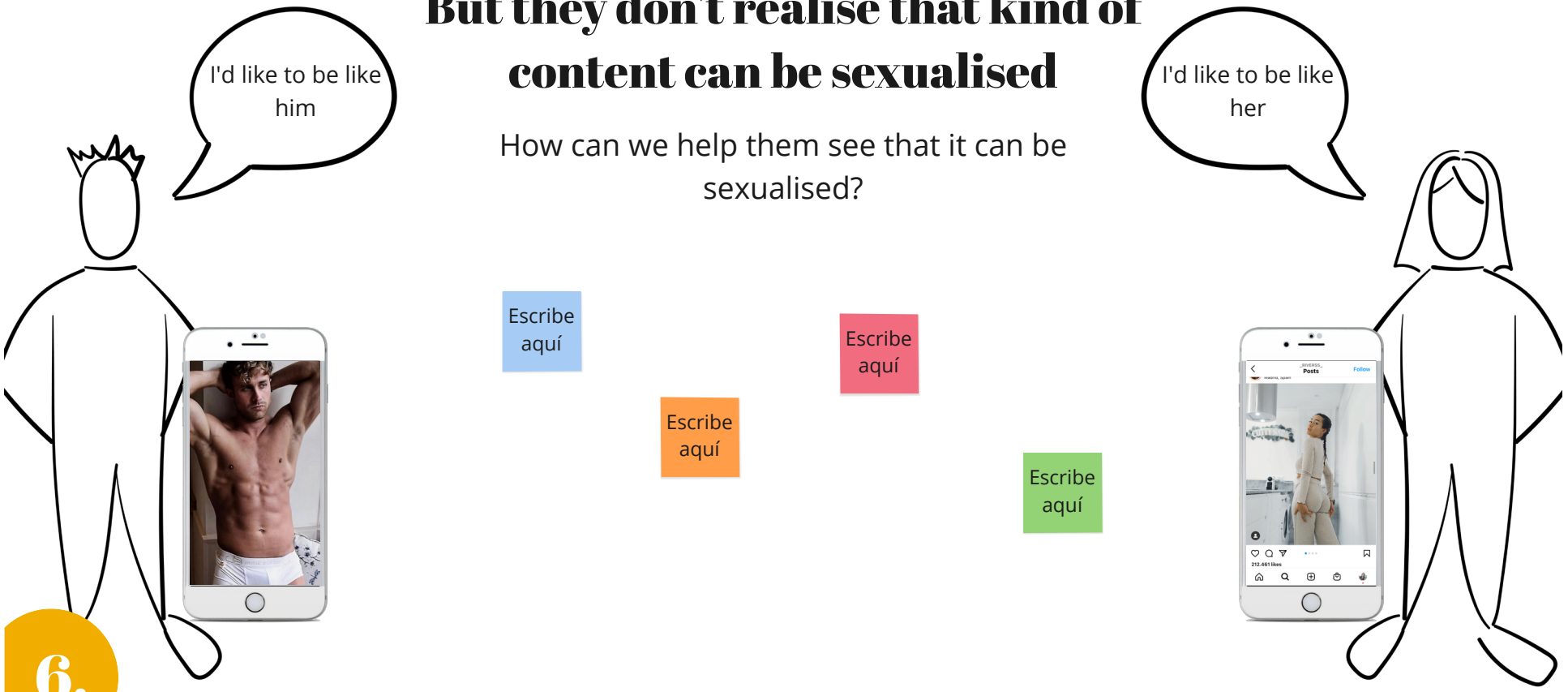
What elements of a photo or video could be seen as sexual (or sexualised)?



5.

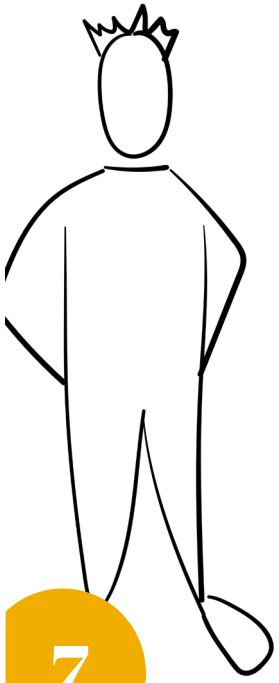
But they don't realise that kind of content can be sexualised

How can we help them see that it can be sexualised?



6.

Pepa & Pepe are not surprised when they see this type of content, cause they're used to it



How can we help them question this content, even when they're used to it?

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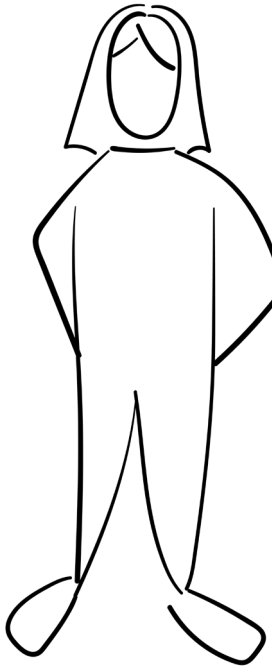


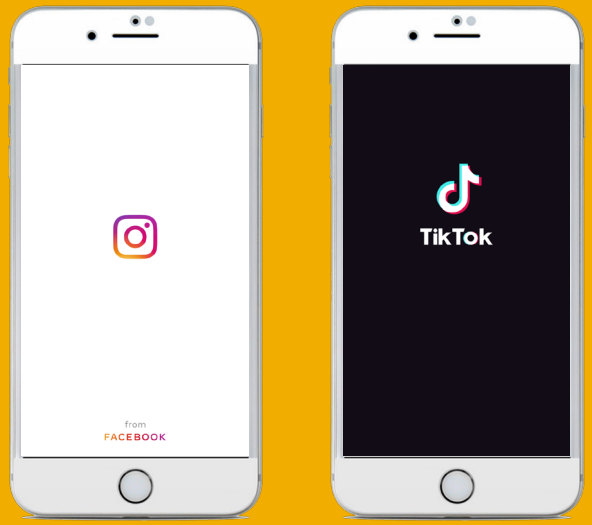
7.

And knowing what they see, ¿how can we help them think whether they want to continue to see that content or not?

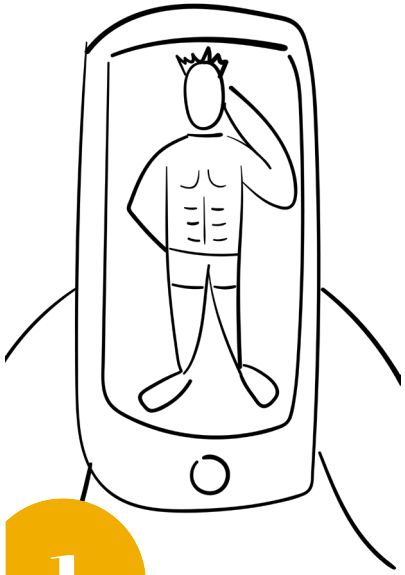
Break:

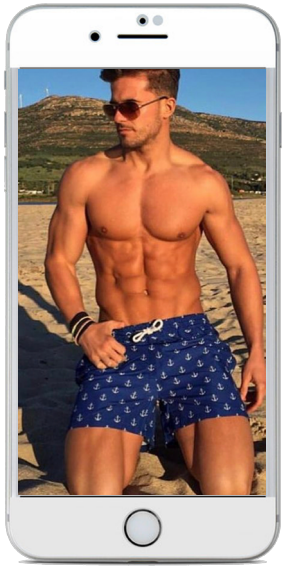
5 minutes

Posting content on social media

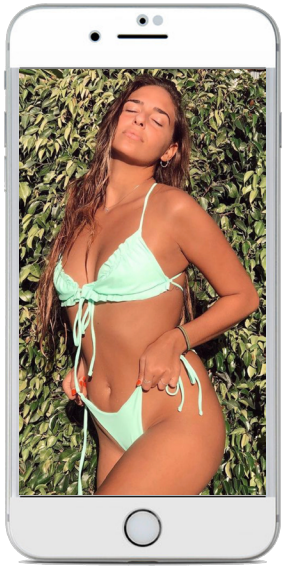


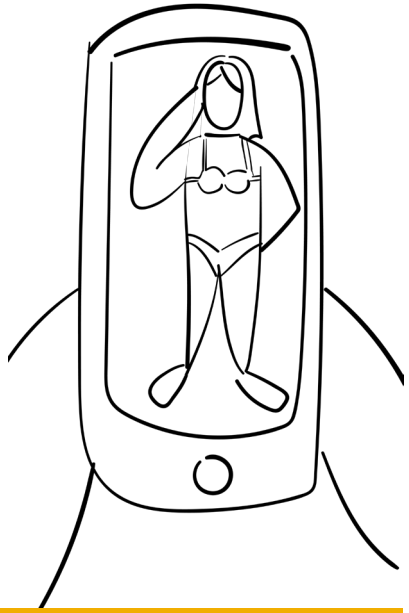
Now, Pepe & Pepa post some images on their social media





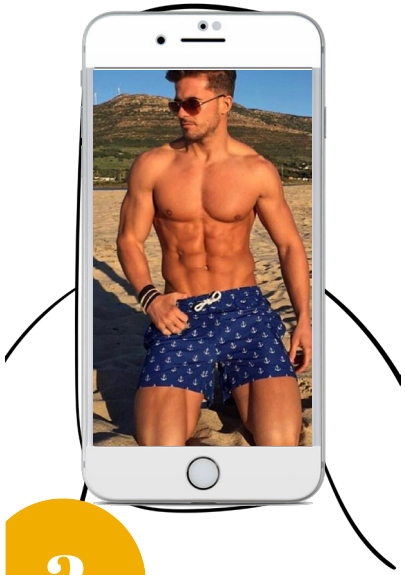
Pics similar to these





1.

How could these pictures be interpreted?



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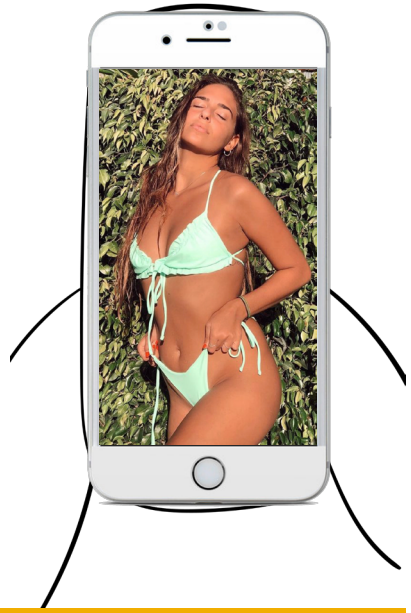
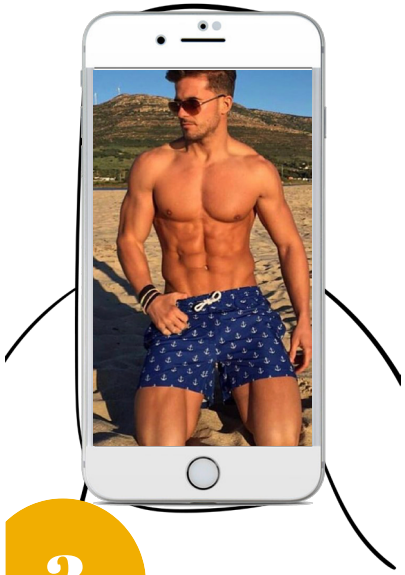


2.

What would be a good reason to post such pictures?



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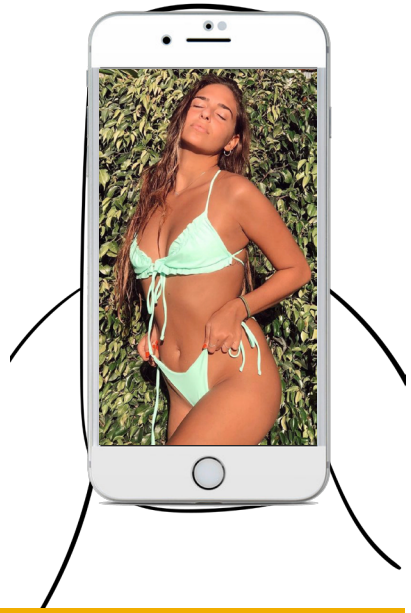
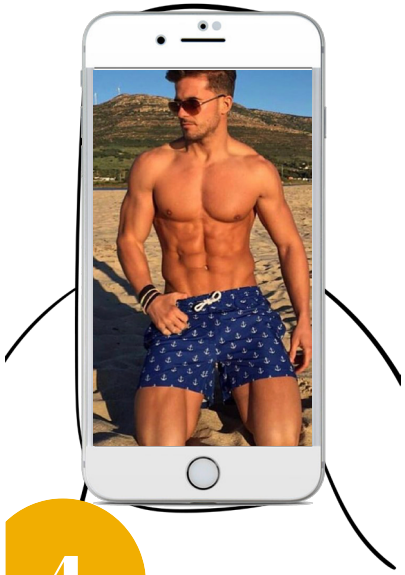


3.

What would be a bad reason to post such pictures?



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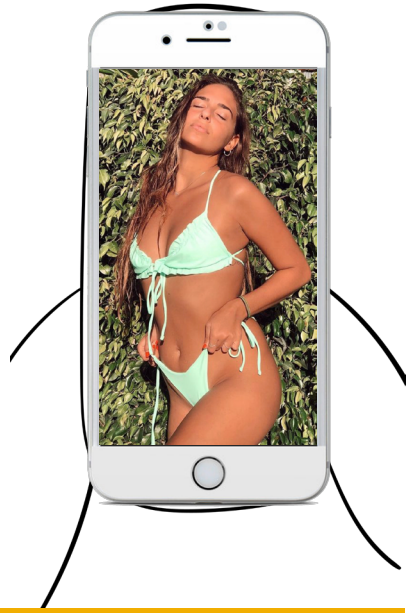
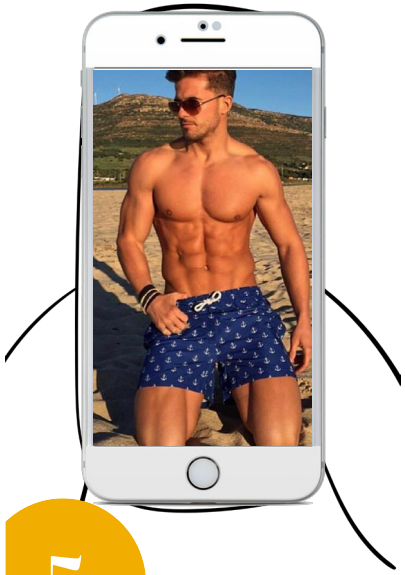


4.

How can we make Pepe & Pepa understand these images could be sexualised?

And that they should be aware of that



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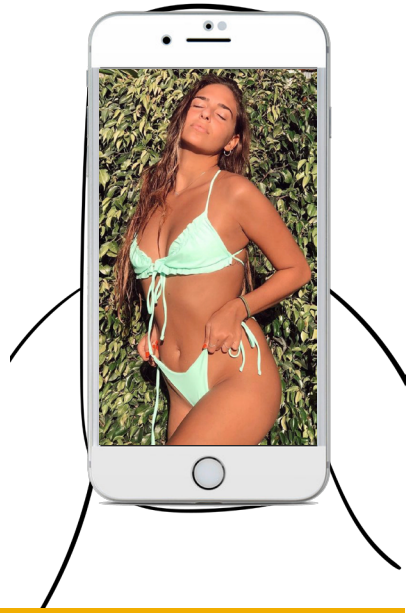
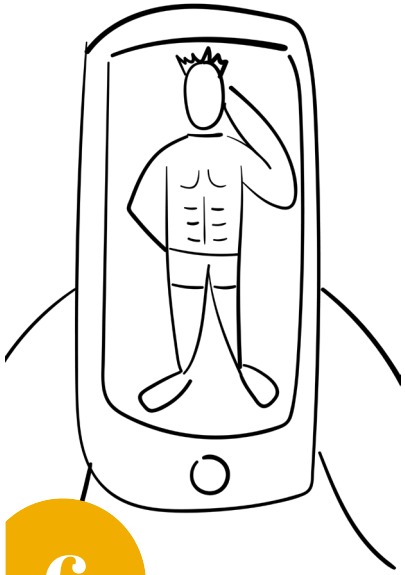


5.

Pepe & Pepa post those pics to feel better about themselves

In what other ways could they feel good about themselves (and their bodies) without posting those pictures?



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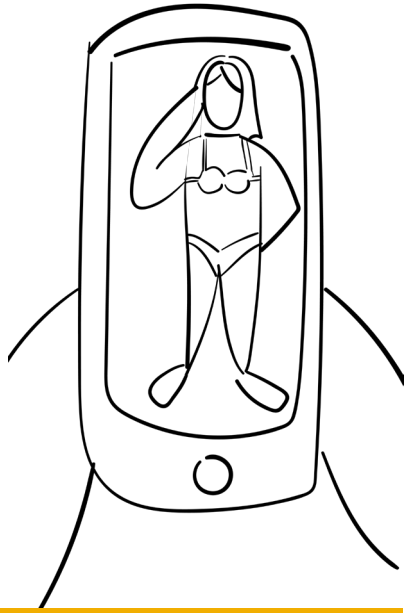
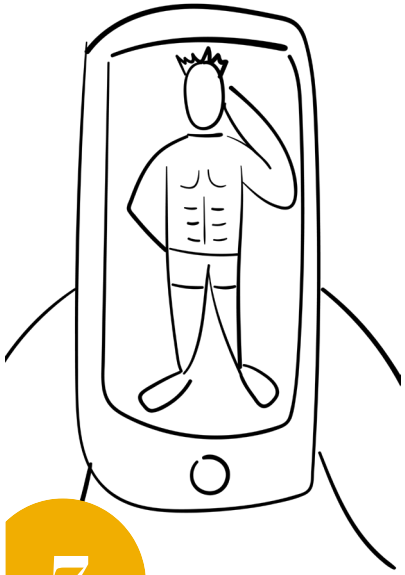


6.

They also post that content just copying influencers, without really thinking about it

How can we help them reflect about their reasons for posting content, before they upload it?



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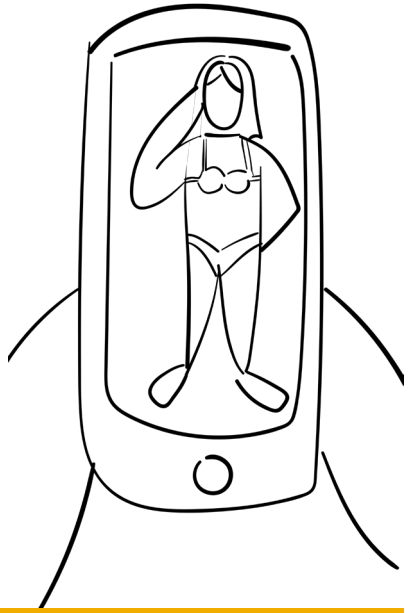


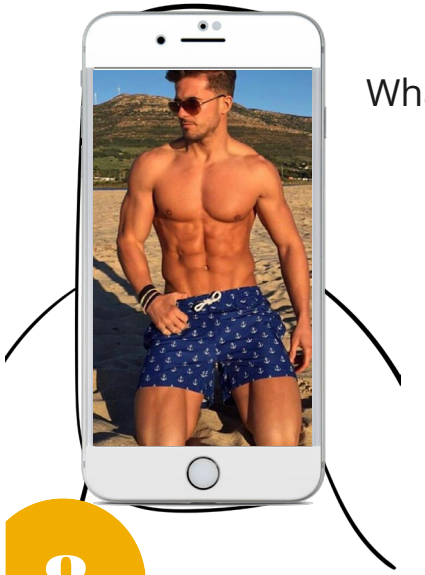
7.

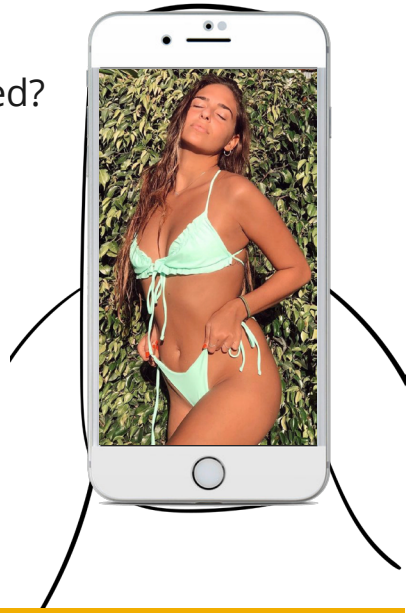
& about the reaction they expect

When they upload the pictures, they don't think about the possible reactions they'll get

They don't realise how people could interpret that content

What is the danger in people interpreting your content as sexualised?





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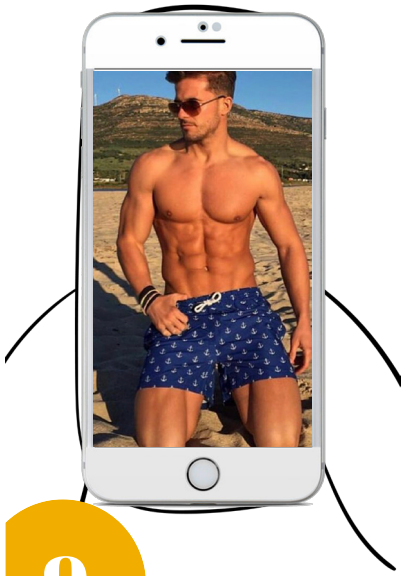
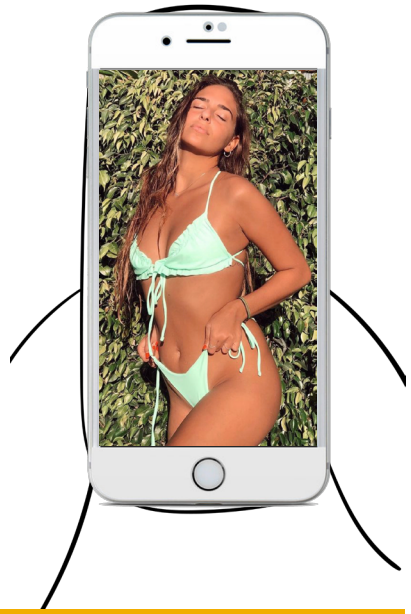
8.

When they upload the pictures, they don't think about the possible reactions they'll get

How can we make them reflect on the possible reactions or interpretations of their content?





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9.

Break:

5 minutes

Now imagine you're Pepe or Pepa

How would you like to receive advice or reflect on the topics we've talked about?

Guiding

Like learning to swim (inflatables...)

1.

How would you like to receive advice or reflect on the topics we've talked about?

Guiding

Like learning to swim (inflatables...)

Discussing

Like discussing over a movie (likes and dislikes) with your friends

2.

How would you like to receive advice or reflect on the topics we've talked about?

While posting

Guiding

Like learning to swim (inflatables...)

Discussing

Like discussing over a movie (likes and dislikes) with your friends

Questioning

Like the last step before confirming an online purchase

3.

How would you like to receive advice or reflect on the topics we've talked about?

4.

While posting

After posting

Guiding

Like learning to swim (inflatables...)

Discussing

Like discussing over a movie (likes and dislikes) with your friends

Questioning

Like the last step before confirming an online purchase

Teasing

Like when your friends tease you about something you said, your clothes...

How would you like to receive advice or reflect on the topics we've talked about?

5.

While posting

After posting

Guiding

Like learning to swim (inflatables...)

Discussing

Like discussing over a movie (likes and dislikes) with your friends

Questioning

Like the last step before confirming an online purchase

Teasing

Like when your friends tease you about something you said, your clothes...

Fixing

Like when you get to hand in an assignment you failed again

What other tips do you have for Pepe & Pepa?

Anecdotes, stories...

Now imagine you're Pepe or Pepa

How would you like to receive advice or reflect on the topics we've talked about?

Guiding

Like learning to swim (inflatables...)

1.

How would you like to receive advice or reflect on the topics we've talked about?

Guiding

Like learning to swim (inflatables...)

Reflecting

Like writing on a personal diary

2.

How would you like to receive advice or reflect on the topics we've talked about?

While posting

Guiding

Like learning to swim (inflatables...)

Reflecting

Like writing on a personal diary

Questioning

Like the last step before confirming an online purchase

3.

How would you like to receive advice or reflect on the topics we've talked about?

While posting

Guiding

Like learning to swim (inflatables...)

Reflecting

Like writing on a personal diary

Questioning

Like the last step before confirming an online purchase

Testing

Like trying on clothes and getting opinions from friends or staff at the store

4.

How would you like to receive advice or reflect on the topics we've talked about?

5.

While posting

After posting

Guiding

Like learning to swim (inflatables...)

Reflecting

Like writing on a personal diary

Questioning

Like the last step before confirming an online purchase

Testing

Like trying on clothes and getting opinions from friends or staff at the store

Confronting

Like when you're not paying attention and the teacher asks you something

What other tips do you have for Pepe & Pepa?

Anecdotes, stories...

C.2. Insights from expert evaluations

This section presents the insights gathered from the expert evaluations conducted about the co-creation sessions. Two interviews were done with Froujke Sleeswijk Visser, contextmapping expert and design research, and with Emilie Tromp, design strategist at Reframing Studio.

The conversations were structured as followed: I presented the material prepared for the co-creation sessions (see fix), explaining my goal and setup, and I asked for their input.

Froukje Sleeswijk Visser

This sections introduces the input from the first interview:

- Think well how I will use the outcomes & ideas from the session. I'm at the crossroad between research and understanding, and therefore aiming to obtain deep understanding & insights from my target audience.
- Use the co-creation sessions as a way to find out what steps of the interaction process might be more meaningful to intervene on. This could be answered by seeing which slides end up with the most post-its (i.e. input from participants).
- At the end of the session take a moment for an open discussion: "tell me everything you want to share, ideas you have, anecdotes, etc.". I might get very rich insights from an open discussion

Emilie Tromp

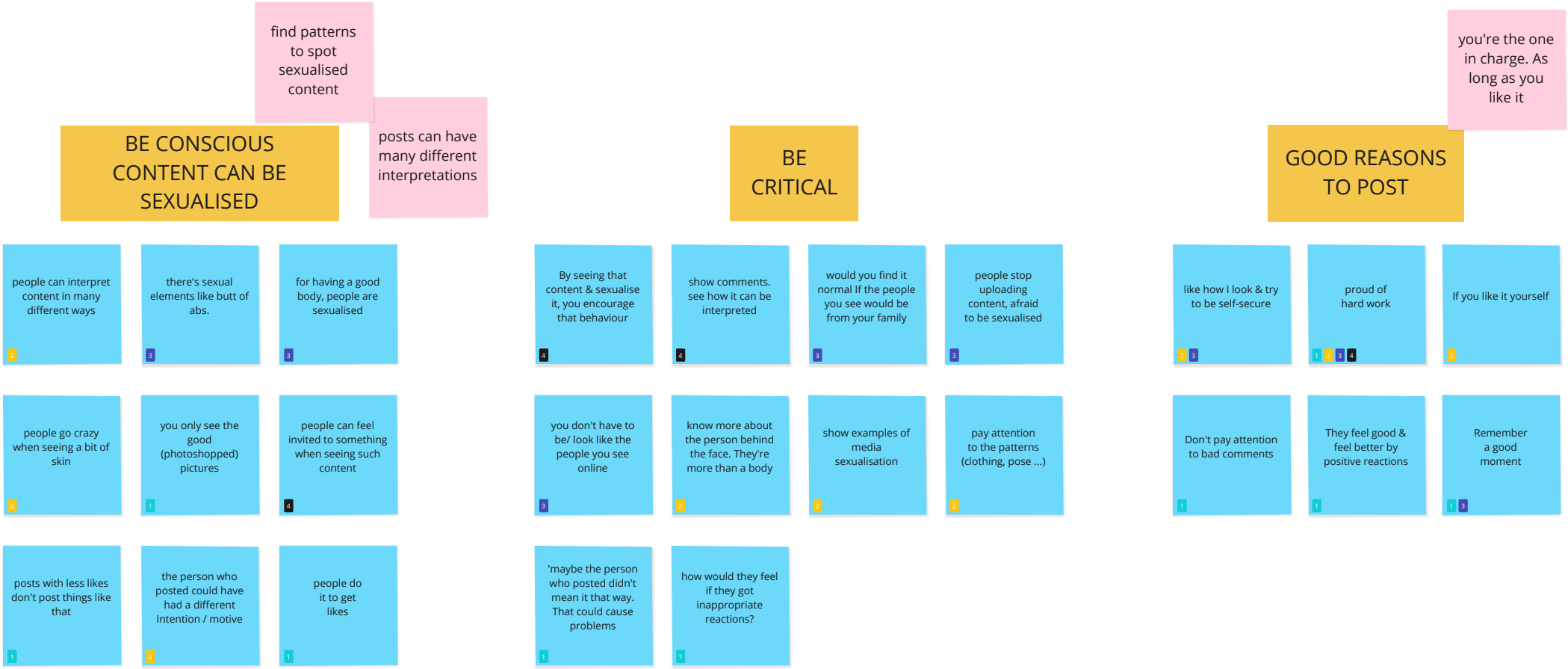
This sections introduces the input from the second interview:

- Design directions: think of an analogy for 'posing awareness', think of how the interaction would be: a diary, a parent...
    - A metaphor could be: a disney character, e.g. tarzan
    - An interaction has different interpretations possible: it's different if it's peer to peer or parental, for example
- During the sessions, ask how they would behave depending on the interactions, what they would like, how they would like to be talked to
- In the open discussion at the end, invite them to share anecdotes: "what advice would you have like to have?", "what reactions did you get?".

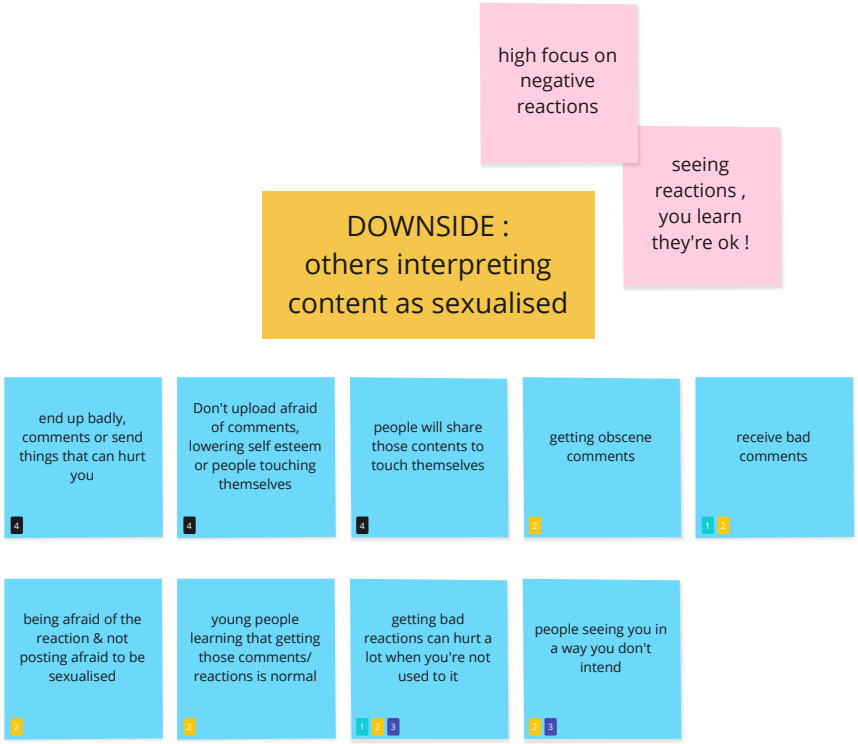
C.3. Co-creation sessions insights

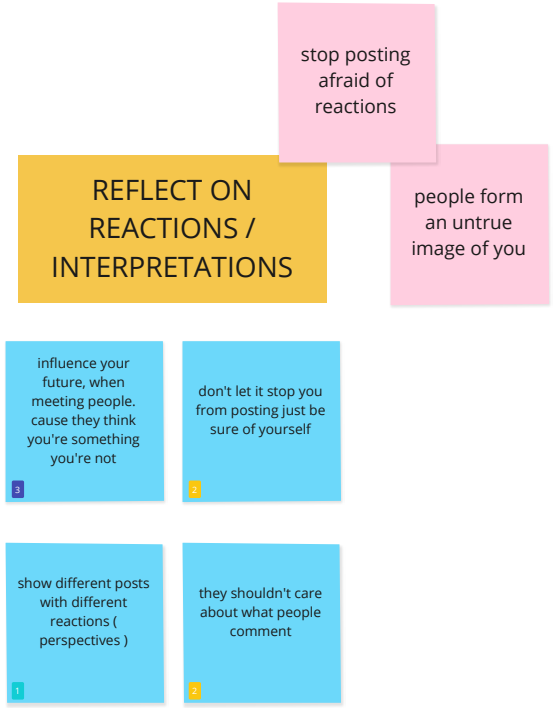
This section collects the insights from the four co-creation sessions conducted with the participants. The insights are clustered as follows:

- Yellow boxes: topics being explored throughout the sessions
- Blue boxes: insights as shared by the participants. Tagged with the number of the group
- Pink post-its: main findings drawn from insights



BAD REASONS TO POST
thinking you're better
get likes from a specific target group
get more likes, be famous
to get praised
resulting in other people feeling bad about themselves
she also criticises with her friends. because it's normalised.
Like criticising the partner of the person you like just for the way they look
a friend stopped posting on social media for getting reactions from a guy to every one of her pictures (on swimwear)
they should be the ones who make the choice no matter replies, reactions ...
when seeing older people, you compare yourself to them, sexualise them
friend, usually insecure. Once posted pic, guy texted 'cover yourself'.
guys at her class constantly share girls' pics they find hot
there's always gonna be bad comments
REASONS FOR POSTING
they might not be ready to receive bad reactions
It's their social media, they don't need to try to be sth they're not
there's always gonna be bad comments
FEEL GOOD ABOUT YOURSELF
follow diverse people, learn different schemes
photoshop makes content look way better than reality
look in the mirror & compliment yourself
you should feel good about yourself
take the pic, not upload, look back at it
share with people you're close with
BE AWARE CONTENT CAN BE SEXUALISED
depending on what /how you show, can be sexualised
you can regret uploading but people might have already saved it
you never know if someone saved / shared your content
people might form certain Ideas / images In their mind
show similar posts with bad reactions
explain the consequences of bad reactions eg. leaving social media
they can be more hurt when getting bad comments

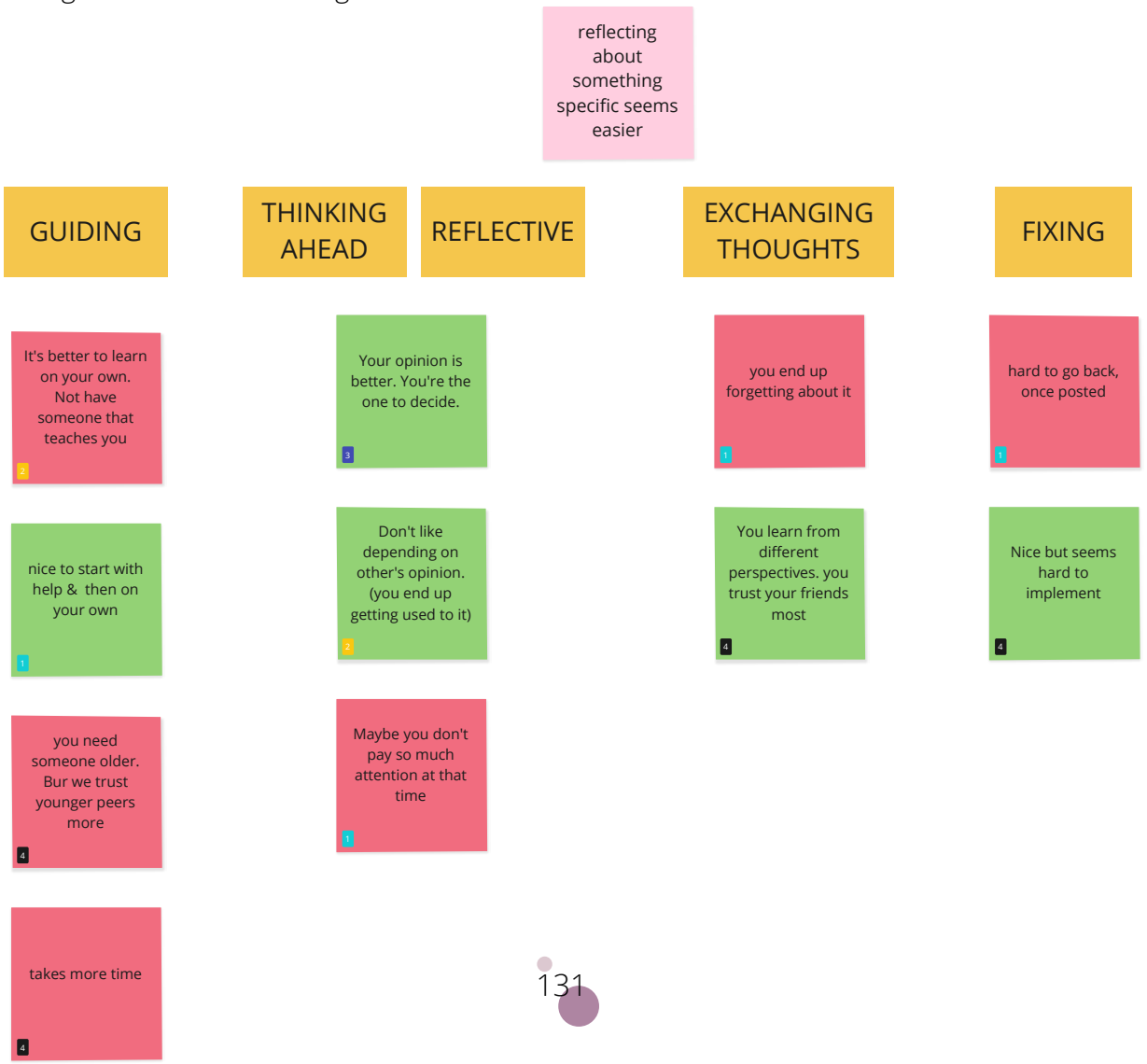

high focus on negative reactions
seeing reactions , you learn they're ok !
DOWNSIDE : others interpreting content as sexualised
end up badly, comments or send things that can hurt you
Don't upload afraid of comments, lowering self esteem or people touching themselves
people will share those contents to touch themselves
getting obscene comments
receive bad comments
being afraid of the reaction & not posting afraid to be sexualised
young people learning that getting those comments/ reactions is normal
getting bad reactions can hurt a lot when you're not used to it
people seeing you in a way you don't intend

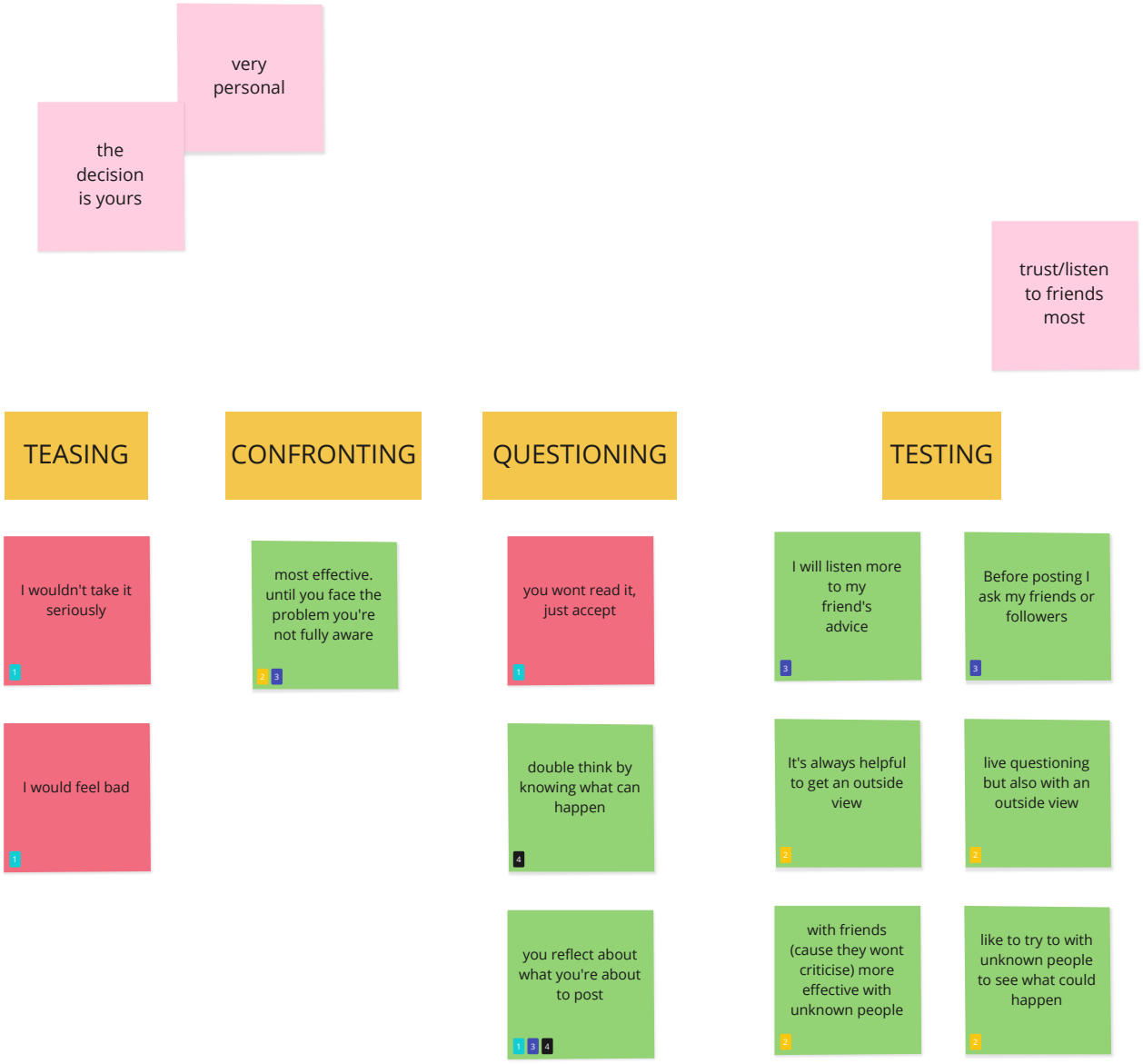

stop posting afraid of reactions
people form an untrue image of you
REFLECT ON REACTIONS / INTERPRETATIONS
influence your future, when meeting people. cause they think you're something you're not
don't let it stop you from posting just be sure of yourself
show different posts with different reactions (perspectives)
they shouldn't care about what people comment

Interaction qualities

The following clustering shows the insights gathered about the interaction qualities. The insights are clustered as follows:

- Yellow boxes: names of each of the interaction qualities
- Green boxes: positive comments about each interaction. Tagged according to what group said it
- Dark pink boxes: negative comments about each interaction. Tagged according to what group said it
- Light pink post-its: main findings drawn from the insights




very personal
the decision is yours
trust/listen to friends most
TEASING
CONFRONTING
QUESTIONING
TESTING
I wouldn't take it seriously
I would feel bad
most effective. until you face the problem you're not fully aware
you wont read it, just accept
double think by knowing what can happen
you reflect about what you're about to post
I will listen more to my friend's advice
Before posting I ask my friends or followers
It's always helpful to get an outside view
live questioning but also with an outside view
with friends (cause they wont criticise) more effective with unknown people
like to try to with unknown people to see what could happen

D. Annex: Ideation

D.1. Exploratory evaluation questions

This section introduces the questions used as guideline for the exploratory evaluations conducted with experts.

Questions per concept

- What do you think?
- What do you like & dislike about it?
- Who could be the owner of this concept?
- Does it reach the goal?
- Would teenagers get involved and use it?

At the end of the talk

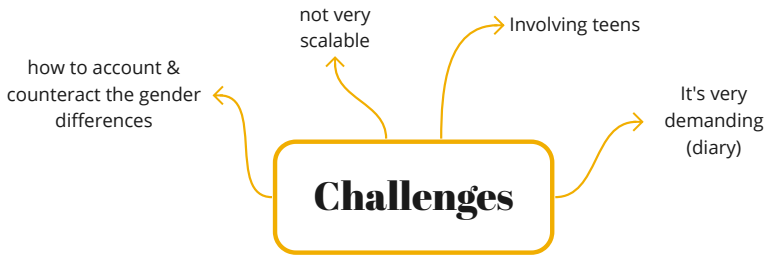
- What part of the interaction process is more important/impactful to intervene on?

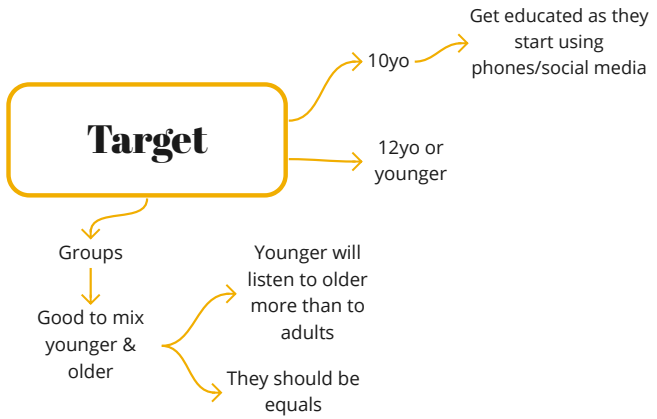
D.2. Exploratory evaluation insights

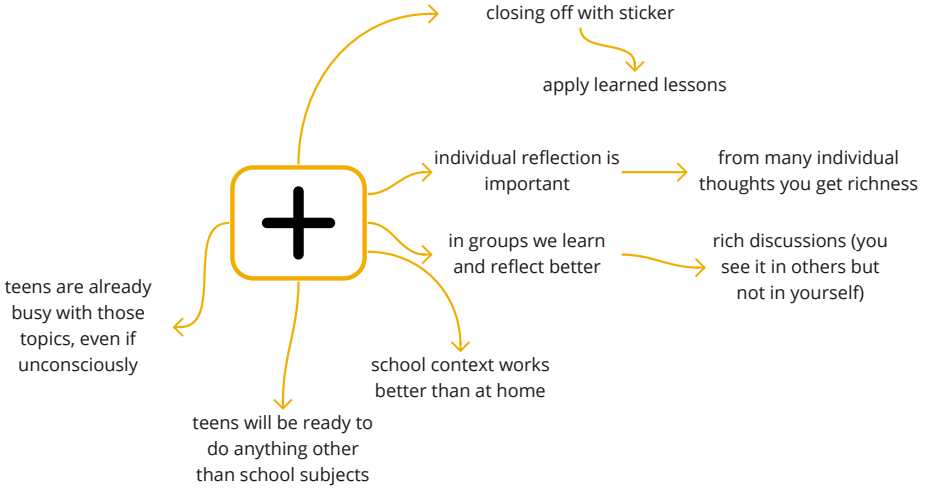
This section collects the insights gathered from the exploratory evaluations conducted with experts.

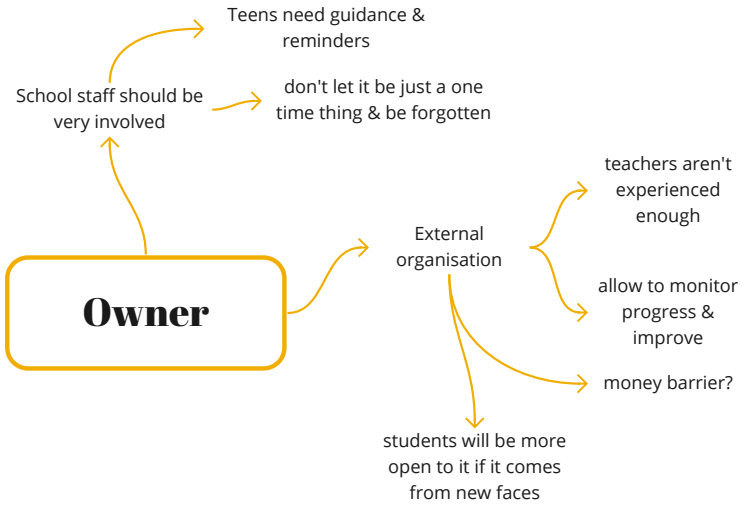
Concept 1 and 2: Guided Reflection & Awareness Sticker

- ★ Most impactful
- ★ Most important, the rest follows
- ★ Fundamental, give the cognitive abilities to see
- ★ For younger, learn as they start
- ★ Fundamental (also learning consequences)
- ★ All!
- ★ Collective effort: reshape the context to thrive


Challenges
not very scalable
Involving teens
how to account & counteract the gender differences
It's very demanding (diary)

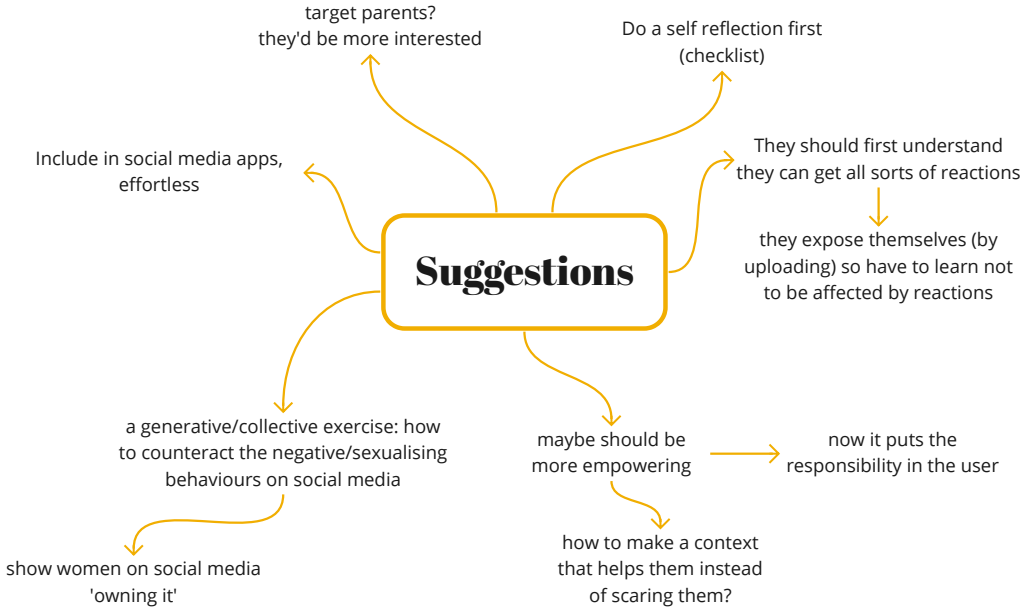

Target
10yo
Get educated as they start using phones/social media
12yo or younger
Groups
Good to mix younger & older
Younger will listen to older more than to adults
They should be equals

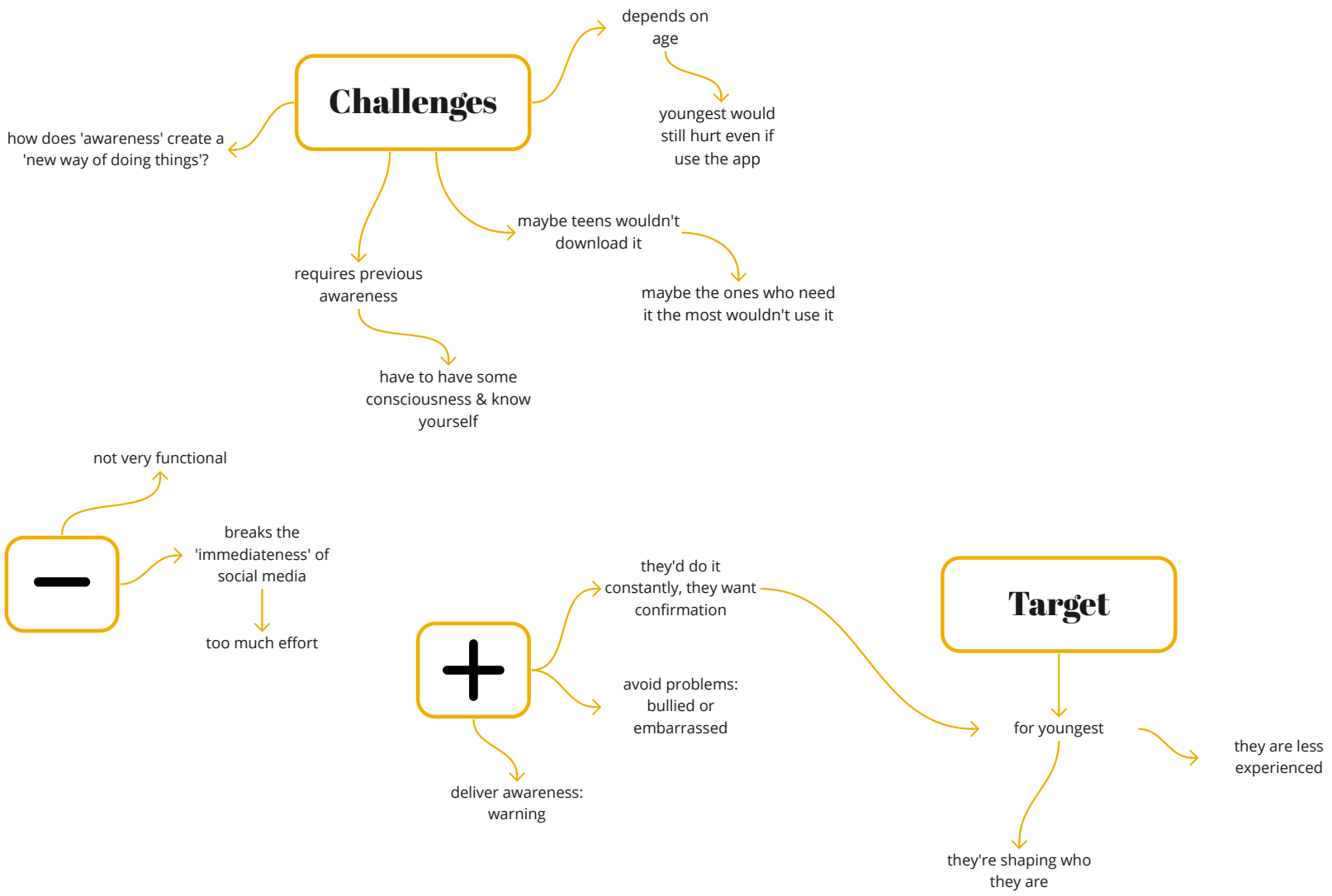

+
closing off with sticker
apply learned lessons
individual reflection is important
from many individual thoughts you get richness
in groups we learn and reflect better
rich discussions (you see it in others but not in yourself)
school context works better than at home
teens will be ready to do anything other than school subjects
teens are already busy with those topics, even if unconsciously


Owner
School staff should be very involved
Teens need guidance & reminders
don't let it be just a one time thing & be forgotten
External organisation
teachers aren't experienced enough
allow to monitor progress & improve
money barrier?
students will be more open to it if it comes from new faces

Concept 3: Try-out App

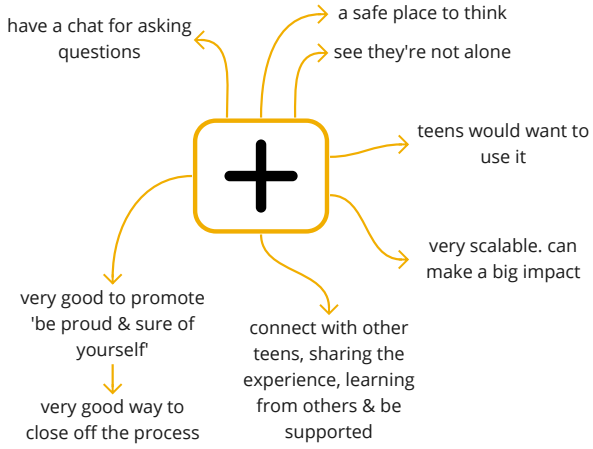
★ Best, comparing with others
★ All!

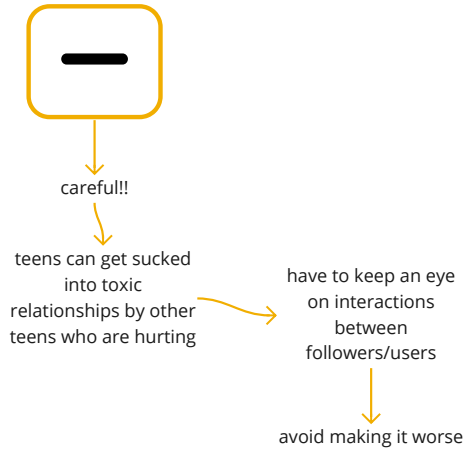


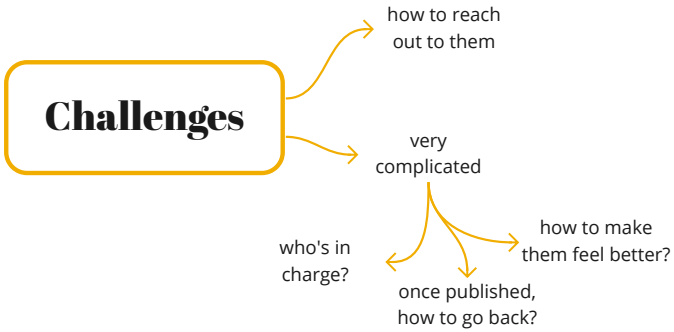

Challenges
how does 'awareness' create a 'new way of doing things'?
depends on age
youngest would still hurt even if use the app
maybe teens wouldn't download it
maybe the ones who need it the most wouldn't use it
requires previous awareness
have to have some consciousness & know yourself
not very functional
breaks the 'immediateness' of social media
too much effort
they'd do it constantly, they want confirmation
avoid problems: bullied or embarrassed
deliver awareness: warning
Target
for youngest
they are less experienced
they're shaping who they are

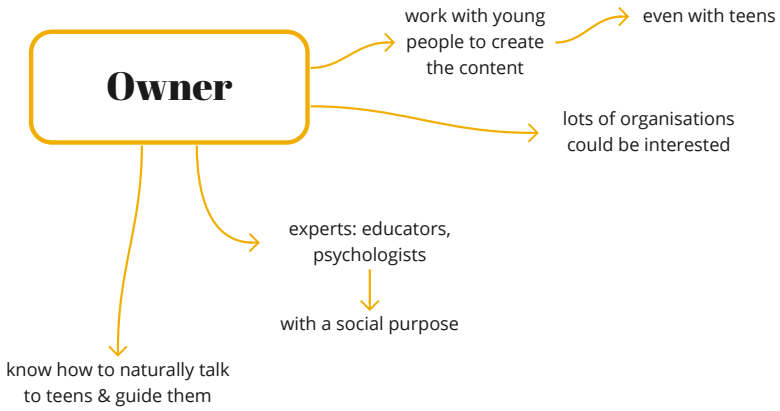
Concept 4 & 5: Social Media Community & Taking Charge

- Most attractive
- For more experienced, support them practically
- All!
- Offers a space to thrive






Challenges
how to reach out to them
very complicated
who's in charge?
how to make them feel better?
once published, how to go back?


Owner
work with young people to create the content
even with teens
lots of organisations could be interested
experts: educators, psychologists
with a social purpose
know how to naturally talk to teens & guide them

E. Annex: Preliminary design proposal

E.1. Test manual in English

TEST SETUP

Goal: Introduce teenagers into the topic of sexualisation and sexualised content on social media, and test how the setup of the first three sessions work in practice.

The test will be conducted with a class of first graders of the San Inazio BHI secondary school, in The Basque Country (Spain). The session will be moderated by me, remotely, and a tutor will be physically present to support and help moderate the session.
For the test, the first three sessions of an x session, 2 year program will be tested. The sticker and app concepts will also be tested with the teenagers. They will be introduced after the session, and the teens will use them throughout a week. After that period of time, interviews will be help with (some of the) teenagers to evaluate the concepts.

Preparation: it is not necessary for the participants to do any preparations beforehand. Also, they should not know any details about the topic of the session, since the goal is to learn about their awareness levels.

SECTION 1: BE AWARE ABOUT WHAT THEY SEE

Number of sessions: 3 sessions
Duration of sessions: 1 hour in total
Number of students: teenage girls of a 1st year secondary school class. Smaller groups cannot be made due to the COVID restrictions. Therefore, the entire group will discuss the answers together.
Method: exercises where teenagers are asked to first reflect and answer individually, and then discuss in groups.

Session 1: Introduction

Goal: Introduce teens to the topic & grab their attention

1.1. Examples

I will share a (made up) anecdote, to introduce teenagers into sexualisation on social media
Anecdote: 'Once I was with some friends spending the day at the beach, and we took some pictures at the end of the day, with the sunset and the water in the background. A friend of mine really liked one of the pictures I took, so she thought of uploading it to her Instagram. She was doubtful because she was only wearing her bikini and was afraid of what others would think, or comment. But we told her that if she liked it, she should post it, no matter what others could say. So, she did. She doesn't usually post content in her bikini or such, because she's quite shy, but this time she felt like it. And she regretted it instantly. A lot of people started criticizing her about her body, and about having posted 'such revealing' pictures: 'that's not like you, what are you doing posting content like this?'. She also got some inappropriate direct messages from some guys she barely knew. And all

she wanted was just to post a picture she liked; she didn't think it would have such repercussions. After that experience, she hasn't posted content like that again, afraid of how others will react.'
The example is intended so that teens relate to it, and involve them in the narrative by 'speaking their language'. Students can ask questions or discuss about it briefly afterwards.

Goal: introduce teens into the topic by talking about things they will most likely relate to (maybe even have experienced themselves), as a way to catch their attention and interest.

1.2. Sexualisation and sexualised contents

Define sexualisation, and sexualised content & behaviours on social media.
Teenagers will first individually define what they think 'sexualisation' is, by submitting their answers on menti.com (https://www.menti.com/om9owjj58y). They will be given 5 minutes to think and answer. While they do, the answers will not yet be visible. Once they have all submitted their answers, the moderator will show the answers on the screen. Then, together we will discuss the answers, and the teenagers will be able to ask questions. The same process will be followed for the second term: sexualised contents on social media (https://www.menti.com/om9owjj58y). After the teens have defined the terms individually and the group discussion has been held, the moderator will explain the terms for everyone to fully understand them.

Goal: introduce teens into the topic by defining the base terms and concepts.

Session 2: Sexualised content

Goal: start the learning process by finding patters to identify sexualised content.

2.1. Find patterns

➔ Prior to the session:
Organisers: print cards

Analyse content to find patterns that they can use to identify content that can be sexualised.
Teenagers will be presented with and asked to find similarities between the various images. These will be handed to them in cards (fix) and students will be encouraged to write or mark the similarities on the cards themselves. They will have 10 minutes to analyse and reflect upon it, and then they will be asked to submit their answers on menti.com (https://www.menti.com/1ynticu7jr). While they do, the answers will not yet be visible. Once they have all submitted their answers, the moderator will show the answers on the screen. Then, together we will discuss the answers, and the teenagers will be able to ask questions.
To wrap up the exercise, the moderator will explain how these patterns are the usual cues showing content that could be sexualised by the people seeing it. Therefore, it doesn't mean that the person posting wanted to be sexualised, or posted it for that reasons, but simply that content containing such elements is usually sexualised, and this is something that they should know when using social media.

Session 3: Reactions

Goal: continue the learning process by finding patters to identify sexualising reactions.

3.1. Finding patterns

➔ Prior to the session:
Organisers: print cards

Analyse the reactions to the content to find patterns and identify types of sexualising reactions, as a way to understand what the content analysed in the previous session can be linked to.
Teenagers will be presented with and asked to find similarities between the various comments, to identify different types of reactions and categorize them. The reaction examples will be handed to them in cards (fix) and students will be encouraged to write or mark the similarities on the cards themselves. They will have 10 minutes to analyse and reflect upon it, and then they will be asked to submit their answers on menti.com (https://www.menti.com/1ynticu7jr). While they do, the answers will not yet be visible. Once they have all submitted their answers, the moderator will show the answers on the screen. Then, together we will discuss the answers, and the teenagers will be able to ask questions.
To wrap up the exercise, the moderator will explain how these are usual reactions to the type of content seen in the previous session. Therefore, it doesn't mean that posting such content is wrong, or that receiving these reactions is good or normal, but simply such content can bring these reactions, and this is something that they should know when using social media.

Introduce sticker

Explain how the notions learned during the sessions are important to bear in mind when posting content ourselves.
[Hand out sticker]
Explanation: 'This sticker is a concept, and it aims to help you remember to have a small reflection moment before posting on social media. Therefore, it is important to first have a good reason to post content, and to be aware of that. So, the sticker reminds you to think of your reason and intention for posting that picture or video. As we've seen, it's also important to think ahead on how people can interpret your content. This is not meant to scare you, or keep you from posting, but just to prepare you and help you reflect on your motives for posting.
So, I would like you to stick the sticker in the back of your phones, and use it for a week. I also would like to ask you to write it down if you think of different ways the sticker could be designed that would work better for you. I also want to encourage you to draw or write on the sticker if that helps you do the reflection exercise. After the week has gone by, I will ask you some questions about it.'
- Six days later -
Send out a form, with some questions to evaluate the sticker. This will help gather some insights to guide the interview better, to ask more specific questions.
- Seven days later -
Interview some of the teens (the ones who shared more or had more input on the form) to dive deeper into how the sticker worked, what they liked, suggestions they might have, etc.

Introduce app

Let them know they're the ones in charge, and they should feel empowered, proud and in control when posting content on social media.

[Introduce App]

Explanation: 'This is another concept that I would like you to try, as a new way of communicating when we post content on social media. If you download this app (ProtoPie) on your phone, and open this link (https://cloud.protopie.io/p/f7adc3f712), you can access the prototype. The idea is that when you post content, you highlight your reasons for posting, what you want to communicate to the people who see your picture.

[Show how it works on the screen]

So, I'd love you to try it out yourselves, you can add stickers or hashtags that tell how you're feeling or why you want to share that content. It's not a fully functioning app, so you can add the hashtags and stickers, and then take a screenshot if you want to save the picture and upload it to your social media profiles. You can try it during this week, and next week I will also ask you some questions about it.

- Six days later -

Send out a form, with some questions to evaluate the app. This will help gather some insights to guide the interview better, to ask more specific questions.

- Seven days later -

Interview some of the teens (the ones who shared more or had more input on the form) to dive deeper into how the app worked, what they liked, suggestions they might have, etc.

Annexes

This section contains the material needed to carry out the sessions. The material for each session should be printed and delivered as indicated in the manual for each exercise.

Annex A: Material for Session 2

This section contains the material needed for the second session

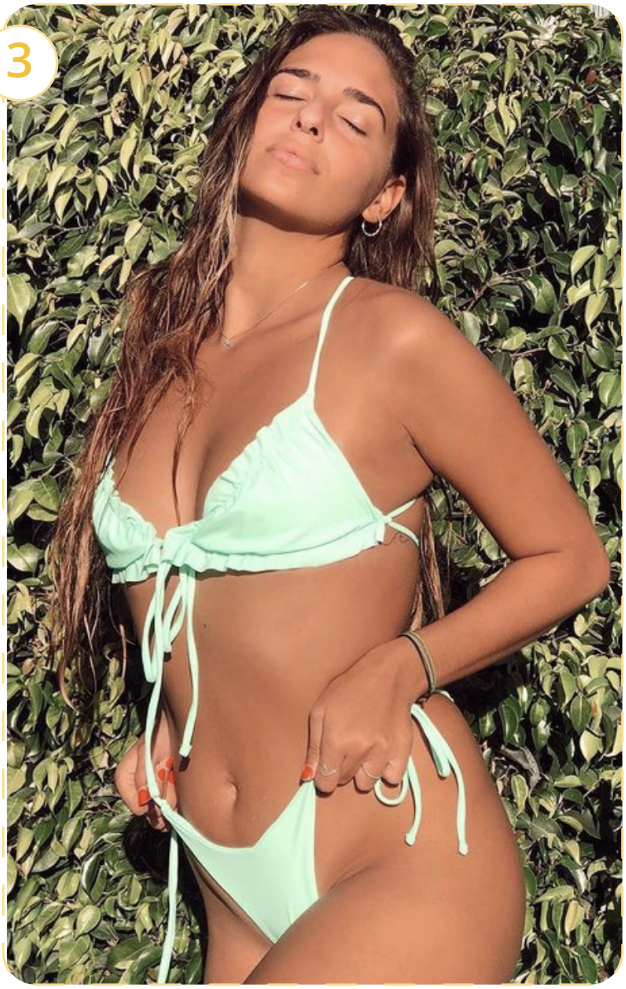
Sexualised content: Cards

For this exercise, the cards on the following pages should be printed out and given to the students. There are 12 cards, and each student must receive a collection of 4. Each student will work with different cards to assure variety. So if there are 12 students, four will receive 1-4 cards, four will receive 5-8 cards, and the other four will receive 9-12 cards.

1

2

3



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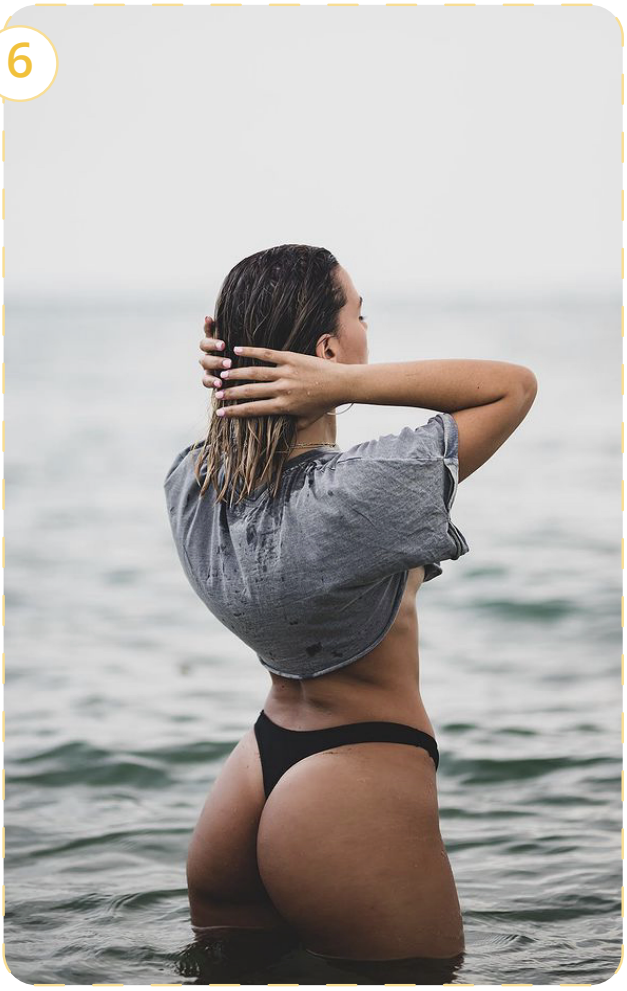
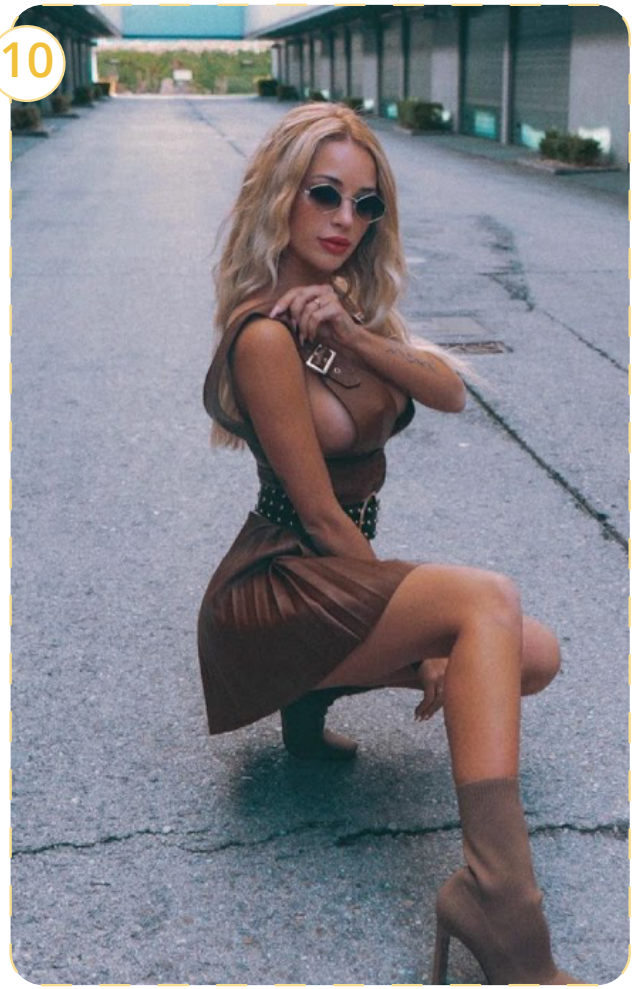


7

8

9

10



11

12

Annex 2: Material for Session 3

This section contains the material needed for the third session

Sexualising reactions: Cards

For this exercise, the cards on the following pages should be printed out and given to the students. There are 24 cards, and each student must receive a collection of 8. Each student will work with different cards to assure variety. So if there are 12 students, four will receive 1-8 cards, four will receive 9-16 cards, and another four will receive 17-24 cards.

1

mf279452018 Espectacular😍😍😍❤️❤️❤️. Falto yo en la cama🔥🔥🔥

1w 1 like

2

rodri1983bcn En unos años tendrás celulitis y mucha

23h

miguelon1904 Nena,en breve,celulitis,a sacoooooo!!!!😅😅😅😅😅

23h 2 likes

3

danielcano155 Que guapa eres tienes mucho pecho

1w 2 likes

4

labrador_cfo_ Tu eres vitamina A B y C por que con tal solo mirarte me derrites el corazon como un helado al sol 😜

1w 2 likes

5

jdjdk2657 Para ser famosilla delante de toda España habiendo quedado de puta y chupapoyas yo preferiría ni salir de mi casa... Esto es fama??! Fama es la de Lady Gaga gente que se lo Curro tu no tienes muchos seguidores y solo se te conoce un poco entre cuatro gatos por haber quedado de guarra

1w Reply

6

alexblanco450 Cuerpazo niña!!!🔥

1w Reply

jonirubioo26 Estass muy buena amiga ☺️

1w Reply

7

danielamontalvo2518 Ni cuerpo tiene y se cree la gran cosa 🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮

31w 4 likes Reply

8

carlosserranocerda eres muy guapa tienes un culo grande te biolaria

22w 6 likes Reply

9

shukribiserow Madre mia ❤️ tu eres la vitamina que le falta a un hombre 🔥🔥🔥

1w 1 like

10

sergio.d.r.m Cuerpo de palo😂

2w 1 like Reply

11

josemanuelblancomendoza Culazo mami 🔥🔥🔥

23h 2 likes

josea_94 Vaya culazo 🔥😍

23h 1 like

manugp07 Vaya nalgas tiene nuestra Andrea

1d 1 like

12

jdjdk2657 Este nuevo novio que te va a durar dos días o va a llegar a las tres horas?? 😂😂

1w Reply

13

cloe_7001 🔪🔪🔪🔪🔪🤮

34w 1 like Reply

cloe_7001 🤮👎

34w 5 likes Reply

14

aliciascloud joder es que písame la cara

17w Reply

15

lidii4ss Te hacia 10 hijos😭😭

17w Reply

lidii4ss Casate conmigo

17w Reply

16

aandrees.em19 Tia buena

34w 2 likes Reply

judikael_art 🔥🔥🔥🔥🔥🔥

34w Reply

17

d10ssssssss Como dicen los influencers!!! Te haría el amor 24/7 24/7 me comeria las viagras como si fueran 'sugus"

1w 1 like

18

leona_martinez.20 No te hagas más tattoos no dejan ver ese cuerpo tan bonito 😍

1w Reply

19

gonzalezperezdavid0 Buenas tardes estás preciosa y muy sexy con ese bikini ❤️❤️❤️🔥🔥🔥😍😍😍😍

23h 1 like

20

corse319 Maii, te atrae lo mismo un chico con un ferrari que con un coche viejo?

1w Reply

21

juancarlosandreu1976 Las operaciones dan su fruto di que si.

1w Reply

juancarlosandreu1976 @juancarlosandreu1976 aunque hay que reconocer que estas muy buena

1w Reply

22

iber_zamora Uy esta pa comersela a beso❤️😘👀

17w Reply

23

marcrs20 Demuestra que eres algo mas de lo que podemos ver anda.

1w Reply

24

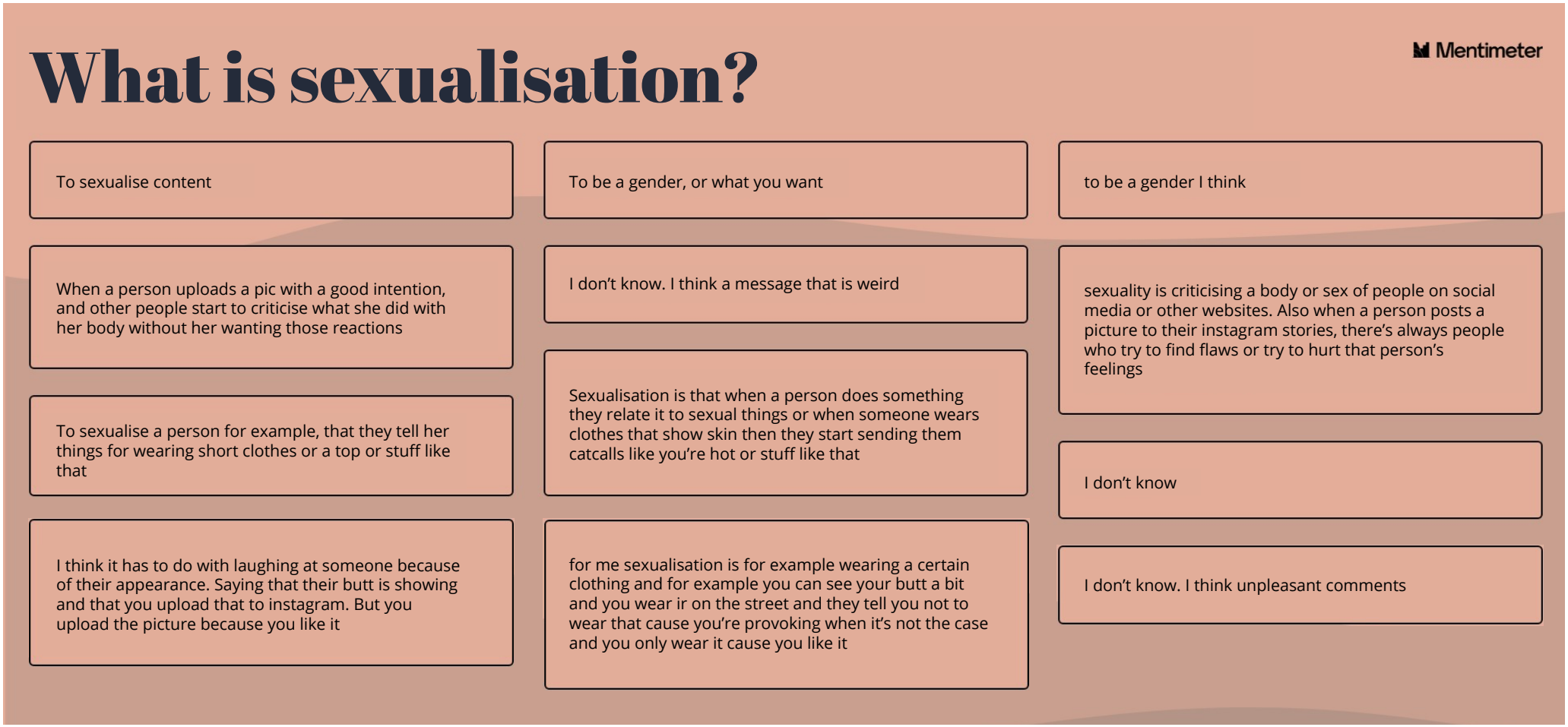
214581ew 🤡🤡🤡🤡 puro fhotoshop 💩💩💩💩💩

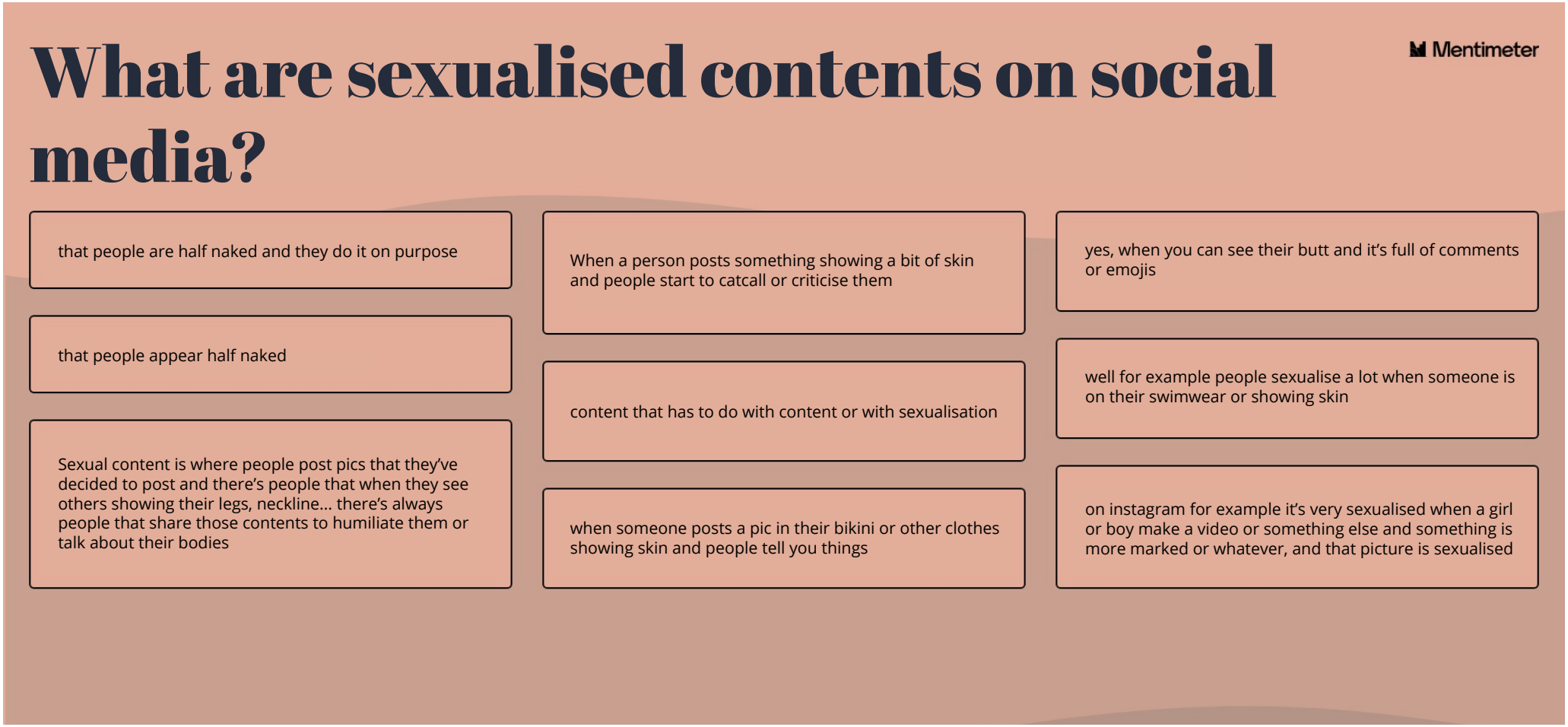
33w 2 likes Reply

E.2. Field test: answers to exercises

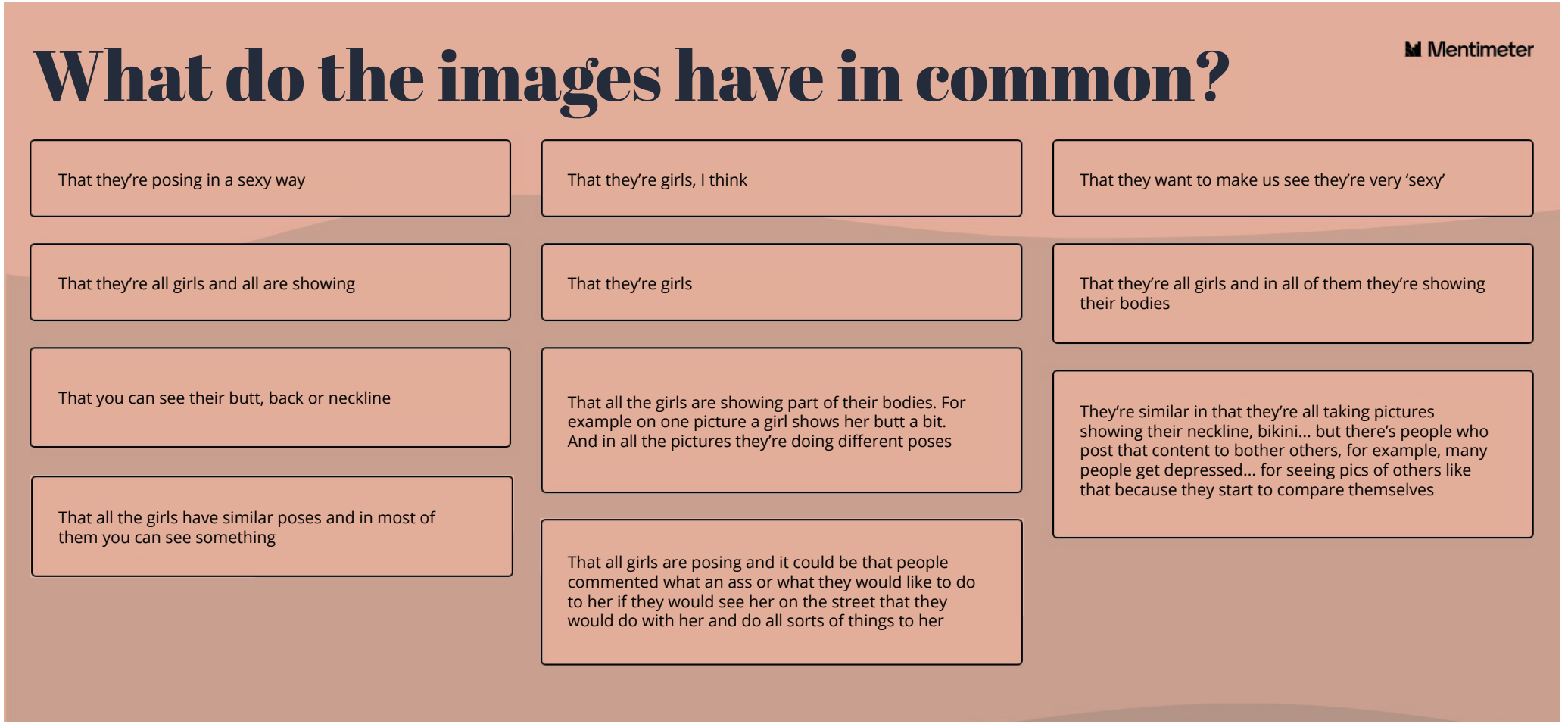
In the field test, the first three sessions of the learning journey were tested (see fix). This section introduces the answers given by the participants to each of the questions asked during the session. The material has been translated from the original language (Spanish and Basque). For original answers see "J.2. Field test: answers to exercises".

Session 1

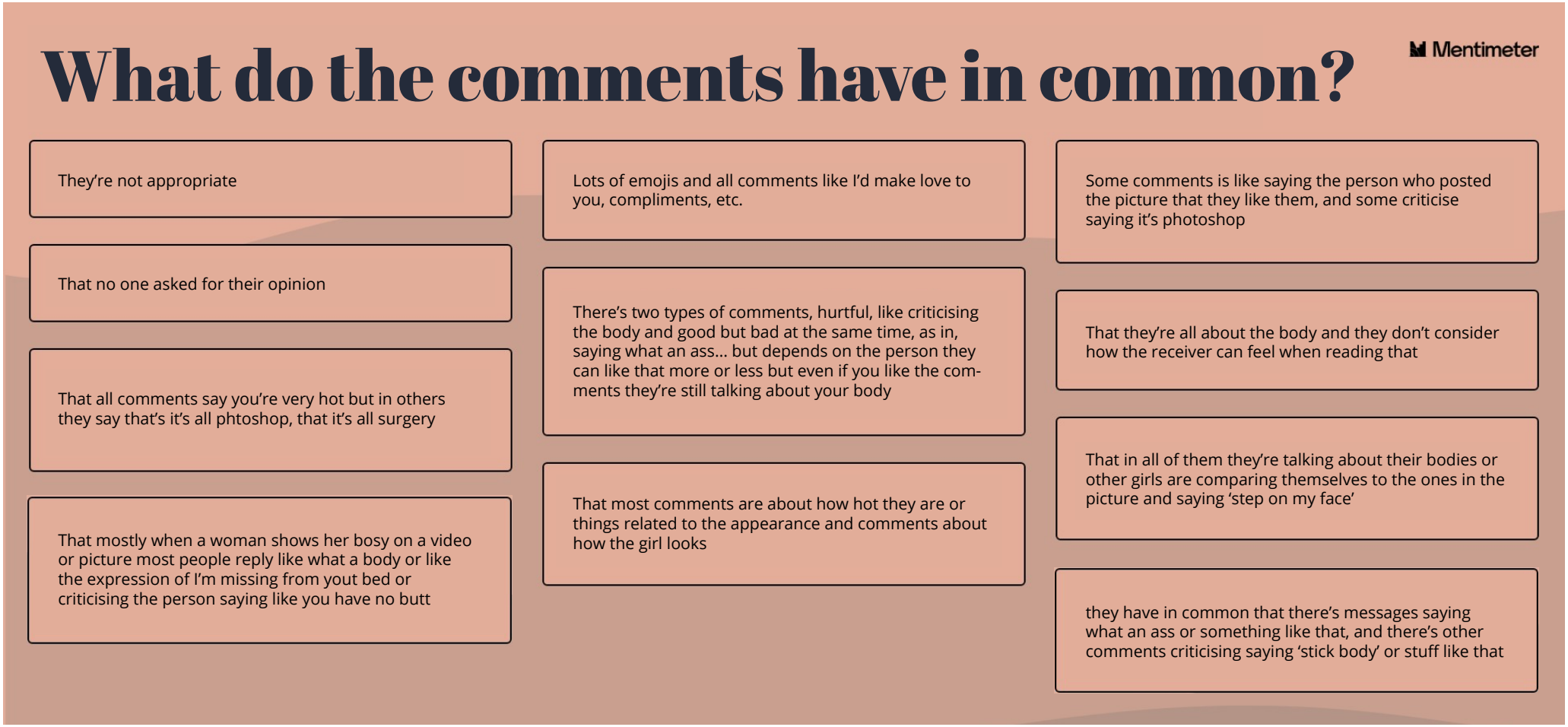



What are sexualised contents on social media?
Mentimeter
that people are half naked and they do it on purpose
that people appear half naked
Sexual content is where people post pics that they've decided to post and there's people that when they see others showing their legs, neckline... there's always people that share those contents to humiliate them or talk about their bodies
When a person posts something showing a bit of skin and people start to catcall or criticise them
content that has to do with content or with sexualisation
when someone posts a pic in their bikini or other clothes showing skin and people tell you things
yes, when you can see their butt and it's full of comments or emojis
well for example people sexualise a lot when someone is on their swimwear or showing skin
on instagram for example it's very sexualised when a girl or boy make a video or something else and something is more marked or whatever, and that picture is sexualised

Session 2


What do the images have in common?
Mentimeter
That they're posing in a sexy way
That they're girls, I think
That they want to make us see they're very 'sexy'
That they're all girls and all are showing
That they're girls
That they're all girls and in all of them they're showing their bodies
That you can see their butt, back or neckline
That all the girls are showing part of their bodies. For example on one picture a girl shows her butt a bit. And in all the pictures they're doing different poses
They're similar in that they're all taking pictures showing their neckline, bikini... but there's people who post that content to bother others, for example, many people get depressed... for seeing pics of others like that because they start to compare themselves
That all the girls have similar poses and in most of them you can see something
That all girls are posing and it could be that people commented what an ass or what they would like to do to her if they would see her on the street that they would do with her and do all sorts of things to her

Session 3


What do the comments have in common?
Mentimeter
They're not appropriate
That no one asked for their opinion
That all comments say you're very hot but in others they say that's it's all phtoshop, that it's all surgery
That mostly when a woman shows her bosy on a video or picture most people reply like what a body or like the expression of I'm missing from yout bed or criticising the person saying like you have no butt
Lots of emojis and all comments like I'd make love to you, compliments, etc.
There's two types of comments, hurtful, like criticising the body and good but bad at the same time, as in, saying what an ass... but depends on the person they can like that more or less but even if you like the comments they're still talking about your body
That most comments are about how hot they are or things related to the appearance and comments about how the girl looks
Some comments is like saying the person who posted the picture that they like them, and some criticise saying it's photoshop
That they're all about the body and they don't consider how the receiver can feel when reading that
That in all of them they're talking about their bodies or other girls are comparing themselves to the ones in the picture and saying 'step on my face'
they have in common that there's messages saying what an ass or something like that, and there's other comments criticising saying 'stick body' or stuff like that

E.3. Questionnaire

This section introduces the questionnaire with questions asked to the participants of the field test, after a week, to gather initial insights on the sessions, sticker and app. After receiving the submissions to the questionnaires, interviews were conducted with four participants (see interview questions in "E.4. Interview questions", and insights in "E.5. Field test insights"). These questions have been translated from the original form in Spanish.

The questionnaire was done and shared using Google Forms.

Questions about the sessions

- What did you think about the sessions and the topics we talked about?

Questions about the sticker

- Have you kept the sticker on the back of your phone for the entire week?

Yes/No

- How often have you seen it during the week? (more or less)
    - Every time I used the phone
    - A few times a day
    - Less than once a day
    - A few times in the entire week
    - I haven't seen it
    - Another answer
- What color was your sticker
    - Blue
    - Red
    - Green
    - White
- When seeing the sticker, did it help you reflect on something?
- Have you thought about what we learned during the session last week? What about?
- Have you posted on social media this week?

Yes/No

- When posting, did the sticker help you reflect a bout your reasons for posting, and about how people could interpret your post?

Yes/No/Another answer

- What did you think about having the sticker in the back of your phone?
- What would you change in the sticker to improve it?

Questions about the app

- Have you used the app during the week?
- How many times? (more or less)
    - None
    - Once
    - Twice

- Three times
- Four times
- More than four times
- Another answer

- Have you posted any of the pictures created with the app?

Yes/No/Another answer

- How have you felt when using the app and adding the hashtags and stickers?
- Has your way of posting or the way you see your content changed?
- Would you use this app on your daily life to edit the content you post on social media?
- What would you change on the app to improve it?
- What's your name?

E.4. Interview questions

This section introduces the questions used as guideline for the interviews conducted with the participants after the field test. The questions have been translated from the original language (Spanish)

Questions about the sessions

- What did you think about the sessions?
- What did you think about the anecdote to introduce the the topic?
- Had you thought about these topics before?
- Did you find it easy to follow?

Questions about the sticker

- What did you reflect about and why?
- Did you reflect about the session thanks to the sticker or just in general?
- Do you still have it on your phone? Will you keep using it?

Questions about the app

- What did you think about adding stickers and hashtags to your pictures?
- What kind of stickers and hashtags did you add to the pictures?
- What do you think the purpose of the hashtags and stickers is?
- Would you post the pictures created with the app?

E.5. Field test insights

This section introduces the insights gathered from the field test. The insights are clustered as follows:

- Yellow boxes: three parts of the preliminary design proposal
- Blue boxes: insights as shared by the participants.
- Lighter blue boxes: insights from educators
- Pink post-its: takeaways to apply on final design

Reflection will be very tied to content of section. Bear in mind.

STICKER

makes them think about what they leaned in the sessions

would be more effective if designed by herself (put thought into it)

no matter what you wear, if you show some skill you'll be sexualised

Will keep using the sticker

Helps me reflect upon what content to post

Reflected upon loving myself & not letting the comments affect me

Gives the message of reflecting & feeling more secure!

liked it ! made me feel more secure. about taking pics & being stronger

It helped me reflect because of the letters & what we leaned in the session

we have to reflect / think on what type of content we post before uploading

made we think about judging & sexualising

many
dont post
(or barely)
media.
in sessions:
show with
examples how
to use it & what
the purpose is
APP
she uses
snapchat atm
to encourage
herself (school
stuff)
express:
"we're not an
object , we're
same as men!
Nice stickers
& hashtags
(not your
typical ones)
stickers &
hashtags make
the pics look
nicer & prettier
Every person
Is free to do
whatever they
want
Would make
people seeing
the content
reflect about
how they react
Using the
stickers &
hashtags I've felt
myself (cause
they're pretty &
express how I
feel)
She's not very self-
confident
App would hep be
more confident &
sure
For posting or
for personal use
Depends
whether I'd
make use of it,
but it's a good
idea. I'd use it
for women's day
Put the edited image
as locked screen.
Remind herself "I
have to be more sure
of myself"
I don't like to
upload that type
of content, so it
didn't change
the way I post
It changed the
way I post
Before I posted
were random
things, now
more conscious.
Design stickers
&
hashtags
themselves
I wouldn't one
It because there
are better apps
It's not my style, I
prefer other
apps.

F. Annex: Final Design

F.1. Learning Journey, extended version

1st YEAR

Legend
- Explanation
- Individual reflection
- Group discussion
- Organizers
- Students

SECTION 1: BE AWARE ABOUT WHAT THEY SEE

Session 1 Intro
W1

Goal: Introduce teens to the topic & grab their attention

	1.1	1.2
Activities	Show existing cases of sexualisation on social media	Define sexualisation & sexualising content
Preparation	Prepare videos or bring people	Print
Material	Videos or people telling their story	Cards

Session 2 Content
W2

Goal: Define sexualised content & reactions, start learning process

	2.1
Activities	Find patterns in sexualised content
Preparation	Submit profiles; Prepare & print
Material	Cards

Session 3 Reactions
W3

	3.1
Activities	Find patterns in sexualising reactions
Preparation	Prepare & print
Material	Cards

Session 4 Gender Differences
W4

Goal: Raise awareness on gender differences and internalise why that happens

	4.1	4.2	4.3
Activities	Demonstrate with examples	Why is there a gender difference?	Respect everyone (& demand it)
Preparation	Submit profiles; Prepare & print	Print	
Material	Cards	Cards	

Session 5 Reasons
W5

Goal: Why is this mainstream, a trend. Relativize the content

	5.1	5.2	5.3
Activities	Why do people post that content?	How does it make them feel & why?	Why do people see that content?
Preparation	Print	Print	Print
Material	Cards	Cards	Cards

SECTION 2: WHAT TO CONSIDER WHEN POSTING

Session 6 Reactions
W10

Goal: Start thinking of how learned lessons apply to oneself

	6.1	6.2	6.3
Activities	Ever received negative or unwanted reactions?	Why do they think they got them?	What things do they consider before posting?
Preparation	Print	Print	Print
Material	Cards	Cards	Cards

2nd YEAR

Legend
- Explanation
- Individual reflection
- Group discussion (4th graders, 2nd graders)
- Organizers
- Students

Session 11 Sticker
W27

Goal: Evaluate effectiveness and impact of sticker & adapt to their needs

	11.1	11.2	11.3	11.4
Activities	Does the sticker work? Likes/dislikes. Useful or not?	What have they learned through their reflection?	In what way did it change their behaviours?	Adjust or redesign sticker
Preparation	Print	Print	Print	Prepare
Material	Cards	Cards	Cards	Material to design stickers

Session 12 App
W28

Goal: Evaluate effectiveness and impact of the app

	12.1	12.2	12.3	12.4
Activities	Do they use the app?	Does it make them feel more empowered?	Does it help them 'narrate' their story?	How do people react? Has it changed?
Preparation	Print	Print	Print	Print
Material	Cards	Cards	Cards	Cards

Evaluate
W28

Goal: Evaluate & improve

Activities	- Likes/Dislikes - Requests - Improvements - Suggestions
Preparation	Prepare
Material	Questionnaire

SECTION 5: CHECK-IN & PROGRESS MONITORING

Session 13 Looking Back & Forward
W1

Goal: Check their awareness and understanding after a year

	13.1	13.2
Activities	What have you learned in the past year?	What do you want to learn coming year?
Preparation	Print	Print
Material	Cards	Cards

SECTION 8: DEALING WITH SEXUALISING REACTIONS

Session 20 Their Story
W16

Goal: What's their story, who defines it

	20.1	20.2	20.3
Activities	How do you want to be seen? What's your story?	Why? Is this influenced by what you see?	Is that your story or what you think your story should be?
Preparation	Print	Print	Print
Material	Cards	Cards	Cards

Session 21 Feel Empowered
W17

Goal: How do they tell their story? What makes them be in control & empowered?

	21.1	21.2
Activities	What do you do to be sure of yourself & feel empowered about what you post?	Does the use of the app help with that?
Preparation	Print	Print
Material	Cards	Cards

Session 22 Receive Reactions
W22

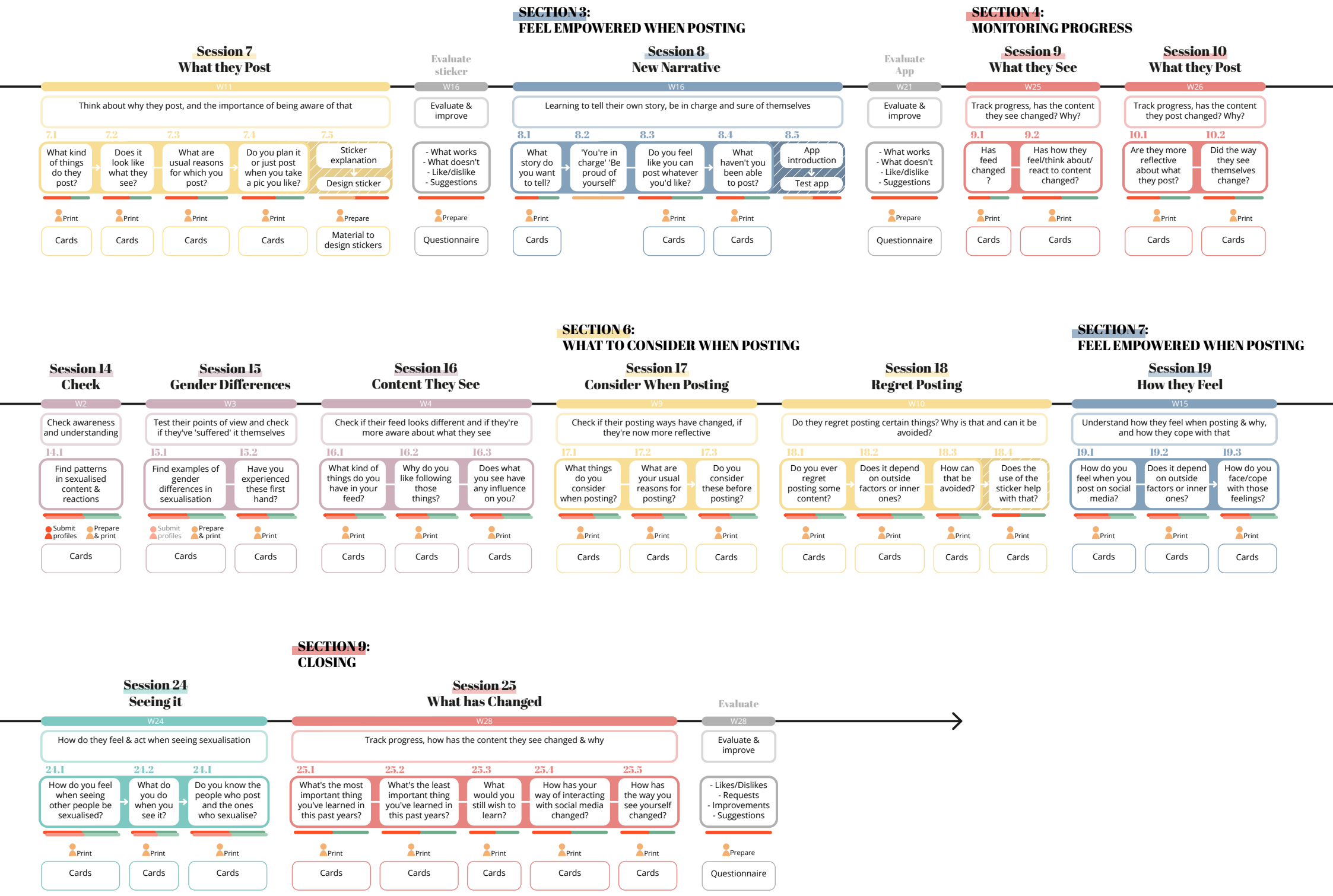
Goal: Track progress, how has the content they see changed & why

	22.1	22.2	22.3	22.4	22.5
Activities	Do you ever get negative or unwanted reactions?	How does that make you feel?	To what kind of content do you receive those reactions?	Do you expect them or do they come as a surprise?	Why do you think you get them?
Preparation	Print	Print	Print	Print	Print
Material	Cards	Cards	Cards	Cards	Cards

Session 23 Consequences
W23

Goal: How do sexualising reactions affect them & their behaviours

	23.1	23.2
Activities	How does receiving sexualising reactions affect you?	Does it make you change the way you post, or the way you tell your story?
Preparation	Print	Print
Material	Cards	Cards


SECTION 3:
FEEL EMPOWERED WHEN POSTING
SECTION 4:
MONITORING PROGRESS
Session 7
What they Post
W11
Think about why they post, and the importance of being aware of that
7.1 What kind of things do they post?
7.2 Does it look like what they see?
7.3 What are usual reasons for which you post?
7.4 Do you plan it or just post when you take a pic you like?
7.5 Sticker explanation
Design sticker
Print Cards
Print Cards
Print Cards
Print Cards
Prepare Material to design stickers
Evaluate sticker
W16
Evaluate & improve
- What works
- What doesn't
- Like/dislike
- Suggestions
Prepare Questionnaire
Session 8
New Narrative
W16
Learning to tell their own story, be in charge and sure of themselves
8.1 What story do you want to tell?
8.2 'You're in charge' 'Be proud of yourself'
8.3 Do you feel like you can post whatever you'd like?
8.4 What haven't you been able to post?
8.5 App introduction
Test app
Print Cards
Print Cards
Print Cards
Evaluate App
W21
Evaluate & improve
- What works
- What doesn't
- Like/dislike
- Suggestions
Prepare Questionnaire
Session 9
What they See
W25
Track progress, has the content they see changed? Why?
9.1 Has feed changed ?
9.2 Has how they feel/think about/ react to content changed?
Print Cards
Print Cards
Session 10
What they Post
W26
Track progress, has the content they post changed? Why?
10.1 Are they more reflective about what they post?
10.2 Did the way they see themselves change?
Print Cards
Print Cards
SECTION 6:
WHAT TO CONSIDER WHEN POSTING
SECTION 7:
FEEL EMPOWERED WHEN POSTING
Session 14
Check
W2
Check awareness and understanding
14.1 Find patterns in sexualised content & reactions
Submit profiles
Prepare & print
Cards
Session 15
Gender Differences
W3
Test their points of view and check if they've 'suffered' it themselves
15.1 Find examples of gender differences in sexualisation
15.2 Have you experienced these first hand?
Submit profiles
Prepare & print
Cards
Print Cards
Session 16
Content They See
W4
Check if their feed looks different and if they're more aware about what they see
16.1 What kind of things do you have in your feed?
16.2 Why do you like following those things?
16.3 Does what you see have any influence on you?
Print Cards
Print Cards
Print Cards
Session 17
Consider When Posting
W9
Check if their posting ways have changed, if they're now more reflective
17.1 What things do you consider when posting?
17.2 What are your usual reasons for posting?
17.3 Do you consider these before posting?
Print Cards
Print Cards
Print Cards
Session 18
Regret Posting
W10
Do they regret posting certain things? Why is that and can it be avoided?
18.1 Do you ever regret posting some content?
18.2 Does it depend on outside factors or inner ones?
18.3 How can that be avoided?
18.4 Does the use of the sticker help with that?
Print Cards
Print Cards
Print Cards
Print Cards
Session 19
How they Feel
W15
Understand how they feel when posting & why, and how they cope with that
19.1 How do you feel when you post on social media?
19.2 Does it depend on outside factors or inner ones?
19.3 How do you face/cope with those feelings?
Print Cards
Print Cards
Print Cards
SECTION 9:
CLOSING
Session 24
Seeing it
W24
How do they feel & act when seeing sexualisation
24.1 How do you feel when seeing other people be sexualised?
24.2 What do you do when you see it?
24.1 Do you know the people who post and the ones who sexualise?
Print Cards
Print Cards
Print Cards
Session 25
What has Changed
W28
Track progress, how has the content they see changed & why
25.1 What's the most important thing you've learned in this past years?
25.2 What's the least important thing you've learned in this past years?
25.3 What would you still wish to learn?
25.4 How has your way of interacting with social media changed?
25.5 How has the way you see yourself changed?
Print Cards
Print Cards
Print Cards
Print Cards
Print Cards
Evaluate
W28
Evaluate & improve
- Likes/Dislikes
- Requests
- Improvements
- Suggestions
Prepare Questionnaire

F.2. Learning Journey Manual

In the next page the manual for the Learning Journey can be found.

The Sexualisation Dialogue

INTERACTING WITH SEXUALISED CONTENTS AND BEHAVIOURS ON SOCIAL MEDIA

TWO YEAR PROGRAM FOR THE
FIRST AND SECOND GRADE OF SECONDARY SCHOOL

OVERVIEW OF THE TWO-YEAR PROGRAM

OPEN HERE

This overview shows a timeline of the two years of the Learning Journey. It indicates the sections and sessions that are part of the program, as well as the goal, activities, and materials needed for each session.

OPEN HERE

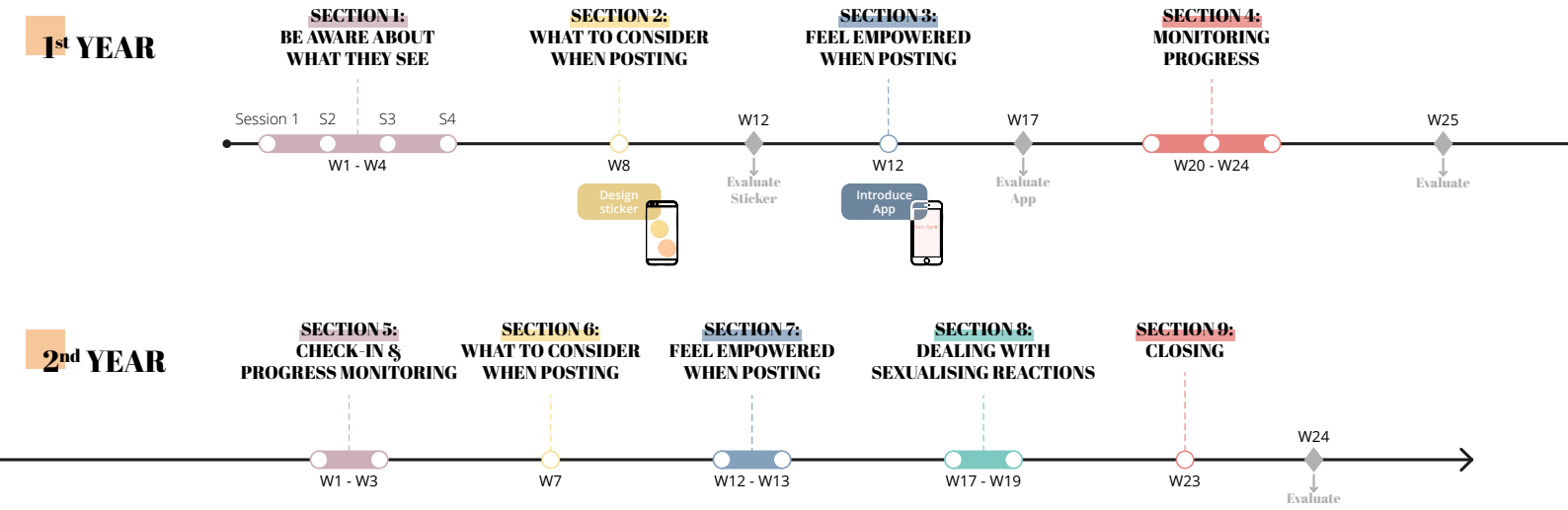
1st YEAR

2nd YEAR

SECTION 2:
Section 4
How Reactive
Section 5
What they Do & Don't
Section 6
Shifter
Section 7
Creative Differences & Content Style Fun
SECTION 3:
Section 8
Creativeness & Degrees
SECTION 4:
Section 9
Working Out
SECTION 5:
CLOSING
Section 10
What's Changed

PROGRAM LAYOUT

Duration: 2 years
For whom: 1st and 2nd grade teenagers at secondary schools
Parties involved: an external organisation who provides the program setup, materials and runs the sessions. The school staff is closely collaborating with the external organisation for preparation, setup and execution of the program. Students are taking part.
Setup of sessions per year:



Language: depending on school

Goal: Educate teenagers on sexualisation and sexualised contents on social media, as they start to use phones and interact with social media. Generate awareness on the topic and empower them to interact with social media contents in a safe and conscious way.

Method: exercises where teenagers are asked to first reflect and answer individually, and then discuss in groups.

THE ROLE OF THE MODERATOR THOUGHOUT THE SESSIONS

Each of the sessions of this program will be moderated and run by one or two people, depending on the size of the groups. The role of the moderators will be essential, since the goal is to guide the teenagers through a learning process. Moderators should steer the discussions so that the teenagers arrive at the key learnings for each session. A moderator is also able to answer questions from the teens, redirect the conversation when it steers away and build on what the teenagers share to create rich discussions.

A few things to keep in mind when moderating the session are:

- Be prepared for anything; teenagers can surprise you with what they say and share, so a moderator should be ready to answer any questions and reformulate concepts.
- Keep a straight face and don't judge: it is very important to create a safe space for the teenagers to speak their minds. They should not feel any judgement coming from you (as a moderator), you should simply listen to everything they have to say and then try to answer or discuss about it in the way more fitting according to the goals of each session.
  - Ask 'Why' questions; show a curious and interested attitude to what the teenagers share
- Promote respect: the topics that will be discussed in the sessions could generate some debate and teenagers could present different views on some topics. It is essential that everything the teenagers say comes from respect, and the moderator's role is to ensure all conversations remain respectful, and to correct it when they don't.
- A moderator should also promote open discussions and active participation among the students. This can be done by encouraging them to openly speak their minds, share their experiences, ask questions and discuss with their groupmates.
  - The moderator can also share some personal experiences, to generate trust and show teens that they can share personal anecdotes too.
- It is also very important that all teenagers get (an equal) chance to speak, so a moderator's role is to keep an eye on who is participating and who isn't, or who might not be allowing others to speak. The goal is for every teen to share their experiences, and contribute to the group.
  - For example, the moderator can ask teens to react or respond to what their groupmates are sharing, by adding on to it.
- Semi-guided discussion: the exercises of each session will guide the discussions and conversations, but it is also encouraged to let the teenagers share what comes to mind even if it is not directly linked to the topic at hand. In fact, spontaneity is usually fruitful and might uncover insecurities, doubts, aspirations, beliefs that the teenagers have. Therefore, the moderator should follow the conversation and let the teenagers be in control at times, but also bring the focus back to the topic if it deviates too much.
  - Ask 'Why' questions, let the teenagers guide the conversation, but refer back to the topic (e.g. 'and how do you think this relates to sexualised contents?')
- Keep an overview on what the teenagers share and discuss throughout the session, and see if it links together. Sometimes, even if the questions or exercises touch upon different topics or aspects, the teenagers could respond to it in similar ways. Therefore, it could be very insightful to understand why they answer similarly, or how they think different concepts relate.
  - It is also important to make sure they understood the questions or topics correctly. So, if something they say doesn't have an apparent connection, keep asking 'why they say that' or 'how those concepts relate to each other'. Remember! Ask with a curious attitude, they are the experts of their own experiences. So, don't let them interpret your questions as challenging or authoritative, but simply as interested.

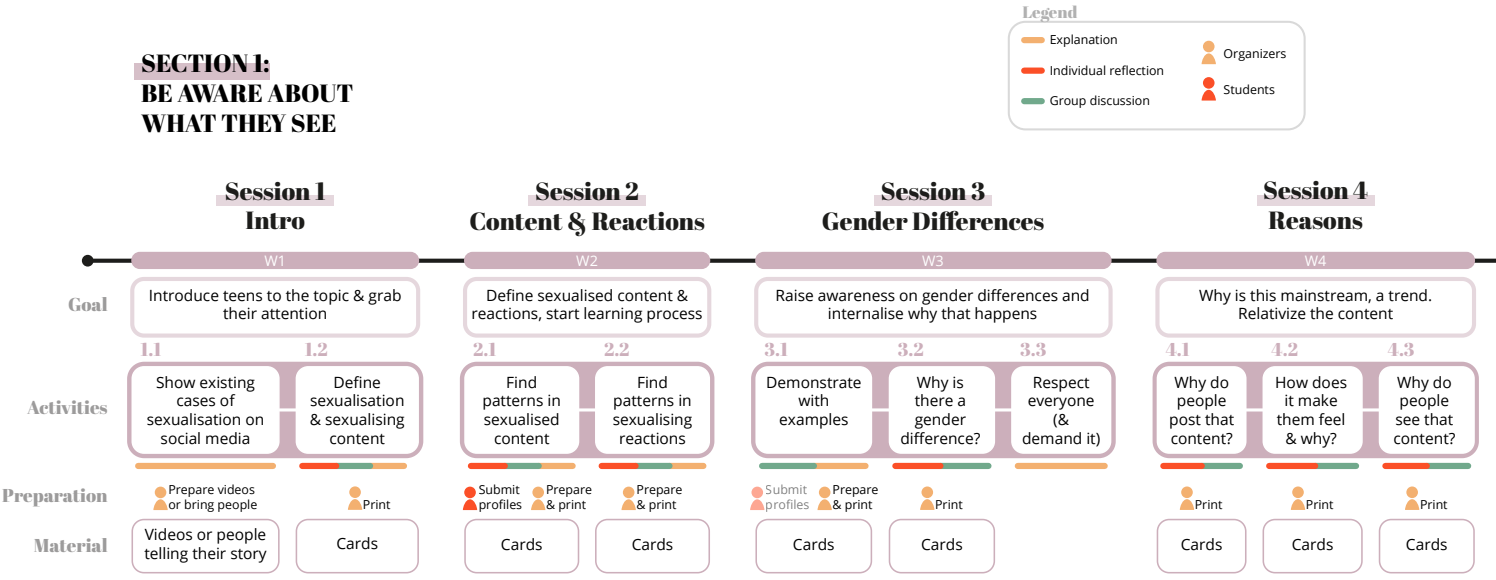
1ST YEAR

Goal: Get teenagers introduced into what sexualised contents & behaviours are, generate awareness and help them be safe, sure and in charge of what they do (on social media)

For whom: 1st grade teenagers at secondary school

SECTION 1: BE AWARE ABOUT WHAT THEY SEE

Number of sessions: 4 sessions (week 1 to 4 of the school year)
Duration of sessions: 1 hour/session
Number of students: entire class



SESSION 1. Introduction

Goal: Introduce teens to the topic & grab their attention

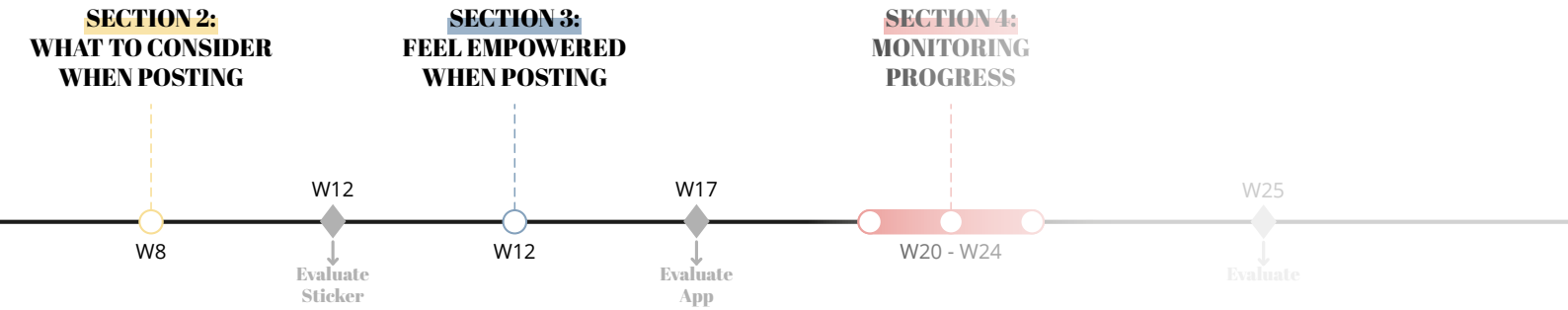
When: Week 1 of the school year
Duration of session: 1 hour

➔ Preparation: teenagers don't need to do any preparation before the first session. They should also not be introduced to the topic beforehand. In fact, this session aims at presenting the topic and gathering input on their knowledge levels.

Organisers should print the templates needed for exercise "1.2. Sexualisation & sexualised content". Instructions on this can be found on "ANNEX 1: Material for Session 1".

Steps:

01. Introduce the activities of the session: it will consist of two parts, one where they just listen and the second one where they do an activity.
02. Explain what is expected from them: active participation, share their experiences, ask any questions they might have. Explain to them that it's not a test, they're not being graded, so they should just respond what they think, and share their opinions and thoughts.



1.1. Examples

Show existing cases of sexualisation on social media.

These cases could be of people who have been sexualised, showing how they deal with it and whether the way people react to their content has changed their behaviour and way of posting. This could be done by showing movies where these experiences are shared or bringing in people who have had gone through it and want to tell their story.

Steps:

01. Present the examples of sexualisation cases on social media (in movie clips, or having someone talk about it)
02. Students can ask questions or discuss about it briefly afterwards.

Goal: introduce teens into the topic by talking about things they will most likely relate to (maybe even have experienced themselves), as a way to catch their attention and interest.

Role of the moderator in this exercise:

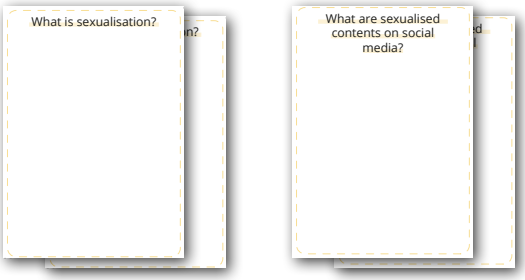
introduce the examples or the person who will share the example. Ensure the teenagers are actively listening, and moderate the questions round after the example has been presented.

1.2. Sexualisation & sexualised content

Define sexualisation, and sexualised content & behaviours on social media.

Steps:

01. Explain the exercise: they first answer individually and then discuss in groups
02. Students are broken into smaller groups (around 6 people per group).
03. Teenagers will first individually define what they think sexualisation is, by writing it on the printed template ("A1.1. Sexualisation and Sexualised content: Cards").



04. Once they all have defined it on their own, they will place the cards with their individual definitions in the middle of the table. In groups, they will discuss their reflections, and fine tune their descriptions and understanding of what the terms is.
05. Then, they will define what sexualised contents are. Same as before: first individually and then by discussing in with their groupmates.
06. Finally, the moderators will explain the terms for everyone to fully understand them and hand out the cards with the definitions ("A1.2. Sexualisation and Sexualised content: Explanation").

Goal: introduce teens into the topic by defining the base terms and concepts.

Role of the moderator in this exercise:

explain the exercise and break teenagers into groups. Hand in the cards for each round. Walk around the groups to help facilitate discussion (by asking some questions or giving suggestions) and answer questions the teenagers might have.

SESSION 2. Sexualised Content & Reactions

Goal: start the learning process by finding patterns to identify sexualised content and sexualising reactions.

When: Week 2 of the school year
Duration of session: 1 hour

➔ Preparation: for this session, some material is needed, therefore, some preparation has to be done both by the teenagers and by the organisers.

Students will be asked to submit social media profiles they like/follow, to provide the content to run the session

Organisers will receive the submissions from the students about their social media profiles and select content to run the session. The content selected should be images that could be

sexualised and sexualising reactions to that content, since the exercise will be for them to find patterns to identify sexualised content and reactions. The content should be printed in the shape of cards that can be handed out to the teens, as explained in "ANNEX 1: Material for Session 1". There, examples of possible content and reactions can be found, but it is recommended to pick content the teenagers know, so that they learn that even the content they are used to seeing can be sexualised.

2.1. Finding patterns of sexualised content

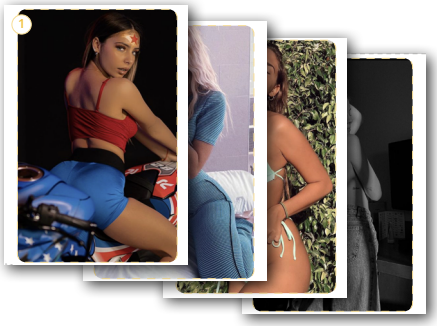
Analyse the content to find patterns that they can use to identify content that can be sexualised.

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A2.1. Sexualised content: Cards".

Steps:

01. Explain the exercise: they will be given some cards with pictures and they have to find similarities between the pictures
02. Students are broken into smaller groups (around 6 people per group).
03. Teenagers will be presented with the cards ("A2.1. Sexualised content: Cards") and encouraged to write or mark the similarities on the cards themselves.



04. They will first complete the activity individually.
05. Once they have finished, they will share their conclusions with the group, and together define the patterns that can be used to identify sexualised content.
06. To wrap up the exercise, the entire class will put together their results and the organisers will explain how these patterns are the usual cues showing content that could be sexualised by the people seeing it. Therefore, it doesn't mean that the person posting wanted to be sexualised, or posted it for that reasons, but simply that content containing such elements is usually sexualised, and this is something that they should know when using social media.

Role of the moderator in this exercise:

explain the exercise and break teenagers into groups. Hand in the cards for each round. Walk around the groups to answer questions and give clues that might help the teenagers complete the individual part of the exercise. Also, help facilitate discussion (by asking some questions or giving suggestions).

2.2. Finding patterns of sexualising reactions

Analyse the reactions to the content to find patterns and identify types of sexualising reactions, as a way to understand what the content analysed in the previous session can be linked to.

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A2.2. Sexualised reactions: Cards".

Steps:

01. Explain the exercise: they will be given some cards showing types of comments on social media posts and they have to find similarities, identify different types of reactions
02. Students are broken into smaller groups (around 6 people per group).
03. Teenagers will be presented with the cards and asked to find similarities between the various comments, to identify different types of reactions and categorize them.

04. They will first write or mark the similarities on the cards individually
05. Once they have finished, they will share their conclusions with the group, and together identify the different types of reactions.
06. To wrap up the exercise, the entire class will put together their results and the organisers will explain how these are usual reactions to the type of content seen in the previous session ("2.1. Finding patterns of sexualised content"). Therefore, it doesn't mean that posting such content is wrong, or that receiving these reactions is good or normal, but simply such content can bring these reactions, and this is something that they should know when using social media.

Role of the moderator in this exercise:

explain the exercise and break teenagers into groups. Hand in the cards for each round. Walk around the groups to answer questions and give clues that might help the teenagers complete the individual part of the exercise. Also, help facilitate discussion (by asking some questions or giving suggestions).

SESSION 3. Gender Differences

Goal: Raise awareness on gender differences and internalise why that happens

When: Week 3 of the school year
Duration of session: 1 hour

3.1. Examples of gender differences

Present examples that show gender differences in the way content is sexualised and reacted to.

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers can select content from the social media profiles the teenagers submitted for the previous session ("2.1. Finding patterns of sexualised content"), or elsewhere if needed. For this exercise, content from both men and women needs to be collected; showing how content and reactions vary among genders. A selection of content (from men and women) and reactions should be collected. The reactions picked should not refer to the gender of the person, but be neutral. The content should be printed in the shape of cards that can be handed out to the teens, as explained in "A3.1. Gender differences examples: Cards". There, examples of possible content can be found, but it is recommended to select content the teenagers are familiar with, so that the teenagers learn that there is a lot they don't realize when interacting with social media.

Steps:

01. Explain the exercise: they will be given some cards showing types of content and comments on social media posts and they have to pair them up.
02. Students are broken into smaller groups (around 6 people per group).
03. Teenagers are handed out cards containing content and reactions, separately

04. They are asked to pair each picture with a reaction
05. Then, the moderator walks by the groups of students to check their results. (the discussion about these will take place after the next exercise)

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions).

3.2. Why are there gender differences?

Reflect upon and understand why those gender differences are so rooted in society and how we interact with each other (also on social media).

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A3.2. Why are there gender differences: Cards".

Steps:

01. Explain the exercise: they have to reflect on why they think gender differences happen.
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups, and write down their main conclusions on a set of new cards (purple cards)

06. The moderator will ask all groups to share their reflections and the whole class will have a discussion about it.
07. The moderator will bring back the examples of exercise "3.1. Examples of gender differences", explaining that gender differences occur because they are based on notions our society is rooted in (patriarchy, sexism). The teenagers probably matched the content with the reactions accurately, so the moderator could explain how they all could pair them up correctly because we grow up seeing those behaviours and we interiorize them. So, we see them as natural, as normal. But we have to realize that those reactions are not right, because they treat people differently depending on their gender.

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions). Finally, give a short lecture about gender differences.

3.3. Respect everyone

Help teenagers understand that they should respect everyone, and treat everyone with respect, no matter their gender. And that they should also demand respect themselves, not accept unfair behaviours only because it's a normalized reaction to their gender.

Steps:

08. Close off the session by continuing the discussion about gender differences and sharing one message: we should respect everyone but everyone should also respect us. We have to try to be more aware of those gender differences when we interact with social media. First, we should not follow those behaviours ourselves, and we should reflective to not sexualise men or women, and don't react to their content by writing inappropriate comments. Second, we should also demand others to do the same. So, if we get inadequate reactions to our posts that are sexualising and sexist, we should work towards identifying those and call people out on their gender biased behaviours.

Role of the moderator in this exercise:
end the session by giving a short lecture about respect.

SESSION 4. Reasons

Goal: Discuss about the reasons why sexualised content is so mainstream, and understand it's a trend. Relativize the content

When: Week 4 of the school year
Duration of session: 1 hour

4.1. Posting content

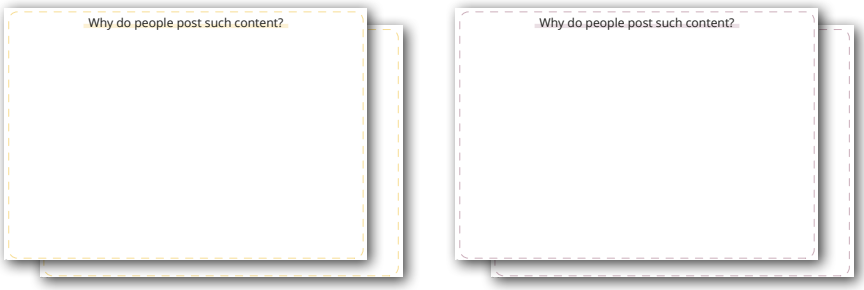
Reflect about why people post content like the one seen in "2.1. Finding patterns of sexualised content".

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A4.1. Posting content: Cards".

Steps:

01. Explain the exercise: they have to reflect on why they think people post such content.
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on (yellow cards)
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups, and write down their main conclusions on a set of new cards (purple cards)



06. The moderator will ask all groups to share their reflections and the whole class will have a discussion about it.

Role of the moderator in this exercise:
explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions).

4.2. Interpretation

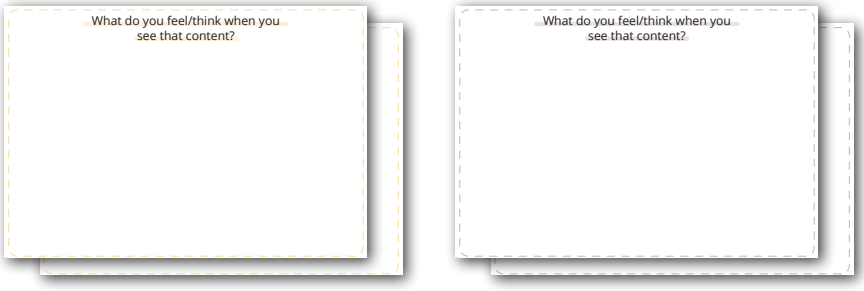
Reflect about what they think or feel when seeing that type of content.

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A4.2. Interpretation: Cards".

Steps:

01. Explain the exercise: they have to reflect on how that content makes them feel, what it makes them think when seeing it.
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on (yellow cards)
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups, and write down their main conclusions on a set of new cards (purple cards)



06. The moderator will ask all groups to share their reflections and the whole class will have a discussion about it.

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions).

4.3. Seeing content

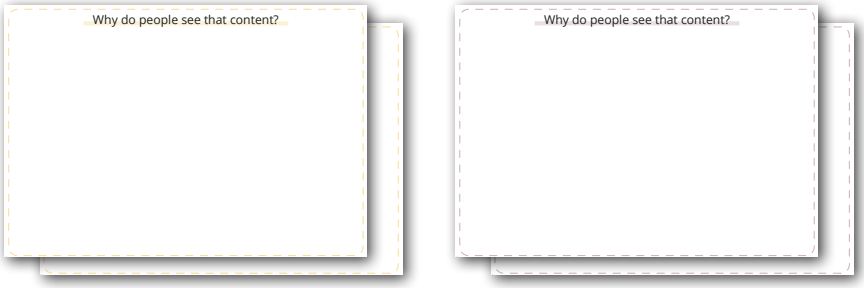
Reflect about why people (and themselves) see that type of content.

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A4.3. Seeing content: Cards".

Steps:

01. Explain the exercise: they have to reflect on why people (and they themselves) see that type of content.
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on (yellow cards)
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups, and write down their main conclusions on a set of new cards (purple cards)



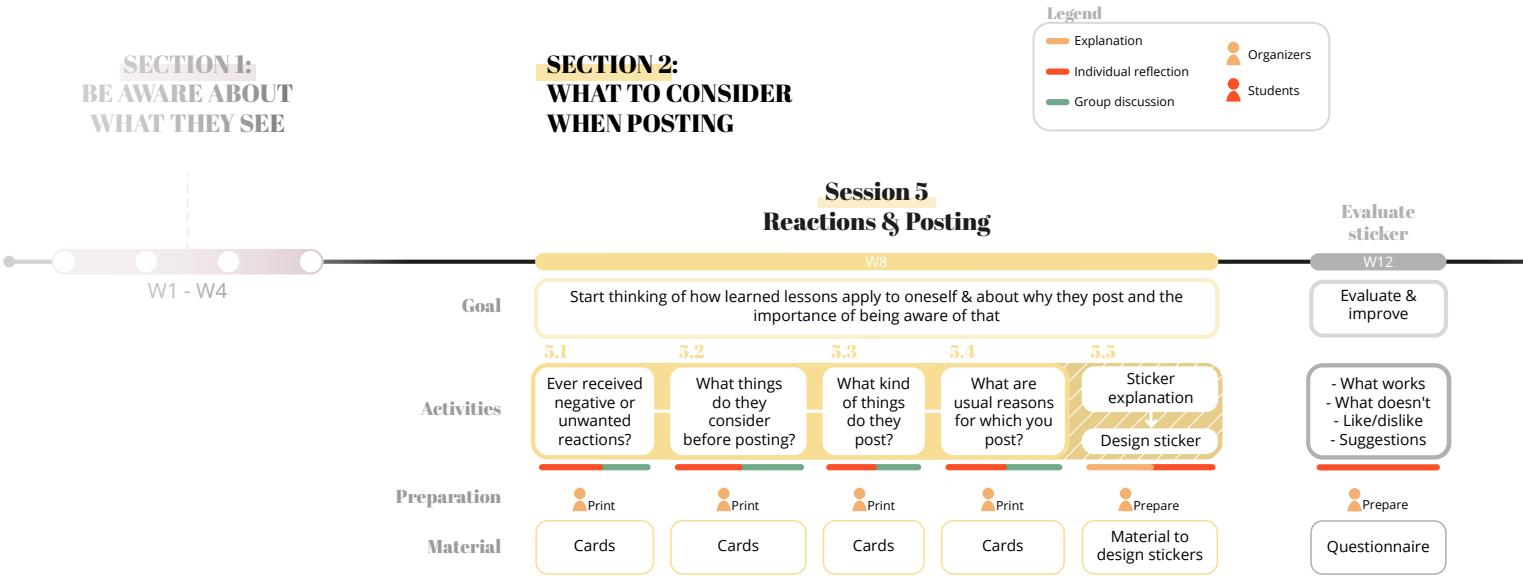
06. The moderator will ask all groups to share their reflections and the whole class will have a discussion about it.
07. The moderator will conclude the session with a reflection: first, posting that type of content is trendy, and a lot of people could do it to just follow that trend, gain followers and likes. When we post content ourselves on social media, it is important that we know why we're doing it, not just following a trend or copying others. So, posting that type of content is not a negative act on its own, if we do it because we're proud of ourselves, or because we like the picture and we want to share it with our friends. It's all about knowing what we want to communicate when we post on social media, being aware of that and sure of what you want to upload.

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions). Finally, give a short explanation about sexualised content and posting on social media.

SECTION 2: WHAT TO CONSIDER WHEN POSTING

Number of sessions: 1 session (week 8 of the school year)
Duration of sessions: 1 hour/session
Number of students: entire class



SESSION 5. Reactions & Posting

Goal: Start thinking of how learned lessons apply to oneself & about why they post and the importance of being aware of that

When: Week 8 of the school year
Duration of session: 1 hour

5.1. Unwanted reactions

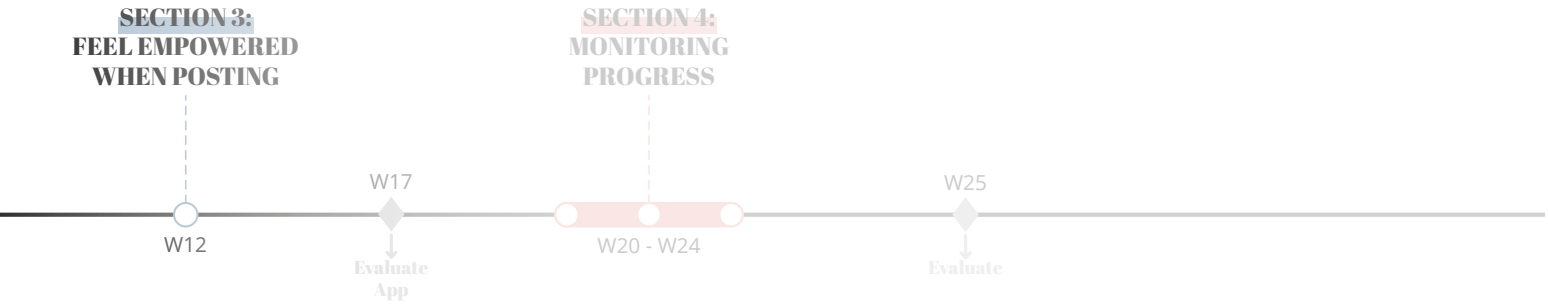
Reflect about unwanted or inappropriate reactions they might have received when posting content on their social media

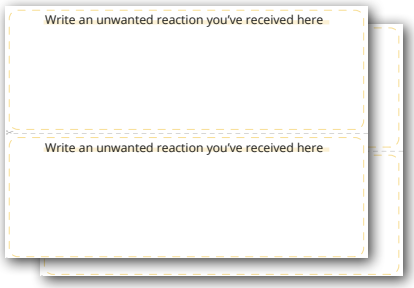
➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A5.1. Reactions & Posting: Cards".

Steps:

01. Explain the exercise: they have to reflect about unwanted or inappropriate reactions they might have received when posting content on social media
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups





06. Then, the whole class will discuss together and think about why they might have received those reactions and how they reacted in those situations. The moderator will encourage a discussion about whether those reactions came as a surprise or not, how it affected them, and whether it had any future reprecusions.

Role of the moderator in this exercise:
explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions).

5.2. Considerations before posting

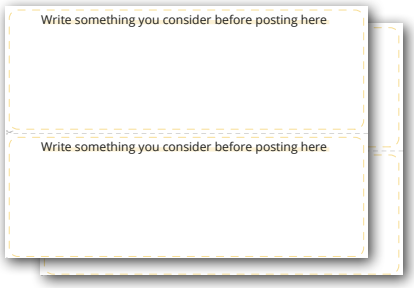
Reflect about the things they consider (if any) before posting

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A5.2. Considerations before posting: Cards".

Steps:

01. Explain the exercise: they have to think if there are things they consider before posting content on social media
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups



06. Then, the whole class will discuss their answers together and think about why it is important to reflect before posting. The moderator will bridge the discussion to the next exercise, and explain that it is important to think about what we are posting, and why, and what people might think of it.

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions).

5.3. Content they post

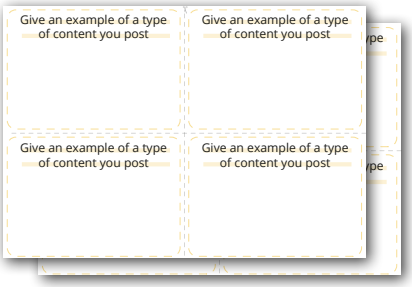
Reflect about the kind of content they post on their social media

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A5.3. Content they post: Cards".

Steps:

01. Explain the exercise: have to reflect and write down what kind of pictures and videos they normally share on social media
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on
04. Teenagers will first reflect and write their answers individually
05. Then, they will discuss it with their groups



06. Then, the whole class will discuss their answers together and think about why they post that kind of content. The moderator will pay attention to the answers, and depending on the similarities or differences, steer the discussion in a fruitful direction (e.g. 'why do you think you all post similar content?' or 'why do some people post certain types of pictures and others different ones?'). The goal of the discussion is to get them to reflect on the type of things they share and start thinking about why.

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions).

5.4. Reasons for posting

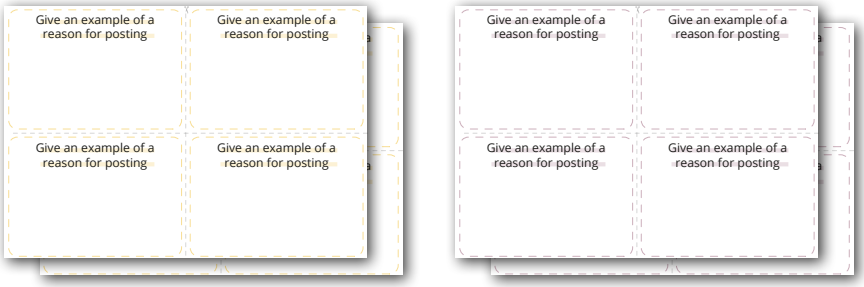
Reflect about what reasons they have for posting the content they share on social media

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A5.4. Reasons for posting: Cards".

Steps:

01. Explain the exercise: they have to reflect about their reasons for sharing content on social media (their specific reasons for sharing a certain picture or video)
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on
04. Teenagers will first reflect and write their answers individually (yellow cards)
05. Then, they will discuss it with their groups and write their conclusions on the purple cards



06. Then, the whole class will discuss their answers together and reflect about their reasons for posting. The moderator will promote a deeper reflection on why they have those reasons, to make them think about whether they are genuin and valid reasons, or they are just copying

behaviour they see online or trying to get a lot of likes and follows.

07. The moderator will end the discussion with a message: our social media page is a reflection of us that we use to tell a certain story, show a specific part about ourselves. It's important to be sure about what we are trying to communicate, and think about this when we post, instead of blindly sharing content.

Role of the moderator in this exercise:

explain the exercise, break teenagers into groups and hand in the cards. Walk around the groups to answer questions and give clues that might help the teenagers complete the exercise. Also, help facilitate the discussion (by asking some questions or giving suggestions). Finally, give a short explanation about the importance to have a good reason for posting and being aware of what story we tell through our social media.

5.5. Workshop: Awareness Sticker

Introduce concept of the Awareness Sticker and then the teenagers will design their own stickers

➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will prepare and bring the necessary material for the design of the stickers: material to draw, decorating elements, paper, colored paper, glue, scissors, stickers

Steps:

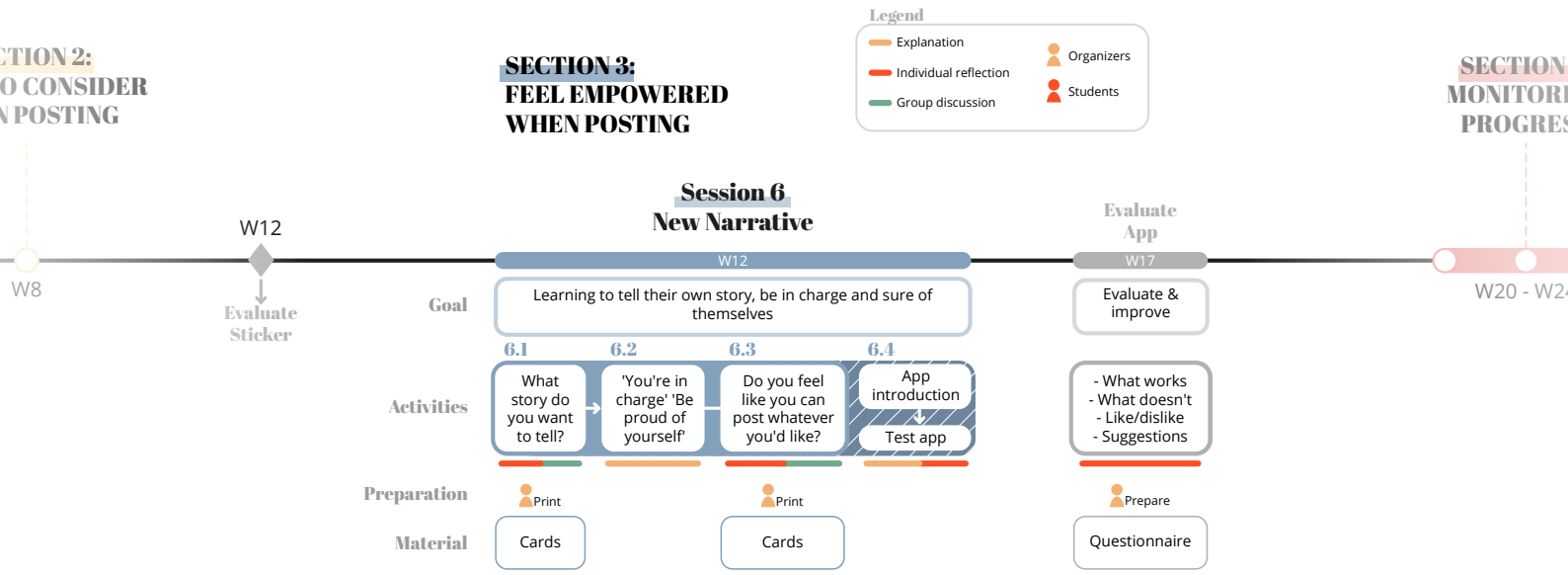
01. Introduce the Awareness Sticker: they will now design a sticker that they will place on their phones and will serve as a reminder to reflect before posting. Before sharing social media content, they should think about the topics discussed during the session: therefore first think of why they are posting that content, 'what are their reasons and intentions?', 'are they good ones?'. If they have a good reason, then they can go ahead and post, but not before reflecting about how people might interpret and react to the content. This is not meant to scare them or keep them from posting, but they should just be ready to face the comments that people might make about their content.
02. Explain the workshop: hand out the material and explain that the sticker should contain the words or an acronym of the words 'Reason', 'Intention' and 'Reaction'. They can make use of all the material available and create something they like to have on the back of their phones.
03. The moderators will walk around and help the teens with designing their stickers
04. When the teenagers are done, the moderators will explain that they should place the stickers on the back of their phones, and when they see it reflect about the topics from the session, and about why they post and how people can interpret their content.

Role of the moderator in this exercise:

introduce the Awareness Sticker, explain the workshop and help the teens design their stickers.

SECTION 3: FEEL EMPOWERED WHEN POSTING

Number of sessions: 1 session (week 12 of the school year)
Duration of sessions: 1 hour/session
Number of students: entire class



SESSION 6. New narrative

Goal: Learning to tell their own story, be in charge and sure of themselves

When: Week 12 of the school year
Duration of session: 1 hour

6.1. Their story

Reflect about what it is they want to communicate when they post content on social media; what is their story

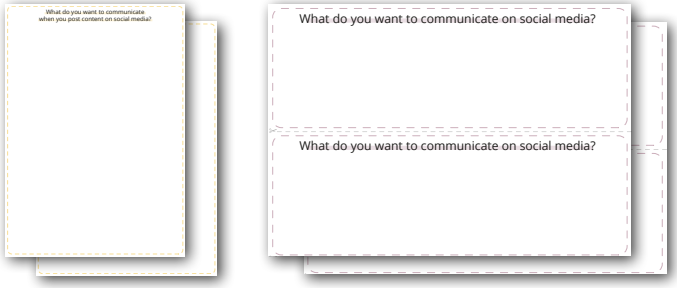
➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A6.1. Their story: Cards".

Steps:

01. Explain the exercise: they have to reflect about what they want to express when posting, how they want others to see them, what is their story?
02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on (yellow cards)
04. Teenagers will first reflect and write their answers individually. They will have time to write down all their thoughts, and then they will be asked to highlight the main ideas: what are the most important things they want to communicate/express

05. Then, they will discuss it with their groups and write down the main topics/ideas on the purple cards



06. To end the exercise, the whole class will share their answers and discuss about similarities and differences. The moderator will encourage the teens to share their stories and experiences, aiming for a rich and varied discussion where different perspectives are shared. The goal of the discussion is to understand that each person should have their own story, that it should not depend on or be influenced by anyone else but them.

6.2. You're in charge

Learn that they are the ones in charge of telling their story and posting their content, they should be in control and proud to communicate in whatever way they want

Steps:

07. The moderator will tie to the previous discussion and previous session ("6.1. Their story"), and share some thoughts on the topic. It is very important that when we share content on social media, we do so with a purpose. So we should have a good reason for posting content: for example, having a good day with friends, feeling good about ourselves and how we look, feeling happy and wanting to share that... We should also think about what we want to communicate, what are we trying to say with that picture or video?

But the most important thing of all is that we are in charge of all those decisions. If we have a reason for posting, or we want to communicate a certain thing (and in a certain way), we should do it no matter what others say or might think. As long as we like what we post, we should post, proud of ourselves and with the awareness that we are the ones in charge of our own content and social media channels.

6.3. Freedom of posting

Reflect about whether they feel free to post whatever they wish or if there is something or someone standing in the way of that

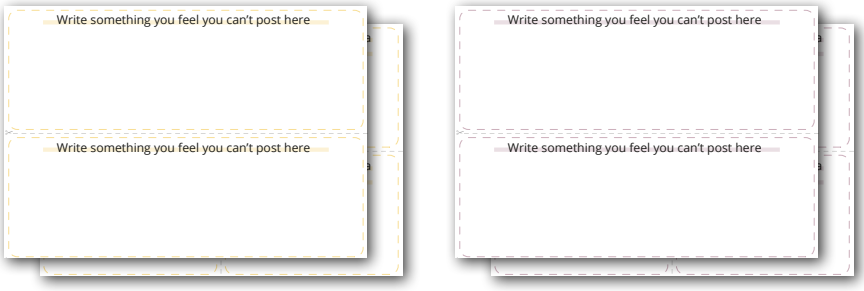
➔ Preparation: for this exercise, some material is needed, for which some preparation has to be done by the organisers.

Organisers will print out the cards for the teenagers to write their reflections on, according to the instructions found in "A6.2. Freedom of posting: Cards".

Steps:

01. Explain the exercise: they have to reflect about whether they feel free to post whatever they want, and if not elaborate on what or who stops them from doing so.

02. Students are broken into smaller groups (around 6 people per group).
03. The moderator hands out cards for the teenagers to write their answers on
04. Teenagers will first reflect and write their answers individually (yellow cards)
05. Then, they will discuss it with their groups and write their conclusions on the purple cards



06. Then, the whole class will discuss their answers together and reflect about why those 'barriers' exist, and how they can take them down. The moderator will guide the discussion based on the teenagers' answers and shared experiences, and link back to the previous exercise. The aim of this exercise is to urge teens to take control and 'fight' those barriers that stand in the way of them sharing the content they want to share.

6.4. Power-App

Introduce the Power-App

➔ Preparation: for this exercise, the students will have to bring their mobile phones

Steps:

01. The moderator will introduce the app by using it herself, to show how to use it and the purpose of using the hashtags and stickers.
    The moderator should make this demonstration lively and highlight the choice of stickers and hashtags she makes and why. For example, she will explain that she is using the sticker 'Girlpower' because she feels very confident and proud of how she looks in the picture, and she will add the #happy hashtag because she took the picture on a day out with friends and she had a lot of fun.
02. After demonstrating how the app is used, she will conclude with a message to highlight the purpose of the app. She will remind the teenagers what stickers and hashtags she added, and why, and support the explanation with aditional examples. She will mention how using the stickers and hashtags helps her 'tell her story' and communicate to her followers how she feels. That way she is not worried about how people can interpret the content, because she has already expressed how she feels and why she posted that picture, and that's all she cares about.
    The moderator will bridge back to the topics of the exercises just covered highlighting the notion of each person being in charge of their own story and content, and as long as they have a good reason to post, they should do so confidently.
03. Finally, the teenagers will be given instructions to download the app and will have the chance to test it out until the end of the session.

ANNEXES

This section contains the necessary material to run the sessions. The material for each session should be printed and handed out as the manual indicates, for each of the exercises.

ANNEX 1: Material for Session 1

This first section contains the material necessary for the first session.

A1.1. Sexualisation and Sexualised content: Cards

For the first exercise, the cards that can be found on the next page should be printed and handed out to the students. The template shows two copies of each card. These should be cut, obtaining quarters of a page, each containing one card. One card of each per student should be enough, but having a few extra cards is recommended, in case any of the teenagers want to use more than one card to define the terms ‘sexualisation’ and ‘sexualised contents’.

What is sexualisation?

What is sexualisation?

What are sexualised contents on social media?

What are sexualised contents on social media?

A1.2. Sexualisation and Sexualised content: Explanation

After the students complete the previous reflection exercise, these cards should be handed out to the groups, so they have the description to look at for the rest of the session. One card of each per group should be enough.

What is sexualisation?

It occurs when a person's value comes only from his or her sexual appeal or behaviour, to the exclusion of other characteristics. Sexualisation happens when a person is sexually objectified – that is, made into a thing for others' sexual use, rather than seen as a person with the capacity for independent action and decision making.

What are sexualised contents on social media?

Sexualised contents are those that are seen only as provocative, or sexy. People who sexualise images or videos on social media, objectify the subjects of such content, to the exclusion of other characteristics.

ANNEX 2: Material for Session 2

This section contains the material necessary for the second session.

A2.1. Sexualised content: Cards

For this exercise, the cards that can be found on the next pages should be printed and handed out to the students. There are 12 cards, and each group should receive a collection of 4. The different groups will be working with different cards, so that there is more variation. All students of each group should receive all four cards, to first work individually. Then, as a group, they should receive the last set of cards (purple cards) in which to write down their final reflections, after the group discussion.

1

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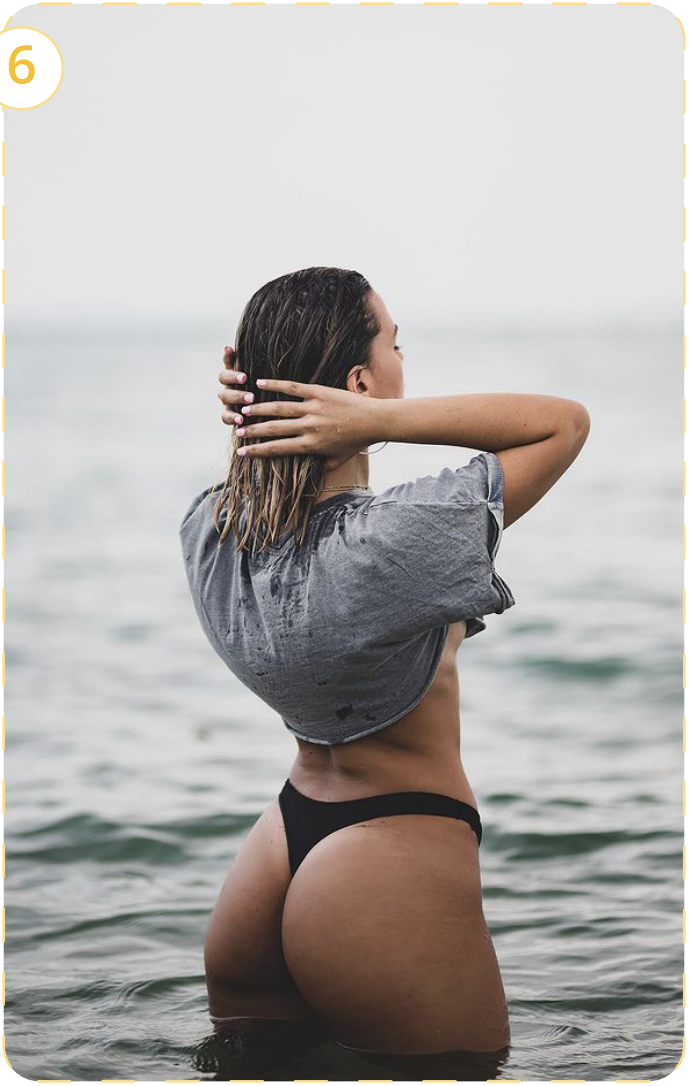

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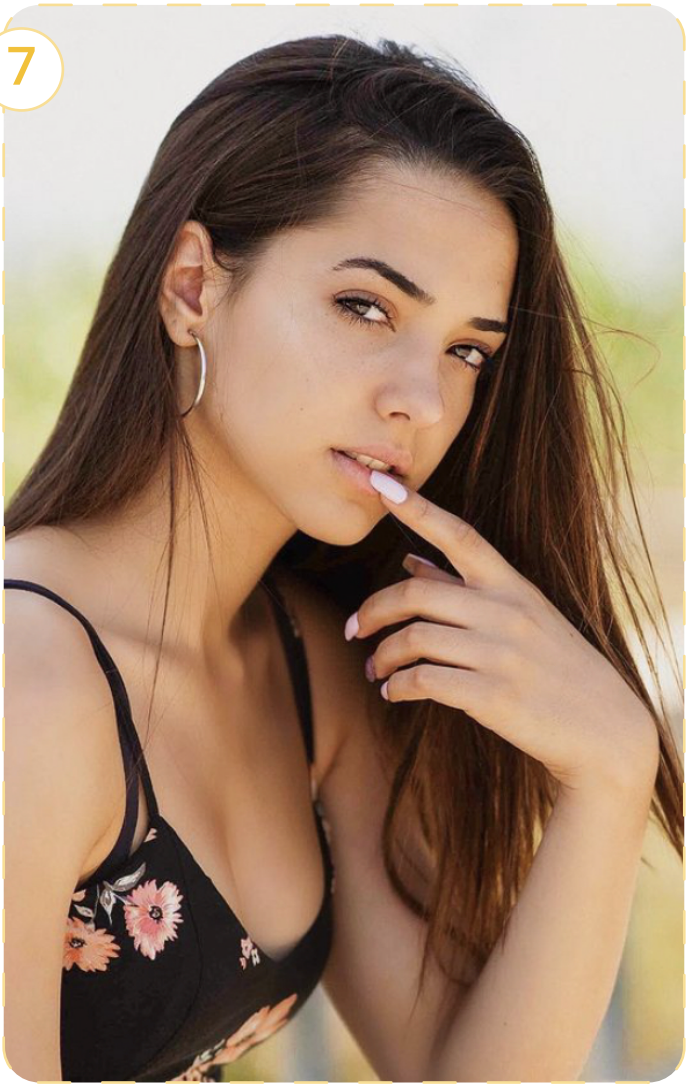

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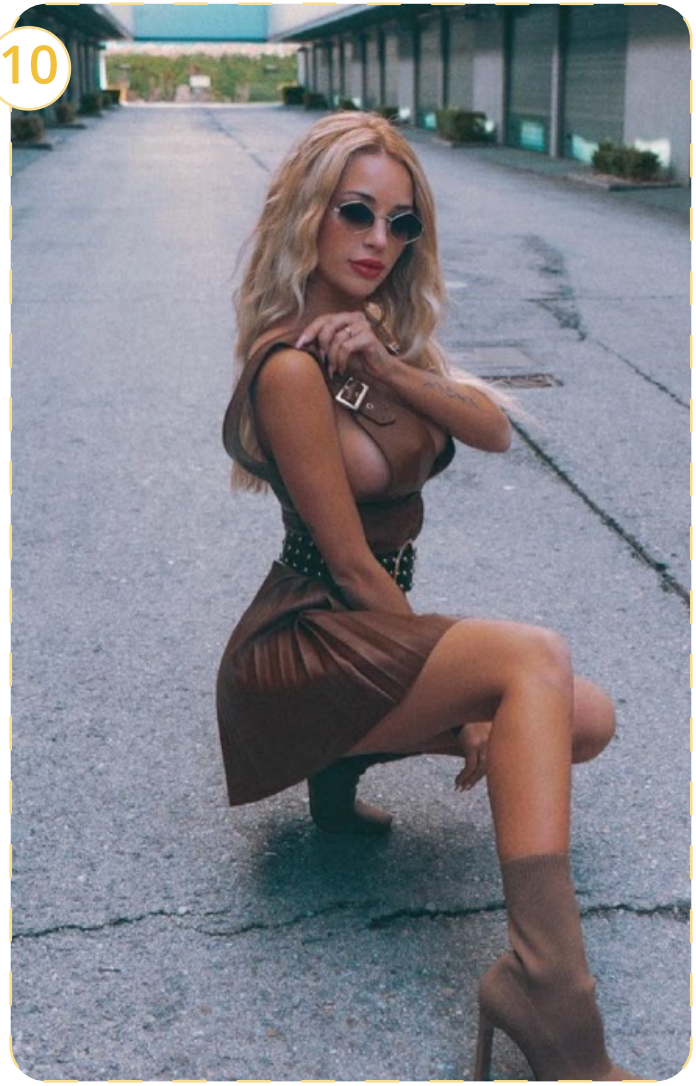


11

12

G1

G2

G3

G4

G5

G6

G7

G8

A2.2. Sexualised reactions: Cards

For this exercise, the cards that can be found on the next pages should be printed and handed out to the students. There are 24 cards (yellow cards), and each group should receive a collection of 8. The different groups will be working with different cards, so that there is more variation. All students of each group should receive all eight cards, to first work individually. Then, as a group, they should receive the last set of cards (purple cards) in which to write down their final reflections, after the group discussion.

1

mf279452018 Espectacular😍😍😍❤️❤️❤️. Falto yo en la cama🔥🔥🔥

1w 1 like

2

rodri1983bcn En unos años tendrás celulitis y mucha

23h

miguelon1904 Nena,en breve,celulitis,a sacoooooo!!!!😅😅😅😅😅

23h 2 likes

3

danielcano155 Que guapa eres tienes mucho pecho

1w 2 likes

4

labrador_cfo_ Tu eres vitamina A B y C por que con tal solo mirarte me derrites el corazon como un helado al sol 😜

1w 2 likes

5

jdjdk2657 Para ser famosilla delante de toda España habiendo quedado de puta y chupapoyas yo preferiría ni salir de mi casa... Esto es fama??! Fama es la de Lady Gaga gente que se lo Curro tu no tienes muchos seguidores y solo se te conoce un poco entre cuatro gatos por haber quedado de guarra

1w Reply

6

alexblanco450 Cuerpazo niña!!! 🔥

1w Reply

jonirubioo26 Estass muy buena amiga 😌

1w Reply

7

danielamontalvo2518 Ni cuerpo tiene y se cree la gran cosa 🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮

31w 4 likes Reply

8

carlosserranocerda eres muy guapa tienes un culo grande te biolaria

22w 6 likes Reply

9

shukribiserow Madre mia ❤️ tu eres la vitamina que le falta a un hombre 🔥🔥🔥

1w 1 like

10

sergio.d.r.m Cuerpo de palo😂

2w 1 like Reply

11

josemanuelblancomendoza Culazo mami 🔥🔥🔥

23h 2 likes

josea_94 Vaya culazo 🔥😍

23h 1 like

manugp07 Vaya nalgas tiene nuestra Andrea

1d 1 like

12

jdjdk2657 Este nuevo novio que te va a durar dos días o va a llegar a las tres horas?? 😂😂

1w Reply

13

cloe_7001 🥄🥄🥄🥄🥄🤮

34w 1 like Reply

cloe_7001 🤮👎

34w 5 likes Reply

14

aliciascloud joder es que písame la cara

17w Reply

15

lidii4ss Te hacia 10 hijos😭😭

17w Reply

lidii4ss Casate conmigo

17w Reply

16

aandrees.em19 Tia buena

34w 2 likes Reply

judikael_art 🔥🔥🔥🔥🔥🔥

34w Reply

17

d10ssssssss Como dicen los influencers!!! Te haría el amor 24/7 24/7 me comeria las viagras como si fueran 'sugus"

1w 1 like

18

leona_martinez.20 No te hagas más tattoos no dejan ver ese cuerpo tan bonito 😍

1w Reply

19

gonzalezperezdavid0 Buenas tardes estás preciosa y muy sexy con ese bikini ❤️❤️❤️🔥🔥🔥😍😍😍😍

23h 1 like

20

corse319 Maii, te atrae lo mismo un chico con un ferrari que con un coche viejo?

1w Reply

21

juancarlosandreu1976 Las operaciones dan su fruto di que si.

1w Reply

juancarlosandreu1976 @juancarlosandreu1976 aunque hay que reconocer que estas muy buena

1w Reply

22

iber_zamora Uy esta pa comersela a beso❤️😘👀

17w Reply

23

marcrs20 Demuestra que eres algo mas de lo que podemos ver anda.

1w Reply

24

214581ew 🤡🤡🤡🤡 puro fhotoshop 💩💩💩💩💩

33w 2 likes Reply

G1

G2

G3

G4

G5

G6

G7

G8

ANNEX 3: Material for Session 3

This section contains the material necessary for the third session.

A3.1. Gender differences examples: Cards

For this exercise, the cards that can be found on the next pages should be printed and handed out to the students. There are 16 sets of cards: 8 of men, and 8 of women. Each group should receive 4 pairs of men, and 4 of women. The different groups will be working with different cards, so that there is more variation.

lucadpr_95 🔥🔥😍
12h Reply

agostinomaddau 😍😍 top
14h Reply

roberto_ximenez 😢😊🌈
15h Reply

milano.gerardo 😮😍🔥🔥🔥🔥
Reply

royaltyexpress Come on Bikini 🤣🔥👏🏿👏🏿👏🏿
10h Reply

itsbeeeeeeeeeeeeee 😍😍😍Show out!
10h Reply

issa_prettydae Take off 🔥🔥🔥
10h Reply

zuhdicortez 🔥🔥🔥🔥🔥🔥🙌🔥🔥🔥🔥🔥 Look at you!!! Looking good
Reply

guga.moraesn Fotão
34w Reply

josy_srocha Top top top 🔥
34w Reply

marilia_lila89 😍
34w Reply

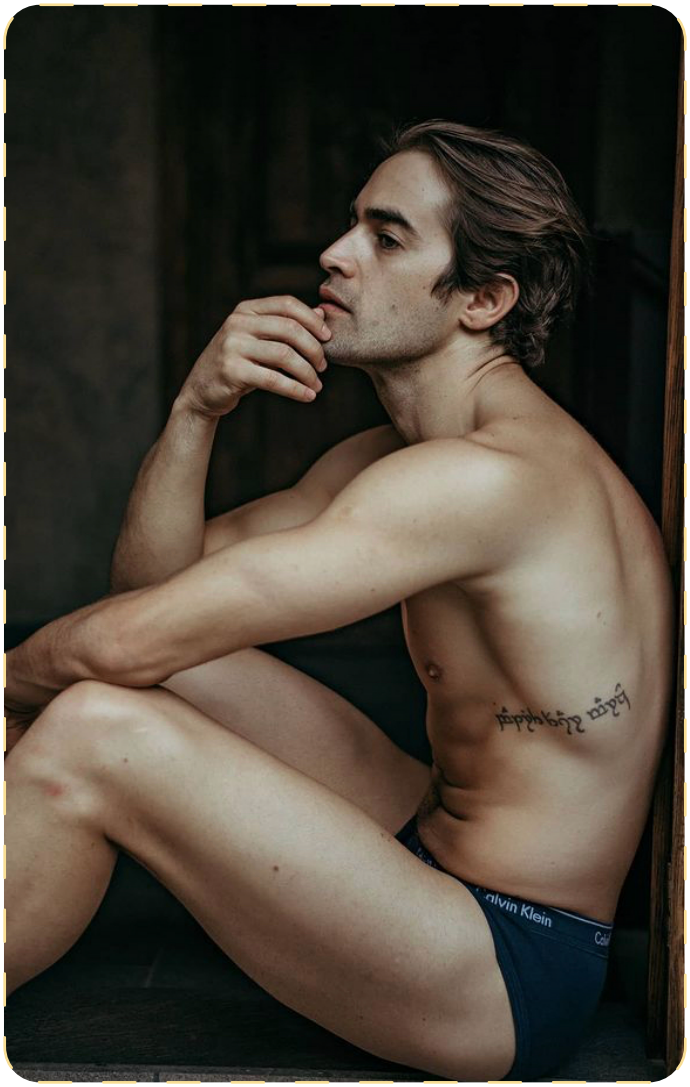
estebanheca 🔥
34w Reply

gisellebonet Que buena foto 🙌🙌🙌
4w 1 like Reply

giselahidalgo_.oficial Te quedo divina la foto😍
4w 1 like Reply

gabyvega26 🔥🔥🔥🔥
4w 1 like Reply

yosoymannu Espectacular 🔥
4w 1 like Reply


Calvin Klein

jenriquezs ❤️
13h Reply

yuranymadrid ❤️🔥
11h Reply

olger_baars 🔥🔥
12h Reply

dany_franco 🔥🔥💪💪💥💥👌👌
11h Reply

billyflores1012 looking great ❤️
6d 1 like Reply

sanny_2525 😍😍😍😍😍😍😍
6d 2 likes Reply

manu_mrx Wow🙌 awesome shot
6d 1 like Reply

ariadie88_ 😍😍😍🔥🔥🔥🔥
6d 1 like Reply

pedrotmendes 🔥🔥
13h Reply

maledw49 🔥
13h Reply

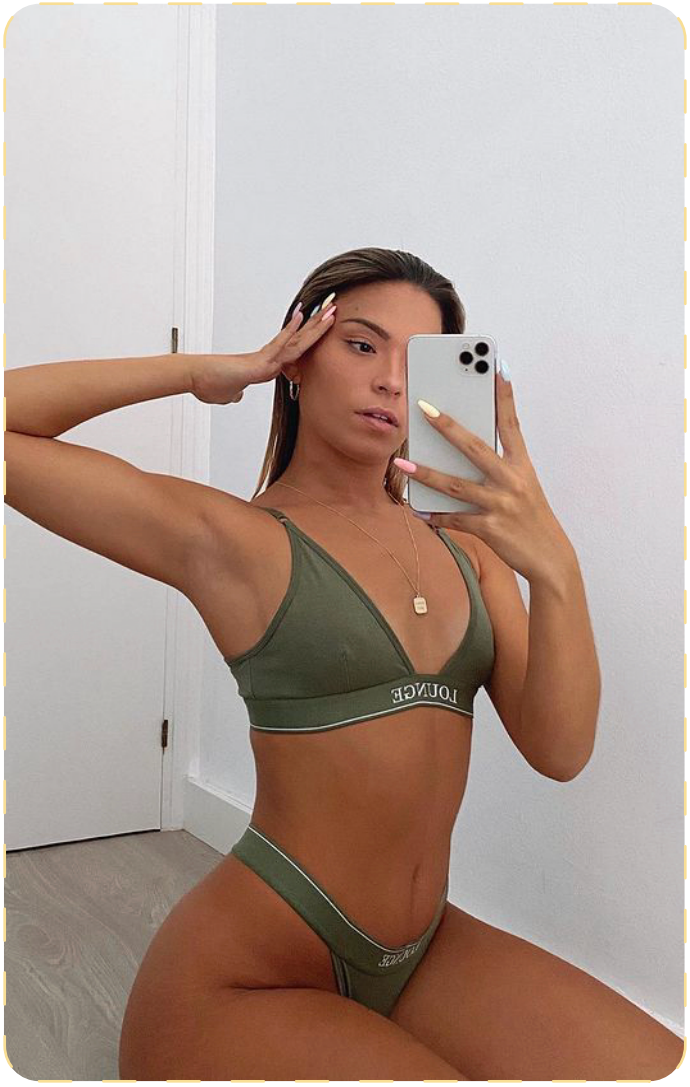
reda_marega 🔥🔥❤️
11h Reply

anita_m_xx 😉🔥💯
10h Reply

taniaa.ordonez 😍🔥🔥
15h Reply

nigara_11_11 🔥🔥😍😍😍🔥🔥
13h Reply

ciampielisabetta ❤️
14h Reply



rolando.justiniano_1 Gata
20w Reply

ilenia.fdezz Me flipaaa💖😍😍
20w 1 like Reply

hugorodriguezcastro Te pongo a 4 patas❤️❤️❤️❤️❤️❤️❤️❤️❤️
20w Reply

charlie.blackburn.7106670 Love to be there with you ❤️😍🔥🔥🔥🔥🔥
20w Reply

sorayaortts 💜💜
16w Reply

pablocarreras78 Me acuerdo el día que me mandaste esa por WhatsApp... Jajajaja... soy un iluso. 😂😂😂
17w Reply

yaassin_gt Si te cojo de desmontó ❤️❤️❤️
36w Reply

gabrieltigrevip Estas muy buena realmente 😘
20w Reply

guiimaaar Qn fuera cojin q te sentaras encima mia
24w Reply

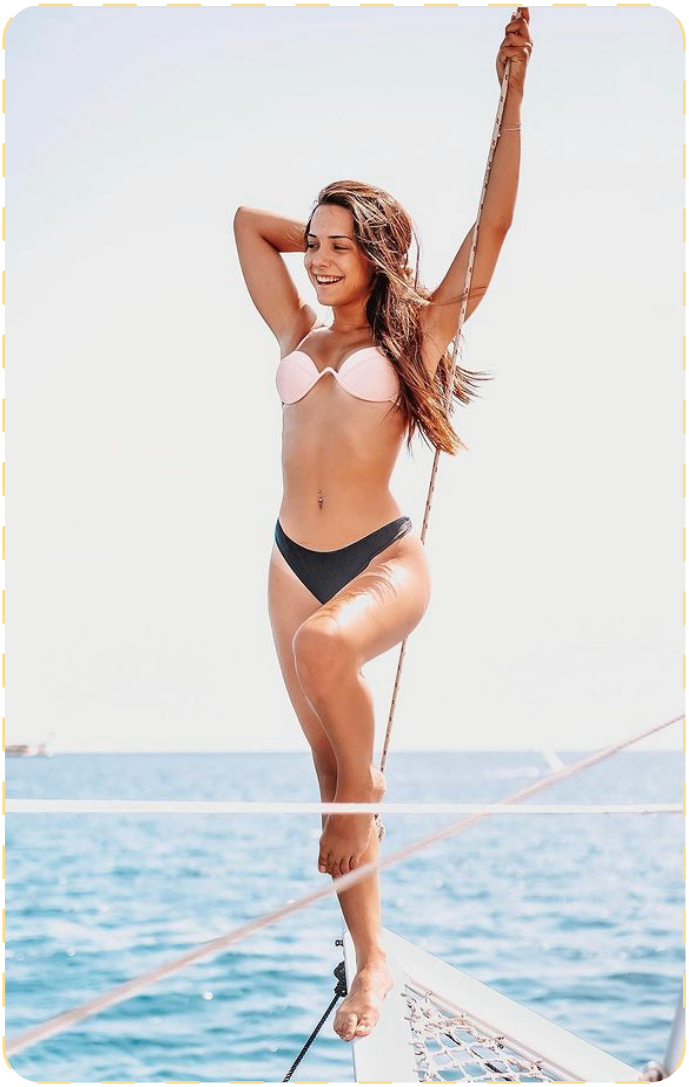
germ.an1243 Vaya culo tío vaya tangazo 🙌🔥🙌🔥
33w Reply

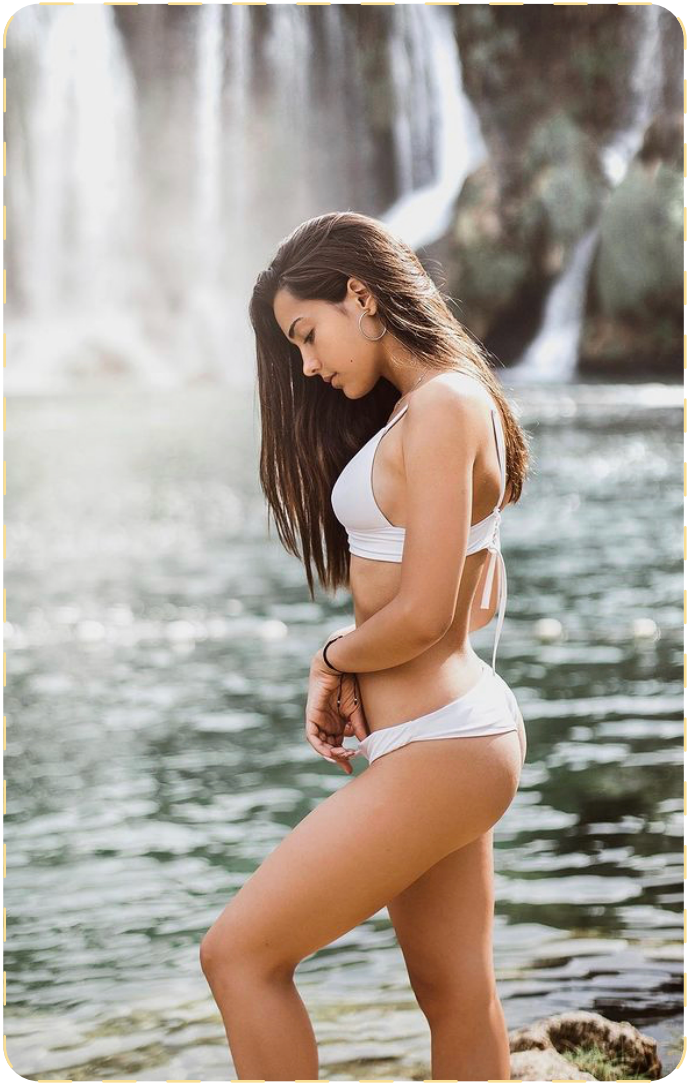
alvarobardelas_ Creo q te manchaste, quiere q te limpie?
1w 17 likes Reply

View 1 reply

mikeel.ruiizz Nunca comer arena hubiera sido tan guay
1w 14 likes Reply

mr.black.06 Te limpio el culo?
1w 2 likes Reply





silvaridao Yo contigo me pondría ciego ...

43w Reply

barca34374 Me gusta tu cuerpo yo tambien contigo ah que te como❤️❤️❤️

43w Reply

jr601707 estas para comerte

42w 1 like Reply

moros_111pro te cero te voy a comer i a meter

47w 4 likes Reply

arp_20066 Eres virgen?

43w 6 likes Reply

lutarsghej 🤮🤮🙄🙄😡😡🤮🤮🤢🤢🤢🤢😡😠😡💩💩💩☠️🦴🤢🤢🤢🤢🤢🤮🤮🤡🤡🤡

15w 5 likes Reply

danielamontalvo2518 Ni cuerpo tiene y se cree la gran cosa 🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮

31w 4 likes Reply

carlosserranocerda eres muy guapa tienes un culo grande te biolaria

22w 6 likes Reply

marcelo.vigabriel Se me esta poniendo TIESA JODER

33w 1 like Reply

natanrivera17 Se le subió la fama a la cabeza

33w 1 like Reply

mrdanyalexx_ Tremenda paja me estoy haciendo xD

4w 4 likes Reply

View 1 reply

A3.2. Why are there gender differences: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are two cards of the same. Each student should receive one card (yellow cards) to fill in individually. Then, each group should receive one or two cards (purple cards) to fill in as a group, after discussing their individual answers.

Why are there gender differences?

Why are there gender differences?

Why are there gender differences?

Why are there gender differences?

ANNEX 4: Material for Session 4

This section contains the material necessary for the fourth session.

A4.1. Posting content: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are two cards of the same. Each student should receive one card (yellow cards) to fill in individually. Then, each group should receive one or two cards (purple cards) to fill in as a group, after discussing their individual answers.

Why do people post such content?

Why do people post such content?

Why do people post such content?

Why do people post such content?

A4.2. Interpretation: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are two cards of the same. Each student should receive one card (yellow cards) to fill in individually. Then, each group should receive one or two cards (purple cards) to fill in as a group, after discussing their individual answers.

What do you feel/think when you see that content?

What do you feel/think when you see that content?

What do you feel/think when you see that content?

What do you feel/think when you see that content?

A4.3. Seeing content: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are two cards of the same. Each student should receive one card (yellow cards) to fill in individually. Then, each group should receive one or two cards (purple cards) to fill in as a group, after discussing their individual answers.

Why do people see that content?

Why do people see that content?

Why do people see that content?

Why do people see that content?

ANNEX 5: Material for Session 5

This section contains the material necessary for the fifth session.

A5.1. Reactions & Posting: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are four cards of the same. Each student should receive all four cards to fill in individually. Extra cards should be printed in case some students need more cards.

Write an unwanted reaction you've received here

Write an unwanted reaction you've received here

Write an unwanted reaction you've received here

Write an unwanted reaction you've received here

A5.2. Considerations before posting: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are four cards of the same. Each student should receive all four cards to fill in individually. Extra cards should be printed in case some students need more cards.

Write something you consider before posting here

Write something you consider before posting here

Write something you consider before posting here

Write something you consider before posting here

A5.3. Content they post: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are eight cards of the same. Each student should receive four cards to fill in individually. Extra cards should be printed in case some students need more cards.

Give an example of a type of content you post

Give an example of a type of content you post

Give an example of a type of content you post

Give an example of a type of content you post

Give an example of a type of content you post

Give an example of a type of content you post

Give an example of a type of content you post

Give an example of a type of content you post

A5.4. Reasons for posting: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. In the next page, there are eight cards of the same (yellow cards). Each student should receive four cards to fill in individually. Then, each group should receive one sheet of the purple cards (a total of eight cards per group).
Extra cards should be printed in case some students need more cards.

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

Give an example of a reason for posting

ANNEX 6: Material for Session 6

This section contains the material necessary for the sixth session.

A6.1. Their story: Cards

For this exercise, the cards that can be found on the next page should be printed and handed out to the students. Each student should receive one yellow card to fill in individually. Then, each group should receive one sheet of the purple cards (a total of four cards per group).
Extra cards should be printed in case some students need more cards

What do you want to communicate
when you post content on social media?

What do you want to communicate on social media?

What do you want to communicate on social media?

What do you want to communicate on social media?

What do you want to communicate on social media?

A6.2. Freedom of posting: Cards

For this exercise, the cards that can be found on the next pages should be printed and handed out to the students. In the next page, there are four cards of the same (yellow cards). Each student should receive all four cards to fill in individually. Then, each group should receive one sheet of the purple cards (a total of four cards per group).
Extra cards should be printed in case some students need more cards.

Write something you feel you can’t post here

Write something you feel you can’t post here

Write something you feel you can’t post here

Write something you feel you can’t post here

Write something you feel you can’t post here

Write something you feel you can’t post here

Write something you feel you can’t post here

Write something you feel you can’t post here

G. Annex: Graduation Project Brief

DESIGN FOR our future

TU Delft

IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT
Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME
Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy".
Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name	de la Brena 4692
initials	A given name Ane
student number	4976320
street & no.	
zipcode & city	
country	The Netherlands
phone	
email	

Your master programme (only select the options that apply to you):

IDE master(s): ( ) IPD ( ) DfI ( ) SPD

2nd non-IDE master:

individual programme: - - (give date of approval)

honours programme: ( ) Honours Programme Master

specialisation / annotation: ( ) Medisign ( ) Tech. in Sustainable Design ( ) Entrepeneurship

SUPERVISORY TEAM **
Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair	Natalia Romero Herrera	dept. / section:	HCD/DCC
** mentor	Jasper van Kuijk	dept. / section:	HCD/AED
2nd mentor			
organisation:			
city:		country:	

comments (optional)

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

TU Delft

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF
To be filled in by the chair of the supervisory team.

chair Natalia Romero Herrera date 09 - 02 - 2021 signature Date: 2021.02.09 11:38:17 +01'00'

CHECK STUDY PROGRESS
To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair.
The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 30 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 30 EC

List of electives obtained before the third semester without approval of the BoE

☐ YES all 1st year master courses passed

☐ NO missing 1st year master courses are:

name J. J. de Bruin date 10 - 02 - 2021 signature J. J. de Bruin, SPA Digitally signed by J. J. de Bruin, SPA Date: 2021.02.10 10:26:43 +01'00'

FORMAL APPROVAL GRADUATION PROJECT
To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **.
Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: ☐ APPROVED ☐ NOT APPROVED

Procedure: ☐ APPROVED ☐ NOT APPROVED

comments

name Monique von Morgen date 16 - 02 - 2021 signature

Personal Project Brief - IDE Master Graduation

TU Delft

Shaping the way teenagers interact with sexualized media — project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 08 - 02 - 2021 — 09 - 07 - 2021 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

I want to improve the way teenagers interact with sexualized media content, in order to avoid it having a negative impact on them. I will perform a study in the context of Spain, by conducting research first hand with my main stakeholders; teenagers aged 12 to 16. Teenagers that age live surrounded by technology, and they live by and for social media (see Figure 2); media influences their everyday lives, impacts the way they act/behave, defines their values and tells them what they should like and dislike. One of the main dangers is that teenagers are exposed to unlimited and unsupervised content 24/7. There is a lack of supervision from parents and teachers, and the fact that social media replaces their role as 'educators', makes it almost impossible to filter the content that teenagers have access to. The problem is that young children do not have the cognitive skills to cope with persuasive media images. Furthermore, they are subject of the cumulative or 'drip-drip' effect: continuous exposure to sexualised messages, themes and images over time and in diverse settings. Therefore, they are presented with sexualized content they don't yet understand, but at the same time, by seeing it repeatedly, they internalize certain messages and imitate some behaviours (see Figure 1) without being conscious about their repercussions or meaning.
Another aspect to investigate in this project is whether the imitation of these (sexist/sexualized) behaviours could eventually lead to gender inequality or sexist attitudes amongst teenagers.
Consequently, I have identified a need to aid teenagers in the way they perceive sexualized content, and help them be conscious about the way it affects them. Since limiting/managing their access to said sexualized media is almost impossible, due to the wide accessibility component, there is an opportunity to shape the way they perceive and react to the content.

Sexualized content, in this context, relates to all type of content promoting the objectification of women, displaying sexist behaviours or endorsing polarised gender roles (hyper-masculinity and hyper-femininity). Sexualized content could come in the form of a TikTok video (see Figure 1), in advertising, in movies and series, in imagery and messages from YouTube or Instagram accounts...

Apart from the teenagers as individuals, it is also important to consider them as part of a group, and take into account their interrelations and their behaviours towards each other.
Other stakeholders involved in the context are the following:
- On a secondary level are parents and teachers, whose role as 'educators' is in many occasions replaced by. Parents and teachers can be relevant in this context because they are the ones who (try to) care for, steer and educate teenagers.
- Also on a secondary level are the media 'figures' teenagers follow and live up to; social media influencers, famous people on media… These, although not having 'direct' contact with teenagers, are very influential because they are the ones who impactfully steer teenagers' behaviours and actions. Teens see them as their role models, and imitate and emulate their behaviours. Therefore, this group of stakeholders is of very big relevance to the topic being studied.
- On a more indirect level are organisations focused on educating teens on social media usage or on gender equality, and/or organisations aiding parents, guardians, teachers on their role as educators. These, although not, continuously, in direct contact with the target group, can be relevant because their contact with teens is more specific and focused on the studied topic and can therefore offer significant insights on the behaviour of teenagers.

space available for images / figures on next page

Personal Project Brief - IDE Master Graduation

TU Delft

introduction (continued): space for images

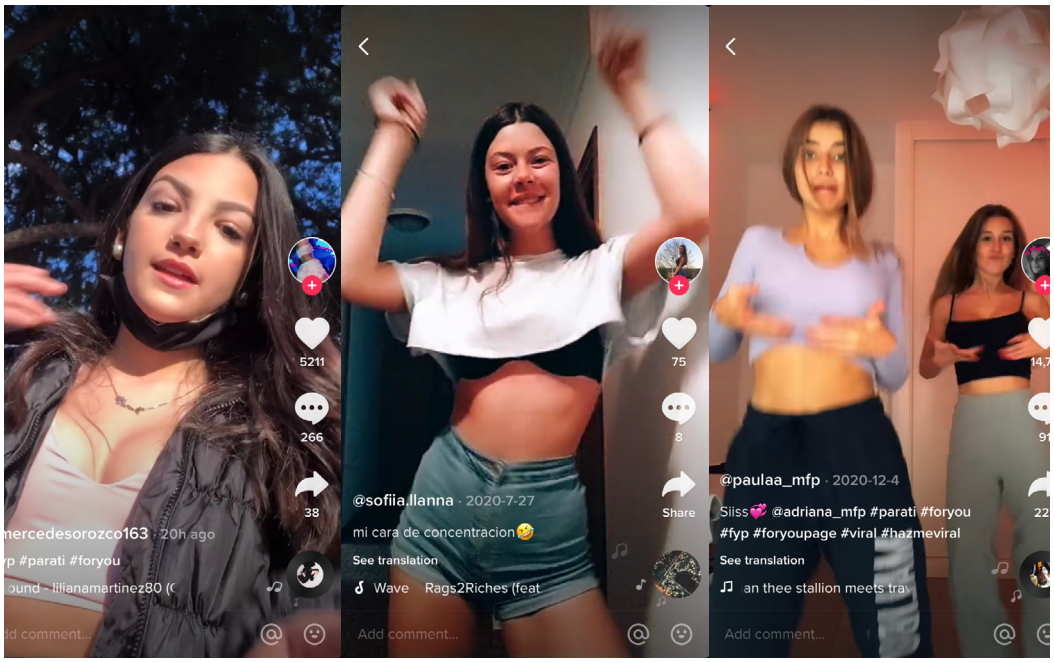


image / figure 1: Examples of common TikTok videos by young girls

image / figure 2: Usual in group behaviour among teens; intensive phone use (source: https://news.softpedia.com/)

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Personal Project Brief - IDE Master Graduation

PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Teenagers nowadays grow up with technology, and as a consequence, they are partially raised by it too. They engage with social media to socialise, to be entertained and to share their lives with each other. Teenagers have access to their own (online) world, one that is accessible 24/7. However, this online world also exposes them to a high number of sexualized images and messages, which can affect them in ways they are not yet conscious/experienced to manage for themselves.

In order to be able to address the problem, and design an intervention, the following research questions should be investigated:
- How can I make teenagers more conscious about the sexualized content they're exposed to?
- What do they perceive to be sexualized content? What are they aware of at the moment?
- How do the different types of content they follow influence their behaviour and their interactions among peers?
Other questions also need to be answered in order to fully grasp the context, the stakeholders and their interactions: Why do they interact with certain (social) media and visit certain (social) media channels, what role models do they have, what (social) media users do they follow and why…

My aim for this project is to tackle the following issues; to address the lack of experience/abilities teens have to filter the sexualized content and to make conscious choices/decisions regarding that content.
The solution space will involve teenagers and other stakeholders and/or contexts which have direct relation with the youngsters. Therefore, the intervention could be something targeted to teenagers, or something that educators (parents, teachers or organisations) could use as medium for addressing the issues mentioned above.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

Design an intervention that allows for teenagers to be mindful about the sexualized content they're exposed to, not to be negatively and unconsciously affected by it. This will be done by using a participation-based design approach, by involving the stakeholders from the beginning of the process through collaborative sessions.

From my initial exploratory research, I have concluded that the main issues is that teenagers are exposed to sexualised images and messages, and they have no ability or knowledge to deal with them. But rather it affects and shapes them in an unconscious way: 'The stimuli which kids don't really notice and which create emotional associations are the ones that influence them in the most powerful ways' (Mayo and Nairn, 2009).
Therefore, these notions will first be explored further and evaluated through literature and field research; the later will allow to learn from the first-hand experiences of teenagers. Researching the target group in its context, in relation to the other stakeholders at play, will lead to defining the nature of the solution; whether it will be a product, a service, or a combination of both, as well as who the main (direct) user of the intervention will be.

The ultimate goal, as mentioned before, will then be to aid teenagers in the way they perceive sexualized content, and help them be conscious about the way it affects them.

Personal Project Brief - IDE Master Graduation

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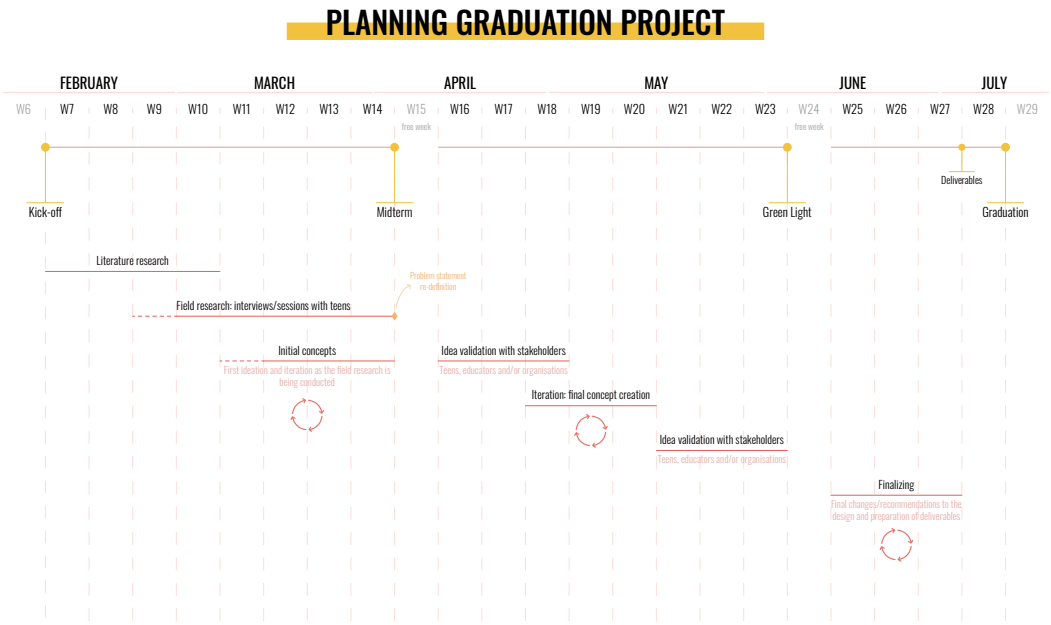
PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 8 - 2 - 2021 9 - 7 - 2021 end date



I have planned the whole length of my graduation project to be 22 weeks, including 2 free scheduled weeks (initially planned to take place after the midterm and green light meetings).
The project will start with literature research that will serve as a base for the project; literature to back up my problem statement, as well as to educate myself on the developmental and behavioural changes teenagers go to from age 12 to 16. The recruitment of teenagers for the consequent field research will take place parallel to the literature research. The start of said field research will depend on how agile the recruitment process is, and the duration will therefore also vary accordingly to the start date.
While the field research is being done, and as insights are being gathered, the ideation process will start; here, my intention is to start ideating and coming up with some concepts and have small validation moments as part of the field research. Therefore: ideate, evaluate and iterate. The aim is to have a few concepts for the midterm.
Another result of the literature and field research will be the redefinition of the problem statement. This is because assumptions and initial ideas will have been checked and either confirmed or discarded, leading to a sound and corroborated problem statement.
Thereafter, the concepts presented at the midterm will formally be evaluated with the involved stakeholders (teens, educators and/or organisations). This will lead to an iteration and redesign of concepts that will start to steer the project into a final intervention proposal. This redesign will in turn be evaluated again, before the green light meeting, to be able to present some reliable conclusions.
Once the green light meeting has taken place, and a positive result is communicated, the last two weeks will be dedicated to making the final changes (or in case of no time, final recommendations) and to the preparation of the deliverables.

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Personal Project Brief - IDE Master Graduation

MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... Stick to no more than five ambitions.

This project has been set up as a result of a personal interest and motivation towards the topic to be studied; media sexualization and its influence on teenagers, as well as on gender inequality. I am greatly interested in social design, social structures and how people interact with each other (in society). This is the first social design project that I undertake, and therefore, one of the main competences I want to develop is to be able to deal with a complex and intangible context, where a lot of stakeholders and elements interact, and come up with an (tangible) intervention that answers to the design need I have noted.
I also want to learn more about design methods, when/for what cases to use them and how to apply them, in order to get the most out of them.
Another competence that I would like to learn and develop is my contextmapping skills, carrying participatory field research, co-creation sessions, etc. I have learned about this in a couple master courses, but haven't had the chance to apply the theory in practice yet. Therefore, I would like to use my graduation project as the chance to do so.
By conducting field research, I wish to also improve my skills as an interviewer and/or session facilitator. I haven't yet had experience in doing so with teenagers, which I think will be a challenge that I hope to learn a lot from.
And I of course want to put to practice and prove that I am able to use and apply the skills obtained throughout the two years of the MSc program.

In terms of ambitions, I would like to use this project as a test-run for my future career; having a (trial) go at what I think I want to do in the future as a designer.
As a personal ambition, I strive to let myself be surprised along the process and let myself be guided by the things that I find out along the way; try not to focus too much on my preconceptions or assumptions.
I also look forward to living up to the challenge of completing this big individual assignment, to managing my own tasks and time, as well as to carrying it out online and remotely.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

Initials & Name A de la Brena 4692 Student number 4976320

Title of Project Shaping the way teenagers interact with sexualized media

H. Annex: Field Study

H.1. Permission slip in Spanish

Estimados padres/madres de familia,

Mi nombre es Ane de la Brena, y le escribo en relación a mi Trabajo de Fin de Master de Diseño de Interacción, en la Universidad Técnica de Delft (Países Bajos).
Como Proyecto de Fin de Master quiero estudiar la sexualización de los medios de comunicación y redes sociales, y cómo influye esto en los adolescentes de 12 a 16 años; en sus relaciones, en sus actitudes y personalidades. También quiero estudiar el efecto que esto puede tener en la desigualdad de genero entre adolescentes.

A través de este escrito quiero solicitar su autorización para llevar a cabo un estudio a través de cuestionarios y conversaciones con su(s) hijo(s) o hija(s).
En el estudio a realizar con los adolescentes, pretendo tratar los siguientes temas: su uso de las redes sociales, los perfiles a los que siguen/sus modelos a seguir (con la finalidad de comprender que modas/actitudes imitan y como estas pueden influenciarles), etc. (Ver Anexos para ejemplos de preguntas a tratar y otros detalles del estudio).
El objetivo de este estudio es tratar de comprender las tendencias que siguen los adolescentes, y conocer el nivel de percepción que estos tienen sobre las influencias que generan las redes sociales y los medios de comunicación; es decir, si son conscientes de que su manera de actuar/vestir/hablar puede estar influenciada por el contenido que ven y siguen.
El estudio consistirá de las siguientes actividades: comenzar por un cuestionario para recoger algo de información, seguido por una conversación (online; individual o en grupos de adolescentes) en los que tratar los temas del cuestionario.

Hoy en día, los adolescentes crecen rodeados de estímulos, imágenes y mensajes llenos de contenidos sexuales que no son capaces de filtrar ni de asimilar, por falta de experiencia y habilidad. No todos son capaces de contextualizar, y se ven presionados a emular estereotipos de genero polarizados (híper-masculinidad e híper-feminidad).

Por tanto, veo una interesante oportunidad en trabajar este tema formando a los adolescentes y dándoles las herramientas necesarias para poder enfrentarse a estos contenidos y tomar decisiones de manera racional. Y así, hacerles conscientes de las influencias que estos contenidos y mensajes pueden tener en sus personalidades, relaciones y valores/actitudes.

Confidencialidad
Todos los temas tratados durante el estudio y las respuestas recogidas serán utilizados únicamente con fines académicos, y serán gestionados de manera privada y no distribuidos fuera del entorno académico.
No se utilizarán, en ningún caso, los datos personales de los participantes del estudio (los adolescentes) para ningún otro fin que el de comunicación (entre los adolescentes y yo) para la distribución de cuestionarios, etc.

De esta manera, les solicito su autorización y participación de su(s) hijo/a(s) para llevar a cabo dicho estudio. Les pido que completen los siguientes apartados **en caso de autorizar** la participación de su(s) hijo/a(s), y que **rellenen unos datos** en el Anexo 1 (a continuación).

Nombre del padre/madre/tutor: _____

Contacto (email o numero de teléfono): _____

Atentamente, Ane de la Brena

Anexo 1: datos del participante (adolescente)

Por favor, completen los siguientes datos **en caso de autorizar** la participación de su(s) hijo/a(s):

- Nombre del adolescente: _____

Con la finalidad de tener una vía rápida y directa de comunicación con el/la adolescente (ver Anexo 3), les pido su permiso para obtener el numero de teléfono de su hijo/a:

- Numero de teléfono del adolescente: _____
- E-mail del adolescente: _____
- Genero del adolescente: _____
- Edad del adolescente: _____
- ¿Tiene el adolescente su propio ordenador o tiene acceso libre a uno? El uso de un ordenador facilitará responder las preguntas del cuestionario (ver Anexo 3)
  Si/No

Con la finalidad de presentar el estudio a los adolescentes, y llevar a cabo una conversación en torno a su uso de las redes sociales, planteo el uso de videollamadas para lograr una comunicación mas personal y cercana. Para ello, les pregunto si están de acuerdo con que realice estas videollamadas con su(s) hijo/a(s):

- ¿Autoriza las videollamadas? Si/No
- En caso de autorizarlas, ¿qué programa utilizan su(s) hijo/a(s)? (Zoom, Microsoft Teams, Skype, Google Meet, otro…)

Anexo 2: tipo de preguntas a tratar con los adolescentes

Posibles preguntas que les haré a los adolescentes (mediante cuestionarios, ver Anexo 3), con el fin de conocer su uso de las redes sociales en el día a día:

- ¿Cuales son tus redes sociales favoritas y por qué?
- ¿Qué tipo de contenido compartes en redes sociales?
- ¿Con qué fin utilizas las redes sociales? Para comunicarte con tus amigos, como forma de expresarte, para seguir modas, etc.
- ¿Que perfiles son tus favoritos y por qué?

Anexo 3: formato del estudio

Introducción:

Para empezar, me gustaría hablar con los adolescentes (individualmente o de manera grupal en caso de haber grupos de amigos/as participando) para introducirles el tema, presentarnos y generar confianza. Esta sesión tendría lugar de manera remota (online), a través de una plataforma de videollamada y con vuestra autorización.

- ¿Me podrías indicar la disponibilidad de tu hijo/a a lo largo de la semana para hacer una llamada breve?

Parte 1:

La primera parte del estudio tratará de la recogida de información a través de cuestionarios/preguntas. Esta parte durará un periodo aproximado de una semana.
Estas preguntas se harán a través de un 'cuaderno de preguntas' distribuido a través de la plataforma *Presentaciones de Google*. Los adolescentes recibirán un link de acceso a dicho cuaderno, y responderán a un par de preguntas cada día.
El objetivo de esta primera parte es tener una visión de primera mano de sus hábitos de uso de las redes sociales, y conocer sus gustos, valores y inquietudes.

Parte 2:

Después, una vez analizadas las respuestas del 'cuaderno de preguntas', se llevarán a cabo conversaciones con los adolescentes en las que se comentarán los temas de la primera parte. La finalidad de estas conversaciones es indagar más en el tema, y conocer el por qué de ciertos hábitos y actitudes de los adolescentes en su uso de las redes sociales.
Estas conversaciones tendrán lugar de manera remota (online), a través de una plataforma de videollamada y con vuestra autorización.

Parte 3:

Más adelante, una vez haya transformado los resultados de 'Parte 1' y 'Parte 2' en conceptos e ideas tangibles (creando herramientas para que los adolescentes puedan enfrentarse a estos contenidos y tomar decisiones de manera racional), mi intención es validar estas ideas con los adolescentes, a través de conversaciones individuales o en grupo.

Los detalles de esta parte se definirán a medida que el proyecto avance.

- ¿Puedo retomar el contacto con vosotros y contar con la participación de vuestros su(s) hijo/a(s) para la 'Parte 3'? Si/No

H.2. Sentitising booklet in Spanish

¿Cómo funciona este diario?

1. Cada día de esta semana tienes varias preguntas para responder (si no te acuerdas, no te preocupes que yo te lo recordaré).

2. Todo lo que contestes es **privado**, nadie más que tú y yo lo va a leer.

3. Puedes editar todo: si no tienes espacio, ¡crea más páginas o cuadros de texto! **Escribe y añade todo lo que quieras.**

4. Escribe lo que piensas de verdad, **¡todas las respuestas están bien!** Así que no tengas miedo de no acertar :)

5. Si tienes alguna duda, mándame un mensaje (a anebrena@gmail.com o a mi móvil 688674922).

¡Hola!

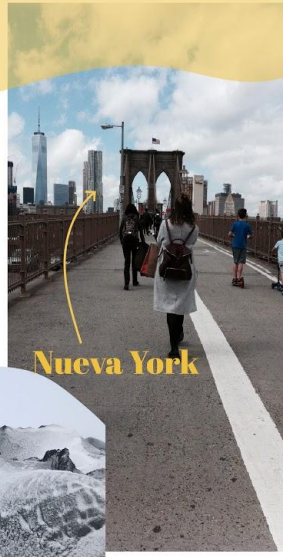
Hola!
Soy Ane

Soy de Bilbao, pero ahora vivo en Holanda

Me gusta mucho escuchar música, cantar y bailar

También me encanta viajar y sacar fotos de todas las ciudades nuevas que visito!

Tallín



Nueva York

Islandia

¡Ahora es tu turno!

¡Preséntate!
Añade fotos, frases, canciones, emojis, dibujos...¡Todo lo que quieras!

Día 1: ¿Quién eres?

- **¿Cómo te llamas?**
  Puedes utilizar un apodo si quieres :)

  Escribe aquí

- **¿Cuántos años tienes?**

  Escribe aquí

- **Eres...**
  (Chico, chica, otro... Si no quieres decirlo, no pasa nada :))

  Escribe aquí

Día 1: ¿Quién eres?

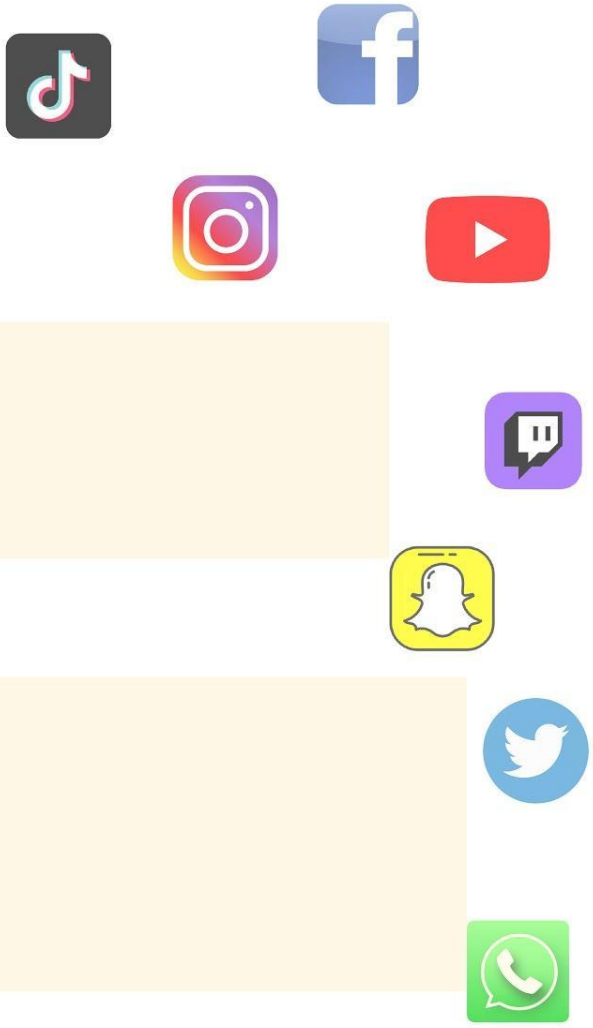
- **Descríbete en una frase**

Escribe aquí

- **¿Qué te gusta hacer en tu tiempo libre?**

Escribe aquí

Día 1: Tus redes sociales



- ¿Cuáles son tus redes sociales favoritas?

  Escribe aquí

- ¿Por qué?

  Escribe aquí

Día 1: Tus redes sociales

- **¿Para qué utilizas las redes sociales?**
  Elige 1 o más

  Escribe aquí

  A. Para hablar e interactuar con mis amigxs (enviando mensajes, etc.)
  B. Para seguir las modas y lo que se lleva en el momento
  C. Para expresarme (subir fotos, vídeos, compartir ideas...)
  D. Para ver lo que hacen mis amigxs
  E. Para tener seguidores
  F. Por otra razón:

  Escribe aquí si hay otra razón

- **¿Te supervisan tus padres mientras usas las redes sociales?**

  Escribe aquí

Publicaciones y perfiles

- **Comparte conmigo 3 publicaciones que te gusten, y al menos 1 perfil que te guste o sigas en redes sociales**

Añade aquí links o pantallazos de al menos 3 publicaciones (o mándamelas por WhatsApp)

Añade aquí el link o un pantallazo de al menos 1 perfil (o mándamelo por WhatsApp)

Día 1: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

- A la mañana he...

  Escribe aquí

- A la tarde he...

  Escribe aquí

- A la noche he... (si aún no es la noche, puedes contestar a esto más tarde o mañana)

  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Día 2: Publicaciones

- ¿Compartes publicaciones en tus redes sociales? ¿En qué redes?

  Escribe aquí

  - ¿Qué sueles compartir?

    Escribe aquí

  - ¿Por qué te gusta publicar cosas?

    Escribe aquí

Día 2: Publicaciones

- **¿Cómo te gusta que otros te vean en redes sociales?**
  Descríbelo en un par de frases

Escribe aquí

Día 2: Publicaciones

Usa cuadros para elegir las palabras

- **¿Cómo te gusta que otros te vean en redes sociales?**
  Ahora, elige entre estas palabras y añade más a la lista

Añade más palabras si quieres

Día 2: Educación afectivo-sexual

- **¿Has tenido alguna vez clase de educación afectivo-sexual en la ikastola/colegio? O, ¿has visto una serie o documental, o has leído sobre ello?**
  Donde has aprendido cosas sobre sexo, identidades de género, igualdad de género y otros temas parecidos.
  Escribe si has tenido alguna clase así, o si has visto o leído algo sobre esos temas, y explica qué aprendiste. Cuenta también, si quieres, qué preguntas se te ocurrieron, o qué cosas te llamaron la atención.

  Escribe aquí

Publicaciones y perfiles

- **Comparte conmigo 3 publicaciones que te gusten, y al menos 1 perfil que te guste o sigas en redes sociales**

Añade aquí links o pantallazos de al menos 3 publicaciones

Añade aquí el link o un pantallazo de al menos 1 perfil

Día 2: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

- A la mañana he...

  Escribe aquí

- A la tarde he...

  Escribe aquí

- A la noche he... (si aún no es la noche, puedes contestar a esto más tarde o mañana)

  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Día 3: Sexualización y sexismo

- **¿Sabes lo que es la sexualización?**
  Aunque no lo sepas, intenta escribir qué crees que es

Escribe aquí

- **¿Cómo de seguro/a estás de tu respuesta?**

Día 3: Sexualización y sexismo

- **¿Sabes lo que es el sexismo?**
  Aunque no lo sepas, intenta escribir qué crees que es

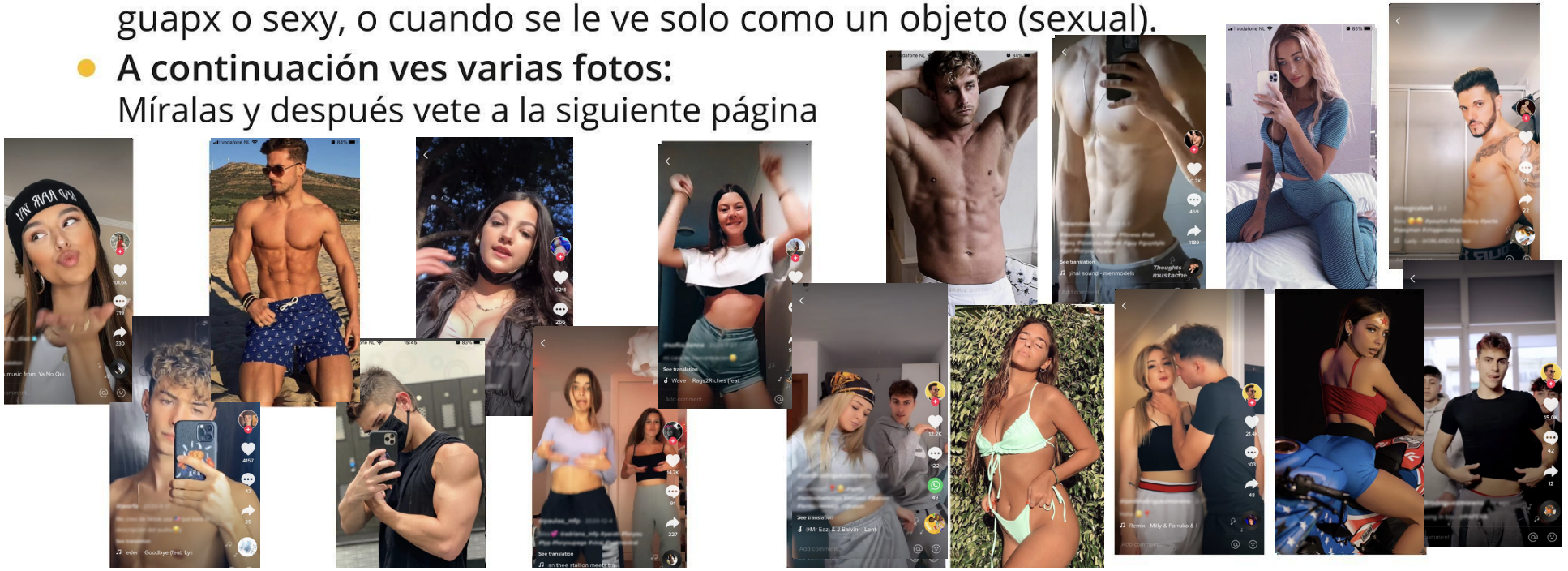
Escribe aquí

- **¿Cómo de seguro/a estás de tu respuesta?**

Día 3: Sexualización y sexismo

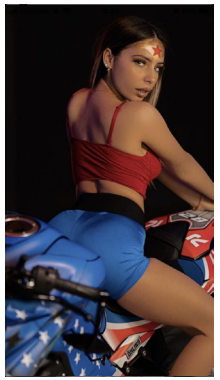
La sexualización es cuando a una persona se le da valor solo por su apariencia (o características sexuales). Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo como un objeto (sexual).

- **A continuación ves varias fotos:**
  Míralas y después vete a la siguiente página



Día 3: Sexualización y sexismo

Puedes coger las fotos de aquí
(Haz click y arrastra)



- **Piensa si las fotos muestran personas sexualizadas**
  Ponlas en la escala: de ‘no sexualizadas’ a ‘sexualizadas’.

No Sexualizadas | Un poco Sexualizadas | Sexualizadas

Día 3: Ejercicio

- **De ahora en adelante, cuando estés en redes sociales, fíjate si el contenido (fotos, vídeos, mensajes...) que ves está sexualizado.**
  En los siguientes días te haré unas preguntas sobre esto.

  Si quieres, cuando veas contenido que crees que está sexualizado, guárdalo o envíame un pantallazo o link por WhatsApp.

Publicaciones y perfiles

- **Comparte conmigo 3 publicaciones que te gusten, y al menos 1 perfil que te guste o sigas en redes sociales**

Añade aquí links o pantallazos de al menos 3 publicaciones (o mándamelas por WhatsApp)

Añade aquí el link o un pantallazo de al menos 1 perfil (o mándamelo por WhatsApp)

Día 3: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

- A la mañana he...

  Escribe aquí

- A la tarde he...

  Escribe aquí

- A la noche he... (si aún no es la noche, puedes contestar a esto más tarde o mañana)

  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Día 4: Sexualización y sexismo

La sexualización es cuando a una persona se le da valor solo por su apariencia (o características sexuales). Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo como un objeto (sexual).

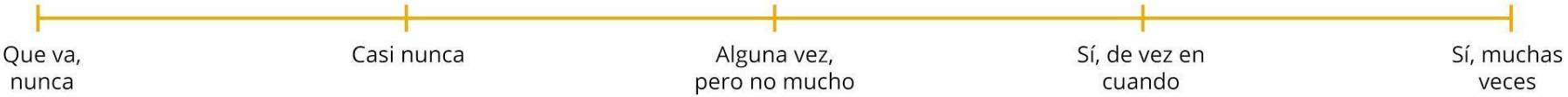
- **¿Has visto algún contenido sexualizado (foto, vídeo, texto...)?**
  Si crees que sí, añade la foto/vídeo/mensaje o el link, o describe la foto o el vídeo.
  (También puedes enviármelos por WhatsApp si prefieres)

Escribe o sube la foto/vídeo aquí

Día 4: Publicaciones

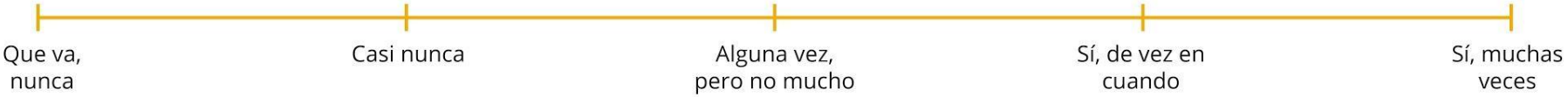
- **¿Han publicado alguna vez tus amigos o amigas fotos o vídeos sexualizados** (parecidos a los que has mencionado en la página anterior)**?**

Usa este círculo para marcar tu respuesta



- **Y tú, ¿has publicado fotos o vídeos sexualizados?**

Usa este círculo para marcar tu respuesta



Día 4: Educación afectivo-sexual

- **Dependiendo de tu anterior respuesta a este tema, escribe qué cosas aprendiste de las charlas/videos/series sobre educación afectivo-sexual.**
  Puedes contar qué cosas te parecieron interesantes, qué cosas sabias de antes y qué no, preguntas que se te ocurrieron, dudas que tengas sobre algún tema. También puedes explicar qué sobre que temas hablásteis, etc.

Escribe aquí

Publicaciones y perfiles

- **Comparte conmigo 3 publicaciones que te gusten, y al menos 1 perfil que te guste o sigas en redes sociales**

Añade aquí links o pantallazos de al menos 3 publicaciones (o mándamelas por WhatsApp)

Añade aquí el link o un pantallazo de al menos 1 perfil (o mándamelo por WhatsApp)

Día 4: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

- A la mañana he...

  Escribe aquí

- A la tarde he...

  Escribe aquí

- A la noche he... (si aún no es la noche, puedes contestar a esto más tarde o mañana)

  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Día 5: Sexualización y sexismo

Estas son las fotos que has valorado como 'más sexualizadas'.

- **¿Puedes explicar por qué crees que están más sexualizadas?**

Escribe aquí

Día 5: Sexualización y sexismo

Estas son las fotos que has valorado como 'no sexualizadas'.

- **¿Puedes explicar por qué crees que no están sexualizadas?**

Escribe aquí

Día 5: Sexualización y sexismo

La sexualización es cuando a una persona se le da valor solo por su apariencia (o características sexuales). Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo como un objeto (sexual).

- **¿Has visto algún contenido sexualizado (foto, vídeo, texto...)?**
  Si crees que sí, añade la foto/vídeo/mensaje o el link, o describe la foto o el vídeo.
  (También puedes enviármelos por WhatsApp si prefieres)

Escribe o sube la foto/vídeo aquí

Publicaciones y perfiles

- **Comparte conmigo 3 publicaciones que te gusten, y al menos 1 perfil que te guste o sigas en redes sociales**

Añade aquí links o pantallazos de al menos 3 publicaciones (o mándamelas por WhatsApp)

Añade aquí el link o un pantallazo de al menos 1 perfil (o mándamelo por WhatsApp)

Día 5: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

- A la mañana he...

  Escribe aquí

- A la tarde he...

  Escribe aquí

- A la noche he... (si aún no es la noche, puedes contestar a esto más tarde o mañana)

  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Día 6: Sexualización y sexismo

La sexualización es cuando a una persona se le da valor solo por su apariencia (o características sexuales). Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo como un objeto (sexual).

- **¿Has visto algún contenido sexualizado (foto, vídeo, texto...)?**
  Si crees que sí, añade la foto/vídeo/mensaje o el link, o describe la foto o el vídeo.
  (También puedes enviármelos por WhatsApp si prefieres)

Escribe o sube la foto/vídeo aquĺ

Día 6: Publicaciones

- **¿Qué hace que una publicación (foto/vídeo/mensage) esté sexualizada o no?**
  Piensa en qué factores, aspectos o elementos tiene que tener una publicación para que creas que está sexualizada

Escribe aquí

Día 6: Publicaciones

Usa cuadros para elegir las palabras

- **¿De qué depende que una publicación (foto/vídeo/mensage) esté sexualizada o no?**
  Selecciona de abajo qué factores importan para decir si una publicación está sexualizada o no (tómate tu tiempo para pensarlo y selecciona todos los que quieras)

Depende de la ropa que llevan

Depende de la expresión que tengan (en la cara)

Depende de la canción que le ponen

Depende de la razón por la que comparten la publicación

Depende de su postura (cara y cuerpo)

Depende de quien le sigue

Si es chico o chica (su género)

Depende de los emojis o frases que usen

Depende de por qué le siguen sus seguidores

Donde se han sacado la foto/vídeo

Si se les ve la cara o no

Día 6: Las redes sociales

- ¿Crees que las redes sociales tienen influencia en tu generación?

Escribe aquí

- ¿En que crees que os influyen las redes sociales?

Escribe aquí

Publicaciones y perfiles

- **Comparte conmigo 3 publicaciones que te gusten, y al menos 1 perfil que te guste o sigas en redes sociales**

Añade aquí links o pantallazos de al menos 3 publicaciones (o mándamelas por WhatsApp)

Añade aquí el link o un pantallazo de al menos 1 perfil (o mándamelo por WhatsApp)

Día 6: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

- A la mañana he...

  Escribe aquí

- A la tarde he...

  Escribe aquí

- A la noche he... (si aún no es la noche, puedes contestar a esto más tarde o mañana)

  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Día 7: Las redes sociales

- **¿Crees que tus amigos y amigas copian/imitan actitudes (formas de ser) de cosas que ven en las redes sociales?**

  Escribe aquí

  - **¿Qué tipo de cosas copian de lo que ven en redes sociales?**

    Escribe aquí

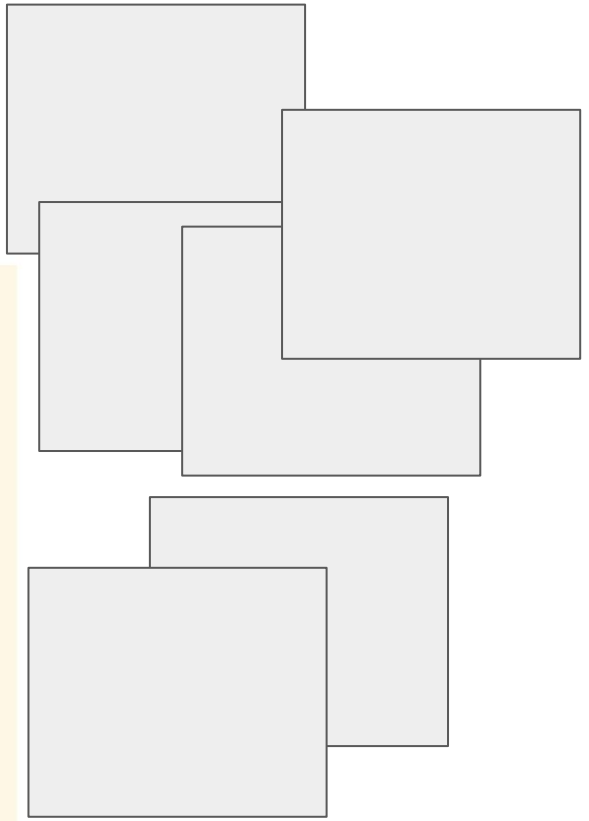
Día 7: Publicaciones

- En la página 24 has dicho que tus amigxs a veces publican fotos o vídeos sexualizados. ¿Qué tipo de fotos o vídeos suben?

Día 7: Publicaciones

- **A continuación ves varias publicaciones:**
  Describe lo que piensas al verlas

Escribe aquí



Día 7: Sexualización y sexismo

La sexualización es cuando a una persona se le da valor solo por su apariencia (o características sexuales). Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo como un objeto (sexual).

- **¿Has visto algún contenido sexualizado (foto, vídeo, texto...)?**
  Si crees que sí, añade la foto/vídeo/mensaje o el link, o describe la foto o el vídeo.
  (También puedes enviármelos por WhatsApp si prefieres)

Escribe o sube la foto/vídeo aquí

Publicaciones y perfiles

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Día 7: ¿Qué has hecho hoy?

Describe lo que has hecho en el día de hoy
(di en qué momentos has utilizado tu móvil, y las redes sociales)

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  Escribe aquí

Espacio para preguntas

- Si quieres hacerme alguna pregunta (sobre lo que sea), puedes escribirla(s) aquí :)

Escribe aquí

Ya está, ¡Has acabado!

Muchas gracias :)
¡Hasta pronto!

I. Annex: Co-creation sessions

I.1. Co-creation session material in Spanish

¡HOLA!

Durante la sesión de hoy vamos a usar Miro

1.

MIRO

Miro es un programa online para colaborar y trabajar con otras personas en vivo

2.

Barra de herramientas

A la izquierda de la pantalla, está la barra de herramientas

Con la 'T' puedes añadir texto

Este símbolo es para añadir formas

Haz click en este símbolo para añadir post-its

Y este es para subir imágenes o archivos

3.

Barra de opciones

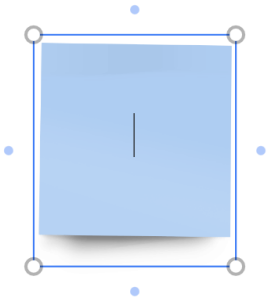
Al seleccionar un objeto o texto, aparece la barra de opciones

4.

Editar objetos

Para editar el tamaño, selecciona el objeto, haz click en la esquina, y arrastra

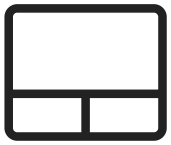
Para escribir, haz doble click encima del objeto y escribe



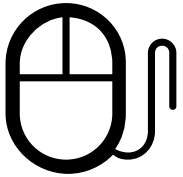
y para copiar, selecciona y haz copia-pega

5.

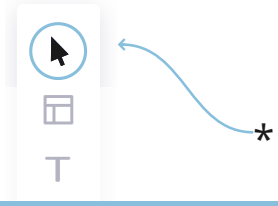
Navegación



Navegar por la pantalla: click y arrastrar o con dos dedos
Zoom: con dos dedos



Navegar por la pantalla: click y arrastrar
Zoom: con la rueda



* teniendo el cursor en el modo 'mano'

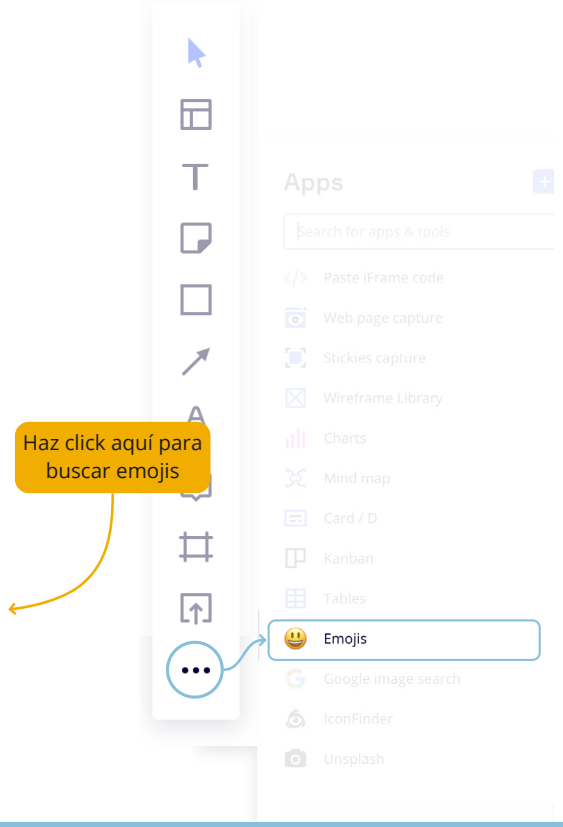
¡Ahora es tu turno!

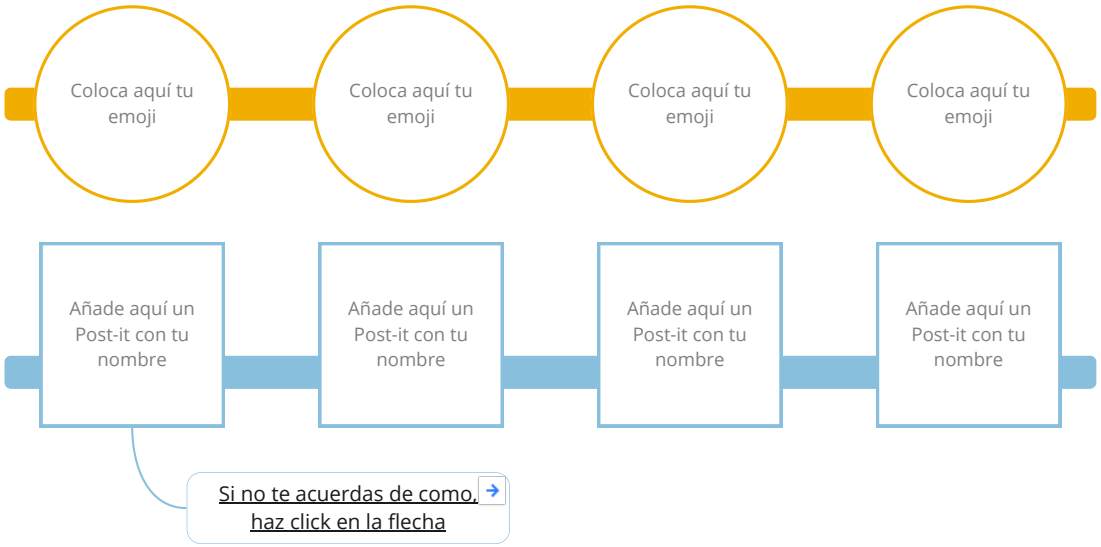
Vamos a jugar a un juego para poner a prueba el programa

1.

Elige tu emoji

Elige un emoji que te represente o que te guste





Al añadir el emoji, haz zoom y agrándalo

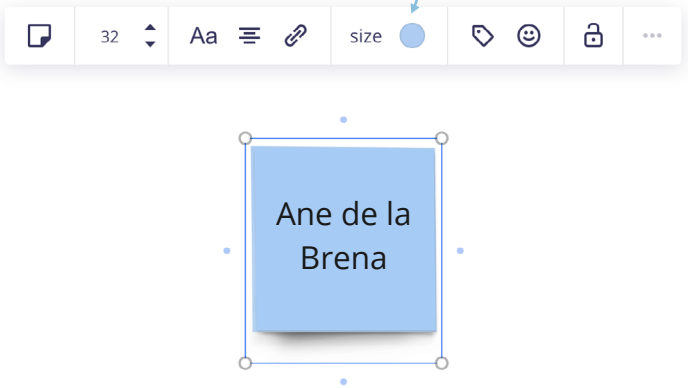
2.

Cambia el color del Post-it

Vete a la anterior diapositiva y cambia el color de tu Post-it

1. Haz click en el Post-it

2. Elige el color que quieras

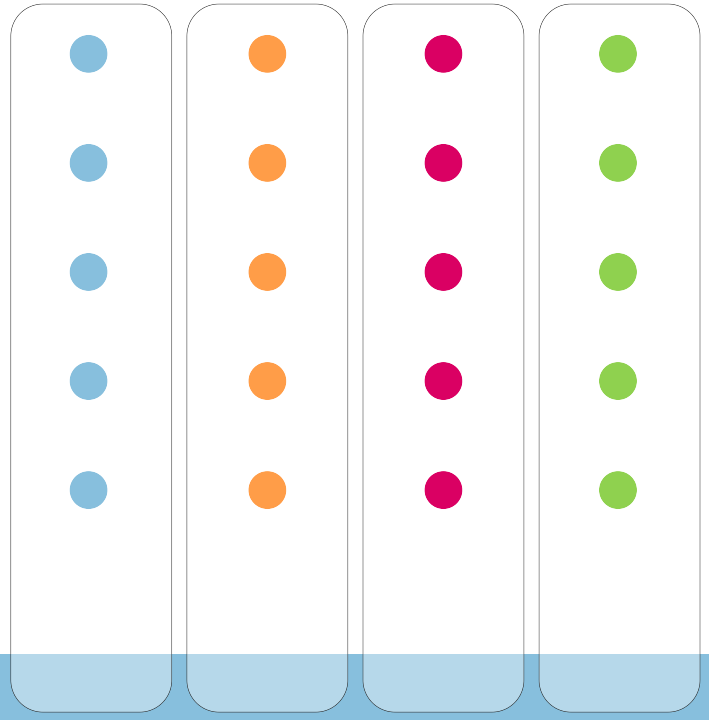


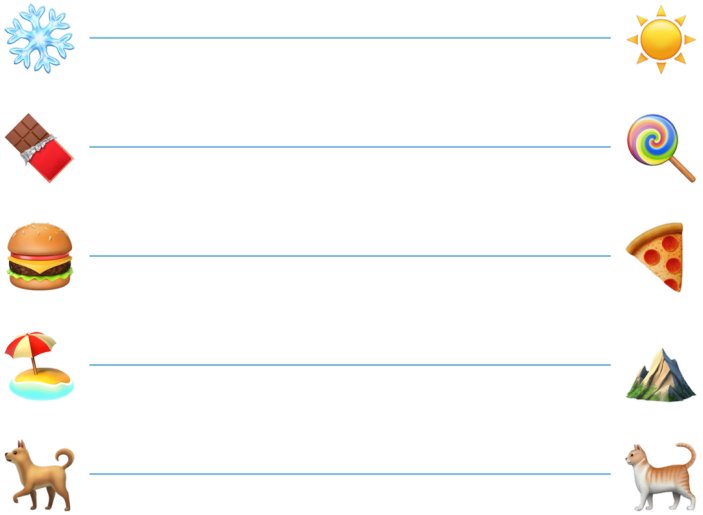
* el color que elijas ahora será tu color de ahora en adelante

3.

¿Qué te gusta más?

Haz click en tu emoji y arrástralo para marcar tu preferencia





4.

Dibuja y adivina

Elige un objeto que tengas en casa y dibújalo, los demás tienen que adivinar qué es.

Para dibujar haz click en este icono y elige el grosor

5.

Saca una foto y súbela

Ahora, saca una foto del objeto que has dibujado y súbelo aquí.

Haz click aquí, o directamente **arrastra la foto a esta ventana**

* saca la foto con tu móvil y pásatela al ordenador para subirla

¿Qué es la sexualización?
Escribe aquí lo que crees que es
Escribe aquí lo que crees que es
Escribe aquí lo que crees que es
Escribe aquí lo que crees que es

1.

Sexualización

Sexualizar es conferir carácter o significado sexual a algo.

La sexualización es cuando a una persona se le da valor solo por su apariencia o características sexuales. Es decir, cuando solo se le da importancia a si es guapx o sexy, o cuando se le ve solo cómo un objeto (sexual).

2.

¿Entiendes lo que es la sexualización?

Pon tu emoji en la escala, para marcar cómo de segurx estás de lo que es la sexualización

Nada segurx

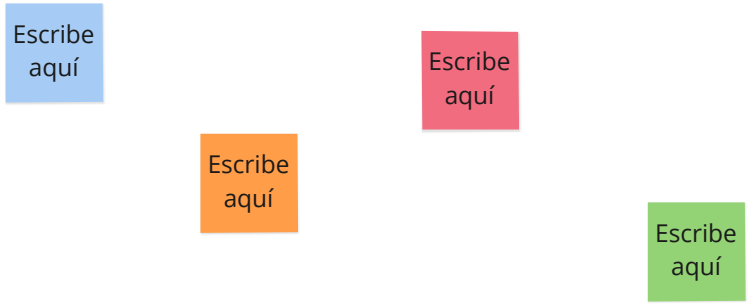
Un poco segurx

Muy segurx

3.

¿Como le explicarías a tus amigxs lo que es la sexualización?

Escribir texto, añade fotos, iconos o frases

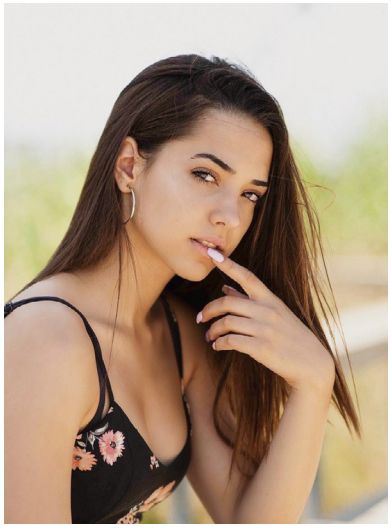


* escribe siempre con **tu color** de post-it

4.

¿Puede estar sexualizada esta foto?

Escribe qué características o aspectos de la foto pueden ser sexualizados



* escribe siempre con **tu color** de post-it

5.

¿Puede estar sexualizada esta foto?

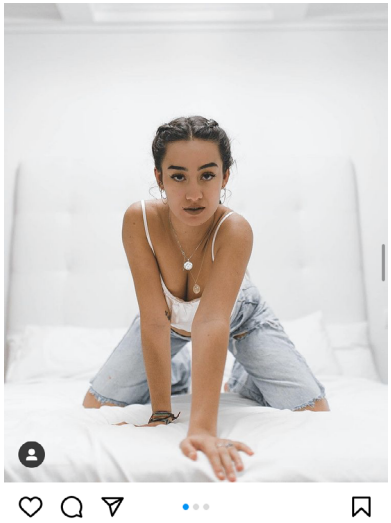
Escribe qué características o aspectos de la foto pueden ser sexualizados

* escribe siempre con **tu color** de post-it

6.

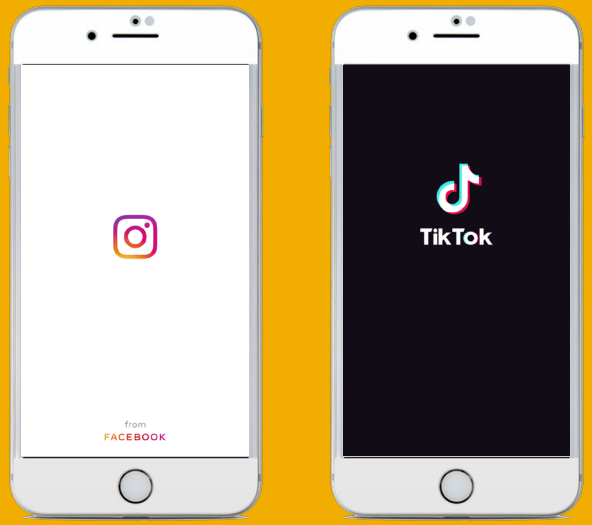
¿Puede estar sexualizada esta foto?

Escribe qué características o aspectos de la foto pueden ser sexualizados

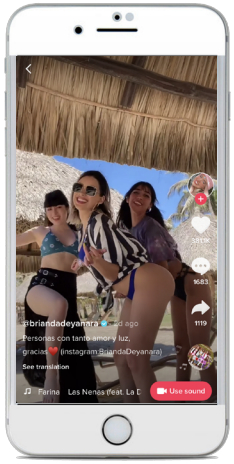


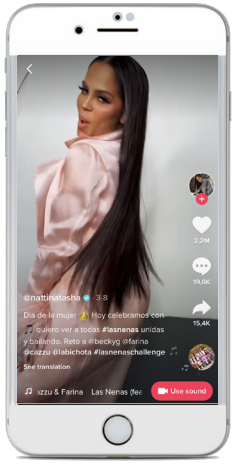
* escribe siempre con **tu color** de post-it

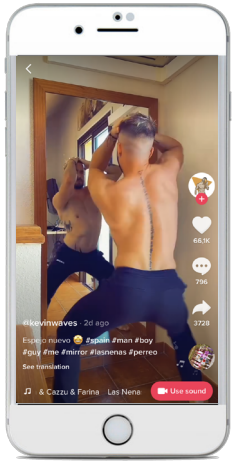
Navegando por las redes sociales

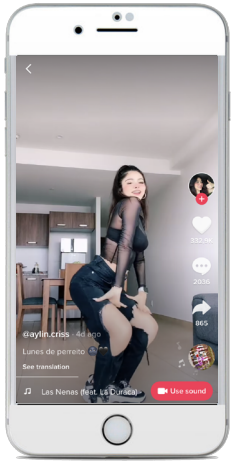


Imagina que estas en Instagram, Tiktok, o otra red social, pasando el rato









1.

¿Qué tipo de publicaciones suelen llamar tu atención?

Coge tu móvil, abre una red social y saca un pantallazo de una publicación que te llame la atención, la primera en la que te fijes.

Sube tu(s) foto(s) aquí

Pega aquí el Post-it con tu nombre

Pega aquí el Post-it con tu nombre

Pega aquí el Post-it con tu nombre

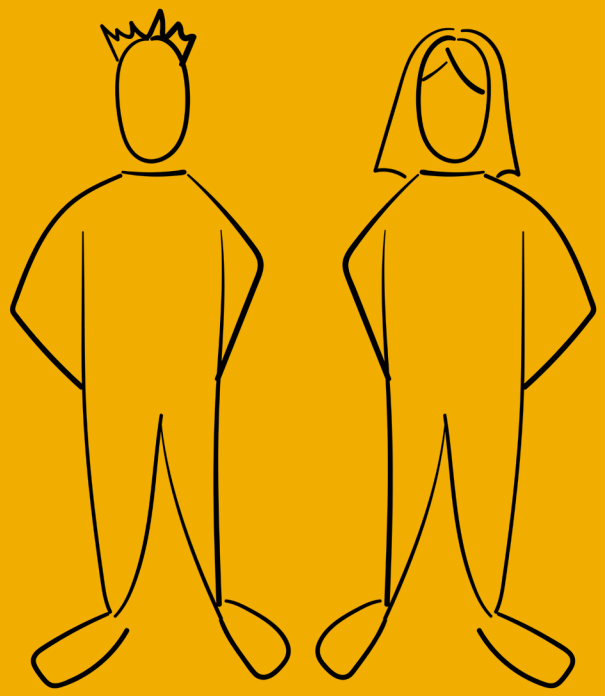
Pega aquí el Post-it con tu nombre

2.

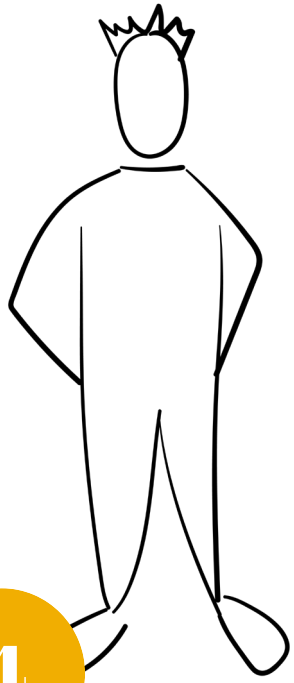
* si no te acuerdas de cómo subir fotos, haz click en la flecha

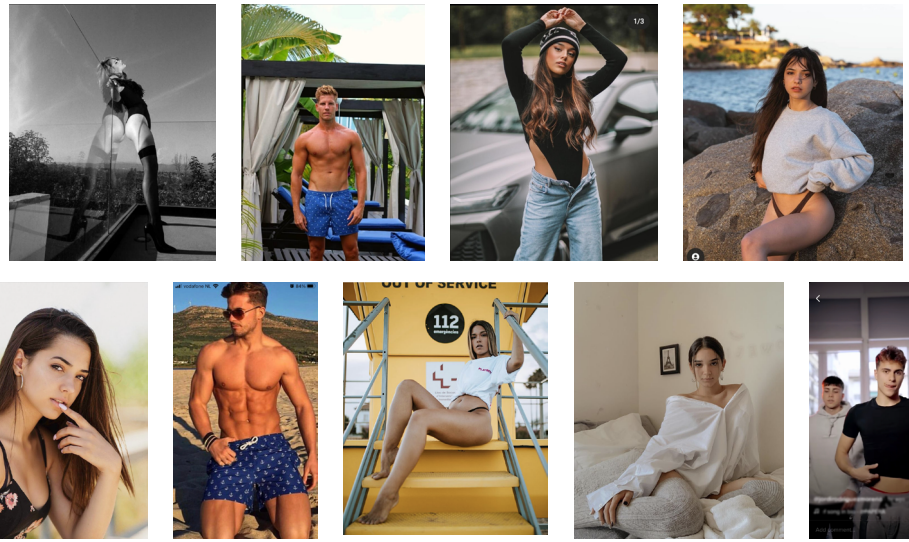
3.

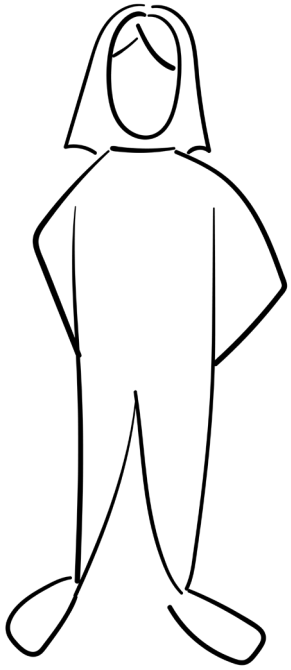
Estos son Álvaro y Lucía



A Álvaro y a Lucía les gustan estas publicaciones:





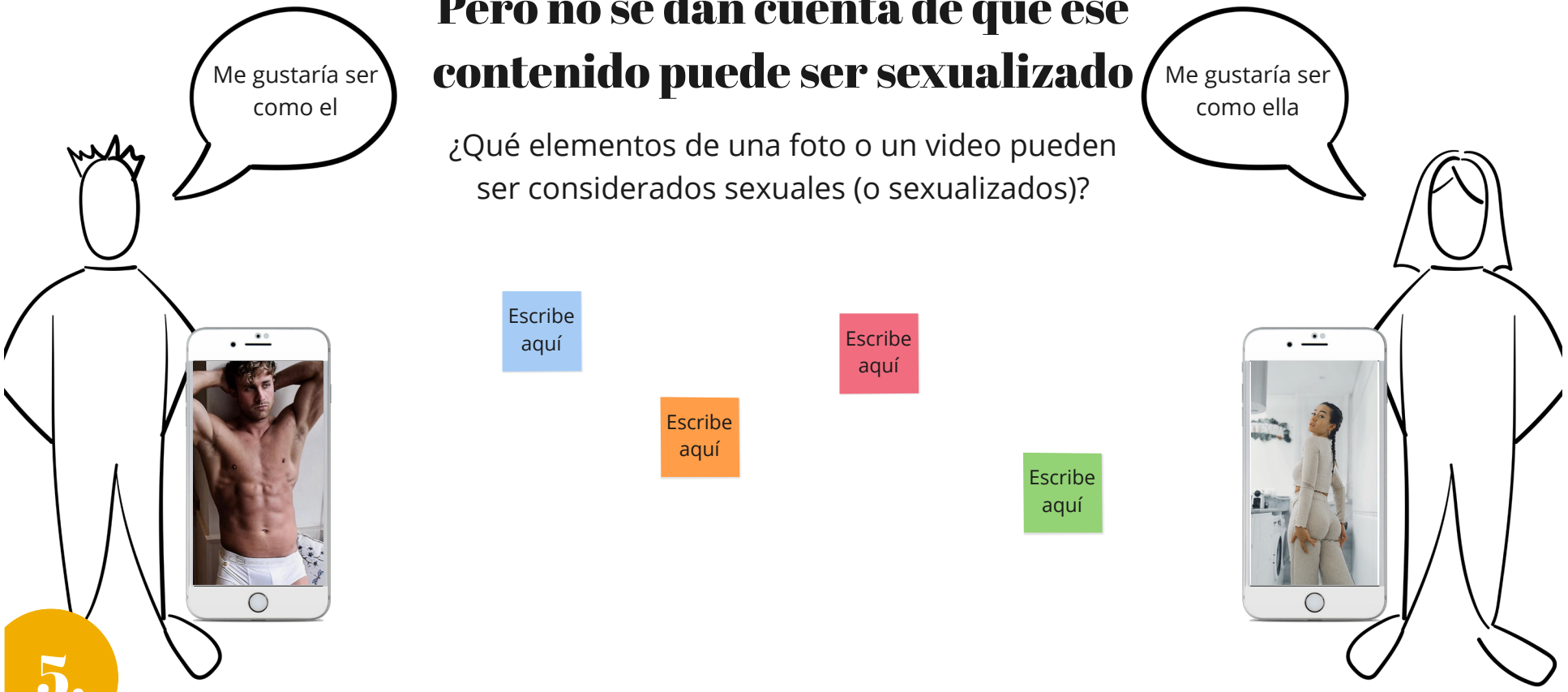


Les gustan porque son personas muy atractivas, y porque tienen muchos seguidores y likes

4.

Pero no se dan cuenta de que ese contenido puede ser sexualizado

¿Qué elementos de una foto o un video pueden ser considerados sexuales (o sexualizados)?

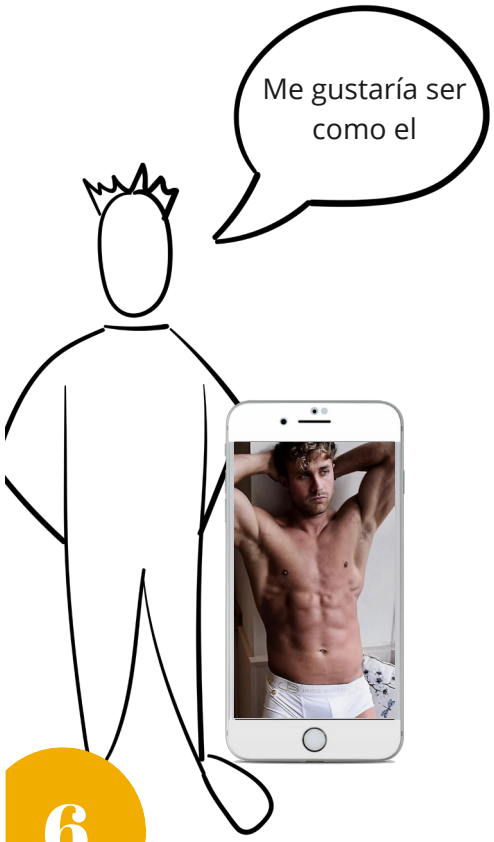


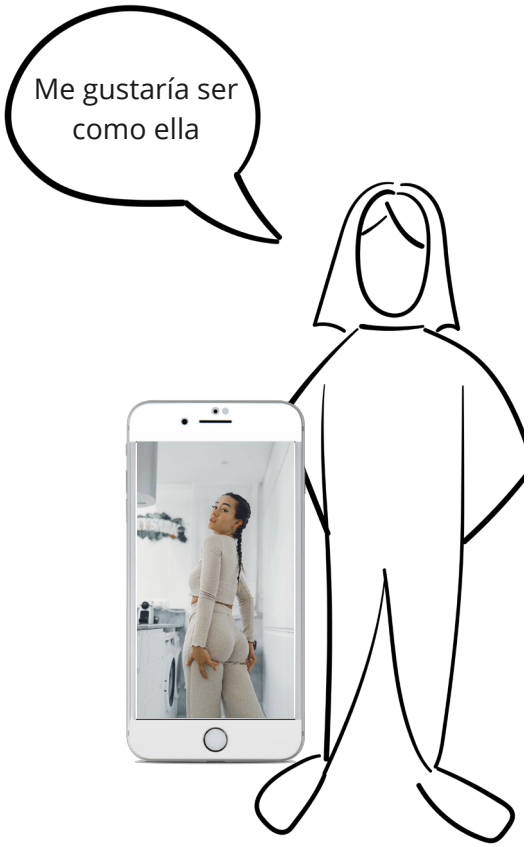
5.

* escribe siempre con **tu color** de post-it

Pero no se dan cuenta de que ese contenido puede ser sexualizado

¿Cómo podemos explicarles o hacerles ver que pueden ser sexualizados?





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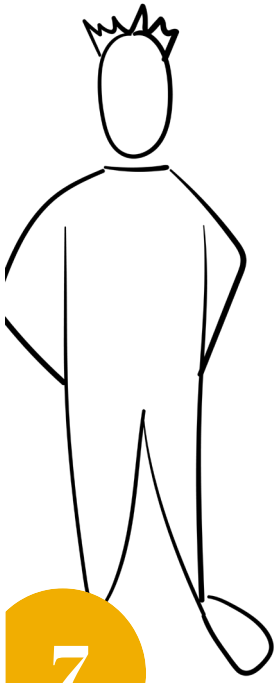
6.

* escribe siempre con **tu color** de post-it

A Lucía y a Álvaro no les sorprende ver ese tipo de fotos y videos, porque están acostumbrados

¿Cómo podemos ayudarles a ser críticos sobre el contenido que ven aunque esté normalizado?



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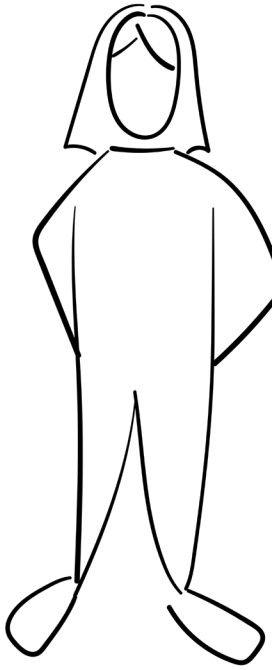


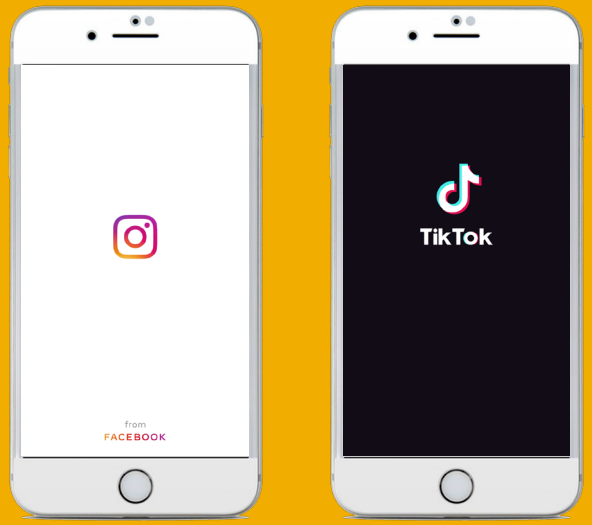
7.

* escribe siempre con **tu color** de post-it

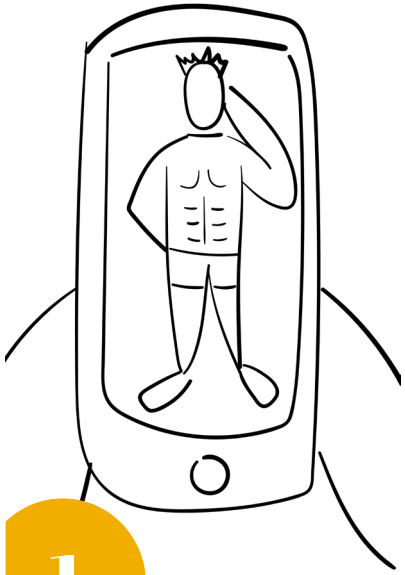
Descanso:

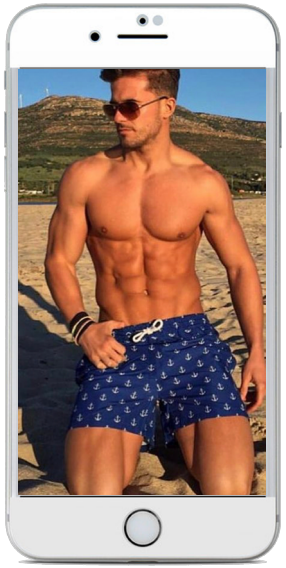
5 minutos

Publicando contenido en redes sociales

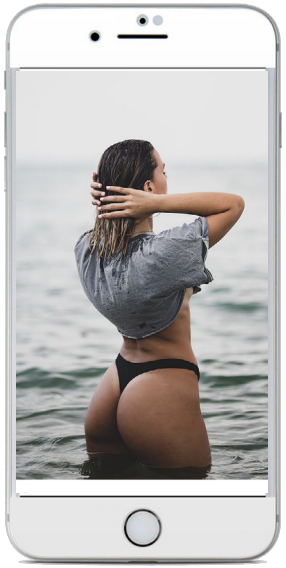


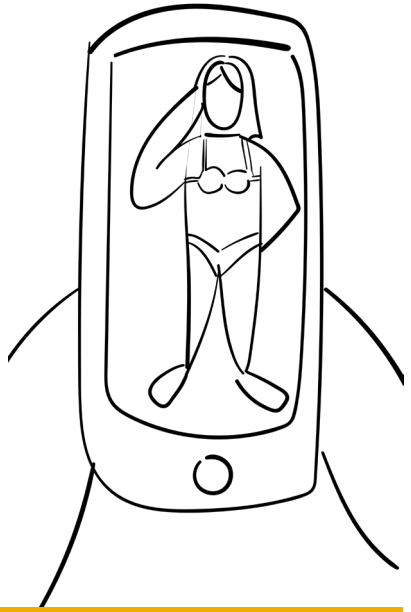
Ahora, Álvaro y Lucía comparten unas fotos en sus redes sociales





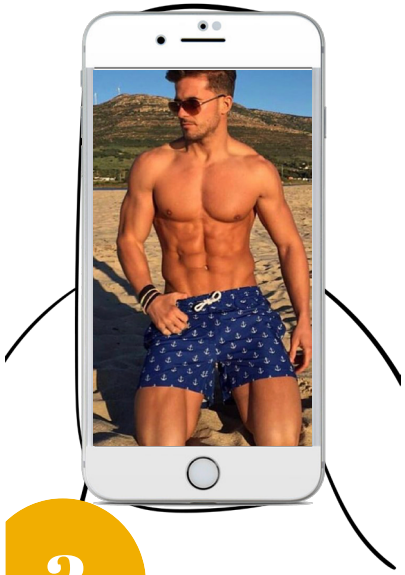
Fotos parecidas a estas





1.

¿Cómo podrían interpretarse esas fotos?



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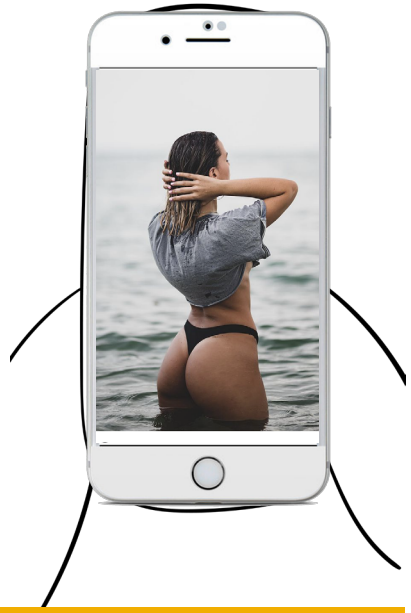
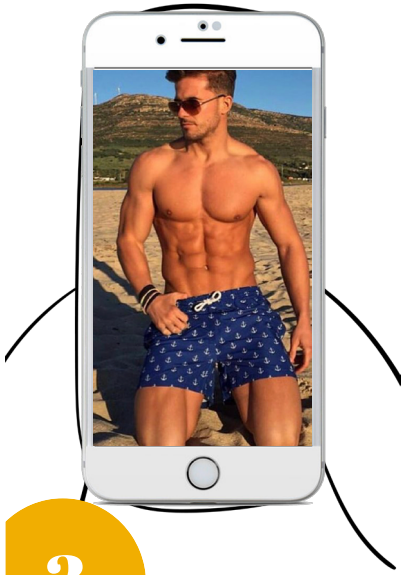


2.

* escribe siempre con **tu color** de post-it

¿Cuál sería una buena razón para compartir esas fotos?



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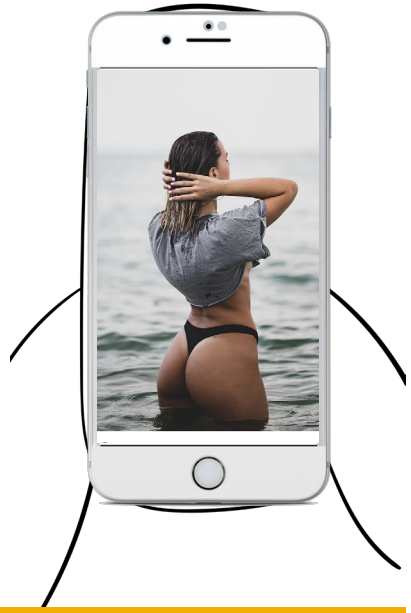
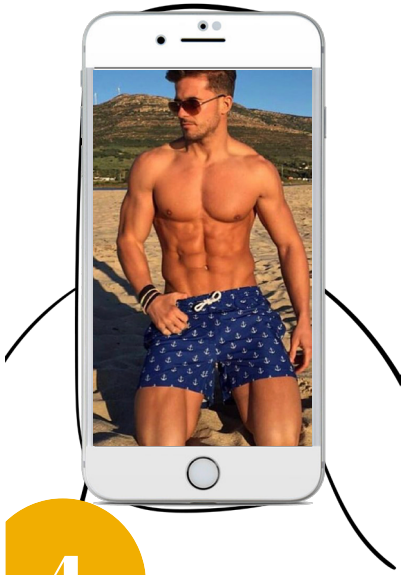


3.

* escribe siempre con **tu color** de post-it

¿Cuál sería una mala razón para compartir esas fotos?



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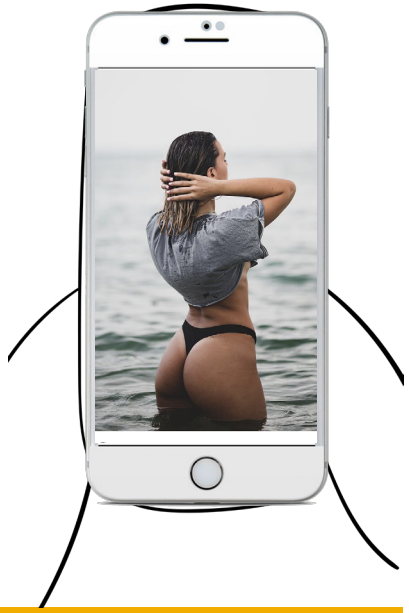
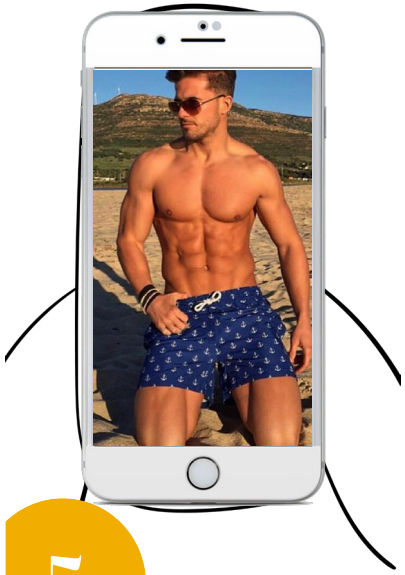


4.

* escribe siempre con **tu color** de post-it

¿Cómo podemos ayudarles a entender a Lucía y a Álvaro que estas fotos pueden estar sexualizadas?

Y que tienen que ser conscientes de eso



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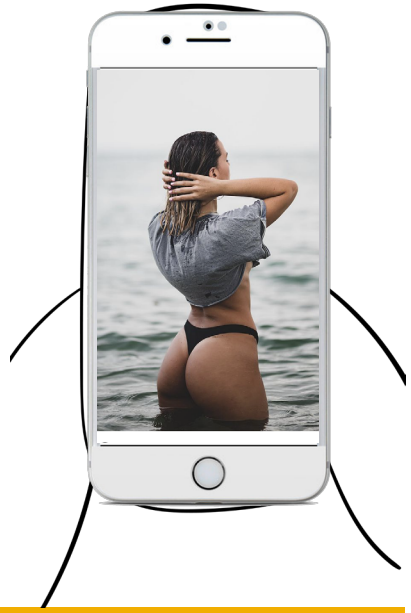
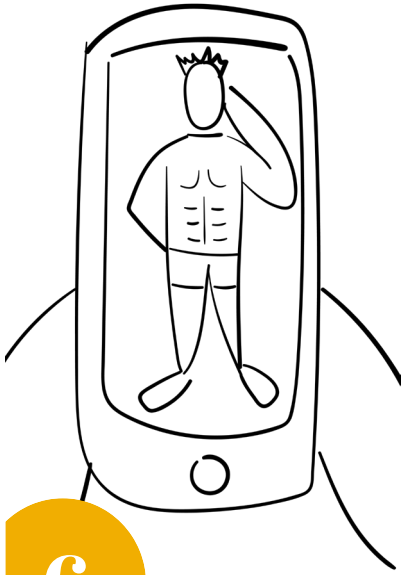


5.

* escribe siempre con **tu color** de post-it

Álvaro y Lucía comparten esas fotos para sentirse mejor con ellos mismos

¿De qué otras formas podrían sentirse bien (sobre su cuerpo), sin publicar ese tipo de fotos?



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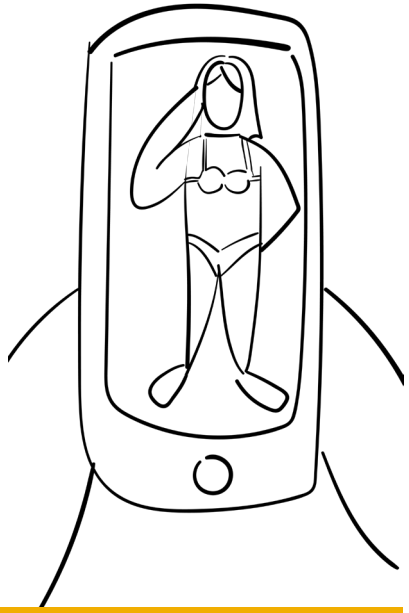
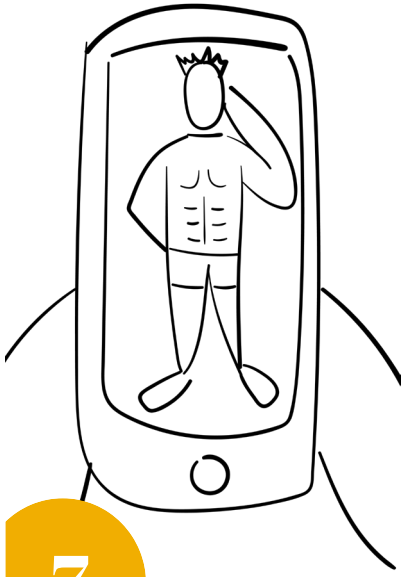


6.

* escribe siempre con **tu color** de post-it

También suben esas fotos solo por copiar a influencers, sin pensarlo dos veces

¿Cómo podemos ayudarles a reflexionar sobre sus razones para compartir una foto, antes de subirla?



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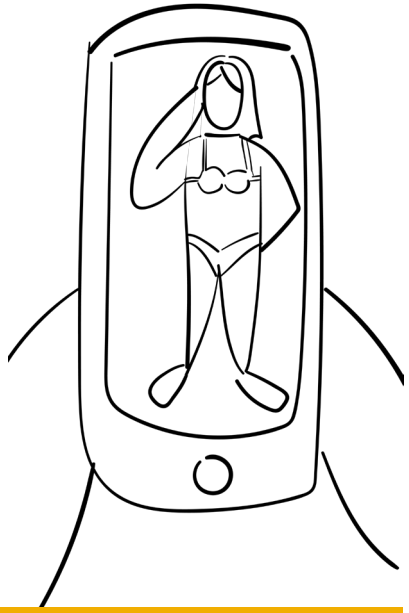
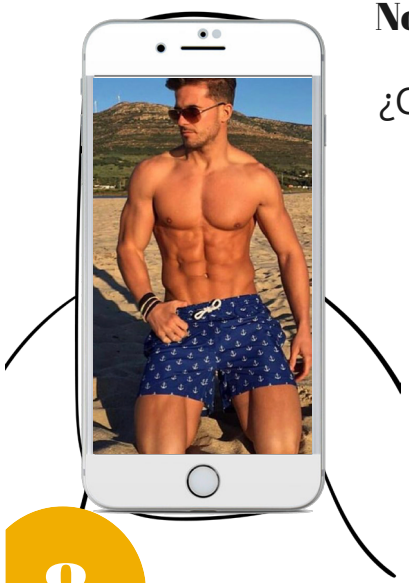


7.

y sobre la respuesta o reacción que esperan

* escribe siempre con **tu color** de post-it

Cuando suben la foto, no son conscientes de las reacciones que puede tener



No se dan cuenta de cómo la gente puede interpretar ese contenido.

¿Cuál es el aspecto negativo de que la gente interprete tu contenido como sexualizado?

Escribe aquí

Escribe aquí

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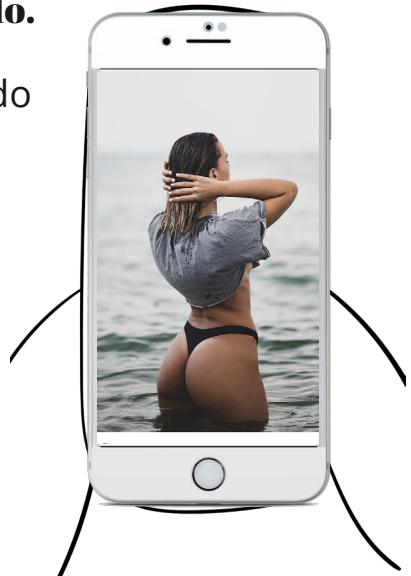
Escribe aquí

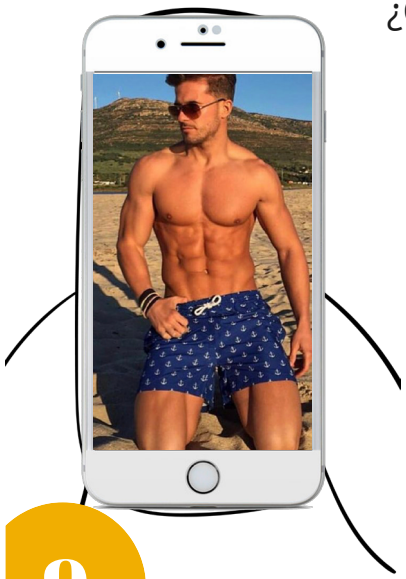


8.

* escribe siempre con **tu color** de post-it

Cuando suben la foto, no son conscientes de las reacciones que puede tener

¿Cómo podemos ayudarles a reflexionar en las posibles reacciones o interpretaciones de sus fotos/videos?



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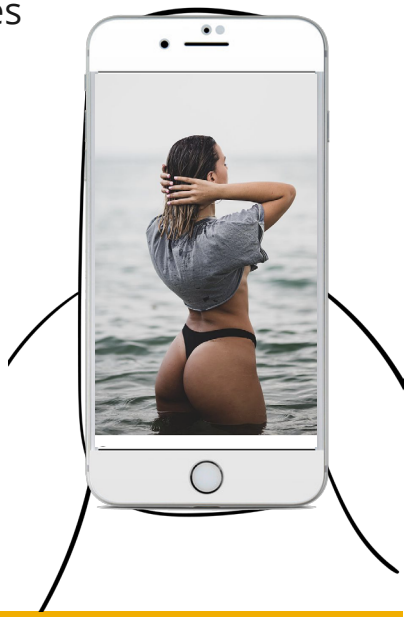


9.

* escribe siempre con **tu color** de post-it

Descanso:

5 minutos

Ahora imaginad que sois Álvaro o Lucía

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Guiando

Como aprender a nadar
(burbuja, manguitos...)

1.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Guiando

Como aprender a nadar (burbuja, manguitos...)

Conversando

Como cuando opinas sobre una peli (lo que gusta y no) con amigxs

2.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Mientras publicas

Guiando

Como aprender a nadar (burbuja, manguitos...)

Conversando

Como cuando opinas sobre una peli (lo que gusta y no) con amigxs

Cuestionando

Como la ultima confirmación antes de comprar algo por internet

3.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Mientras publicas | Después de publicar

Guiando

Como aprender a nadar (burbuja, manguitos...)

Conversando

Como cuando opinas sobre una peli (lo que gusta y no) con amigxs

Cuestionando

Como la ultima confirmación antes de comprar algo por internet

Bromeando

Como cuando tus amigos hacen burlas sobre algo (que dices, que llevas...)

4.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

5.

Mientras publicas

Después de publicar

Guiando

Como aprender a nadar (burbuja, manguitos...)

Conversando

Como cuando opinas sobre una peli (lo que gusta y no) con amigxs

Cuestionando

Como la ultima confirmación antes de comprar algo por internet

Bromeando

Como cuando tus amigos hacen burlas sobre algo (que dices, que llevas...)

Arreglando

Como cuando puedes entregar por segunda vez un trabajo que suspendiste

¿Qué otros consejos tenéis para Álvaro y Lucía?

Anécdotas, historias...

Ahora imaginad que sois Álvaro o Lucía

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Guiando

Como aprender a nadar
(burbuja, manguitos...)

1.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Guiando

Como aprender a nadar (burbuja, manguitos...)

Reflexionando

Como escribir en un diario personal

2.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Mientras publicas

Guiando

Como aprender a nadar (burbuja, manguitos...)

Reflexionando

Como escribir en un diario personal

Cuestionando

Como la ultima confirmación antes de comprar algo por internet

3.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

Mientras publicas

Guiando

Como aprender a nadar (burbuja, manguitos...)

Reflexionando

Como escribir en un diario personal

Cuestionando

Como la ultima confirmación antes de comprar algo por internet

Probando

Como cuando te pruebas ropa y pides la opinión de amigxs o gente en el probador

4.

¿Cómo os gustaría recibir consejos o reflexionar sobre los temas que hemos hablado?

5.

Mientras publicas

Después de publicar

Guiando

Como aprender a nadar (burbuja, manguitos...)

Reflexionando

Como escribir en un diario personal

Cuestionando

Como la ultima confirmación antes de comprar algo por internet

Probando

Como cuando te pruebas ropa y pides la opinión de amigxs o gente en el probador

Confrontando

Como cuando no estás prestando atención y el profe te saca a la pizarra

¿Qué otros consejos tenéis para Álvaro y Lucía?

Anécdotas, historias...

J. Annex: Learning journey manual

J.1. Test manual in Basque

TESTAREN KONFIGURAZIOA

Helburua: nerabeak sexualizazioaren eta sare sozialetako eduki sexualizatuen gaian sartzea, eta lehenengo hiru saioek praktikan nola funtzionatzen duen probatzea.

Proba BHI San Inazio institutuko lehen mailako ikasleekin egingo da. Saioa nik moderatuko dut, online, eta tutorea fisikoki presente egongo da saioa moderatzen laguntzeko.
Probarako, 24 saioz osatutako bi urteko programa baten lehen hiru saioak probatuko dira. Pegatinaren eta aplikazioaren kontzeptuak nerabeekin ere probatuko dira. Hauek, saioaren ondoren aurkeztuko dira eta nerabeek astebetez erabiliko dituzte. Denboraldi horren ondoren, nerabeekin elkarrizketak egingo ditut kontzeptuak ebaluatzeko.

Prestaketa: ez da beharrezkoa ikasleek aldez aurretik inolako prestakuntzarik egitea. Gainera, ikasleek ez dute sesioan landuko den gaiari buruzko xehetasunik jakin behar, helburua euren ezagutza maila zein den jakitea baita.

1. ATALA: IKUSTEN DUTENA KONTUAN IZATEA

Probatu beharreko saioen kopurua: 3 saio
Testaren iraupena: ordu bat
Ikasle-kopurua: bigarren hezkuntzako lehen mailako gela bateko neskak. Ezin dira talde txikiagoak sortu COVID murrizketen ondorioz. Beraz, talde osoak batera komentatuko ditu erantzunak
Metodoa: nerabeei lehenik eta behin banaka hausnartzeko eta erantzuteko, eta gero denen artean hitz egiteko eskatzen duten ariketak

1. Saioa: Sarrera

Helburua: gaia nerabeei aurkeztea eta haien arreta erakartzea

1.1. Adibideak

Asmatutako anekdota bat partekatuko dut nerabeak sare sozialetako eduki sexualizatuen gaian sartzeko.
Anekdota: “Behin lagun batzuekin egon nintzen eguna hondartzan pasatzen, eta argazki batzuk atera genituen egunaren amaieran, ilunabarrarekin eta itsasoarekin. Nire lagun bati asko gustatu zitzaion atera nion argazki bat, eta Instagramera igotzea pentsatu zuen. Zalantzak nituen bikinia bakarrik jantzita zuelako eta beldur zelako beste batzuek pentsatuko edo esango zutenaz. Baina esan genion: gustatzen bazaizu, argitaratu ezazu, besteek esan dezaketenari kasurik ez!’. Azkenean argitaratu zuen. Normalean ez du bikinian edo horrelako edukirik argitaratzen, nahiko lotsatia delako, baina oraingoan gogoak eman zion. Eta berehala damutu zen. Jende asko bere gorputzari buruz kritikatzen hasi zen, gehiegi erakusten zegoela esanez: “Hori ez da zu bezalakoa, zer ari zara holako edukia argitaratzen?”. Ia ezagutzen ez nituen mutil batzuen mezu desegokiak ere jaso zituen. Nire lagunak gogoko zuen argazki bat argitaratzerik besterik ez zuen nahi, ez zuen pentsatu ondorio

horiek izango zituenik. Esperientzia horren ondoren, ez du berriz horrelako edukirik argitaratu, besteek nola erreakzionatuko duten beldur.'
Adibidearen helburua nerabeak anekdotarekin identifikatzea eta narratiban inplikatzea da. Ikasleek galderak egin ditzakete edo horri buruz eztabaidatu, labur-labur.

Helburua: nerabeak gai honetan sartzea, ziurrenik identifikatuko diren gauzei buruz hitz eginez (agian beraiek ere esperimentatu dute), haien arreta eta interesa erakartzeko helburuz.

1.2. Sexualizazioa eta eduki sexualizatuak

Sare sozialetan sexualizazioa eta eduki eta jokabide sexualizatuak definitzea.
Nerabeek, lehenik eta behin, banaka definituko dute "sexualizazioa" zer den, uste dutenaren arabera, eta erantzunak menti.com helbidera bidaliko dituzte (https://www.menti.com/om9owjj58y). 5 minutu emango zaizkie pentsatzeko eta erantzuteko. Bitartean, erantzunak ez dira ikusgai izango. Guztiek erantzunak bidali ondoren, moderatzaileak erantzunak pantailan erakutsiko ditu. Ondoren, erantzunak eztabaidatuko ditugu eta nerabeek galderak egin ahal izango dituzte. Prozesu bera jarraituko da bigarren terminorako: sare sozialetako eduki sexualizatuak (https://www.menti.com/om9owjj58y). Nerabeek terminoak banaka definitu eta eztabaida taldean egin ondoren, moderatzaileak terminoak azalduko ditu, guztiek ulertzeko moduan.

Helburua: nerabeak gaian sartzea, oinarrizko terminoak eta kontzeptuak definituz.

2. Saioa: Eduki sexualizatua

Helburua: ikaskuntza-prozesua hastea, eduki sexualizatua identifikatzeko patroiak aurkituz.

2.1. Patroiak aurkitzea

➔ Saioa baino lehen:
Antolatzaileak: txartelak inprimatu

Edukia aztertzea, sexualizatu daitekeen edukia identifikatzeko erabil ditzaketen patroiak aurkitzeko.
Hainbat irudi aurkeztuko zaizkie nerabeei, eta haien artean antzekotasunak aurkitzeko eskatuko zaie. Irudiak txarteletan ("1. Eranskina: 2. Saiorako materiala") emango zaizkie eta txarteletan antzekotasunak idatzi edo markatu ditzaten. 10 minutu izango dituzte hausnartu eta horiek aztertzeko, eta ondoren erantzunak menti.com helbidera bidaltzeko eskatuko zaie (https://www.menti.com/1ynticu7jr). Bitartean, erantzunak ez dira ikusgai izango. Guztiek erantzunak bidali ondoren, moderatzaileak erantzunak pantailan erakutsiko ditu. Ondoren, erantzunak eztabaidatuko ditugu eta nerabeek galderak egin ahal izango dituzte.
Ariketa amaitzeko, moderatzaileak azalduko du nola patroi horiek ohiko seinaleak diren, jendeak sexualizatu ditzakeen edukia erakusten dutenak. Beraz, horrek ez du esan nahi argitaratzen duen pertsonak sexualizatua izan nahi duenik edo horregatik argitaratu zuenik, baizik eta elementu horiek dituzten edukiek oro har sexualizatzen direla, eta hori sare sozialak erabiltzean jakin behar dutela.

3. Saioa: Erantzunak

Helburua: ikaskuntza-prozesuarekin jarraitzea, erantzun sexualizatzaileak identifikatzeko ereduak aurkituz.

3.1. Patroiak aurkitzea

➔ Saioa baino lehen:
Antolatzaileak: txartelak inprimatu

Edukiarekiko erreakzioak aztertzea patroiak aurkitzeko eta erreakzio sexualizatzaile motak identifikatzeko, aurreko saioan aztertutako edukia ze komentario motarekin lotu daitekeen ulertzeko.
Nerabeei komentario adibide batzuk aurkeztuko zaizkie, eta haien artean antzekotasunak aurkitzeko, erreakzio mota desberdinak identifikatzeko eta kategorizatzeko eskatuko zaie. Komentario adibideak txarteletan ("2. Eranskina: 3. Saiorako materiala") emango zaizkie, txarteletan antzekotasunak idatzi edo markatu ditzaten. 10 minutu izango dituzte horiek aztertu eta hausnartzeko, eta ondoren erantzunak menti.com helbidera bidaltzeko eskatuko zaie (https://www.menti.com/1ynticu7jr). Bitartean, erantzunak ez dira ikusgai izango. Guztiek erantzunak bidali ondoren, moderatzaileak erantzunak pantailan erakutsiko ditu. Ondoren, erantzunak eztabaidatuko ditugu eta nerabeek galderak egin ahal izango dituzte.
Ariketa amaitzeko, erreakzio mota hauek aurreko saioan ikusitako edukiek jasotzen dituzten komentario ohiak direla azalduko du moderatzaileak. Beraz, ez du esan nahi eduki hori argitaratzea txarra denik edo erreakzio horiek jasotzea ona edo normala denik, baizik eta eduki horrek erreakzio horiek sor ditzakeela, eta hau sare sozialak erabiltzean jakin behar duten zerbait dela.

Pegatina aurkeztu

Edukia argitaratzerakoan, saioan ikasitakoa kontuan hartzea garrantzitsua dela azaldu.
[Pegatina banatu]
Azalpena: "Pegatina hau kontzeptu bat da eta sare sozialetan argitaratu aurretik hausnarketarako une txiki bat izatea gogorarazten laguntzea du helburu. Beraz, lehenik eta behin, garrantzitsua da edukia argitaratzeko arrazoi on bat izatea eta horretaz jabetzea. Pegatinak gogorarazten dizue argazki edo bideo hori argitaratzeko ze arrazoia eta asmo duzuen pentsatu dezazuen. Ikusi dugunez, garrantzitsua da ere besteek zuen edukia nola interpreta dezaketen pentsatzea. Asmoa ez da horrek izutzea edo edukia ez argitaratzea, baizik eta prest egotea eta argitaratzeko dituzuen arrazoiei buruz hausnartzen laguntzea.
Horregatik, eranskailua zuen mugikorren atzealdean jartzea nahiko nuke eta astebetez erabiltzea. Behin astea igarota, galdera batzuk egingo dizkizuet honi buruz".
- Sei egun eta gero -
Formulario bat bidali pegatina ebaluatzeko galdera batzuekin. Horrek elkarrizketa hobeto gidatzeko ideiak biltzen lagunduko du, galdera zehatzagoak egiteko.
- Zazpi egun eta gero -
Nerabeetako batzuk elkarrizketatu (formularioan ekarpen gehiago egin dituztenak edo gehiago partekatu zituztenak) pegatinak nola funtzionatu duen, zer gustatu zaien, izan ditzaketen

iradokizunak eta abar galdetuz.

Aplikazioa aurkeztu

Sare sozialetan publikatzea haien ardura dela eta ahaldun eta harro sentitu behar direla azaldu.
[Aplikazioa aurkeztu]
Azalpena: “Hau da frogatzea gustatuko litzaidakeen beste kontzeptu bat; komunikazio modu berri bat da sare sozialetan edukia argitaratzen dugunerako. Aplikazio hau (ProtoPie) zuen mugikorrean deskargatzen baduzue eta esteka hau irekitzen baduzue (https://cloud.protopie.io/p/f7adc3f712), prototipoan sar zaitezkete. Asmoa da edukia argitaratzen duzunean, argitaratzeko arrazoiak nabarmentzea, eta zuen argazkiak ikusten dituzten pertsonei zer jakinarazi nahi diezuen azaltzea.
[Pantailan nola funtzionatzen duen erakutsi]
Orduan, zuek hau probatzea gustatuko litzaidake, stickerrak edo hashtagak gehituz, nola sentitzen zareten edo zergatik partekatu nahi duzuen eduki hori jakinaraziz. Aplikazio horrek ez du guztiz funtzionatzen; beraz, hashtag-ak eta stickerrak jar ditzakezue, eta, gero, pantailari argazkia atera, irudia gorde eta sare sozialetara igo nahi baduzue. Aste honetan probatu, eta datorren astean ere galdera batzuk egingo dizkizuet.”
- Sei egun eta gero -
Formulario bat bidali aplikazioa ebaluatzeko galdera batzuekin. Horrek elkarrizketa hobeto gidatzeko ideiak biltzen lagunduko du, galdera zehatzagoak egiteko.
- Zazpi egun eta gero -
Nerabeetako batzuk elkarrizketatu (formularioan ekarpen gehiago egin dituztenak edo gehiago partekatu zituztenak) aplikazioa nola funtzionatu duen, zer gustatu zaien, izan ditzaketen iradokizunak eta abar galdetuz.

Eranskinak

Atal honek saioak gauzatzeko behar den materiala jasotzen du. Saio bakoitzerako materiala eskuliburuak adierazten duen moduan inprimatu eta entregatu behar da ariketa bakoitzerako.

1. Eranskina: 2. Saiorako materiala

Atal honek bigarren saiorako behar den materiala jasotzen du

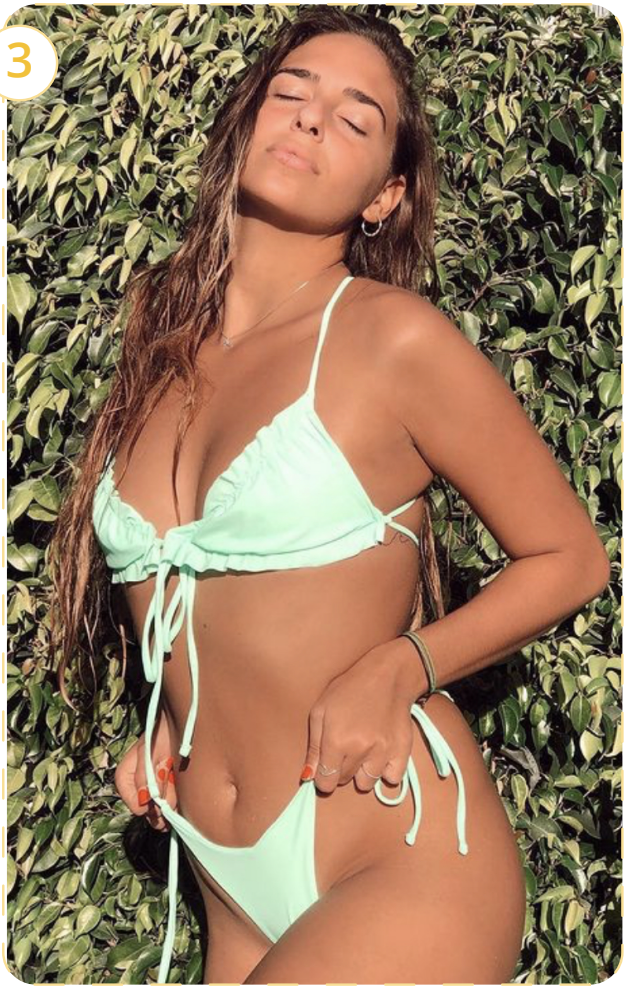
Eduki sexualizatuak: Txartelak

Ariketa honetarako, hurrengo orrialdeetan dauden txartelak inprimatu eta ikasleei eman behar zaizkie. 12 txartel daude, eta ikasle bakoitzak 4ko bilduma bat jaso behar du. Ikasle bakoitzak txartel ezberdinekin lan egingo du, aldaketa gehiago egon dadin. Beraz, 12 ikasle badaude, lauk 1-4 txartelak jasoko dituzte, lauk 5-8 txartelak, eta beste lauk 9-12 txartelak.

1

2

3



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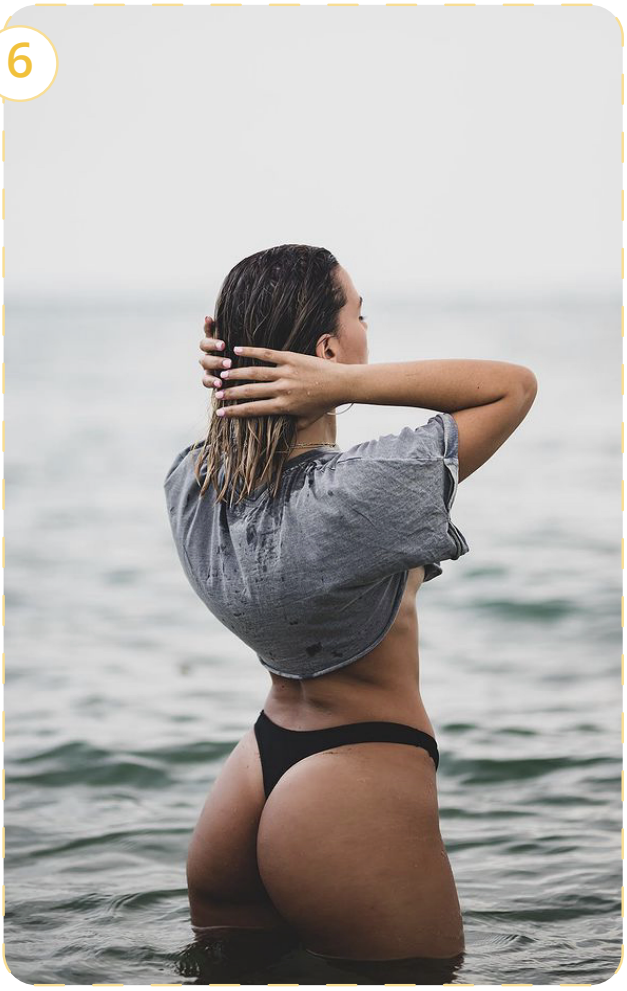

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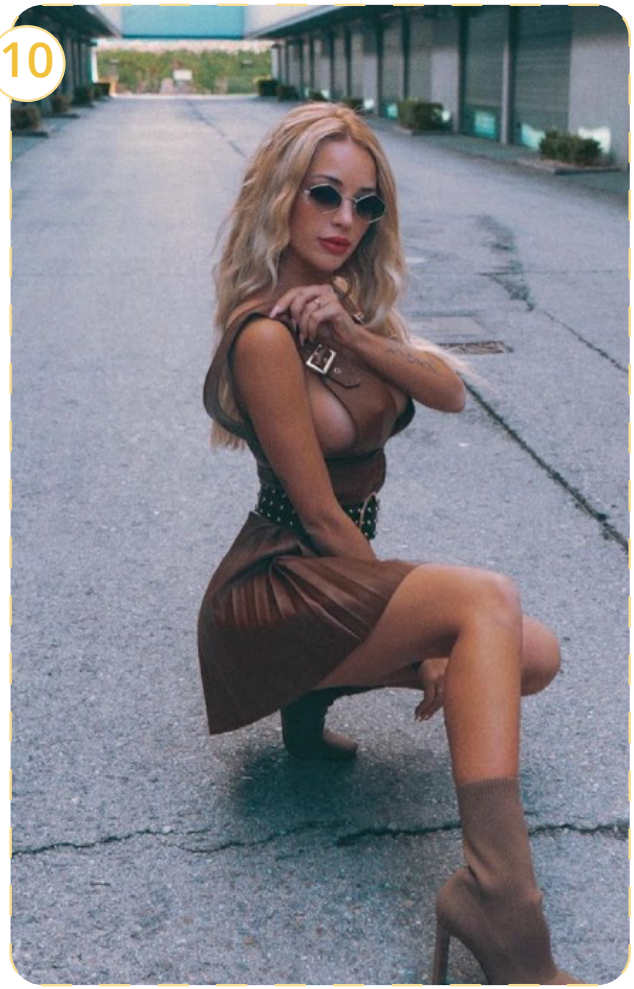


11

12

2. Eranskina: 3. Saiorako materiala

Atal honek hirugarren saiorako behar den materiala jasotzen du

Erantzun sexualizatuak: Txartelak

Ariketa honetarako, hurrengo orrialdeetan dauden txartelak inprimatu eta ikasleei eman behar zaizkie. 24 txartel daude, eta ikasle bakoitzak 8ko bilduma bat jaso behar du. Ikasle bakoitzak txartel ezberdinekin lan egingo du, aldaketa gehiago egon dadin. Beraz, 12 ikasle badaude, lauk 1-8 txartelak jasoko dituzte, lauk 9-16 txartelak, eta beste lauk 17-24 txartelak.

1

mf279452018 Espectacular😍😍😍❤️❤️❤️. Falto yo en la cama🔥🔥🔥

1w 1 like

2

rodri1983bcn En unos años tendrás celulitis y mucha

23h

miguelon1904 Nena,en breve,celulitis,a sacoooooo!!!!😅😅😅😅😅

23h 2 likes

3

danielcano155 Que guapa eres tienes mucho pecho

1w 2 likes

4

labrador_cfo_ Tu eres vitamina A B y C por que con tal solo mirarte me derrites el corazon como un helado al sol 😜

1w 2 likes

5

jdjdk2657 Para ser famosilla delante de toda España habiendo quedado de puta y chupapoyas yo preferiría ni salir de mi casa... Esto es fama??! Fama es la de Lady Gaga gente que se lo Curro tu no tienes muchos seguidores y solo se te conoce un poco entre cuatro gatos por haber quedado de guarra

1w Reply

6

alexblanco450 Cuerpazo niña!!!🔥

1w Reply

jonirubioo26 Estass muy buena amiga ☺️

1w Reply

7

danielamontalvo2518 Ni cuerpo tiene y se cree la gran cosa 🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮🤮

31w 4 likes Reply

8

carlosserranocerda eres muy guapa tienes un culo grande te biolaria

22w 6 likes Reply

9

shukribiserow Madre mia ❤️ tu eres la vitamina que le falta a un hombre 🔥🔥🔥

1w 1 like

10

sergio.d.r.m Cuerpo de palo😂

2w 1 like Reply

11

josemanuelblancomendoza Culazo mami 🔥🔥🔥

23h 2 likes

josea_94 Vaya culazo 🔥😍

23h 1 like

manugp07 Vaya nalgas tiene nuestra Andrea

1d 1 like

12

jdjdk2657 Este nuevo novio que te va a durar dos días o va a llegar a las tres horas?? 😂😂

1w Reply

13

cloe_7001 🔪🔪🔪🔪🔪🤮

34w 1 like Reply

cloe_7001 🤮👎

34w 5 likes Reply

14

aliciascloud joder es que písame la cara

17w Reply

15

lidii4ss Te hacia 10 hijos😭😭

17w Reply

lidii4ss Casate conmigo

17w Reply

16

aandrees.em19 Tia buena

34w 2 likes Reply

judikael_art 🔥🔥🔥🔥🔥🔥

34w Reply

17

d10ssssssss Como dicen los influencers!!! Te haría el amor 24/7 24/7 me comeria las viagras como si fueran 'sugus"

1w 1 like

18

leona_martinez.20 No te hagas más tattoos no dejan ver ese cuerpo tan bonito 😍

1w Reply

19

gonzalezperezdavid0 Buenas tardes estás preciosa y muy sexy con ese bikini ❤️❤️❤️🔥🔥🔥😍😍😍😍

23h 1 like

20

corse319 Maii, te atrae lo mismo un chico con un ferrari que con un coche viejo?

1w Reply

21

juancarlosandreu1976 Las operaciones dan su fruto di que si.

1w Reply

juancarlosandreu1976 @juancarlosandreu1976 aunque hay que reconocer que estas muy buena

1w Reply

22

iber_zamora Uy esta pa comersela a beso❤️😘👀

17w Reply

23

marcrs20 Demuestra que eres algo mas de lo que podemos ver anda.

1w Reply

24

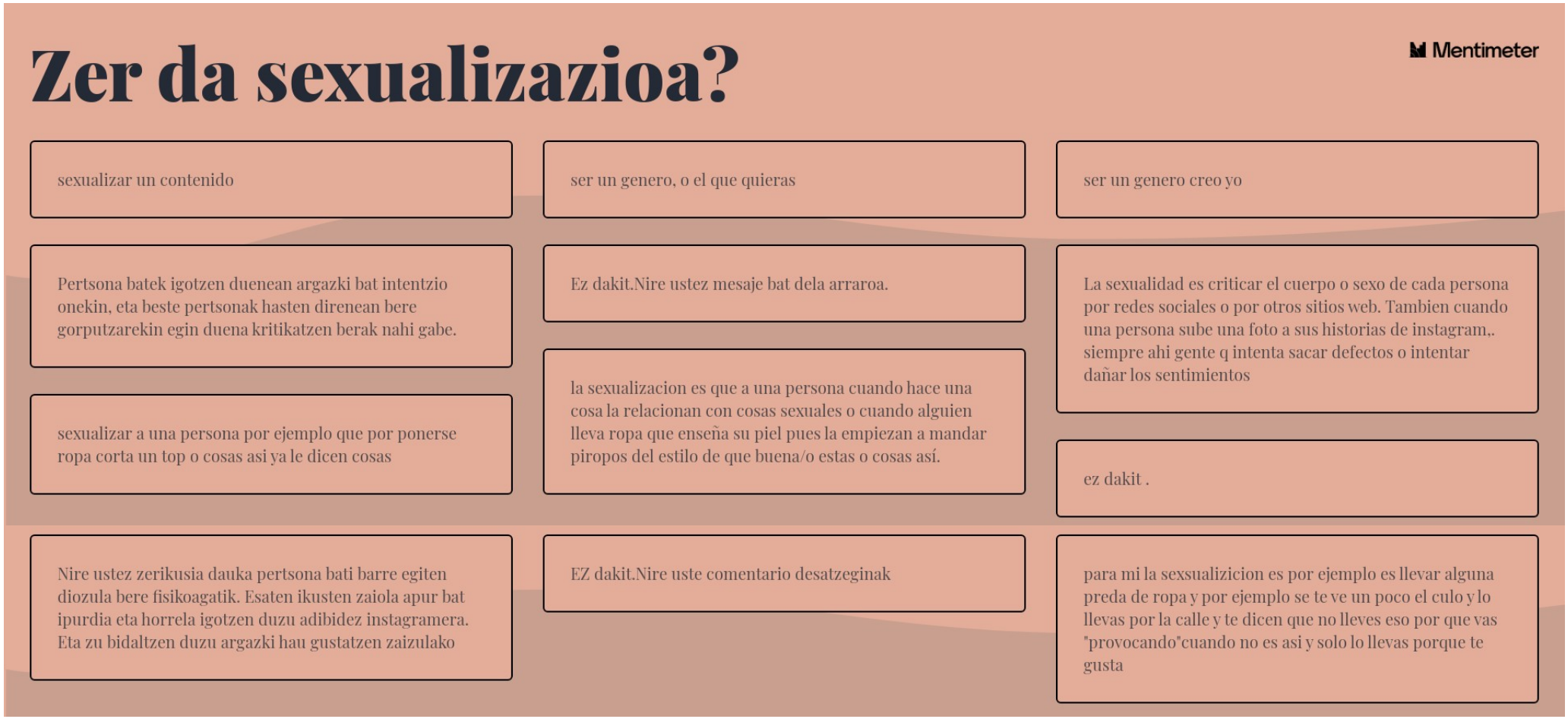
214581ew 🤡🤡🤡🤡 puro fhotoshop 💩💩💩💩💩

33w 2 likes Reply

J.2. Field test: answers to exercises

In the field test, the first three sessions of the learning journey were tested. This section introduces the original answers (in Spanish and Basque)given by the participants to each of the questions asked during the session.

Session 1



Zer dira sare sozialetako eduki sexualizatuak?

Mentimeter

que salga gente semidesnuda y que lo hagan aproposito

que salga jente semidesnuda

El contenido sexual es un contenido donde chic@s suben fotos q ellos han decidido subir y ahi gente q cuando ve a alguna persona q enseña las piernas, el escote,... siempre ahi personas q reenvian esas fotos,... para umillar o hablar de su cuerpo.

Por ejemplo en tiktok aparece un chico sin camiseta haciendo bailes y marca mucho el pecho. Ese contenido se suele sexualizar mucho

Pertsona batek igotzen duenean zeozer azal apur bat gehiago ikustea eta gendea hasten da piropoak botatzen edo iraintzen.

el contenido que tenga que ver con el sexo o la sexualizazion

cuando alguien sube una foto en bikini o con otra ropa que enseñes la piel y te dicen cosas

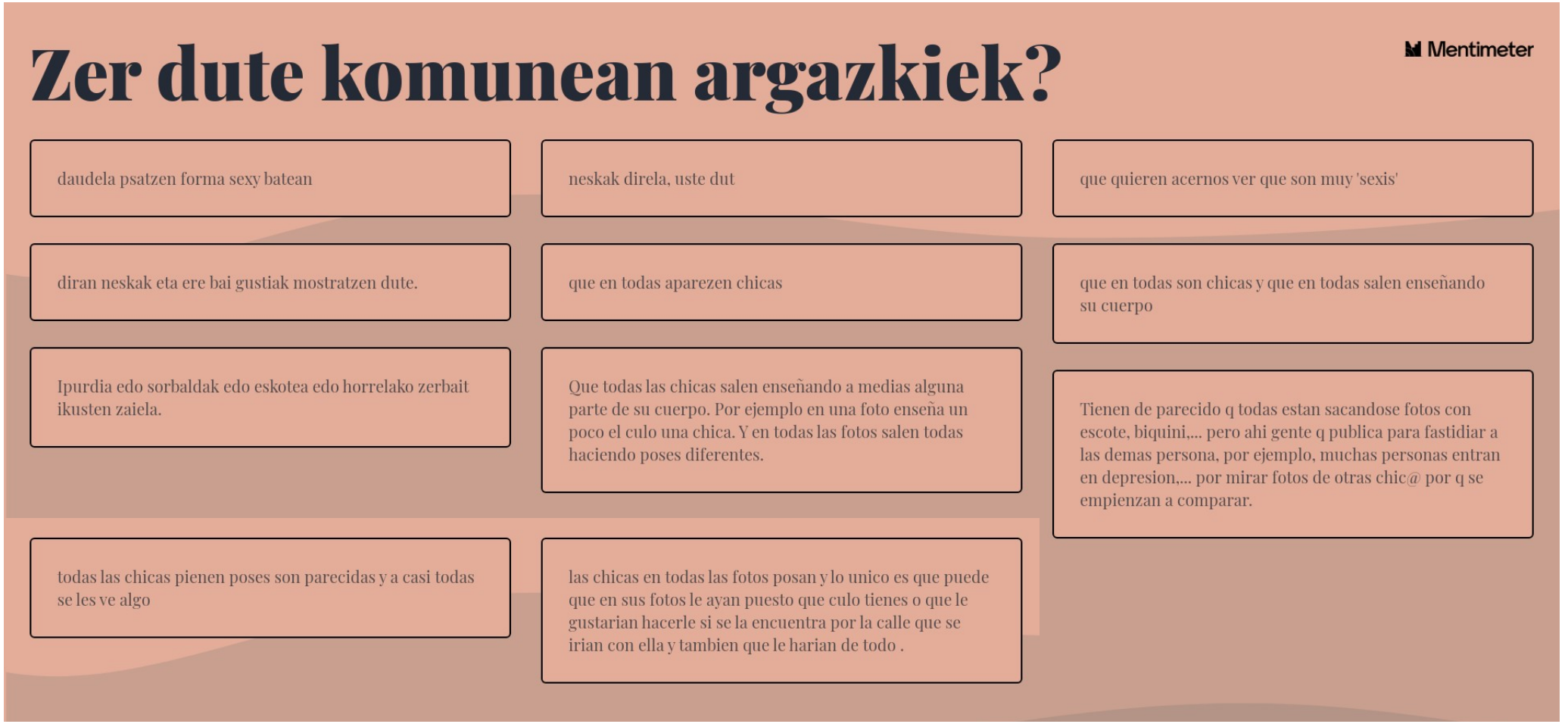
cuando pones unna foto en la que estas posando digamos en la playa y te dicen que culo

Bai ,asko ikusten saio pizkatxo bat ipurdia eta komentarios beteta dago edo emojis

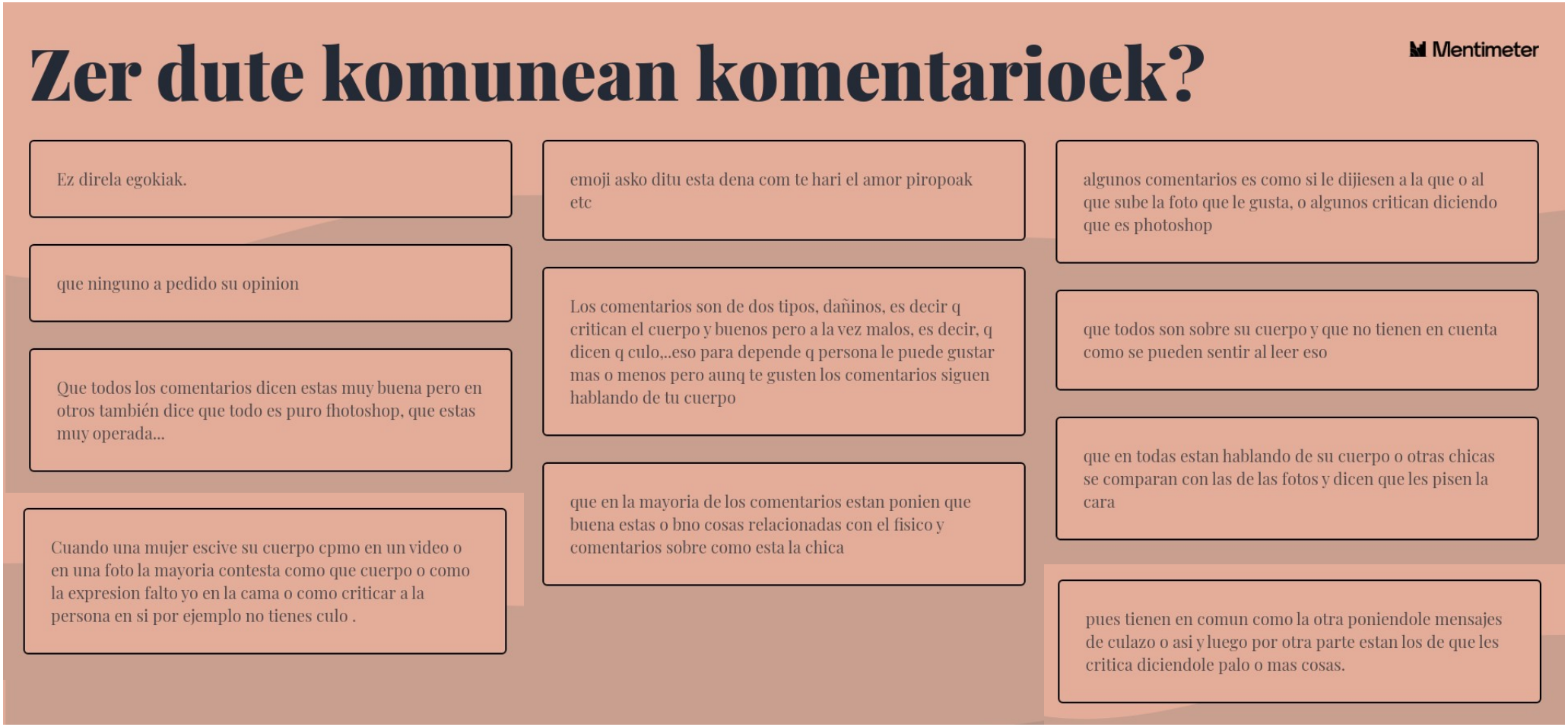
pues por ejemplo la gente sexualiza mucho cuando alguien va en bikini o cuando van enseñando la piel.

en instagram por ejemplo esta muy sexualizado que una chica o chico hacen algún vídeo o x cosa y esta algo mas marcado o lo que sea y esa foto ya como que se sexualiza

Session 2


Zer dute komunean argazkiek?
Mentimeter
daudela psatzen forma sexy batean
neskak direla, uste dut
que quieren acernos ver que son muy 'sexis'
diran neskak eta ere bai gustiak mostratzen dute.
que en todas aparezen chicas
que en todas son chicas y que en todas salen enseñando su cuerpo
Ipurdia edo sorbaldak edo eskotea edo horrelako zerbait ikusten zaiela.
Que todas las chicas salen enseñando a medias alguna parte de su cuerpo. Por ejemplo en una foto enseña un poco el culo una chica. Y en todas las fotos salen todas haciendo poses diferentes.
Tienen de parecido q todas estan sacandose fotos con escote, biquini,... pero ahi gente q publica para fastidiar a las demas persona, por ejemplo, muchas personas entran en depresion,... por mirar fotos de otras chic@ por q se empienzan a comparar.
todas las chicas pienen poses son parecidas y a casi todas se les ve algo
las chicas en todas las fotos posan y lo unico es que puede que en sus fotos le ayan puesto que culo tienes o que le gustarian hacerle si se la encuentra por la calle que se irian con ella y tambien que le harian de todo .

Session 3


Zer dute komunean komentarioek?
Mentimeter
Ez direla egokiak.
que ninguno a pedido su opinion
Que todos los comentarios dicen estas muy buena pero en otros también dice que todo es puro fhotoshop, que estas muy operada...
Cuando una mujer escive su cuerpo cpmo en un video o en una foto la mayoria contesta como que cuerpo o como la expresion falto yo en la cama o como criticar a la persona en si por ejemplo no tienes culo .
emoji asko ditu esta dena com te hari el amor piropoak etc
Los comentarios son de dos tipos, dañinos, es decir q critican el cuerpo y buenos pero a la vez malos, es decir, q dicen q culo,..eso para depende q persona le puede gustar mas o menos pero aunq te gusten los comentarios siguen hablando de tu cuerpo
que en la mayoria de los comentarios estan ponien que buena estas o bno cosas relacionadas con el fisico y comentarios sobre como esta la chica
algunos comentarios es como si le dijiesen a la que o al que sube la foto que le gusta, o algunos critican diciendo que es photoshop
que todos son sobre su cuerpo y que no tienen en cuenta como se pueden sentir al leer eso
que en todas estan hablando de su cuerpo o otras chicas se comparan con las de las fotos y dicen que les pisen la cara
pues tienen en comun como la otra poniendole mensajes de culazo o asi y luego por otra parte estan los de que les critica diciendole palo o mas cosas.

J.3. Questionnaire Spanish

This section introduces the original questionnaire (in Spanish) with questions asked to the participants of the field test, after a week, to gather initial insights on the sessions, sticker and app. After receiving the submissions to the questionnaires, interviews were conducted with four participants.

The questionnaire was done and shared using Google Forms.

Sección 1 de 3

Evaluación taller

Hola! Gracias por participar en el taller del miércoles pasado :)
Por favor, responde a las preguntas sinceramente, diciendo todo lo que piensas. Necesito tu ayuda para poder mejorar el concepto, así que estoy deseando leer tus sugerencias!

¿Qué te pareció el taller y los temas de los que hablamos? *

Texto de respuesta larga

Después de la sección 1 Ir a la siguiente sección

Sección 2 de 3

Evaluación pegatina

Hola! Gracias por participar en mi proyecto y probar la pegatina :)
Porfa, responde a las preguntas sinceramente, diciendo todo lo que piensas. Necesito tu ayuda para poder mejorar el concepto, así que estoy deseando leer tus sugerencias!

¿Has llevado la pegatina en el móvil toda la semana? *

- Sí
- No
- Otra...

¿Cuántas veces has visto o te has fijado en la pegatina durante esta semana? (más o menos) *

- ○ Cada vez que usaba el móvil
- ○ Unas cuantas veces al día
- ○ Menos de una vez al día
- ○ Un par de veces en toda la semana
- ○ No me he fijado
- ○ Otra...

¿De qué color era tu pegatina? *

- ☐ Azul
- ☐ Roja
- ☐ Verde
- ☐ Blanca

Al ver la pegatina, ¿te ha ayudado a reflexionar sobre algo? *

Texto de respuesta larga

¿Has pensado (o reflexionado) durante la semana sobre lo que aprendimos el miércoles pasado en la sesión? ¿Sobre qué has reflexionado? *

Texto de respuesta larga

¿Has publicado algo en redes sociales durante esta semana? *

- Sí
- No

Al publicar, ¿te ha ayudado la pegatina a reflexionar sobre tus razones para subir, y en como la gente interpretaría tu publicación? *

- Sí
- No
- Otra...

¿Qué te ha parecido llevar la pegatina en la parte de atrás del móvil? *

Texto de respuesta larga

¿Qué cambiarías de la pegatina para mejorarla? *

Texto de respuesta larga

Después de la sección 2 Ir a la siguiente sección

Sección 3 de 3

Evaluación Aplicación

Gracias por participar en mi proyecto y probar la aplicación :)
Responde a las preguntas sinceramente, diciendo todo lo que piensas. Necesito tu ayuda para poder mejorar el concepto, así que estoy deseando leer tus sugerencias!

¿Has probado la aplicación durante la semana? *

- ○ Sí
- ○ No

¿Cuántas veces? (más o menos) *

- ○ Ninguna
- ○ Una
- ○ Dos
- ○ Tres
- ○ Cuatro
- ○ Más de cuatro
- ○ Otra...

¿Has subido alguna de las fotos que has creado con la aplicación? *

- ○ Sí
- ○ No
- ○ Otra...

¿Cómo te has sentido al utilizar la aplicación y añadir los hashtags y stickers? *

Texto de respuesta larga

¿Ha cambiado tu manera de compartir contenido o de ver el contenido que subes? *

Texto de respuesta larga

¿Usarías esta aplicación en tu día a día, para editar el contenido que subes a redes sociales? *

Texto de respuesta larga

¿Qué cambiarías en la aplicación para mejorarla? *

Texto de respuesta larga

¿Cómo te llamas? *

Texto de respuesta corta