

Sensoa Flag system



SENSOA

Exercise



+ Situations with children/young persons

+ Evaluate

× **Completely OK**

× **Not completely OK**

× **Not OK**

× **Absolutely not OK**



Acceptable or not?



+ 3 boys (13 y) have shown their penis to some children on the playground. They think it was very funny but the children are disturbed.

+ Evaluate

- × **Completely OK**
- × **Not completely OK**
- × **Not OK**
- × **Absolutely not OK**



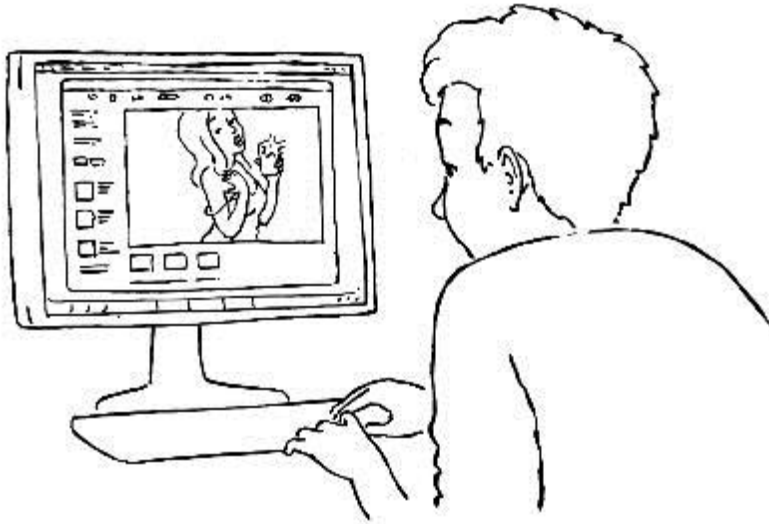
Acceptable or not?



- + Two girls (13) are sitting on the bed in the bedroom. They are caressing one another between and over their thighs and are enjoying it
- + Evaluate
 - × **Completely OK**
 - × **Not completely OK**
 - × **Not OK**
 - × **Absolutely not OK**



Acceptable or not?



- + A 17 y old boy deliberately puts a naked picture of a girl on internet, with the intention to harm her
- + Evaluate
 - × **Completely OK**
 - × **Not completely OK**
 - × **Not OK**
 - × **Absolutely not OK**

Acceptable or not?



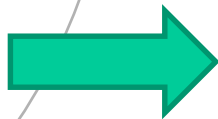
- + A naked boy (10) pressures a girl (10) to put his penis in her mouth.
- + Evaluate
 - × **Completely OK**
 - × **Not completely OK**
 - × **Not OK**
 - × **Absolutely not OK**

What's the problem?



- + Confrontation with sexual behaviour => **emotions**; nobody stays indifferent
- + Discussion on values
 - × Different opinions on sexuality
 - × Discussion is often emotional and personal

+



Sensoa Flag system

Flag system is designed



- + To evaluate sexual behaviour
 - × In a more objective way
 - × Based on criteria and arguments
- + To stimulate communication
 - × With use of common terminology
 - × To normalize behaviour (when appropriate)
- + To react appropriately
 - × Instruments and methods
 - × Examples

Flag system



- + **Green** flag: acceptable and positive sexual behavior
- + **Yellow** flag: occasional light Sexual Abusive Behaviour (SAB)
- + **Red** flag: troubling SAB
- + **Black** flag: severe SAB

- + Judge the **behaviour!**
- + Green and yellow flag normal part of development

How to judge? 6 criteria



1. Mutual consent
2. Voluntary engagement
3. Equality
4. Appropriate for age or development (normative list)
5. Appropriate for context
6. Self-respect

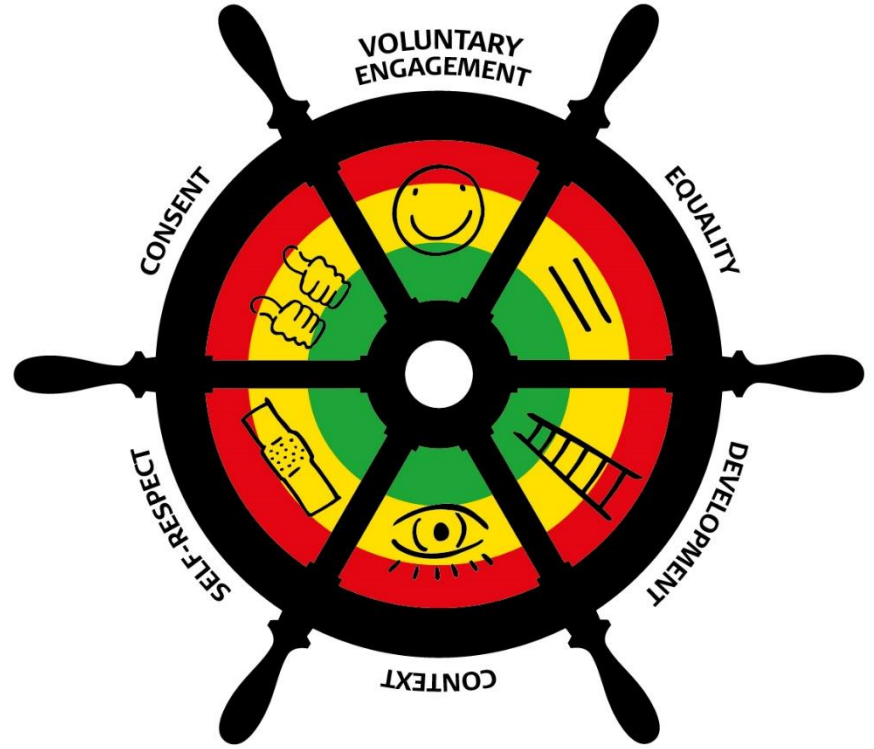


How to use?



- + All criteria OK= green flag
- + One or more criteria not OK → other flag
- + Extent to which limits are crossed → colour flag
 - × Hands on/off
 - × Anxiety, amount of pressure
 - × Intention/estimation of effects
- + Colour changes when behaviour is repeated

Steering wheel



Don't judge too quickly



- + Stay as close as possible to the facts!
- + Ask open questions, not suggestive ones
- + Don't react out of emotions, projections, values etc.
- + Use the **6 criteria**
- + Look for indications for Comprehensive Sexuality Education: what does this behaviour tell us about underlying needs for information, competencies etc? **What do they have to LEARN?**

Acceptable or not?



+ 3 boys (13 y) have shown their penis to some children on the playground. They think it was very funny but the children are disturbed.

+ Yellow flag

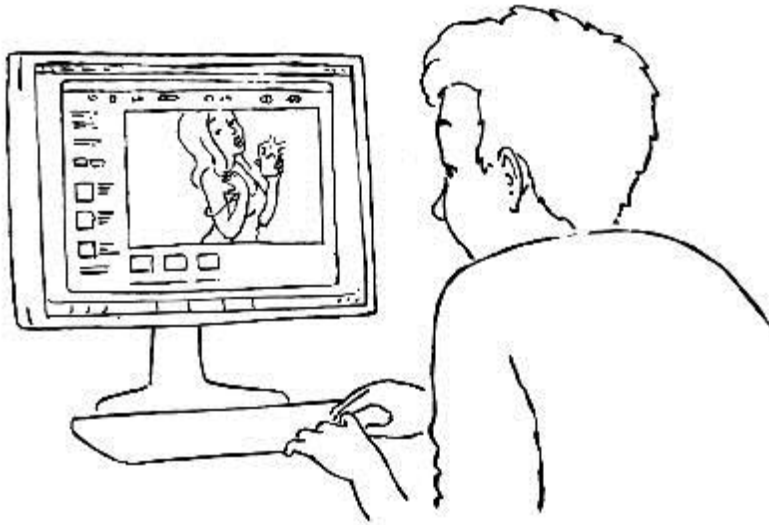


Which flag?



- + Two girls (13) are sitting on the bed in the bedroom. They are caressing one another between and over their thighs and are enjoying it
- + **Green flag**

Acceptable or not?



- + A 17 y old boy deliberately puts a naked picture of a girl on internet, with the intention to harm her
- + Black flag

Which flag?



- + A naked boy (10) pressures a girl (10) to put his penis in her mouth.
- + **Red flag**

How to react?



- + Always start with telling what you hear, see..
- + Always explain why you react
- + Then:
 - × **Green**: accept, explain or ignore
 - × **Yellow**: limit, explain, provide alternatives
 - × **Red**: forbid, explain, control (mediation; conciliation)
 - × **Black**: forbid, explain and prevent in the future (take measures; consequences)
- + **Don't let your emotions guide you**

Pedagogical reactions (short term)



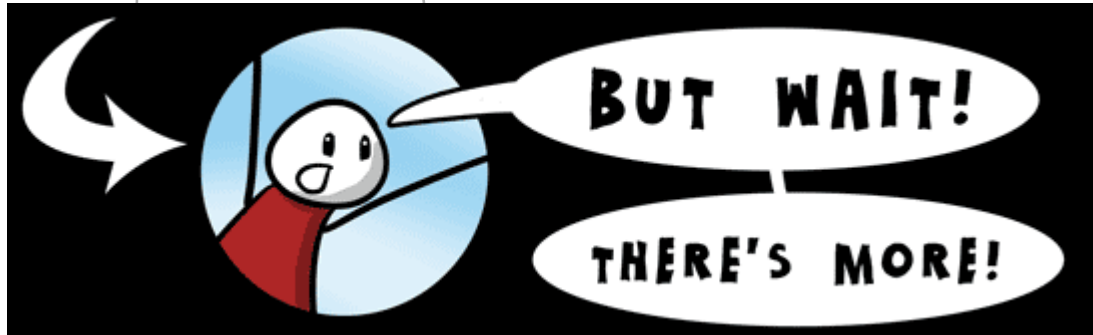
Green	Yellow	Red	Black
Do not stop/ ignore	Stop the behaviour or distract	Stop the behaviour	Stop the behaviour
Name/question the behaviour	Name/question the behaviour	Name/question the behaviour	Name/question the behaviour
Discuss the feelings	Discuss the feelings	Discuss the feelings	Discuss the feelings
Affirm. Explain why	Affirm positive behaviour. Explain why	Affirm positive behaviour. Explain why	Affirm positive behaviour. Explain why
	Isolate that part that is not OK and explain why	Isolate that part that is not OK and explain why	Isolate that part that is not OK and explain why
	Make agreements	Agreements and supervision, follow up care and recovery	Agreements and consequences
		Make a report	Make a report and refer

Questions?



Want to know more?

- + The Flag System
- + www.flagsystem.org



Thanks for your attention!

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