



## Report of Activities Introduction

- Access Group Location: Telesecundaria Calmecac, San Martin, Colón, Queretaro
- Provider's Name: Enseña por México I.A.P. through Legality por México

Enseña por México is a Mexican non-profit organization whose main goal is to promote a social systemic change in Mexico through education, by recruiting diverse, outstanding graduates and professionals from a range of academic disciplines and experiences to teach in marginalized communities in a 2 year period.

The current program: Fostering a Culture of Lawfulness in Mexico by learning and practicing Human Rights. Workshop draws upon our Culture of Lawfulness branch: Legality por Mexico (L4M). L4M is a program that aims to provide the youth with basic notions of culture of lawfulness and human rights, which recipients practice through different activities aimed at addressing the existing problems of illegality that they face in their schools and/or communities.

This report includes 5 sections:

1. Human Rights Introduction Report
2. Youth Rights Report.
3. Due Process of Law Report.
4. Access to Public information Right Report, and
5. Sexual and Reproductive Rights Report

However, you can find more documents, photographs, and videos with additional information result of the implementation of our program [here](#).







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### **Brief summary of the workshop:**

On January 14, 2017, we formally began the Workshop Fostering a Culture of Lawfulness in Mexico with a course that sought to teach and exercise Human Rights at San Martín, Colón in the State of Queretaro.

When we arrived the students were already in the classroom due to the fact that previously they had attended to their English lesson. We introduced ourselves and they introduced themselves. Also, we briefly explained which were the purposes of the course and altogether, as a group, we defined the rules of the classroom, which would apply throughout the duration of the workshop.

Later, we continued with an icebreaker activity. The students had lots of fun and that allowed us to know us better. We began our first lesson enthusiastically and relaxed.

In the next activity the students formed teams and within their teams they tried to answer the question: what are human rights? Some kids already knew about the subject and contributed a lot to the discussion. Some interesting ideas arose related to the importance of the right to life, education, recreation, health and sexuality. Regarding the right to sexuality a student began a discussion to determine if it is right or wrong to exercise the right over one's own body, specifically referred to abortion. The majoritarian position within the students was against abortion and several of them appealed to religious arguments; nonetheless, an opinion expressed by a female student -in the sense that a pregnant woman has the possibility to consent to the adoption of her child- was very remarkable. The judgment of the students about this problem was not definitive, however, some kids supported this possibility. Another student stated that "we cannot judge without knowing the facts, because the mother's health may be at risk and in those cases abortion should not be considered as something wrong". Throughout this debate we were able to notice that students had some preconceived ideas regarding certain matters related to human rights.

On that day we also talked about circular and triangular societies. The professor explained the characteristics of each type of society and he gave them examples of countries which are based on each type of societies. To end this, professor Ricardo asked them if they actually lived in a circular or triangular society. Most of them said to live in a triangular society, where their parents decide for the rest of the family members. They said that in very few occasions they are taken into account to make domestic decisions.



Thanks to the experiences lived throughout the class we concluded, with the rest of professors, that in the following courses would be based on real examples and on real persons, on people who had faced problems concerning conflicts between rights, injustice or that had to take tough decisions related to human rights.

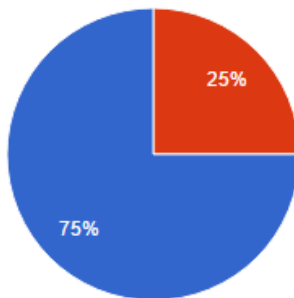
### Faced obstacles:

Unfortunately, on that day, the lights went out in the community, however it was not an impediment to teach the subjects that the professor had prepared.

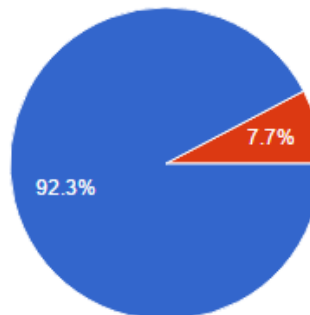
### Surveys and results:

- Do you know which human rights you are entitled to?

Starting Result



Final Result



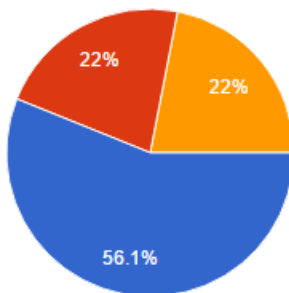
- Yes
- No

At the beginning of the workshop one fourth of the group said to ignore which human rights they were entitled to. At the end of the workshop, 92% of the students reported that they already knew what human rights they had.

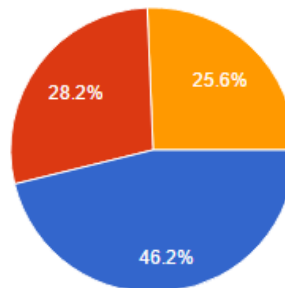


- Do you think your human rights have ever been affected?

Starting result



Final result

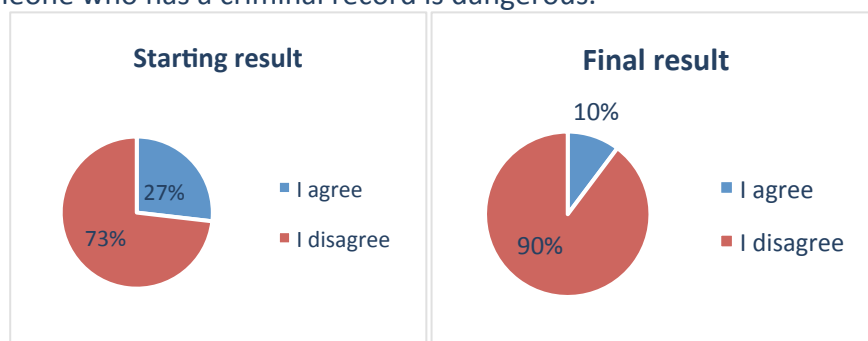


- Once
- More than once
- Never

At the beginning of the course, more than 50% of the students said that their human rights had only been affected once; however, at the end of the course this percentage decreased and the option “my human rights have been breached more than once” increased. Regarding this, we consider that knowing in a better way their human rights arose aware of the breaches they had suffered.

- Indicate if you agree or disagree with the following.

a. Hiring someone who has a criminal record is dangerous.





We thought this result was interesting due to the fact that the percentage of students who agreed with discriminating people who have criminal records decreased. We attribute this change of opinion to the fact that once they are aware of their rights, they are also capable of showing a higher level of empathy towards other people affected by a possible discrimination. Another explanation to this can be attributed to the fact that knowing more about injustice and its victims, allowed them to be more willing to grant the benefit of the doubt to people who want to come back into society.

**Graphic evidence:**



Ice breaking



Public speaking and explaining results





Discussing about triangular and circular societies





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debate in order to understand how is it that the exercise or restriction of their rights impact on their daily lives.

### **Brief summary of the workshop:**

After the icebreaker we performed and activity in which the students read a poem by Ruben Darío: “Youth, divine treasure”. The purpose was for the students to reflect on the following question: what is youth and why is it such an important period in a person’s life? Several students enjoyed being able to participate and paid a lot of attention to the discussion resulting from this activity. This allowed a deeper reflection on the following questions: what implications derive from being a young person? What implications derive from being a young person in Mexico and how does it differ with experiencing youth in other countries? What implications are derived from being a young person in the XXI Century? What are the problems that young people encounter in Mexico?

The students expressed that in Mexico, young people transform into adults in a faster manner in comparison to young people who live in the United States due to the crisis that Mexico is going through and contrary to what happens in other countries where young people achieve independence at a younger age, in their country and in their community this does not happen, because, in many occasions, Mexican youngsters are not able to gain access to schooling and they need to work to help their families.

Later, they performed an activity named “clovers, palm trees, stairs”. This activity had the purpose of forming teams in order to draw mural paintings about the problems youngsters encounter, which depicted the ideas of the team in a creative way (see graphic evidence at the end of the document). Afterwards, the teams shared their paintings and reflected on the problems they identified. Several students stated that they liked depicting their feelings and thoughts on their paintings.

Subsequently, the professor explained to the students, in a brief and simple manner, the hierarchy of the legal norms in México and that the Mexican Constitution is the supreme law of the land. The students were told that in the Constitution, and also in international treaties, there are specific human rights regarding young people. The objective was to invite them to know first-hand the Constitution and the human and fundamental rights that are established in it. This discussion raised several concepts, such as racism, intolerance and discrimination. In order to treat these concepts, the professor performed and activity called “Labels”, in which students were required to place on their foreheads some stickers which had written on



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them words that described urban groups or minorities such as: “gays”, “punk-rockers”, “construction workers”, “person with disability”, “black man or woman”, “indigenous” among others. In this activity each student had a label on their forehead, however, the point of it was for others to treat each person according to the label they had, as they are normally treated by society but without mentioning the label; for example: when students saw a person with disability, they said “poor man, you will never be able to work or to earn money”, when they saw someone labeled as gay they said “I don’t want to hang out with you, you’re ill”.

The activity enriched the students, due to the fact that no one was saved from discrimination. At the end, some students expressed that they felt offended and sad because of the things that their colleagues said to them. This gave way to reflect on the discriminating and insulting effect of our words and attitude regarding certain groups of people. Some said that they had suffered discrimination and that the feeling that it caused them was a terrible one.

In a subsequent activity we taught them which were the rights of the young people. They gave examples of how they exercised some of their rights in their daily lives: “we play soccer and we gather to talk about music, we sing and we play the guitar.”

Finally, we reflected on the shooting committed by a middle school student of the American School in Monterrey and about how he harmed his classmates and teacher and that he later tried to commit suicide. The students were astonished and confused by the incident. They said that they were not aware of this event and that they were dazed by it. We talked at last about emotions and about the importance of expressing them through adequate and non violent manners. As well, we talked about the importance of counting with emotional support networks and where and how they could find them.

The following session we started the class reflecting on the events that occurred in the American School in Monterrey. This time several students were well informed and they showed themselves empathic towards the victims. They said that it would be interesting to get to know the story of the attacker in order to understand in a better way his reasons. Afterwards, we continued with an activity in which the students made different rhythms with their hands. At the end, suggested by them, we sang the chorus of Queen’s song “We Will Rock You”. It was a very joyful moment.

Later, before their recess, professor Marco told them stories about people who had to flee their countries for expressing, through literature or art, what they felt or what they thought;



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for example, the poet Pablo Neruda, who had to escape Chile in order to defend his communist ideas. With the use of these examples we sought to reflect on the importance of expressing and defending our ideas, when we think that they embody a fair and good cause. To end this part of the course we talked about the right to freedom of expression and the ways in which it could be exercised.

At the end of the recess, we spoke about the protection of human rights through sports. We mentioned the story of the South African National Rugby Team and the example they set against the apartheid, among other similar stories. Then we organized a quick soccer tournament. Everyone was invited and no one was discriminated. The kids performed these activities cooperating and proving that when organized they can play without getting injured and in an inclusive manner. At the end of the match, we talked about the sense of belonging to a community and to do so we used Mexican soccer teams as a metaphor. The kids were very interested and reflective.

Afterwards, we showed them a video about Banksy, a graffiti artist who makes protest art in public places, and next, the students had the opportunity to express themselves freely with the use of chalk and kraft paper, like if they were painting a graffiti. The idea was to express whatever they wanted. Each one of them was able to express his or her ideas and thoughts in a creative and free manner. With this exercise their attention was drawn to the right of freedom of expression and their creativity was strengthened.

They also analyzed the songs “Get up, stand up for your rights” by Bob Marley and “Gimme the power” by Mexican rock band Molotov, and they reflected on how, through music, they can defend their rights in a peaceful and inclusive manner.

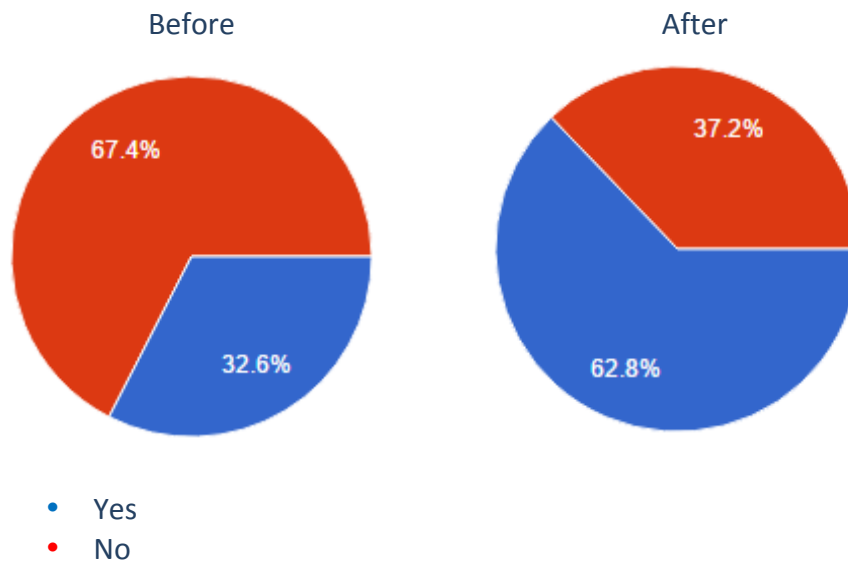
To finish the workshop, we talked about apartheid and how rugby allowed the racial gap to decrease. We also discussed Mohammed Ali and boxing. They got to know the reasons why Ali refused to go to the Vietnam War. Derived from these examples, we asked them if they were familiar with other examples of discrimination and some of them remarked the discrimination that exists against women. This led us to debate about feminism and the preconceived reasons why some of them were against this theory. Afterwards, we talked about love and the right to equality.

At the very end, the professor asked them to write a letter to themselves, so that they can open it and read it in 10 years. We asked them to write how they felt in the present and what plan of life they had in mind for the future.



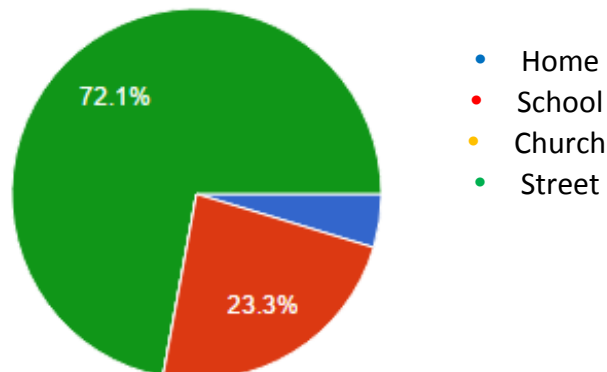
## Surveys and results:

- Is it difficult being a young person in Mexico?



At the beginning of this workshop the majority of students considered that it was easy being a young person in Mexico, however, at the end of the workshop the result flipped. We think this occurred due to the fact that during the course they reflected on the implications of being a young person in our country and because they acquired a better conscience about the problems that youth encounters in Mexico.

- In what place have you felt a greater level of discrimination?

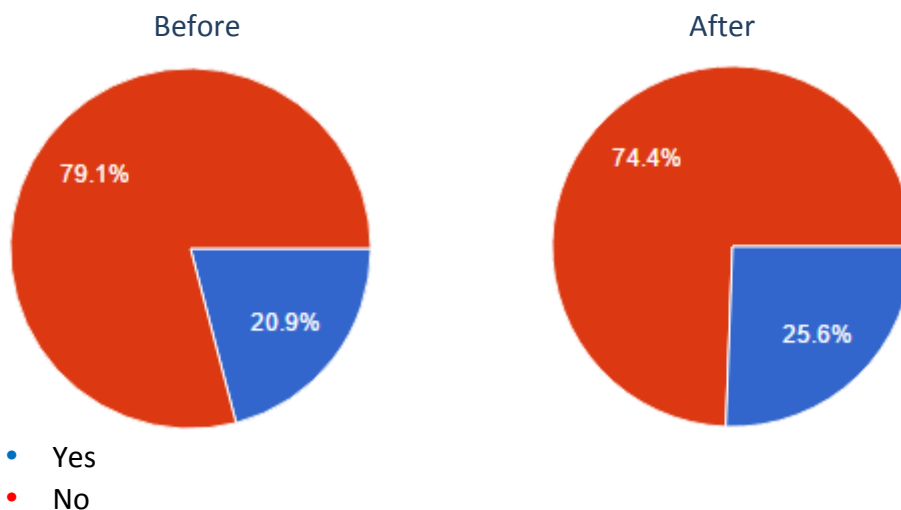


In this graphics we can see that students consider the street as the place where they feel



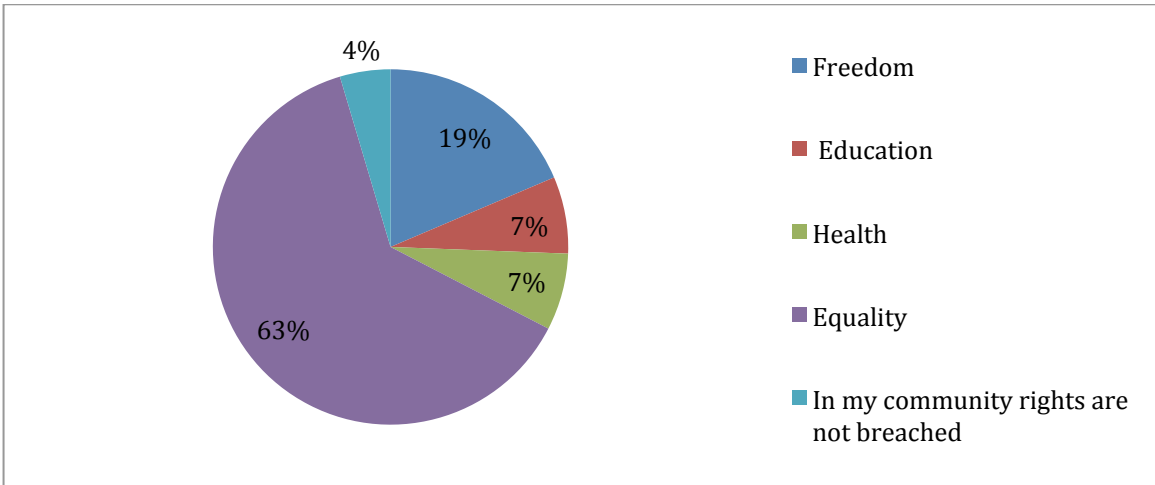
more discriminated. However, they say that they are also discriminated at school. This measurement helps us to identify the places where more work is needed regarding discrimination against young people. It would also be important to inquire more about discrimination in school campus and offer prevention methods.

- Would you stay away from a person who told you that he or she is gay?



Although the difference among the percentages is only of 5.6%, it is important to state that the number of students who initially answered that they would stay away from a gay person increased, even though the great majority of students would not stay away from a gay person. One of the reasons that we think caused this, is that some of the students individually prefer to take distance from gay persons, although they are conscious that this implicates discrimination. These results may be used to design and implement campaigns in school to struggle against discrimination.

What right do you consider more commonly breached in your community?



The majority of the students said that the right to equality is the most breached within their community.

Again, we believe that in Telesecundaria Calmecac there is a problem related to discrimination and equality.

**Graphic evidence:**



Ice breaking





Being Young in Mexico ¿what is like?



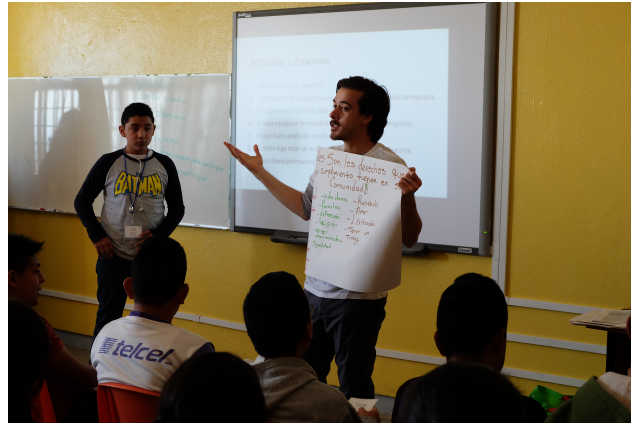
After playing "Labels"



Talking about discrimination



“Free art-expression ...” Expressing my feelings and thoughts without censorship.



Rights that have a the lowest level of enforcement in my community.



Exercise: If you had to defend a right with all your strength, which one would it be?



Wrapping-up





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related to due process of law. The workshop was taught from a practical perspective, situating the students as: a) persons accused of a crime during all the stages of the criminal justice process, or b) as the victims of a crime.

### **Brief summary of the workshop:**

At the beginning of the workshop we performed an activity in which we asked some students to stay within the boundaries of a “fenced zone” which was sketched with chalk, while some were in the “fenced zone”, the rest of the group played “dodgeball”. When someone was hit with the ball, he or she had to go into the “fenced zone”. We opened the class with this activity in order for the students to think about the implications of going to prison and of being unable to do activities freely as everyone else.

Afterwards, the professor explained some fundamental concepts, such as: criminal law, criminal process, as well as the different treatment that minors and adults receive in the Mexican criminal justice system.

Subsequently, with the use of a timeline, all the stages of the criminal process were explained. The professor exemplified particular situations since the moment a person is arrested. As well, she explained what is an arbitrary detention or arrest and how to act in such circumstances.

Derived from the above, we discussed the use of drugs and under what circumstances it may be the cause of a detention. For example, the amount of drug carried around by a person or whether it is destined for personal use or for illegal drug trade, amongst others. This gave way for the students to watch two videos related with the subject: “Let’s know the effects of drugs”, in which they could clearly see the importance of informing themselves about the effects of the substances in their bodies; and “the one who drinks does not drive”, in which they note the consequences of consuming alcohol in an irresponsible manner and driving at the same time.

These videos allowed the students to understand that drugs may harm them and that it is important to stay away from them, but above all, to inform themselves about the harmful effects that they cause in their health, and about the repercussions in their lives. Some of the students mentioned the names of the drugs they knew, however, there was confusion regarding the effects. This situation pointed out the need to think about the importance of informing themselves before even thinking in consuming a drug. Also, we explained to them that when we are under the effects of a certain drug we can, without wanting to, commit a



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crime, which will aggravate our legal situation.

Related to this theme, we discussed what does domestic violence mean and how we can identify it. The students saw some videos about violence suffered by women, which in many times is considered normal. Several students said that they had witnessed acts of domestic violence at home. They also mentioned alcohol as a present element in domestic violence situations. Some even mentioned that their father was violent and their mother the victim. Therefore, we spoke about the possibility of reporting physical injuries to the authorities and how to contact institutions dedicated to the prevention of domestic violence.

Later, we talked about narcotraffic, what does it mean and how it is portrayed in music, literature and in Mexican movies. We questioned the idea of narcotraffic as a viable and even as desirable life plan. In this part, the students mentioned that they knew the lyrics of some *narco-corridos* –narco tribute songs- and began to sing them. In this case, the professor played a *narco-corrido* song and projected its lyrics on the board, the song describes an extremely violent situation. The professor concluded this part of the class telling them that it is not wrong to listen to this kind of music, however, that they should be conscious of the lyrics, because they encourage violence and they exalt crime.

In the second part of the day, we told the story of the boxer Rubin “Hurricane” Carter, who was unfairly convicted for a triple murder and after 20 years in prison, after he was proven innocent, he went out of jail. In this case the students were able to think about injustice and impunity, due to the fact that the case of the “Hurricane” was racially biased since he was Afro-American. Finally, to conclude this part of the class we played a video concerning several recent murders of journalist in Mexico and the implications of these events have in the lives of everyone.

Afterwards, the students read a comic book that taught them what to do if detained, because it showed them graphically the detention process and in what cases may they be deprived from liberty.

To end the day, the students played a game called “cops vs thieves”, however in this game the cops were required to carry an arrest warrant, to show it to the alleged perpetrator and to answer the questions directed to them by the alleged thieves. The kids had a lot of fun and implemented several concepts that they learned on the first day.

On the second day of the workshop we reviewed the content of the previous day and we started an activity named “Mirrors”, in pairs they had to perform the same movements of



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their respective partners. In this manner a good communication and cooperation, based on trust and empathy, was promoted.

Later we studied in a more detailed manner the stages of the criminal justice process and then the professor requested them to place such stages on a time line.

They were able to see which rights applied in each stage of the process, which led us to an activity regarding the right to remain silent. In this activity some volunteers stepped up to the front of the classroom and they were questioned about personal matters, for example: who do you like? and they had the liberty to answer or to make use of their right to remain silent. The students had fun telling their classmates some personal confessions.

Following, we continued reviewing the rights applicable in the criminal process and other aspects related to it, such as: presumption of innocence, the evidence used in trial, ¿what is illegal evidence? the type of criminal penalties and their proportionality.

Next, we reviewed the institutions involved in those processes, such as: The National Commission of Human Rights (CNDH for its initials in Spanish), The Executive Commission for Victim's Attention (CEAV for its initials in Spanish), The System for the Integral Protection of the Family (DIF for its initials in Spanish), The Attorney General of the State, The Office of the Public Defender, the Consulates and some civil society organizations. In order for this topic to be fully understood we performed an activity. The class members were divided in teams. A lottery tablet was specially designed with the logos of the concerning institutions, therefore, they had to color in the institution that was assigned to each group. The objective of this activity was to verify that they understood the powers of each institution and that they recognize their logo.

We also saw a video and discussed the importance of a community, and how the students can organize themselves in order to act in favor of their wellbeing and in the protection of their rights, as well as to act against injustice.

To end, the students performed a theater play in which they acted out several aspects, such as the crime, the arrest of the alleged offenders and the oral trial. The lead characters of the play were: a judge, a prosecutor and an attorney. The purpose was for them to apply the concepts learned in class and to use the legal terms and time limits during the detention process and in a courtroom.

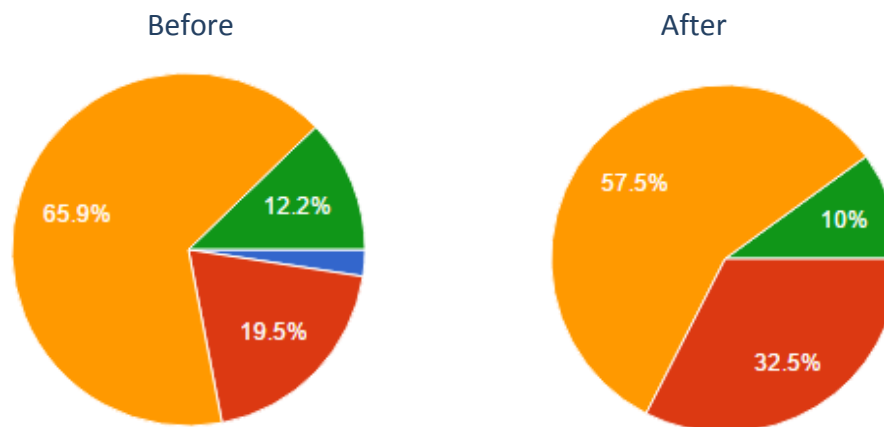
We consider the kids had fun and learned a lot in this workshop. We were fortunate because



one of the students told us, in confidence, his experience with the police. Therefore, the professors Marco Martínez and Erika Mendoza were able to advise him in an individual manner in regards to the consequence of his actions. As well, another student told us that due to this workshop he had decided that his vocation was to be a lawyer. This student played the roll of the prosecutor in the theater play.

### Surveys and results:

- If a cop arrests you, how long may he keep you under his custody?

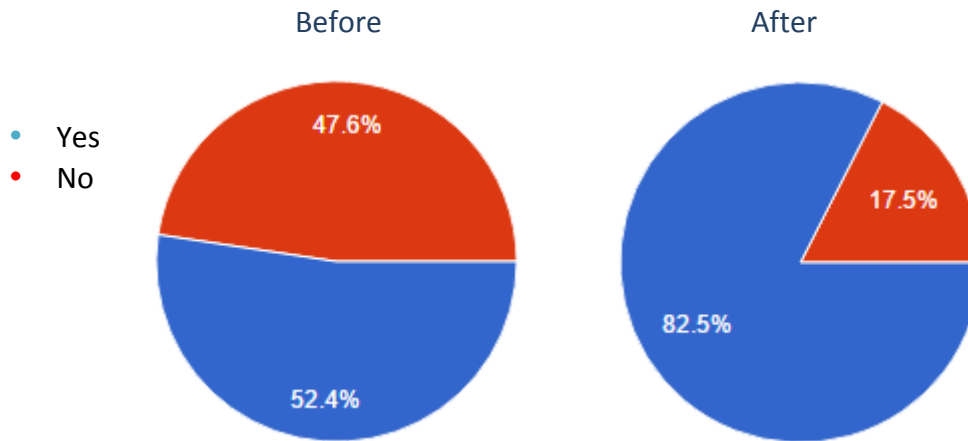


- The time he wants to
- Only the necessary time
- Maximum 72 hours
- 30 minutes

We thought that it was important to make clear what happens when a person is arrested arbitrarily or when he or she are submitted to a criminal process. In these graphics we can see that the majority of students believe that in case of an arrest the police may hold them up to 72 hours. Nonetheless, once the workshop ended, 32.5% of the students answered that they could only be held “the necessary time” since the moment of the arrest until they are turned into the corresponding public prosecutor’s office.

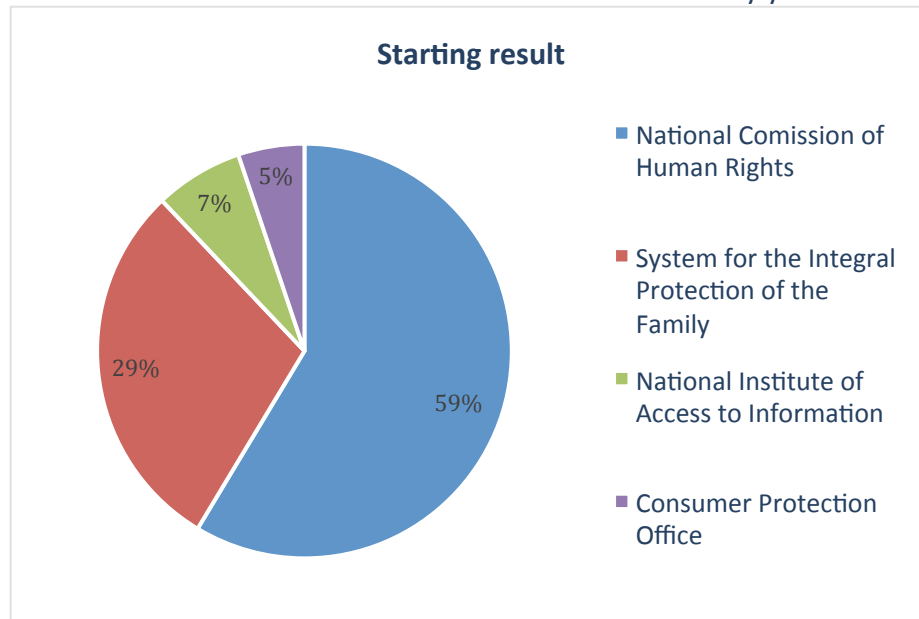
- Do you know what is a public prosecutor?

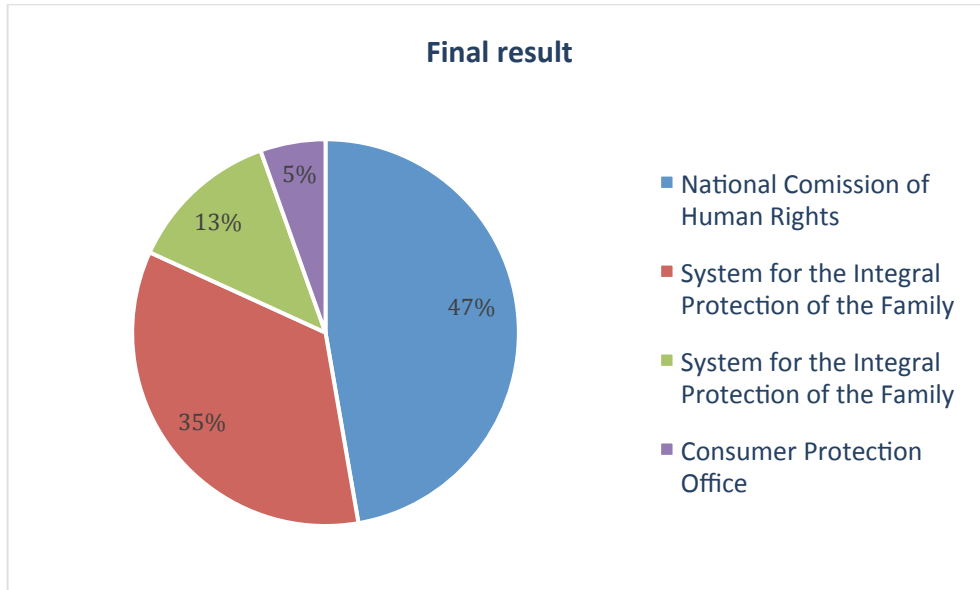




In these graphics we can see that initially only a 52.4% knew what was a public prosecutor, however, at the end of the workshop this percentage increased to 82.5% of students who now know what is a public prosecutor and its powers.

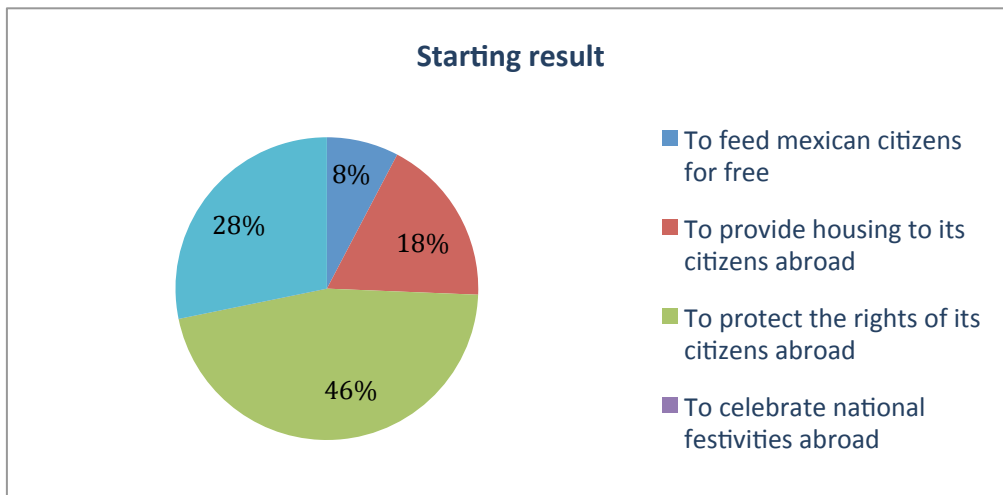
- If you are beaten or mistreated at home to what institutions may you ask for support?

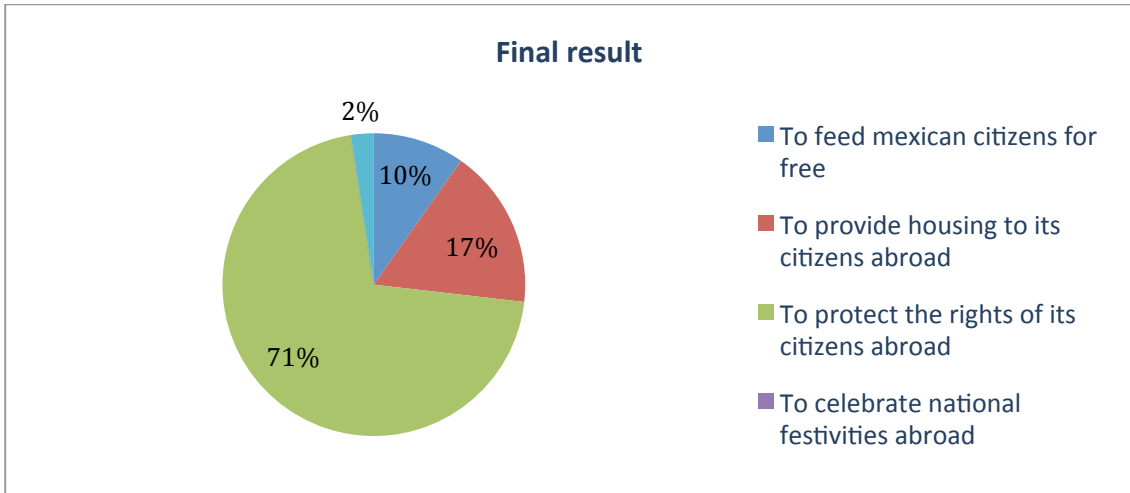




In the graphics above we can observe an increase in the percentage of students that recognize the System for the Integral Protection of the Family (DIF for its initials in Spanish) as an institution specialized in providing support, which is very important in cases involving domestic violence.

- What is the function of a Mexican consulate office?





We are aware that in Colón a great number of men immigrate illegally to the United States, this is why we thought important to discuss the functions of the consulate offices. In this graphics we can notice that at the end of the workshop 71% of the students knew what is the function of a consulate office. At the beginning of the workshop 46% knew what was a consulate.

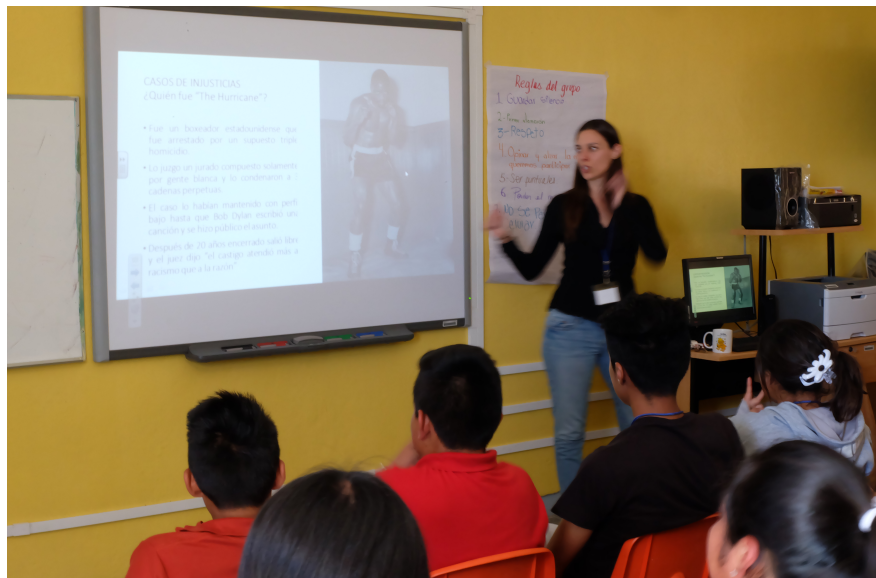
**Graphic evidence:**



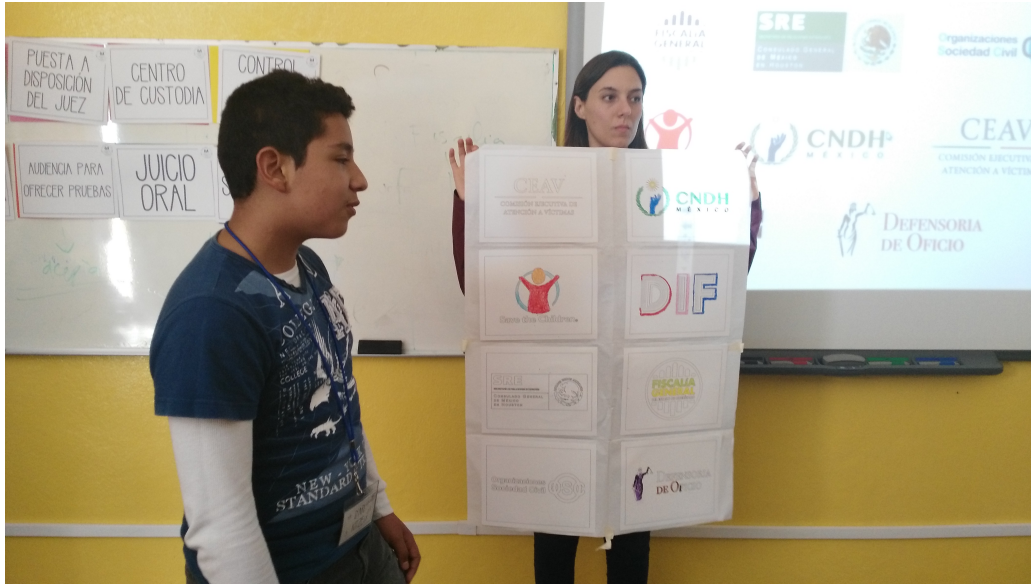
Ice breaking



Learning the steps of the criminal legal process.



Learning about "The Hurricane"



Governmental Organizations, what do they do?



Exercise: Guessing the crime.





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### **Brief summary of the workshop:**

On February 25<sup>th</sup> only 30 students assisted, due to the fact that most of them participated in the state's chess tournament. However, the activities took place in normality. In this session we examined the right of access to information, "We all have the right to know".

An iceberg was placed on the board and we asked the students to write at the surface of it the information that the professor gave them that was clearer, and at the bottom of it to write those themes or concepts that were confusing. Several students participated in this activity.

The fundamental concepts, such as public information or reserved information, were taught through a presentation and through videos. During the entire class we interacted with the participants, we discussed and reflected on the subject in order for the professor to verify that the concepts had been understood.

We also performed activities related to the themes of the course, in which the kids had fun and learned. In one of the activities the students were divided in teams and then we handed to them a box that was not be opened. We asked them to guess what laid inside the box without opening it. After they said what they told us their guess, we asked them to open the boxes and to take out the content, which was a bag that had another thing inside. We asked them again to guess what was inside the bag, which was simpler due to the transparency of the bag. Afterwards, a member of each team shared the process they experienced and how did they associated the activity with publicity and public information, as well as the concept of transparency.

In another of the activities, also in teams, we gave them photo collages with no specific image. The purpose was for them to interpret the image in the collage; however, this was not possible. Afterwards, the professor gave them other parts of the image, in order to complete the full picture. With this activity we tried to teach them the definition of "complete information" and how it has consequences in the accessibility, credibility, veracity and opportunity of the information.

To end the first class, we asked the students to discuss publicly the problems they encounter in their community and/or in school regarding transparency. They stated that the municipal government does not deliver information and does not report back to its citizens. They said that some of their mothers had required information to the city's authorities but in very few



occasions they had received what they asked for. Finally, they told us that they would like to obtain more information in order to solve several problems in their community.

The next session, held on march 4, a brief review of the most important concepts took place. Afterwards, through internet, we searched for information regarding scholarships, and we also requested information to the authorities. The students decided to request information regarding a “dump” that was situated within their community. They were concerned because the dump causes diseases, therefore, they required to the corresponding authorities to deliver to them the health and environmental impact studies. The request is still in progress and the professor told them that she would deliver the answer issued by the authorities to them.

Later, the students performed an activity in which they learned the difference, according to Mexican law, between public information and personal data or information. To that end, they worked with cards that contained different information. In pairs they had to identify if a card had public information or personal data; for example, “MAYOR’S INCOME”; “MAYOR’S MEDICAL FILE”; “AGE OF THEIR TEACHERS”; “SEXUAL PREFERENCE OF THE STUDENTS”; “SCHOOL’S ADDRESS”, among others. the students expressed very pertinent comments and they were able to establish a difference between two types of information: information that identifies a person is known as personal data and general information that does not affect an individual is known as public information, specially if he or she is a public official.

Finally, we taught them about the importance of protecting their personal data in social networks. To that end we played videos regarding dangerous situations that could occur to them in case they do not protect their personal data. And we also showed how to protect their Facebook profiles.

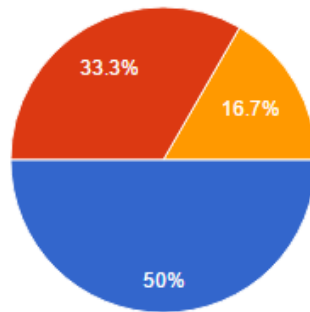
### **Surveys and results:**

- When you listen the words “right of access to information” you think that:

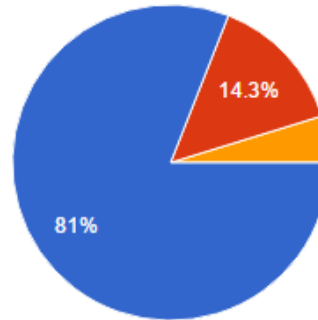




Starting Result



Final Result

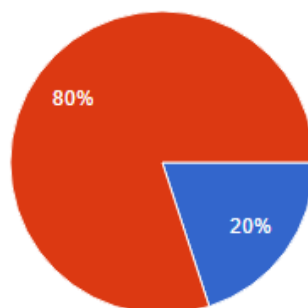


- It is the right of to get to know public information without explaining the reasons why you want it.
- It is the governmental action of informing people about what its action and a corresponding explanation of them.
- None of the above.

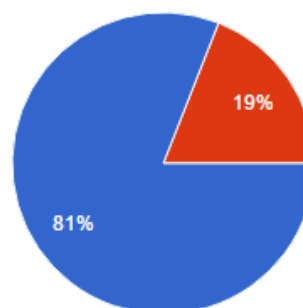
At the beginning of the workshop only 50% of the students knew that the right of access to information was the right of every person to know public information without explaining why he or she need the requested information, however, at the end of the course 81% knew about this right.

- Do you know what is the difference between public information and reserved information?

Starting Result



Final Result

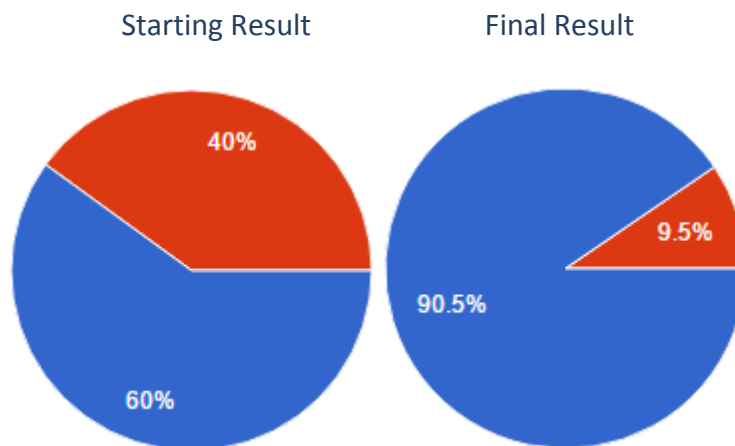


- Yes
- No



In this graphic we can see how at the end of the sessions regarding this subject the percentage flipped. initially, 80% of the students did not know the difference between public information and reserved information, however, at the end of the workshop 81% of them already knew the difference. We were able to verify this during the discussion of this topic.

- It is possible to request public information to the government without disclosing my name?



- Yes
- No

Regarding this question, we can verify that at the end of the course 90% of the participants knew that they could request public information to the government without disclosing their name, due to the fact that it is a human right, therefore the government is bound to guarantee it without the existence of a specific damage against the person who requests information.

**Graphic evidence:**



Ice breaking



What is public information?



The Transparency Iceberg



Learning different types of information



Wrapping-up





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### **Brief summary of the workshop:**

Initially we had a brief meeting with the parents of the students, in order to clarify the purpose of the workshop and to obtain their consent regarding the themes we were going to discuss and the activities the students were going to perform.

After this meeting, the workshop began with an activity that had the purpose of reviewing the rules of the classroom that enabled a teaching environment based on trust and openness. To that end they also performed an activity to integrate themselves and they proposed a mail box in order to deposit their doubts, so that students could ask in an anonymous way.

Afterwards, they formed teams and drew the silhouette of a man or a woman and on it they wrote: 1) –on head area- the ideas that young men or young women have about sexuality; 2) –on mouth area- what do men or women say about their sexuality; 3) –on heart area- what do they feel about experiencing sexuality; 4) –on hand areas- what activities they do regarding sexuality; 5) –on feet area- what mistakes do men and women commit regarding sexuality.

At the end, they shared with the group and explained the general belief concerning sexuality that portrays men as tough, vulgar, insensitive; on the other hand, they depicted women as sensitive, jealous and apprehensive regarding sexuality. We discussed these preconceived ideas and they concluded that not all men and women are like that, even though it seems like that. Several boys admitted publicly being sensitive and emotional, as well as being respectful concerning the feelings of other men and women.

Afterwards, we explained, through examples, what is sexuality and what is gender. We unveiled the discourses on sexuality of young people, in particular the one regarding women, who suffer restrictions regarding the exercise of their sexuality. Finally, we explained that traditional representations of sexuality, for men and women, equally breach their rights and create uneven relationships of power.

Later, we demonstrated the proper use of a condom and several students were able to solve some doubts in a reliable and safe manner. We explained to the students the materials and chemicals that condoms contain, as well as the myths referred to its use. Furthermore, we talked about the female condom and how it should be used.

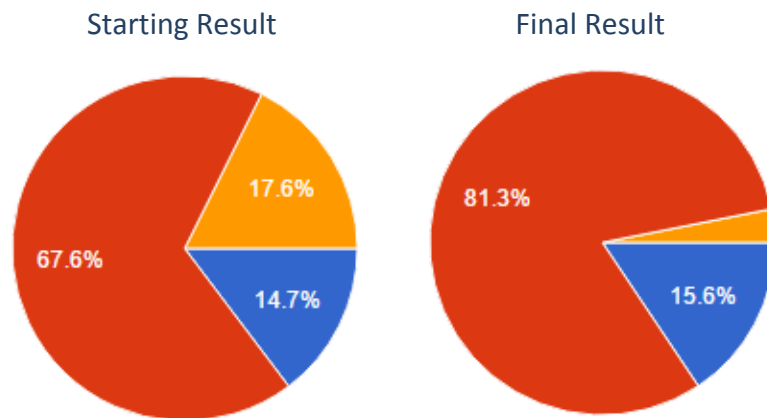


Subsequently, we showed them a video where kids from a community in Hidalgo talked about stories and anecdotes regarding sexuality and young people. The videos and the explanation of the teachers opened a reflection on the rights they are entitled to, how to exercise them and under what situations they undermine themselves; for example: an unwanted pregnancy.

At the end, a self-care activity took place in which each one of them was required to simulate the showering process: they acted how they washed their hair, their legs, their arms and their sexual organs, etcetera. The purpose of this activity was to show them the importance of maintaining high standards of hygiene concerning their sexual organs.

### Surveys and results:

- What is the difference between sex and gender?



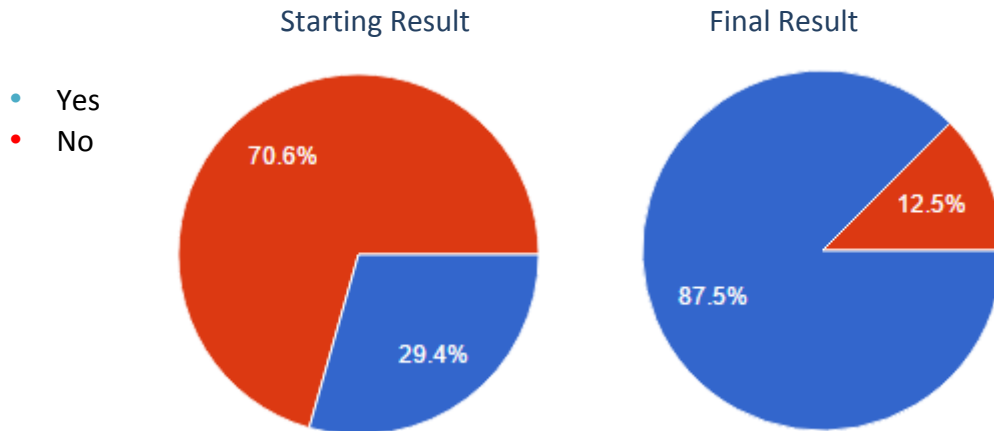
- a. Sex is referred to having sexual intercourse and gender is related to how being a man or a woman
- b. Sex are the anatomical differences that distinguish men and women and gender is a social construction on how society consider men and women should be
- c. There is no difference between both concepts.

At the beginning of the workshop the students were not able to determine the differences between sex and gender, however, at the end 81.3% of them answered b) as the correct answer, due to the fact that thanks to what they learned in the workshop they were able to distinguish both concepts.





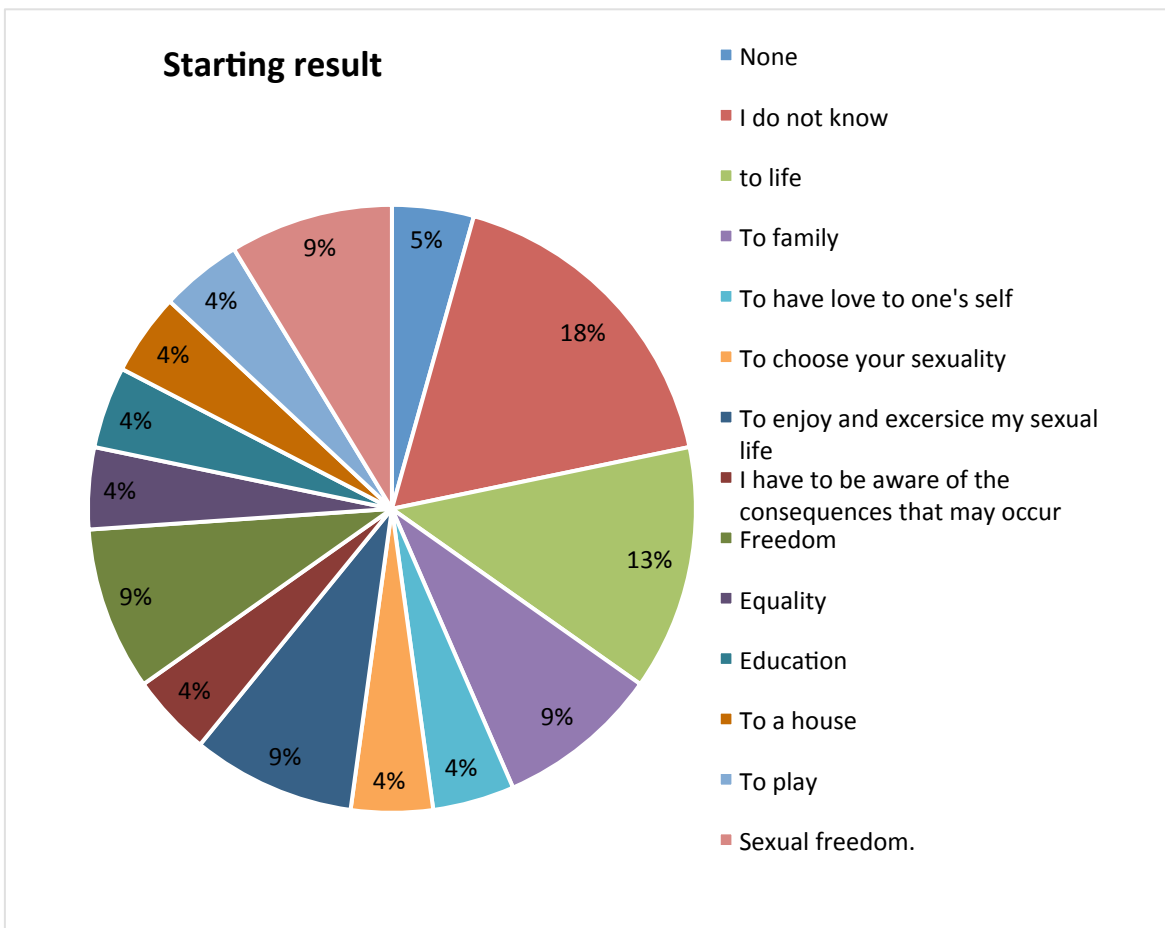
- Do you know which are your sexual and reproductive rights?



At the beginning of the course we could see that the majority of students did not know their sexual and reproductive rights, however, at the end the results flipped and only 12.5% stated to ignore their rights regarding this subject.

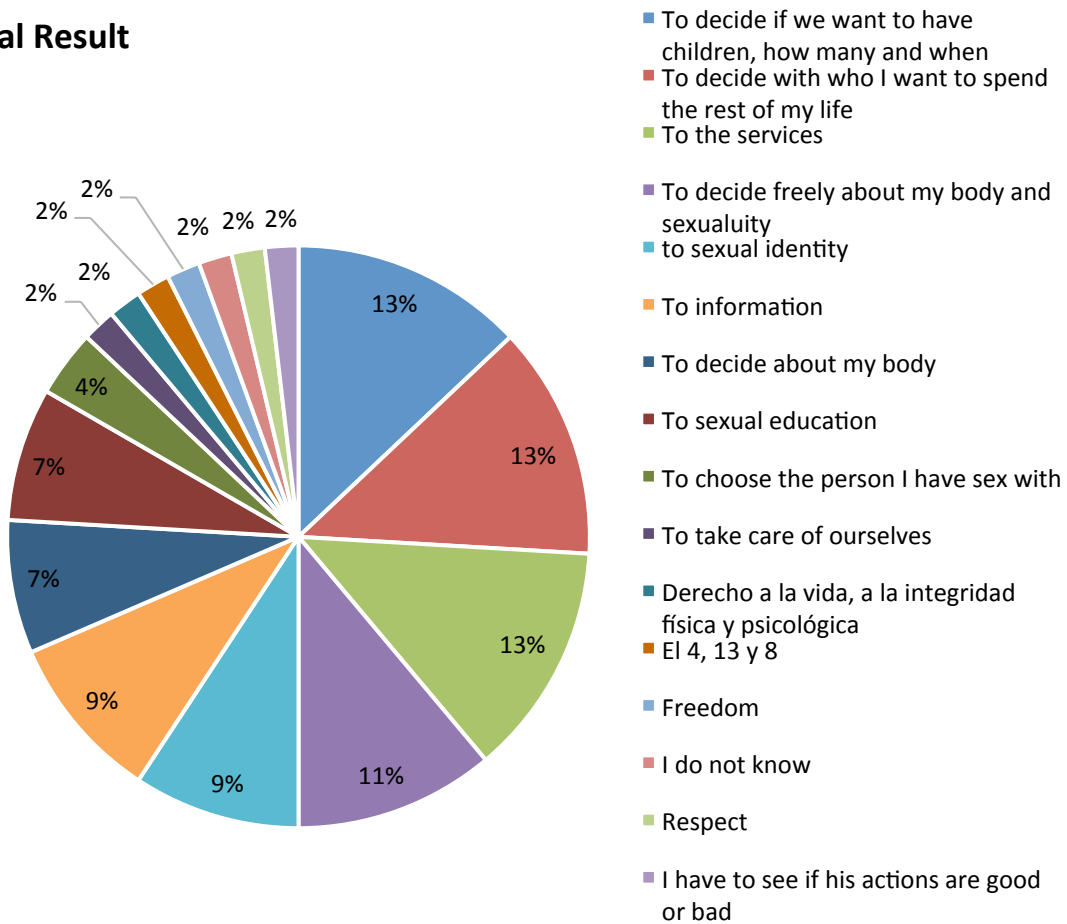


- Mention which sexual and reproductive rights you know.





### Final Result



We can see that at the beginning of the course, the students answered vaguely and mentioned human rights in general. At the end of the course their answers were more precise and related to sexual and reproductive rights.



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**Graphic evidence:**

Please click here: [www.legalidadpormexico.org/SexandRepRights](http://www.legalidadpormexico.org/SexandRepRights)