



# **REPORT ON THE LIFESTYLES AND INTERPERSONAL RELATIONSHIPS OF TEENAGERS**

**SCHOOL CENTER No.**

**YEAR**



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## 1. Introduction

We would like to thank the students from **2 Bachillerato** (12<sup>th</sup> grade) of this school center who have chosen to take part in the YOURLIFE study on lifestyles and interpersonal relationships, with a special focus on intimate partner violence. This report briefly summarizes the most relevant aspects of the survey.

A total of **60 students** replied to this survey, but not all of them answered all the questions. The percentages of each of the questions have been calculated considering the students who have replied to that particular question. For example, if only 10 students replied to one specific question and half of them answered “Yes”, the report shall show that 50% replied “Yes” to the question. This does not mean that half of the students in the study replied “Yes”, but just half of those who responded to that particular question. On the other hand, to guarantee the anonymity of the students, when most or all the students gave the same answer, the report will state that “>80%” have given that reply and will not show the exact percentage.

We wish to remind you that one of the goals of this project is to identify situations and behaviors that put the health of teenagers at risk. Therefore, this report only shows the percentages of replies that could be more important to help define educational actions. In general, we will provide the percentages of students who show risky attitudes or behaviors. However, consider that on many occasions most of the students do not engage in these risky behaviors. In these cases, it is important to recognize and reinforce in the students the choices that benefit their personal development and their health.

This report has been drafted for school centers in Spain and Latin America. Therefore, in certain cases we provide two versions of a same term (for example, mobile/cell phone). We hope that this report will help you develop specific educational strategies that are applicable to your educational context.

## 2. Mobile/Cell phones

**93% of students already have a cell phone. Of these, 85% have Internet access through a data plan, yet only 18% have a parent filter to browse the Internet with their cell phones.**

Parents and professors should accompany and provide advice to minors on how to use their smartphone and the Internet safely, to reduce the potential risks.

To learn more about Internet safety for minors, please visit the following websites (they have material for teenagers, parents and teachers):

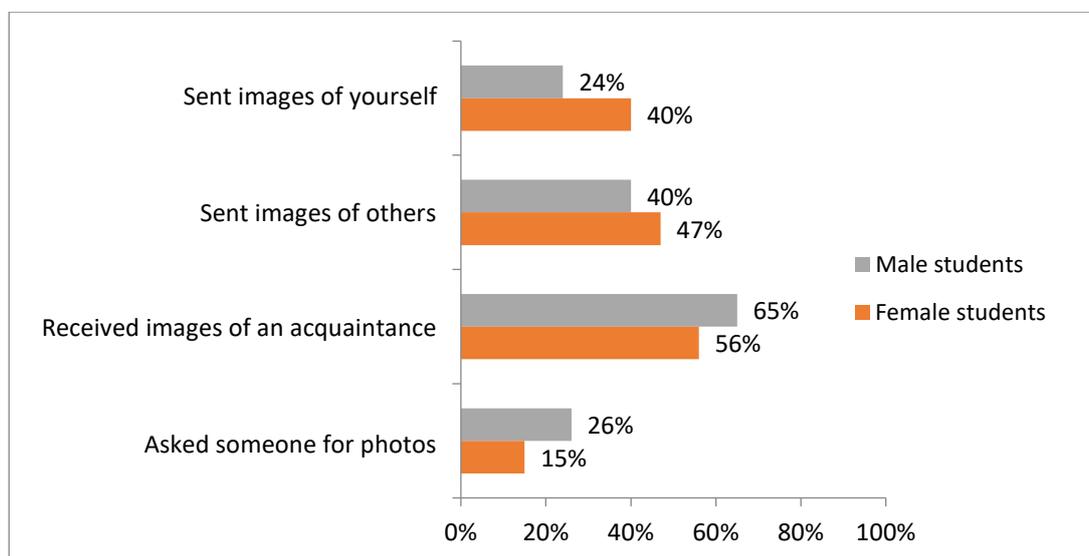
- <http://www.segu-kids.org/>
- <http://www.chaval.es/chavales/>

### 3. The sexting phenomenon and pornography

In recent years, the sexting phenomenon has extended among teenagers. It consists of taking a picture or recording an erotic or sexual video of themselves and sending it via mobile/cell phone to another person, generally their partner (boyfriend/girlfriend, crush, etc.). Frequently, these images may reach other people, especially once the relationship is over. The decision to take this photo and send it may be spontaneous, but other times it is due to their partner's insistence.

The survey asked the students if they have sent, requested or received sexual images of themselves or of people they know. The figure below shows the percentage of students that replied affirmatively.

Figure 1. Percentage of male and female students who stated that they have participated in some sort of sexting.



Sexting is considered a risky behavior, which can lead to cyber-bullying situations, sexual harassment or even legal issues (as sending sexual images of minors is a crime). It has also been associated with risky sexual behaviors<sup>1</sup>. To learn more about sexting and how to prevent this practice among students, please refer to the following websites:

- <https://www.pantallasamigas.net/sexting/>
- <http://segurisimosenlaweb.com.ar/>
- <https://kidsandteensonline.com/>

Along with sexting, the consumption of pornography has experienced growth among teenagers. **65% of male students and 17% of female students replied that they have watched pornography at least once a month in the past year.**

Psychologists, educators and other health agents warn of the risks of viewing pornography among children and teenagers. To learn more about the impact of pornography and how to protect children and teenagers, please visit the following sources:

- <https://aifs.gov.au/publications/effects-pornography-children-and-young-people-snapshot>
- <https://www.acped.org/protecting-your-kids-from-pornography>
- <https://www.daleunavuelta.org/>

## **4. The students' leisure time**

### *4.1. Leisure activities they engage in*

The information regarding the type of leisure they engage in has been presented in the following figures. “Structured” leisure is known as organized leisurely activities focusing on learning/culture, while “unstructured” leisure refers to spontaneous activities (for example, spending time at a shopping mall or going out at night).

Figure 2. Percentage of students who have taken part in unstructured leisure in the past 12 months.

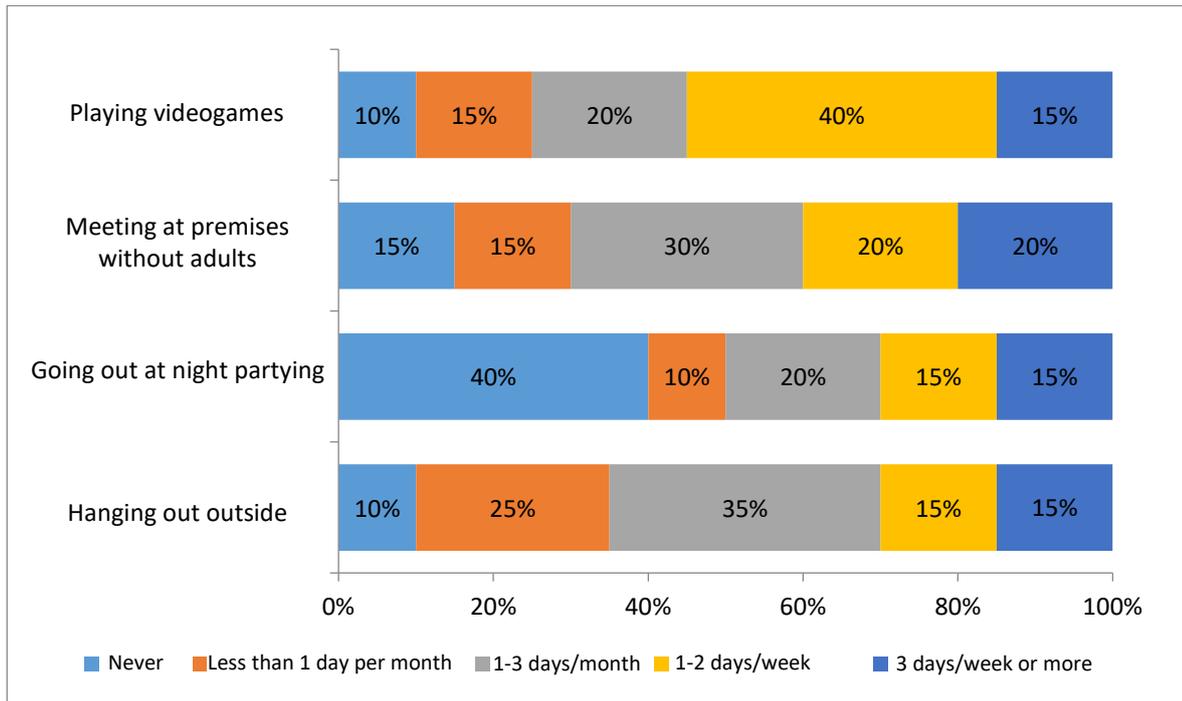
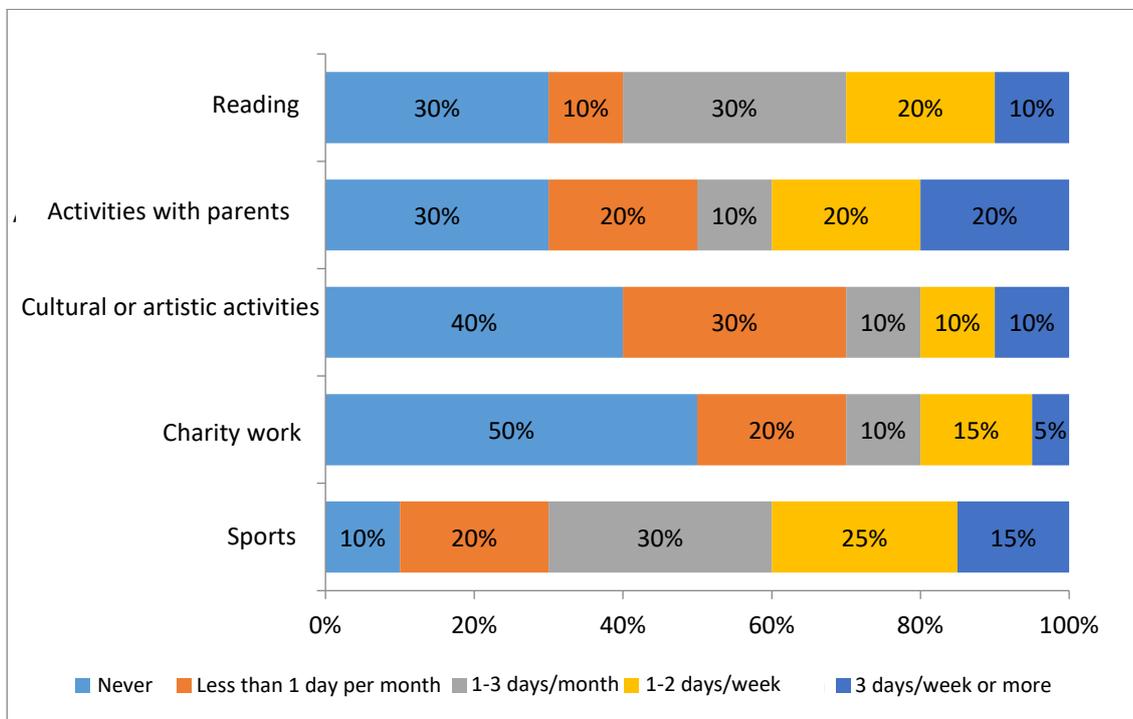


Figure 3. Percentage of students who have taken part in structured leisure in the past 12 months.



The information included in these figures is slightly complex. To help better understand the data, “1 time/week” can mean, for example, that the teenager spends Saturday afternoons carrying out one of the described activities.

It is advisable that a large amount of students carry out structured leisure activities (charitable, sport, cultural or artistic activities). Any of these activities should be done at least 1-2 times/week. Promoting structured leisure among students can have positive effects on their personal development, while increasing their social and professional projection. Carrying-out leisure activities with their parents is also an indicator of healthy and educational leisure. On the other hand, it is advisable to reduce time devoted to unstructured leisure.

To conclude, if it is observed that the activities carried out by the students is generally recreational (unstructured), the school center could consider providing recommendations for more educational/cultural leisure at the end of the school day or during the weekend. This would result in an improvement in the students’ academic performance and more appropriate personality development.

#### *4.2. Spending*

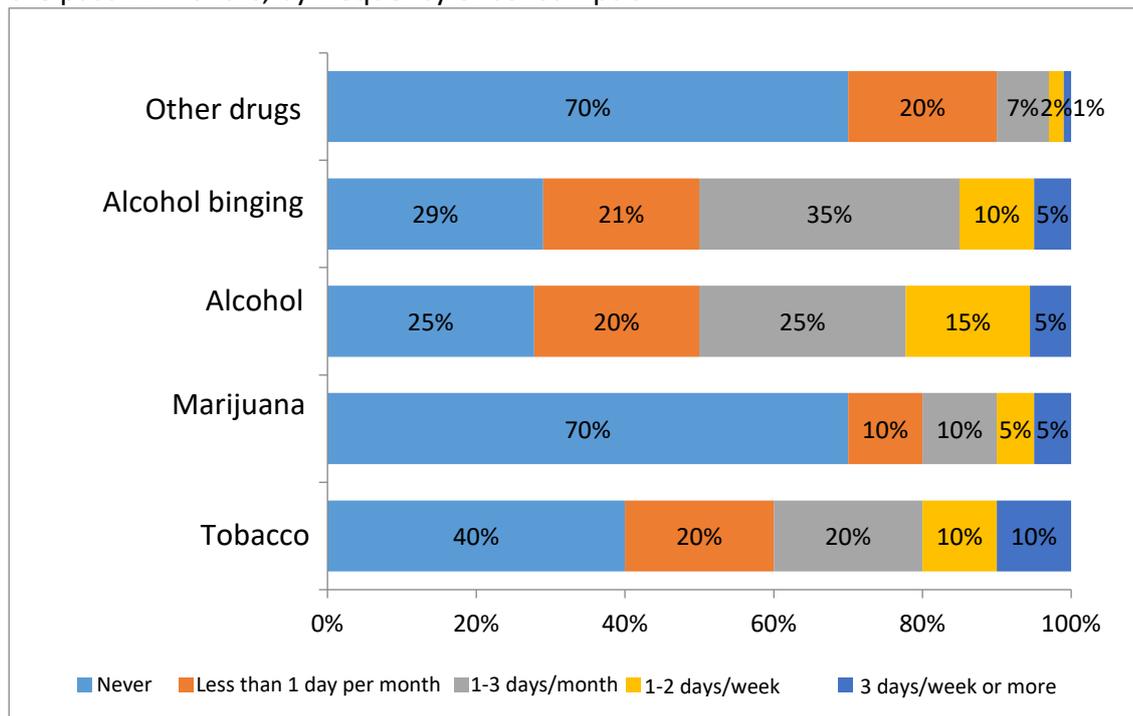
The money teenagers spend in their free time is an indirect indicator of their educational, social and economic status, their own ability to plan and save money and their parents’ level of permissiveness. At this school center, **50% of students spend over €7.5 per week.**

The following consideration may serve to guide parents when deciding how much money they give their children. One possibility is to consider what sort of expenses are appropriate at each age. Some parents may decide that their 16 year-old son should have money to, for example, go to the movies (1 time/month), eat out at a pizza or a burger joint (1 time/week), and make a moderate use of their mobile/cell phone. Addressing these expenses with their son may help them determine how much money they will give him. It will also help their son learn how to use resources responsibly. For example, building off the former example, if he would like to go to the movies twice in the same month, he would have to give up one of the other expenses. On the other hand, it is usually recommended that their weekly allowance doesn’t fully cover all the activities that the teenager wishes to do. This would ultimately encourage them to make an effort to earn money by working several hours per month, for example. This focus is crucial to protect students from consuming intoxicating substances or living unhealthy lifestyles (addiction to new technologies, consumerism, etc.), while teaching them about austerity.

### 4.3. Consumption of intoxicating substances

School-age teenagers are very vulnerable to tobacco smoking, alcohol consumption and drugs. According to different studies, many teenagers begin these toxic habits (smoking and drinking) before they turn 16<sup>2</sup>. It is also frequent for teenagers to drink large quantities of alcohol in a short space of time (binge drinking), which can worsen the consequences for their health<sup>3</sup>. At this school center, the percentage consumption of intoxicating substances was as follows:

Figure 4. Percentage of students who stated that they have consumed intoxicating substances in the past 12 months, by frequency of consumption.

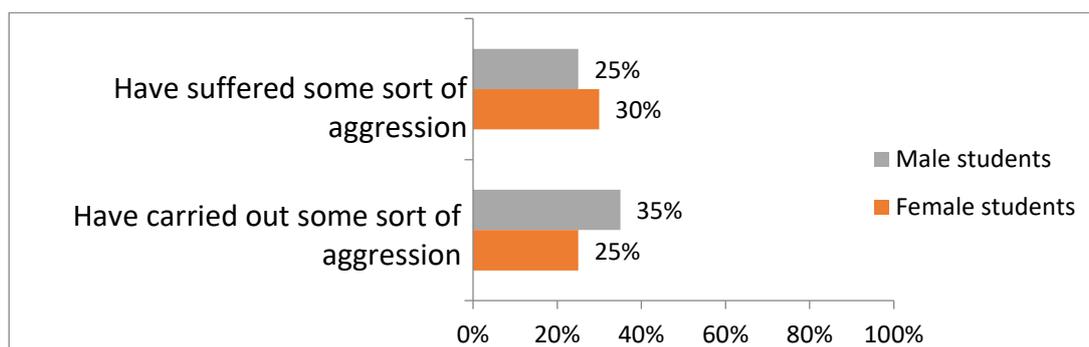


Consumption of intoxicating substances is very damaging to the health and development of teenagers, and it is recommended that they do not consume them.

## 5. Bullying

The figure below showcases information on bullying, endured or carried-out by the students, by frequency.

Figure 5. Percentage of male and female students who have suffered or have produced some sort of harm or physical or psychological aggression at the school center.



Detecting bullying situations and making it known to students can help raise awareness of the problem and even help them understand the problem or help those who are suffering some sort of bullying to reach out. For more information on this issue and how to prevent it, please visit the following website:

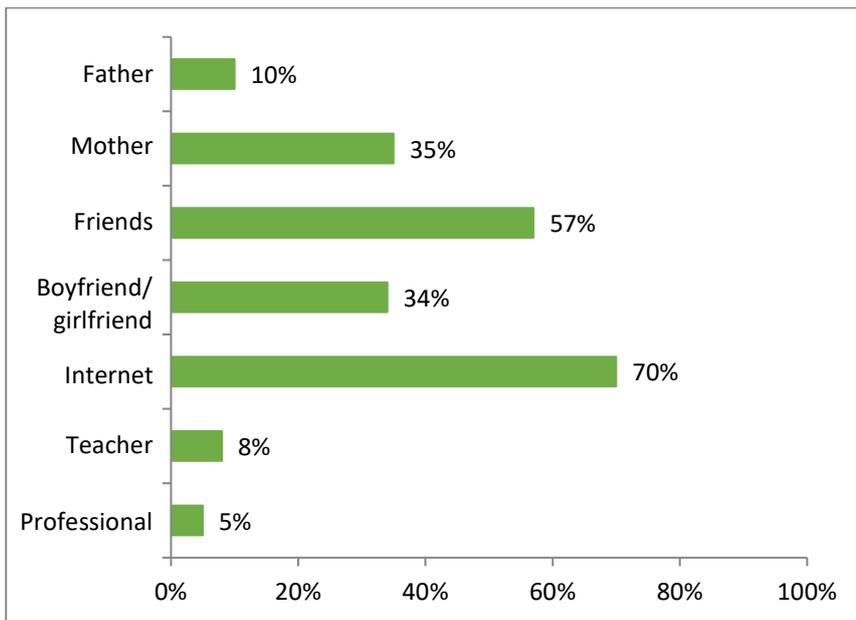
<https://www.anar.org/no-al-bullying-material-de-apoyo/>

## 6. Messages on sexuality perceived by the students

### 6.1. Information sources chosen by teenagers

To learn about issues related to love and sexuality, teenagers tap into different sources (Internet, friends, parents, professors, etc.). The figure below shows the percentage of students who stated that they tap into these sources frequently.

Figure 6. Percentage of students who stated that they have accessed these sources frequently to gain information on love and sexuality.



It is important for teenagers to gain information on love and sexuality from reliable sources. It is worthwhile training parents on how to accompany their children in these issues.

## 6.2. Messages perceived within the family and the school center

The messages and opinions of their parents and of the school center regarding their understanding of loving and interpersonal relationships can influence the vision of the teenager on these matters. Therefore, the information included below is of special relevance.

Figure 7. Percentage of students who stated that **their parents** taught them about certain concepts.

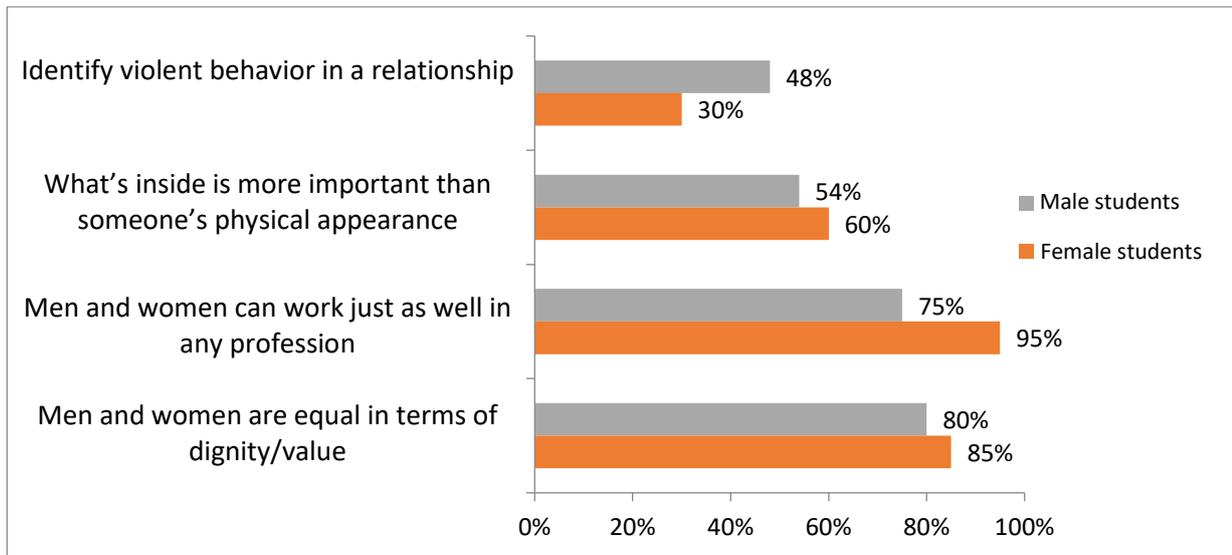
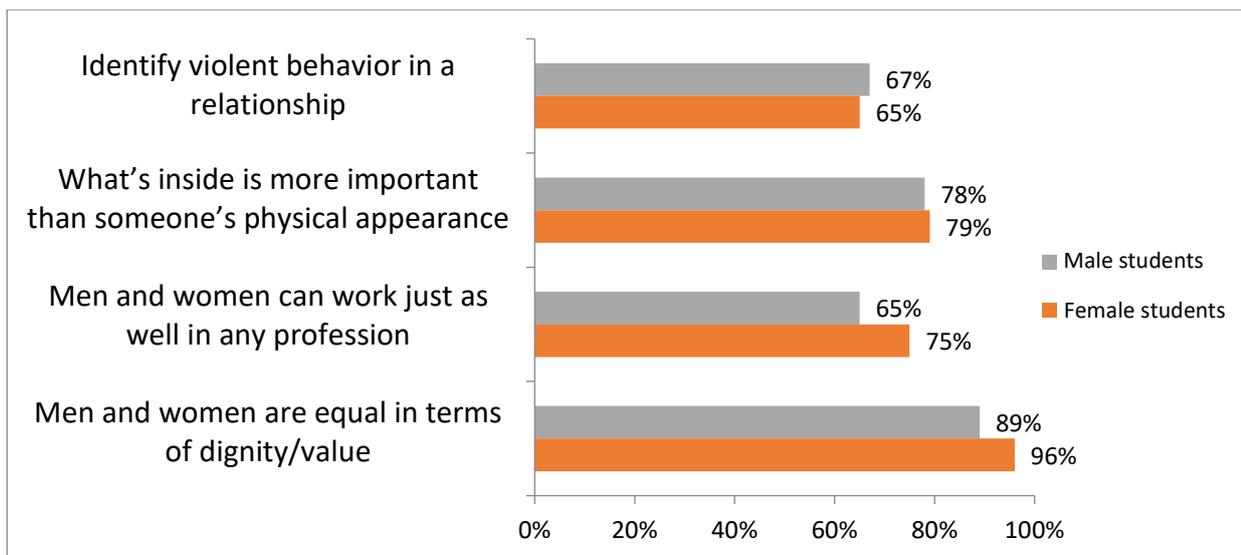


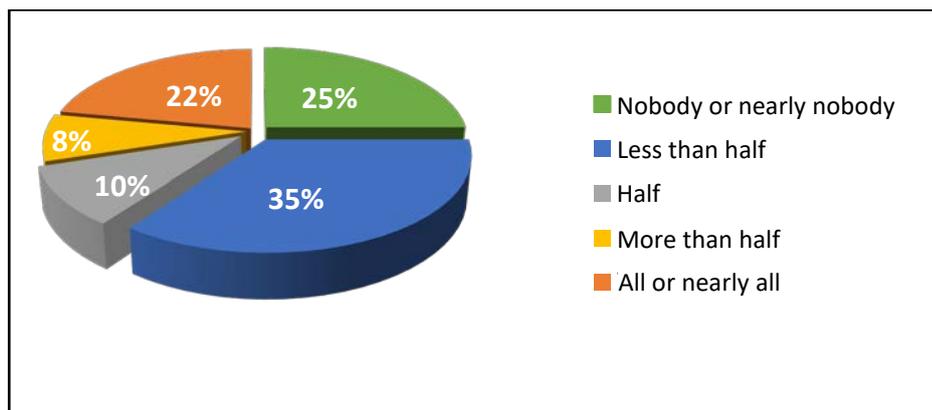
Figure 8. Percentage of male and female students who stated that their **school center** taught them about certain concepts.



### 6.3. Perception of sexual activity of their peers

The students were asked how many teenagers of their same age do they believe are sexually active.

Figure 9. Percentage of students who believe that their peers are sexually active.



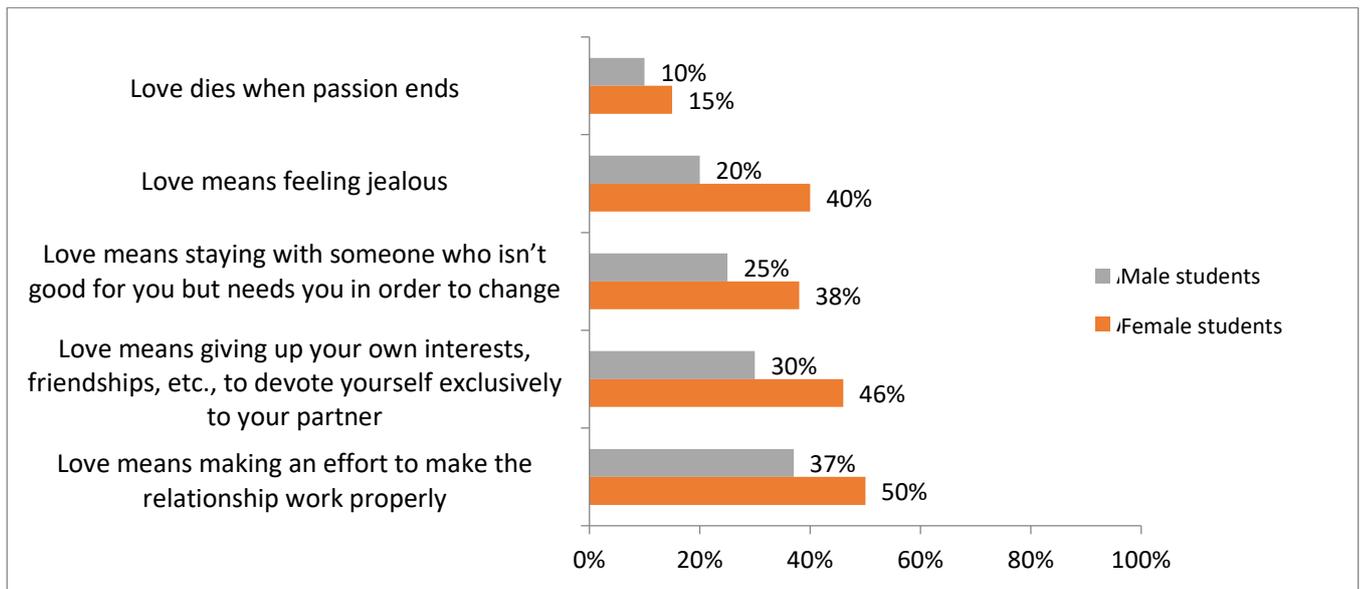
It is interesting to focus on how many students believe that “more than half” or even “all or almost all” of their peers have had sexual relations. This data can be compared to the real data regarding the start of sexual activity of their school year (which has been included under section 9 of this report). According to the studies of multiple countries, most minors are not sexually active. It is important for them to know this fact, since it is more beneficial to them (see more information on this matter in section 9).

## 7. Some ideas and opinions of the students on love and sexuality

### 7.1. Beliefs on love relationships

Students have shared their point of view on different issues related to love.

Figure 10. Percentage of male and female students who stated that they somewhat or really agree with different statements on love.

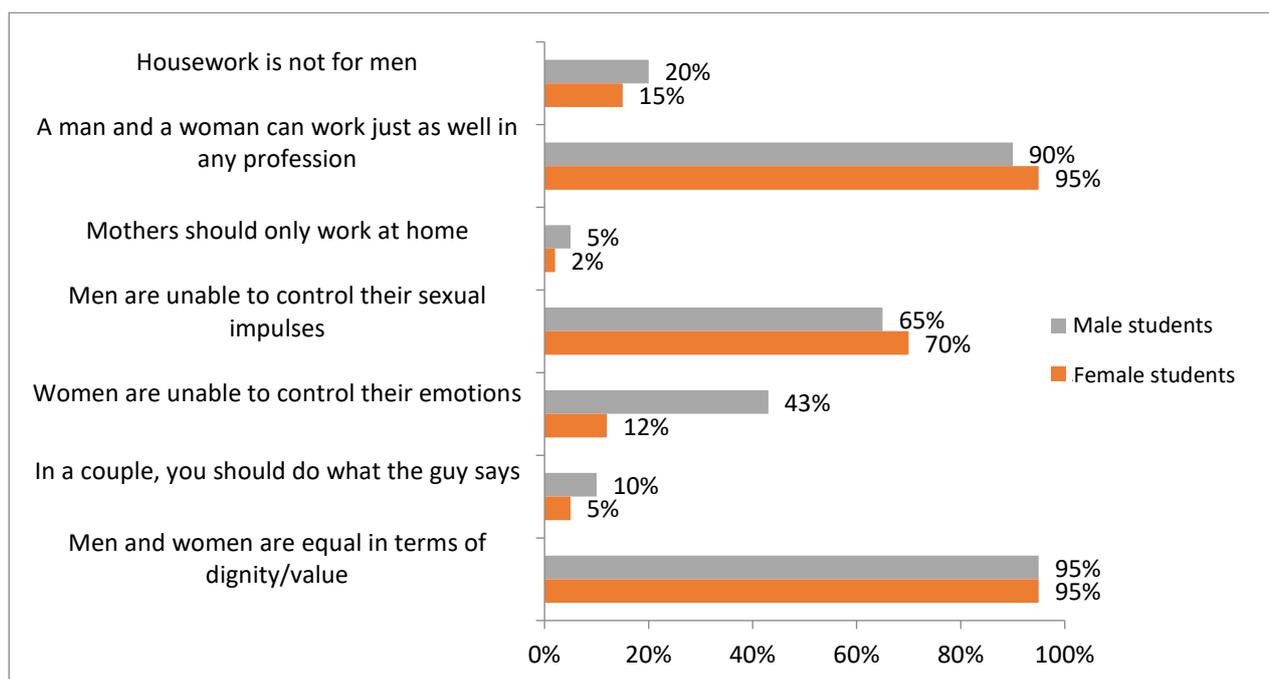


It is important to identify if the students have false beliefs on love (identifying love with passion or jealousy, forgoing their own interests or friendships for their partner or remaining with their partner because they need them to change), given that this could hinder healthy romantic relationships.

### 7.2. Gender stereotypes among the students

The students were asked about their level of agreement with different statements on gender stereotypes. The graph below shows the percentage of male and female students who said they agreed with these statements.

Figure 11. Percentage of male and female students who stated that they agree with statements related to gender stereotypes.



It is important to detect if students have gender stereotypes, since these beliefs are one of the many factors that could promote violence in romantic relationships<sup>4</sup>. For more information on the factors that could lead to violence between partners, you may visit the CDC (Centers for Disease Control and Prevention) website.

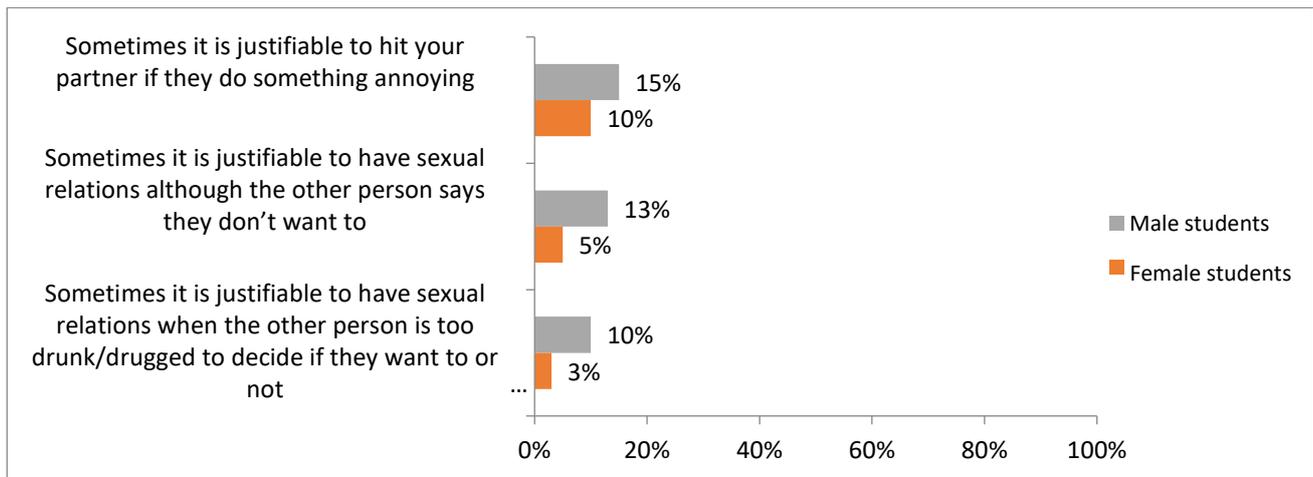
- <https://www.cdc.gov/spanish/especialescdc/violenciaadolescentes/index.html>

### 7.3. Justification of violence in romantic relationships

Students were asked if they believed if physical or sexual violence between partners was justified in certain situations.

Although this question had a gradual response scale (from 0= completely disagree to 6= completely agree), we have taken a “Zero Tolerance” approach against the justification of violence. Therefore, the percentage of students who answered any way other than “Completely disagree” have been included.

Figure 12. Percentage of male and female students who justify intimate partner violence under certain circumstances.

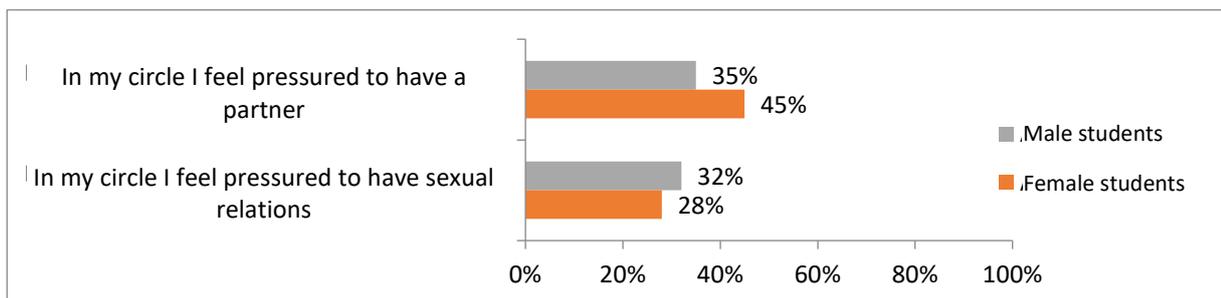


As in the case of gender stereotypes, attitudes condoning violence enable aggressions (exercised violence) as well as victimization within romantic relationships (endured violence)<sup>4</sup>. The identification of these attitudes is a first step in the prevention of violence between partners.

#### 7.4. Peer pressure to have a partner and sexual relations

Below we state how many male and female students have shared that they feel pressured to have a partner or be sexually active.

Figure 13. Percentage of male and female students who stated that they feel pressured by their peers to have a partner or sexual relations.



Just as in a group of friends, the environment can especially influence the behavior of teenagers. It is important for teenagers to identify possible situations of peer-pressure and work on assertiveness in these situations.

### *7.5. Readiness to say “no” to sexual relations*

**30% of male students and 46% of female students** consider themselves prepared to tell someone that they do not wish to have sexual relations, if this is their decision.

As we have stated in the section above, it is recommended to work on assertiveness with the students in different areas of life, including romantic relationships.

### *7.6. Beliefs on “safe sex” against sexually transmitted diseases and pregnancy*

**30% of the female students and 21% of the male students** surveyed wrongly believe that condoms completely eliminate the risk of contracting a sexually transmitted disease.

**30% of the female students and 21% of the male students** surveyed wrongly believe that condoms completely eliminate the risk of pregnancy.

The World Health Organization reports that condoms fail up to a 15% in the prevention of pregnancy. Nor are condoms 100% efficient in preventing sexually transmitted diseases (STDs), as international experts, such as the Centers for Disease Control and Prevention (CDC) have warned (See: <http://www.cdc.gov/condomeffectiveness/brief.html>). The erroneous concept of “safe sex” leads teenagers to take on riskier sexual behaviors, such as increasing the number of sexual partners or becoming sexually active earlier<sup>5</sup>. This phenomenon is known as a “risk compensation”, which leads to an increase in STDs<sup>6</sup>. It is important to remind teenagers that condoms do, in fact, reduce the risk of infection but do not eliminate it entirely<sup>7</sup>. Thus, it would be more convenient to speak of “safer sex” or “reduced-risk sex” when speaking of condoms.

## **8. Violence among students who have or have had a partner**

Teenager dating violence (TDV) is defined as physical, sexual or psychological/emotional abuse, including threats, against a partner with whom someone has a romantic relationship during their teen years. It can also happen virtually, for example, by harassing or controlling a partner through their phone or via social media. According to the data of different domestic and international studies, psychological violence is more frequent than physical or sexual harassment in the case of teenagers. While physical violence spikes at the ages of 16-17, it then drops as teenagers age<sup>8</sup>. It is important to bear in mind that psychological violence is a predictor for future physical violence.

Similarly, these studies have found that both male and female students can suffer or exert violence towards their partners<sup>9</sup>.

Although questions regarding TDV have a gradual response scale (from 0=never to 6=very frequently), we've taken a "Zero Tolerance" approach against violence. Therefore, we have included the percentage of students who answered any way other than "Never".

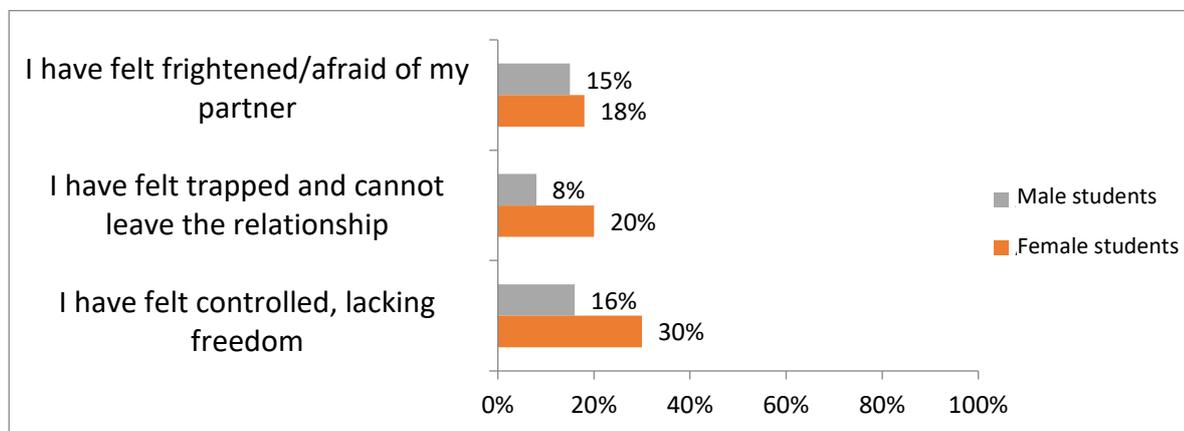
**27% of the students (22% male and 32% female)** shared that they have had or currently have a partner.

*Note: The results shared in the sections below refer exclusively to the group of students who have or have had a partner.*

### 8.1. Negative feelings regarding romantic relationships

Students were asked if they had ever felt afraid, trapped or controlled in their romantic relationships. The results have been included below.

Figure 14. Percentage of male and female students who have had negative feelings regarding their romantic relationships.



### 8.2. Partner violence suffered by the students

We have included data on partner psychological, sexual or physical violence that the students said they **had suffered**.

Figure 15. Percentage of male and female students who **have suffered** different situations of **psychological violence**.

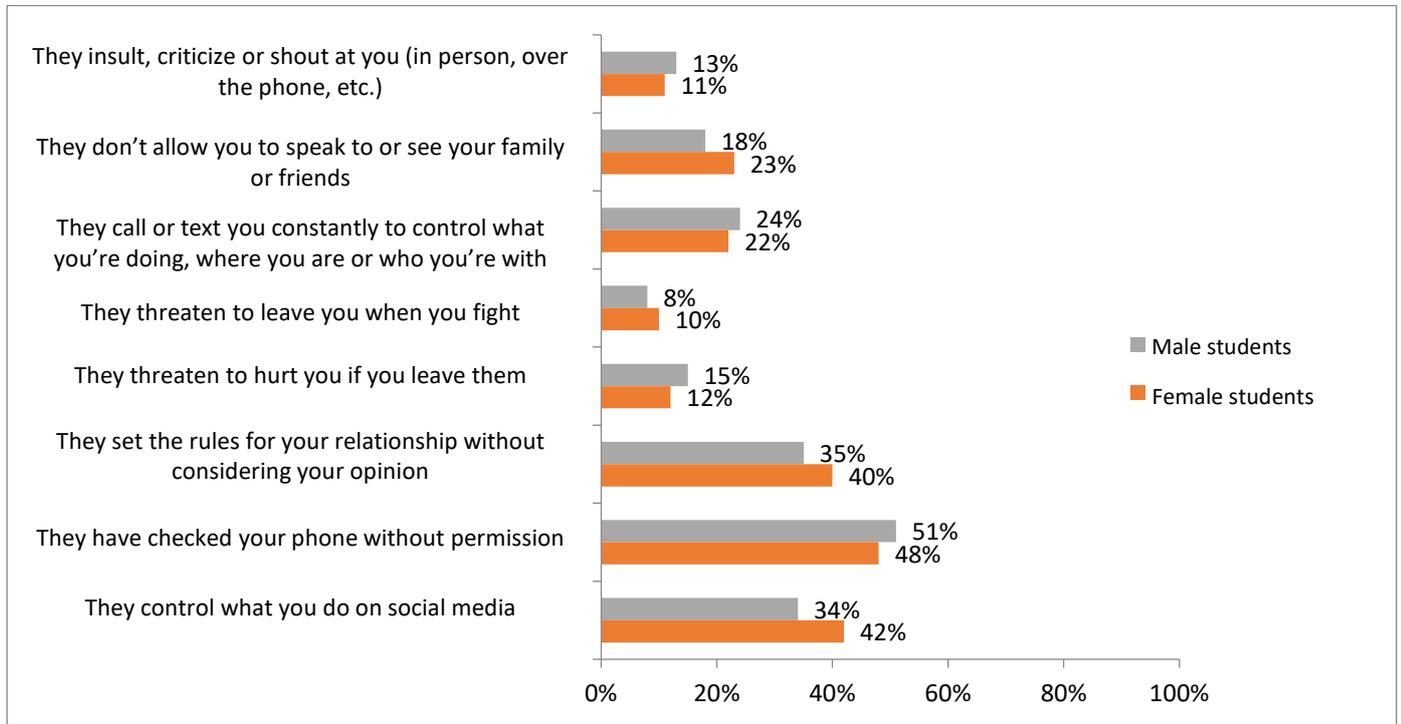


Figure 16. Percentage of male and female students who **have suffered** different situations of **sexual violence**.

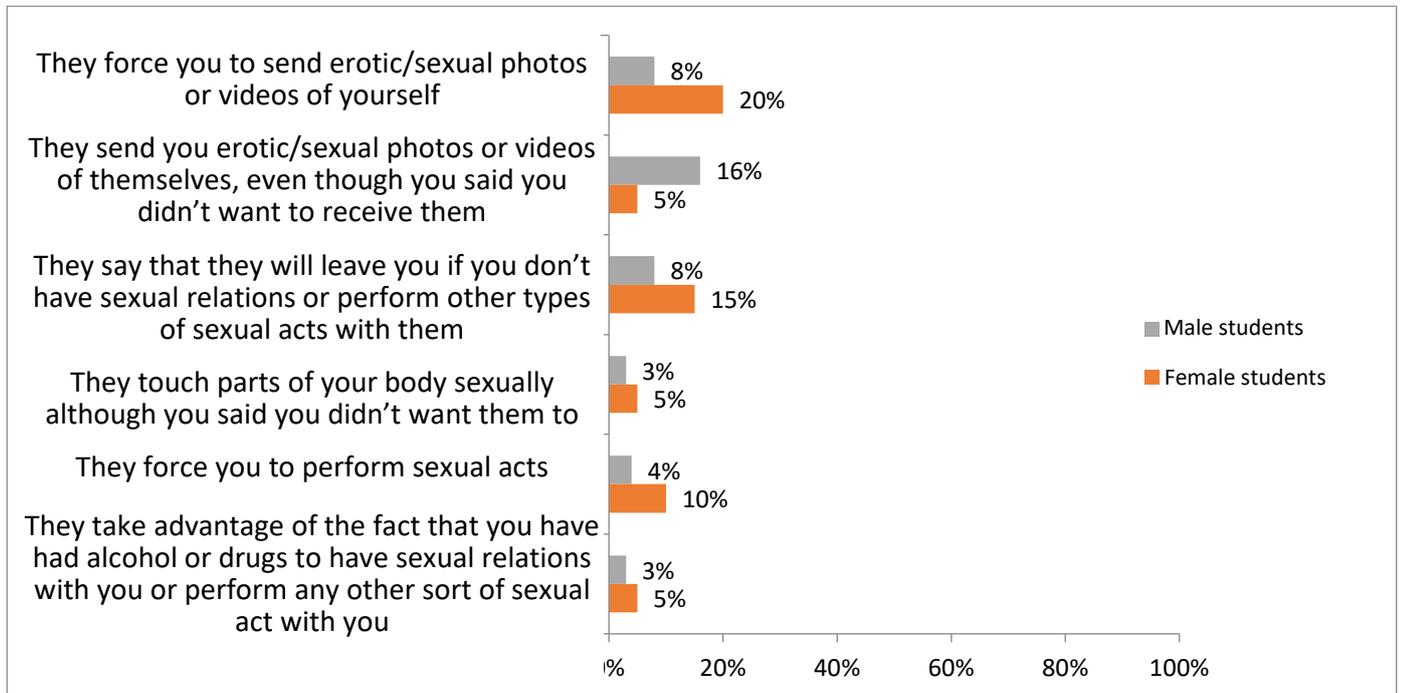
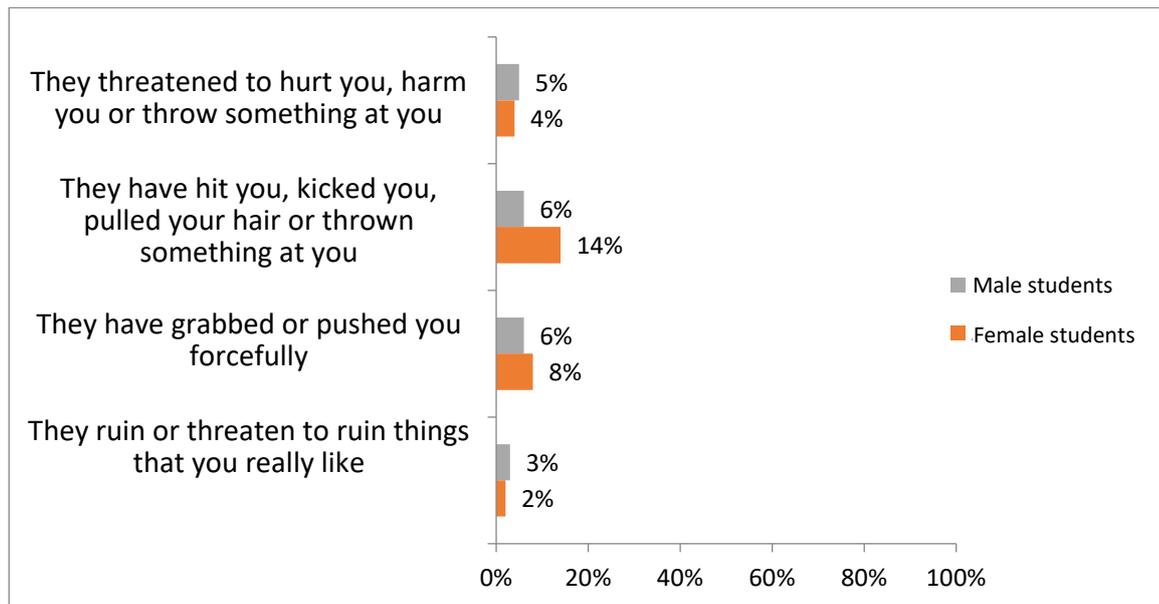


Figure 17. Percentage of male and female students who **have suffered** different situations of **physical violence**.



The fact that we detected students who suffer or have suffered some sort of violence in their relationships and that we can make it known to the students may help them gain awareness on the problem and even help those who are suffering some sort of TDV reach out for help.

### 8.3. Violence in romantic relationships carried-out by students

The data below refers to psychological, sexual and physical violence in romantic relationships that the students claimed to **have practiced**.

*Note: Remember that these results solely refer to the students who have or have had a partner.*

Figure 18. Percentage of male and female students who **have been psychologically violent** against their partner.

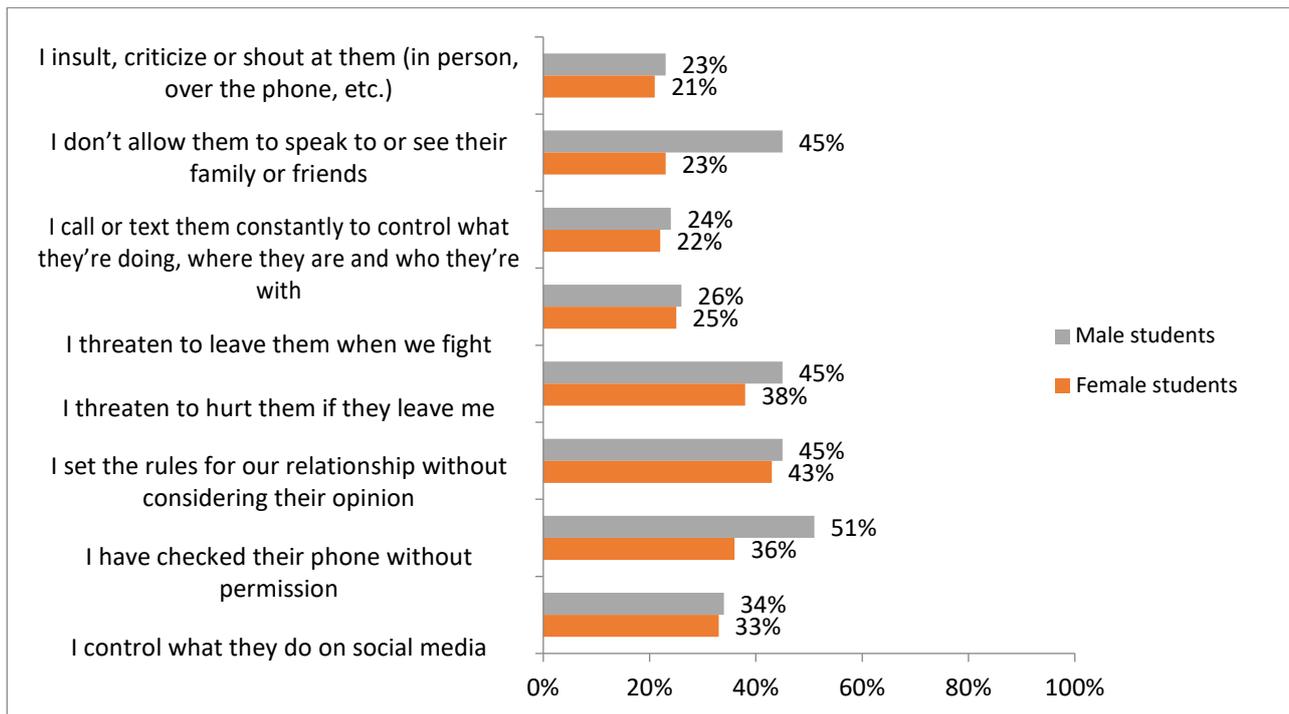


Figure 19. Percentage of male and female students who **have been sexually violent** against their partner.

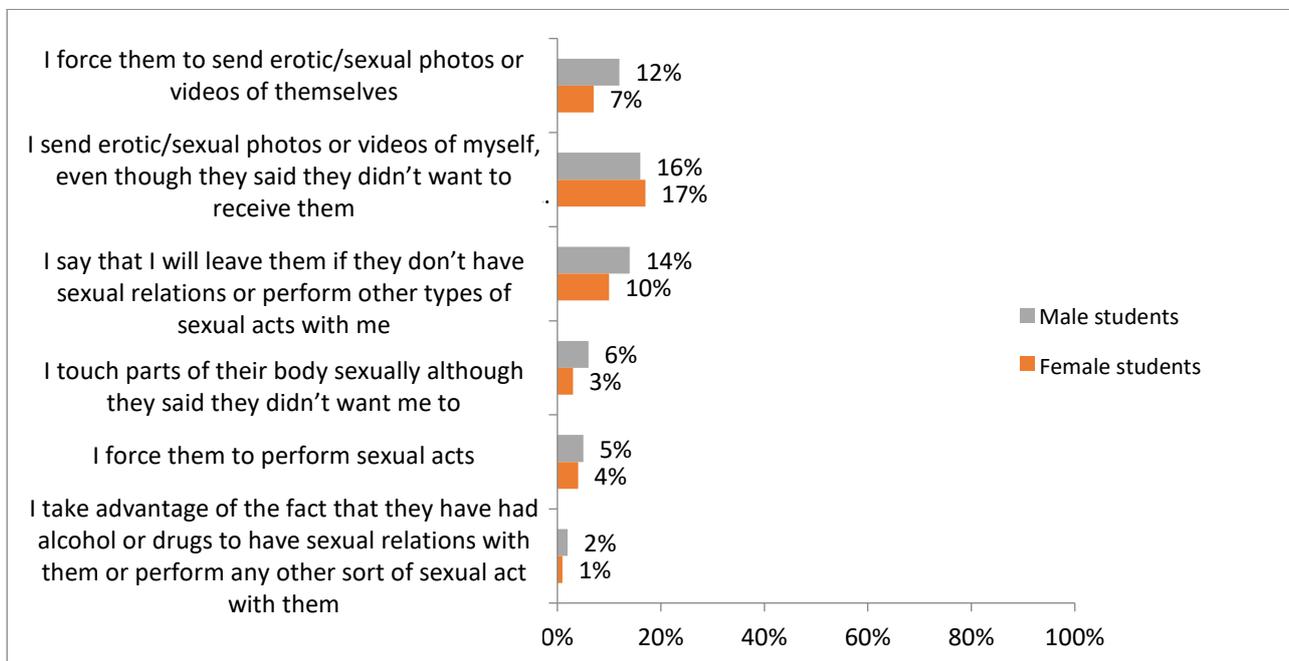
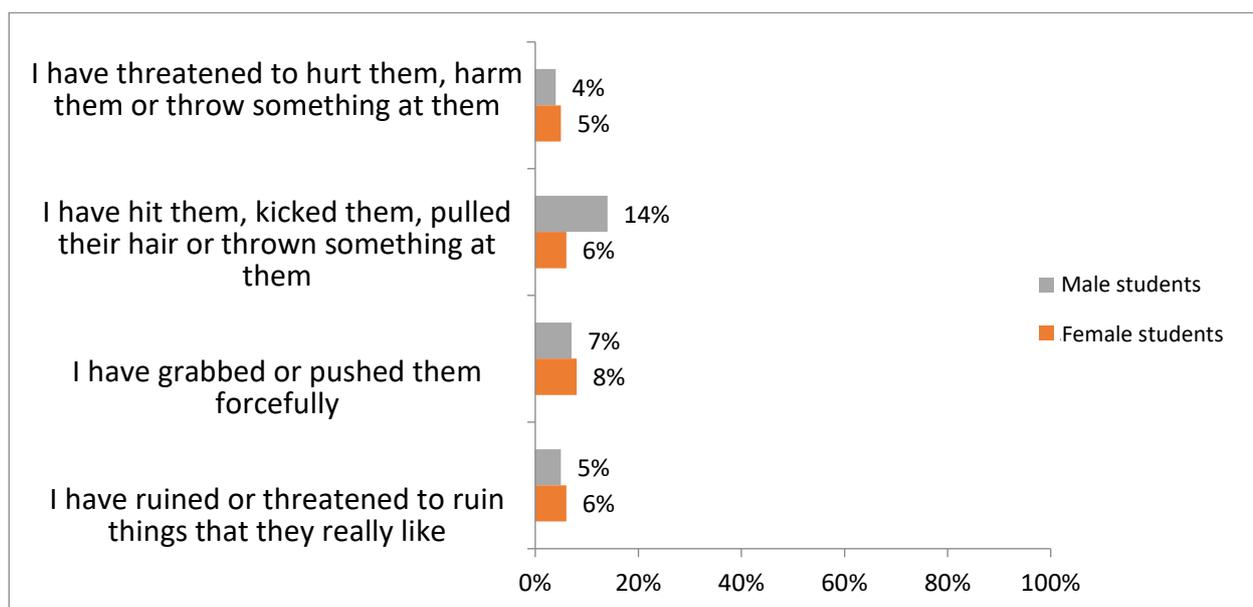


Figure 20. Percentage of male and female students who **have been physically violent** against their partner.



Just like the violence suffered, the fact that we detected students who exercise or have exercised some sort of violence, making it known to the students may help them gain awareness on this problem.

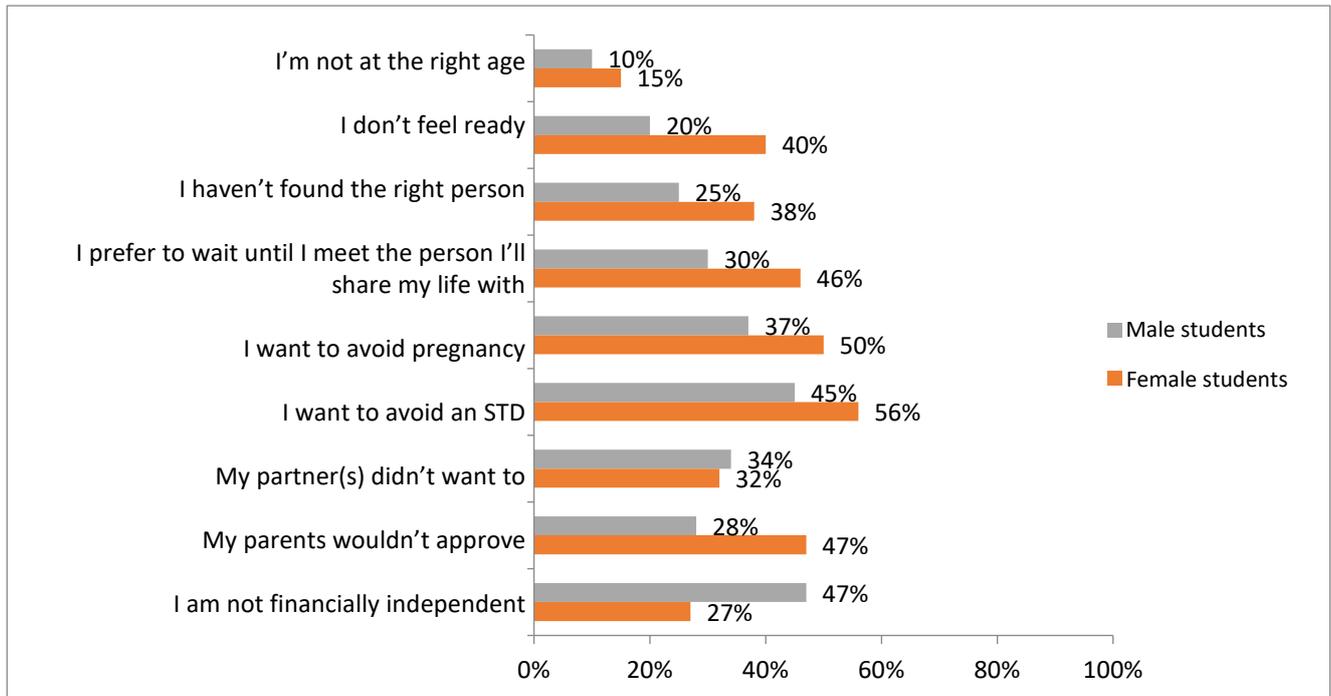
## 9. The students' sexual experience

The age at which people become sexually active is a risk factor for pregnancy and sexually transmitted diseases. The younger the person, the higher the risk<sup>10</sup>. In addition to worsening sexual health, being sexually active during the teenage years has also been related to a risk of suffering psychological and emotional problems, as well as other unhealthy lifestyles (smoking, drinking and doing other drugs, among others)<sup>11-13</sup>. This is why sexual activity in teenage years is considered as an important risk factor for the overall health and wellbeing of the teenagers<sup>14</sup>.

### 9.1. Students who have NOT had sexual relations

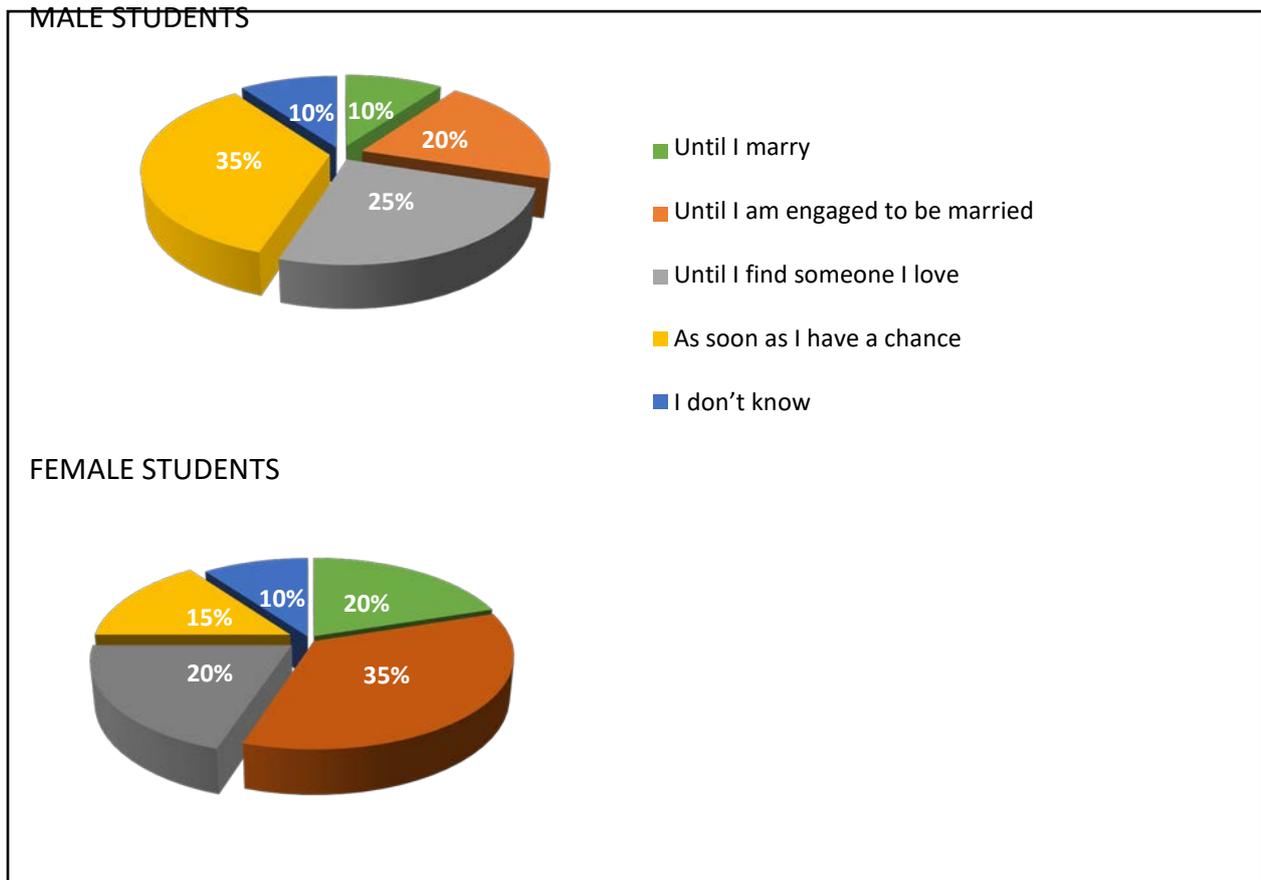
**71% of the students (65% of male students and 78% of the female students) have not had sexual relations yet.** The following figure shows the reasons the students have shared for not having them.

Figure 21. Percentage of male and female students who believe that the following reasons to not have sexual relations are important.



These students have also shared their plans for the future regarding having sexual relations.

Figure 22. Percentage of male and female students who stated that they intend to wait until a certain time to have sexual relations.



It is important for students to be aware that becoming sexually active during their teenage years is a risk factor for their health and overall wellbeing and, therefore, those who have not had sexual relations are in optimal situation. Additionally, they must know that by delaying sexual relations is one of the most effective measures to avoid sexually transmitted diseases and pregnancy at their age, as international organizations have stated<sup>7</sup>. Moreover, waiting can help them mature and become more prepared to have a more equal romantic relationship in which both have the capacity of making responsible decisions. You can read more about international recommendations for the prevention of sexually transmitted diseases in teenagers on the website of Centers for Disease Control and Prevention (CDC):

- <https://www.cdc.gov/std/spanish/stdfact-teens-spa.htm>
- <https://www.cdc.gov/std/prevention/default.htm>

## 9.2. Students who HAVE had sexual relations

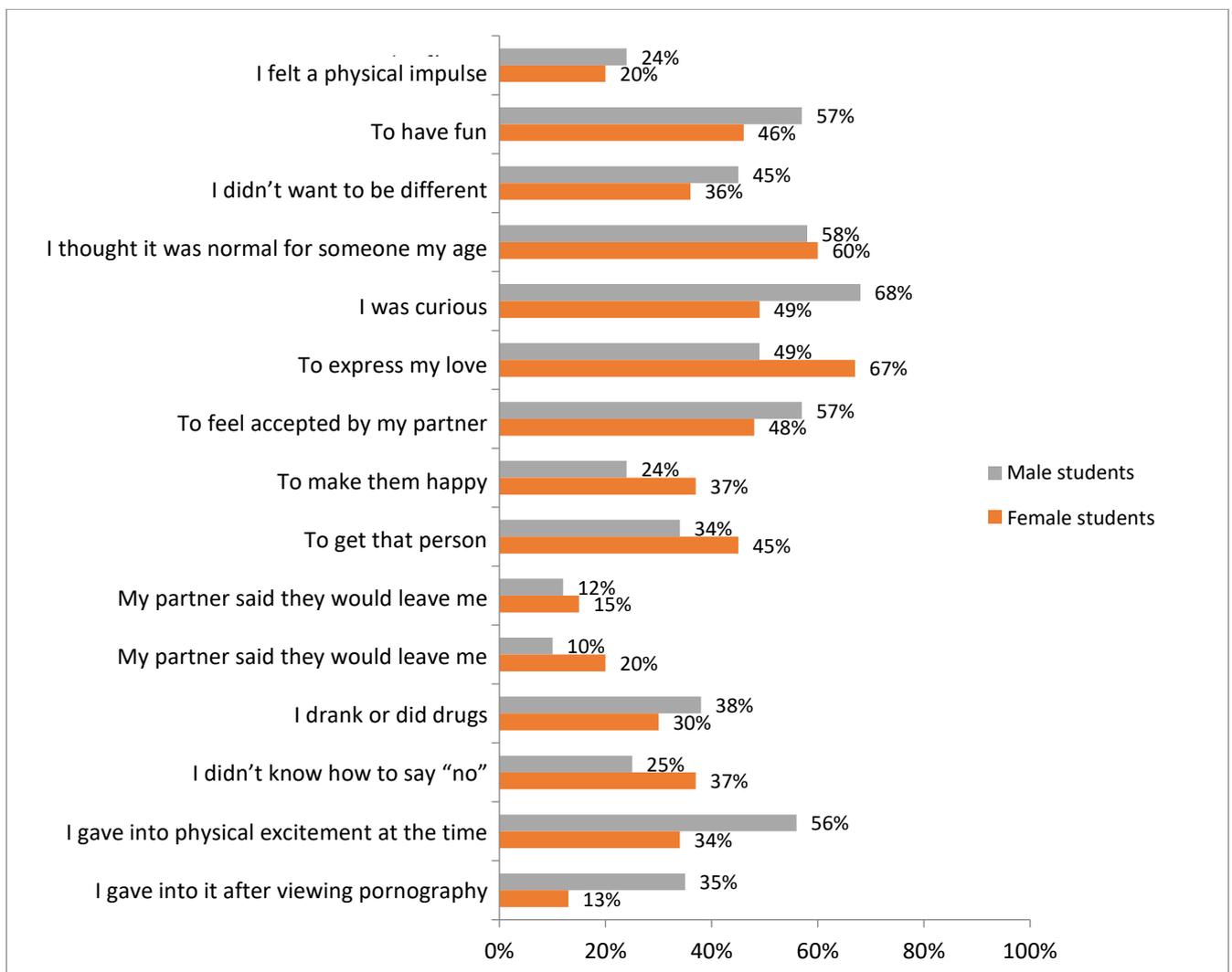
**29% of students (25% of male students and 22% of female students)** have already had sexual relations. It is interesting to compare this detail with the perception that students have on the sexual relations of their peers (see section 7.3).

### 9.2.1. The experience of their first sexual relation

#### a) Reasons for their first sexual relation

The following figure shows the reasons that the students stated for having their first sexual relation

Figure 23. Percentage of male and female students who consider the following reasons important for having their first sexual relation



Among these students, **38%** stated a reason that showed a **lack of control of their impulses**:

- Feeling a physical impulse.
- Giving into the physical desire of the moment, although it wasn't their initial intention.
- As a result of drinking or doing drugs.
- As a result of viewing sexual images.

Likewise, **54%** said that they had their first sexual relation for a reason that suggests “**pressure from their circle**”. These reasons are:

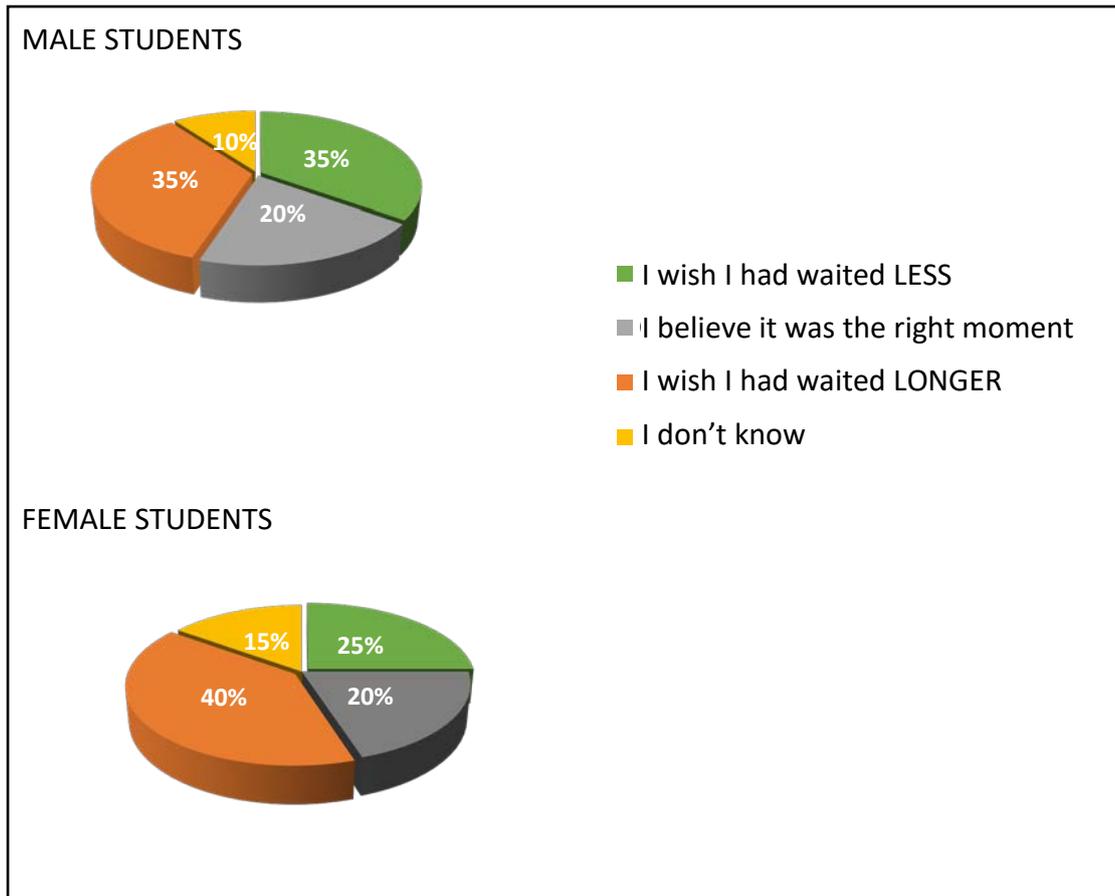
- Most of my friends were already having sex, and they don't want to be “different”.
- Not knowing how to say “no” to a person who was insisting on having sex.
- Feeling accepted by their partner.
- Thinking that their partner would leave them.
- Their partner said they would leave them if they refused to have sex.

The students who started having sexual relations due to pressure or lack of control could feel disappointed with the start of their sexual life, even in those cases in which “love” was one of the reasons for their sexual debut<sup>15</sup>. Additionally, it is important to consider that some scientific studies have even shown significant psychological manifestations (feelings of anxiety, sadness or even depression)<sup>12</sup>. This data is an opportunity for students to consider what reasons are or aren't appropriate for beginning to have sexual relations. They can help them become better prepared to make decisions freely that are more beneficial to their health and emotional wellbeing.

## b) The moment of their first sexual relation

The students stated whether or not they considered the moment in which they had their first sexual relation to be appropriate.

Figure 24. Opinion of male and female students regarding the moment of their first sexual relation

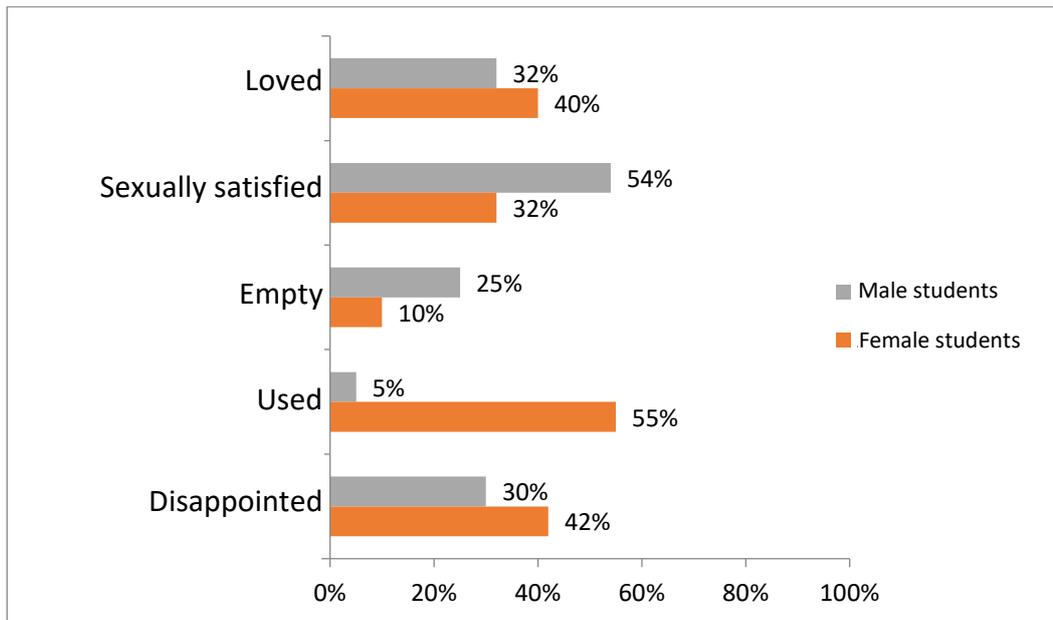


Some students would have preferred to wait longer before starting sexual relations. It is important for teenagers to become aware of the consequences of their decision to have sexual relations, at a physical or psychological level, both for them and their partner. Similarly, they will be more capable of making decisions that are freer and more informed. It is important to remember that, occasionally, regret is not immediate but appears over time, as the teenager becomes more mature and/or meets the person they wish to share their life with.

### c) Feelings after their first sexual relation

The students also highlighted how they felt after their first sexual relation.

Figure 25. Feelings of the male and female students regarding their first sexual relation



As we can observe, sexual relations can negatively affect both men and women, especially when these take place during a time of personal immaturity such as their teenage years.

### 9.2.2. Some aspects about sexual activity

#### a) Use of condoms in the past 12 months

The students were asked how frequently they have used a condom during sex over the past 12 months.

**20%** of the students stated that they **always used** one, in all of their sexual relations.

Students have to know that the appropriate (without errors) and consistent (in all sexual relations) use of condoms reduces the risk of sexually transmitted diseases and pregnancies, but does not eliminate it completely, as stated by international experts from the Centers for Disease Control and Prevention (CDC). You can find more information on the efficiency of condoms on the CDC website: <https://www.cdc.gov/condomeffectiveness/spanish/latex.html>.

#### b) Number of sexual partners

**38% of the male students and 25% of the female students** who are already sexually active have had two or more sexual partners during their life.

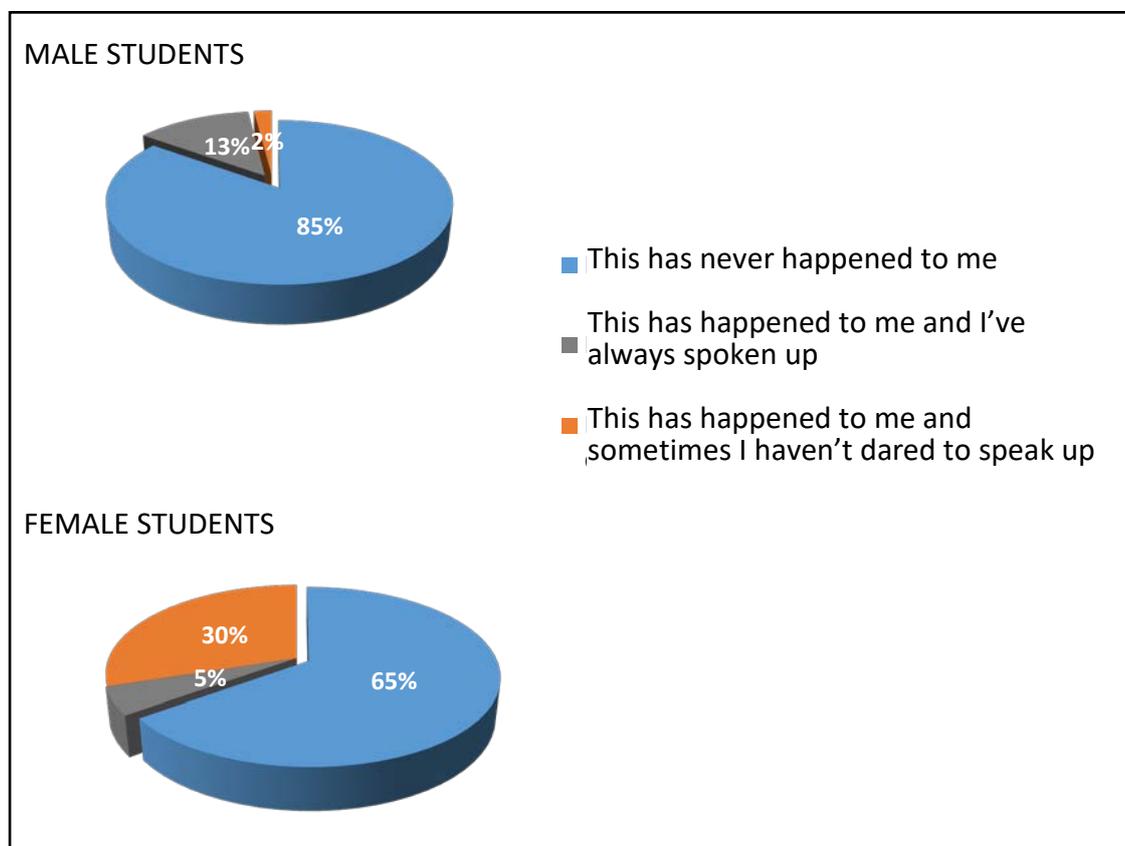
It is important to know that having more than one sexual partner increases the risk of having sexually transmitted diseases, as stated by international experts from the Centers for Disease Control and

Prevention (CDC). The CDC also shares that mutual monogamy (having sexual relations exclusively with one healthy partner) is one of the most trustworthy ways to avoid the risk of contagion. You can find more information on multiple partners on the CDC website: <https://www.cdc.gov/std/prevention/default.htm>.

### c) Response in the event of a violent sexual relation

The students stated if someone did something violent to them or something they didn't like during a sexual relation and if they dared to say something.

Figure 26. Response of male and female students to violent sexual relations



It is essential for students to identify possible situations of sexual violence and work on assertiveness in dating relationships.

- Among the students of this school center, half of them spend over €10; the other half spends less.
- To preserve anonymity (see Introduction), we have deleted the data because very few participants (or none) of them have had sexual relations.
- To preserve anonymity (see Introduction), only data relating to male students is provided because very few (or none) of the female students have had sexual relations.
- To preserve anonymity (see Introduction), only data relating to female students is provided because very few (or none) of the male students have had sexual relations.
- To preserve anonymity (see Introduction), we have deleted the data because very few participants (or none) of them have NOT had sexual relations.
- To preserve anonymity (see Introduction), only data relating to male students is provided because very few (or none) of the female students have NOT had sexual relations.
- To preserve anonymity (see Introduction), only data relating to female students is provided because very few (or none) of the male students have NOT had sexual relations.
- 20% of the students have a mobile phone.
- Over 20% of the students have a mobile phone.
- The school center [NAME OF CENTER] participated in this research project on [DATE]: “Determinantes de la violencia de pareja en adolescentes. Prevención desde el ámbito escolar”, funded by the Carlos III Institute of Health, of the Ministry for Science, Innovation and Universities (Project ref.: PI 18-01126). Preventative Medicine and Public Health Department

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