

# Willie & Fanny

– simple sex education for 7 – 12-year-olds

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## Introduction

### **Willie & Fanny – simple sex education for 7 – 12-year-olds**

Willie & Fanny can be used for inspiration, and encourages talking about issues of sexuality with children, with added extras from other subjects that are connected to sexuality. Our goal has been to create materials that are easy to use, with finished lesson plans for the first six years of school. The material has been developed as support for the many adults who feel that it would be good to talk more about bodies, sexuality and emotions with the pupils, but who need support in how to do it in the best way. Parents, or any other adults who support children, can also look at the tips.

The material has been created with the Finnish syllabus in mind, but can be used in different countries – the user will have to adapt the contents so that they suit local culture and legislation.

Willie & Fanny consists of 18 lesson plans that include different kinds of exercises. You can use the material as a unit, or choose individual lessons. You can also pick individual exercises and combine them as you wish, creating a whole that suits you and the group you are teaching. The time frames for the exercises are approximate, and vary a lot, depending both on you and the group. Ensure that you have sufficient knowledge about the subject ahead of each lesson, and seek information from reliable sources if needed.

The sex education lessons can fit into many different subjects. There is material for lessons suitable in environmental studies, crafts, and art. In addition, you can pick exercises that are suitable for a particular subject, such as mother tongue or another language. They also work well across subjects.

As a teacher or another adult, you always have a responsibility to assess which exercises are suitable for, and work in your group. Many things can be sensitive, anything from family constellations to gender identity and sexual autonomy. Think about whether there is anything in the group that you need to consider particularly beforehand, and pay careful attention during lessons. Pupils may have experiences behind them that you don't know about, and different themes can awaken many different kinds of emotions. Point out that pupils should always behave respectfully towards each other during exercises. Sometimes, you may need to seek further knowledge, or add something for it to work for everyone, if, for instance, you have pupils with functional impairments or with different cultural backgrounds.

If a pupil doesn't want to participate in an exercise or speak during a discussion, they have a right not to, and it's also good to skip an exercise if you think that a pupil may feel vulnerable participating in it. Point out that pupils must behave respectfully towards each other during exercises. You may need to be extra careful when dividing pupils into groups when it comes to potentially sensitive subjects like sexuality, so that all pupils can feel safe.

Willie & Fanny is available in Swedish (Snippelisnopp [www.folkhalsan.fi/snippelisnopp](http://www.folkhalsan.fi/snippelisnopp)) and in Finnish (Pimppelipom [www.nektaria.fi/site/pimppelipom](http://www.nektaria.fi/site/pimppelipom)). We wish you joy and inspiration in talking to children about sexuality!

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## Why Have Sex Education in the Lower Grades at All?

- Don't confuse sex with sexuality; sex education for children isn't about teaching them to have sex, but about giving the children knowledge that supports their health and wellbeing.
- Children need knowledge and support in their sexuality and sexual development to be well.
- Secrecy doesn't make children's curiosity and questions go away. Instead, it teaches them not to go to safe adults with their thoughts – but often to friends, or the internet, for answers. Often, that kind of 'knowledge' means myths or porn.
- Talking about bodies, sex, and boundaries with children gives them greater safety, and will, in the best-case scenario, protect them from being victims or perpetrators of abuse, both as children, and later on in life. Who is allowed to do what, where your boundaries are, learning to protect yourself, and respecting other people's boundaries are important things to know.
- The earlier you learn to talk about emotions and sexuality – putting it into words – the easier it is. Learning to communicate about it means that things can work better in couple relationships and other relationships.
- Talking about sexuality with simple words and on children's level is fine. The material includes many examples of how to do it.

## Before You Start

**Use simple words.** Few children know a lot about sexuality, so assume that you need to explain most things in a simple and concrete way. If you talk about how children are made, say that the willie goes into the fanny – if you talk about intercourse or grown-ups making love, most children won't understand what you mean.

**Keep the information general, and don't be private.** Give general examples, or make up characters to illustrate. For instance, ask the pupils what 'Lisa, 12 years old' should do if she gets her period at school, instead of talking about when you had your first period. Many children find it uncomfortable if you bring up personal experiences, so avoid that.

**Protect the children from saying too much.** Sometimes, it can feel so safe and comfortable to finally be allowed to talk about sexuality that pupils start to share intimate and personal experiences. Remember that other pupils will often pass on things that they hear. Change the subject or move on with the programme in these situations. You can also say in advance that you won't be talking about personal experiences, but talk about the subject more generally.

**Don't worry if the class behaves differently to normal.** Some children will become quiet, and won't want to say anything at all when it comes to sexuality, others will be eager and ask questions constantly, and others still will become giggly or embarrassed. All kinds of reactions are common and ok. Nobody should be forced to speak if they feel uncomfortable, it's ok to laugh (as long as you're not laughing at anyone), and just as ok to be curious and want to know more. Even if everyone is completely silent and avoiding eye contact, it doesn't mean that they have stopped listening, they can absorb it like sponges anyway.

**Look out for gender stereotypes or age stereotypes.** Feel free to talk about older people going on dates, boys who cry, girls who are wild and take up space, children who feel neither like a boy nor a girl. Reality is colourful, and everyone has a right to feel seen and included.

**Look out for heteronormativity.** Don't talk as if the world only includes heterosexual people. Talk about the person someone is with, the person they're in love with, or their partner (not just boyfriend/girlfriend). If you give examples, you could, for instance, say: 'If Mia were to have a boyfriend or girlfriend...' Remember that not all children have a mum and a dad, they might not have either, two dads/two mums, or one guardian, and that there are both children and adults who feel that their gender is different to what they've been assigned based on biology.

**Don't skip basic information,** even if the class wants you to. Sometimes, pupils want to appear more knowledgeable than they are. Even though a class may seem very mature and knowledgeable, there are often pupils among them who don't know the basics. If many pupils seem to have a good level of knowledge, you can always add new and more extensive information, but don't skip basic things.

## How to Talk About Bodies and Sexuality in a Good Way

- The subject is interesting, so half the battle is already won.
- The subject is intimate, but appreciated, so it can allow for greater closeness and a better relationship with the pupils.
- Think about which words you feel comfortable with beforehand. It doesn't matter so much which words you use, as long as they are objective and understandable. Use 'fanny', not 'down there' when it comes to genitals, for instance.
- Practice makes perfect. With practice, things will run more smoothly. Discuss the subject with a colleague, partner, friend, and it will be easier to get started.
- If you're very nervous, blushing and stuttering, it's better to comment on that. Saying 'I think this is important to talk about, but I'm not used to talking about it – we'll have to help each other out, and it will be alright' gives a completely different impression to a nervous adult, which can be interpreted as the subject itself being very uncomfortable and impossible for most people to discuss.
- If the whole area feels insurmountable, in spite of training, it may be better to think about whether a colleague or someone else could talk about it instead. So that you can prepare in peace and quiet, and try another time.
- You obviously know a lot more than the pupils, most of it is fairly general knowledge. Remember this if you feel uncertain.
- Are the pupils asking questions that you don't know the answer to? Don't panic, you don't need to be a walking encyclopaedia. Look it up and get back to them.
- You are a model for how to discuss and tackle issues around sexuality – if you're quiet, you are showing clearly that adults prefer to ignore the subject, and that it shouldn't be talked about.
- Most things are fine to talk about, as long as you take age and knowledge level into consideration. If you find it difficult to tell what level the children are at, it helps to ask what they know, and taking an interactive approach. You could have a little quiz, or just ask 'Does anybody know how children are made?'

## **Ethical guidelines for sexual educators**

(Nordic Association for Clinical Sexology)

### **Principles of good ethics**

#### **Equality and justice**

All human beings are equal and have the right to be who they are, and they are to be treated with equality and justice in sexuality education.

#### **The right to participate**

Everyone has the right to be an active participant in the sexuality education but also not to participate in the interaction during the sessions.

#### **Sexuality education that holistically considers the participant's individuality and life situation**

Every session is adjusted to the specific individuals or group participating and to their needs.

#### **The right to privacy**

Everyone has the right to privacy during the sessions – the sexuality educator and the participants alike. The sexuality educator is responsible for keeping the level of privacy at a professional level such that no-one feels outed or vulnerable because elements of the session are personal or feels awkward on account of overly personal information being presented by the sexuality educator.

#### **Examination and repudiation of myths and stereotypes**

Sexuality education should draw attention to stereotypes and myths about sexuality and gender and should know the facts needed for repudiating them.

#### **Seeing each person as a unique human being**

Everyone has individual-specific needs and experiences, along with a unique sexuality, and that is to be respected.

#### **The freedom and opportunity to be one's true self and take pride in this, without fear of violence, being disgraced, discrimination, or abandonment**

The sexuality educator is responsible for being respectful to the participants but also for creating sessions in which everyone treats others with respect.

#### **The sexuality educator's relationship to the work: professional skills, well-being at work, and safety**

The sexuality educator is responsible for maintaining up-to-date, fact-based knowledge of the field and for following the profession's ethics guidelines.

# Develop as a Sexual Educator – Reflect on Your Own Sexuality

When talking to pupils about sexuality, it's good to keep track of your own background, thoughts, experiences and attitudes to sexuality. Nobody is completely neutral when it comes to how to talk about sexuality, but if you become aware of your own view of the subject, and what has shaped you, it's easier to maintain a professional attitude and support the pupils in a good way.

So think about the following questions on your own, or, if it feels more inspiring, you can discuss the questions with a friend, partner or colleague.

- What has been thought about sexuality in your family?
- What and who gave you sex education as a child and teenager?
- Do you have an experience of living in the right kind of body and in the way you like best?
- How do you experience your gender?
- What is your attitude to your body?
- How is sexuality shown and expressed in the body?
- Do you enjoy your sexuality?
- Is it easy for you to protect your right to bodily integrity?
- What kind of issues come to your mind when you think about sexuality historically?
- What significance do they have in view of the present?
- What kind of milestones do you have in your own sexuality?
- Have your experiences influenced your ideas of sexuality? How?
- Towards what kind of sexuality are you directing yourself now?
- What kind of assumptions do you have concerning sexuality?
- What kind of things have you learned to be related to sexuality?
- What kind of stereotypes are there in your society?
- Do they enhance humans' well-being or not?
- How do different feelings and thoughts related to sexuality affect your life or other people's lives?
- What kind of issues should sex education deal with?
- What and who give you sex education today?

## More Knowledge

- WHO's and BZgA's Standards for Sexuality Education in Europe. A framework for policymakers, educational and health authorities and specialists  
[www.bzga-whocc.de/en/publications/standards-for-sexuality-education](http://www.bzga-whocc.de/en/publications/standards-for-sexuality-education)
- World Association for Sexual Health (WAS) sexual rights  
[www.who.int/reproductivehealth/topics/sexual\\_health/sh\\_definitions/en](http://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en)

## If a Child Says They Have Been Sexually Abused

- Trust that the child is telling the truth. Say that what has happened wasn't the child's fault. Thank them for daring to tell you. If, however, the child speaks of abuse in front of the class, interrupt, and bring it up in private afterwards.
- Only ask questions to the extent that you can gather that something inappropriate has taken place. Leading questions can damage the investigation, so stick to questions like 'Can you tell me a bit more?' 'How do you mean?' An investigation by professionals in the field will take place, and they will ask more questions.
- Ensure that the child is safe when they leave you.
- Make a report both to the police and child protection authorities (Finland), or follow the rules and regulations that apply in your country. Ensure that you have done what it is your responsibility to do.
- Contact the child's guardian. Tell them what has happened, and what you've done as a result. Provide contact details for the organisations that investigate and help.
- When you come across a child that has been sexually abused, this often provokes strong emotions and reactions in yourself. Seek help and support so that you can process it in work counselling or similar.
- Take care of yourself, and ask for more support and help if you need it.
- You are welcome to ensure that the child is given help and support, as far as you are able to check.
- The perpetrator is fully responsible for the abuse. It is never ever the child's fault, the child has absolutely no responsibility.



## 7 – 8-Year-Olds

Young children also have thoughts and questions about bodies and sexuality, which is completely normal and healthy. Humans are sexual beings from birth to the grave, even if different things come up at different stages of life. In the lower grades, we talk about bodies, emotions and respect, how children are made, and families, norms and diversity. This also contributes to creating a bullying-prevention climate with respect for differences.

The earlier you bring up issues around sexuality, the easier it tends to be – younger children rarely feel that the subject is loaded or embarrassing. If the children learn basic knowledge in the subject, they are better prepared to tackle everyday life where sexuality appears in different ways – everything from puberty development and sexual orientation to bodily autonomy and sex in the media. Knowledge is a protective factor when it comes to sexual abuse and harassment as well. Children come across advanced subjects early on, via older children and the media, which often gives rise to questions that are best answered by a safe adult on a level that the child can understand. Knowledge about sexuality is in no way damaging to children, provided that it's conveyed in an age-appropriate and suitable way. Here, we give you the tools for that.

There is material for four lessons for 7 – 8-year-olds:

- Families 45 minutes
- Bodies, Fannies and Willies 45 minutes
- How Children Are Made 30 minutes
- Sexual awareness skills 75 minutes

If you'd like to know more about children's sexuality, what children think about, and how we can support them, look for more information from reliable sources online and in books.

Different terms concerning sexuality, sexual and gender minorities are used in the material. RFSU's glossary provides explanations [www.rfsu.se/globalassets/upos/pdf-filer/ordlistor/rfsu\\_ordlista\\_eng201215web.pdf](http://www.rfsu.se/globalassets/upos/pdf-filer/ordlistor/rfsu_ordlista_eng201215web.pdf)

### ■ Families

#### 45 minutes

There are many different kinds of families and ways in which to interpret the term 'family', even if the nuclear family is the one that is often highlighted. Here, we want to broaden the concept of family, and show that families can look very different, and that we're all valuable. We'll also talk about diversity when it comes to gender and sexual orientation, which is something that the pupils may come across in themselves, friends, their own or other people's families, or elsewhere in society.

The purpose of the class: To give the pupils knowledge about there being many different kinds of families, and to teach them about diversity when it comes to gender and sexual orientation.

## ■ Different Families

- Time: around 20 minutes
- What's needed
  - Paper and crayons or colour pens/pencils

### **NB!**

- Say that families can be very different. There are families with one, two or more parents, families where grandparents or others might live with the other generations, families where someone other than the biological parents look after the children, families where pets count as family members.
- The adults in the family might be one mum and one dad, a single parent, foster parents, two mums, two dads and a mum, or other combinations. Women can fall in love with women, men can fall in love with men, or you can fall in love with men and women – so parents in one family may have the same gender.
- It's not always the case that a parent with a willie feels like a man, or that a parent with a fanny feels like a woman. You can feel that you're a woman even if you have a willie, or you might feel like a man and a woman at the same time, or not as either. And children can feel like that. The important thing is what you feel inside, not what's between your legs.
- Adults with children from previous relationships can also move in together and form a new family. In addition, families may consist of only adults, or adults and pets.
- You can, for instance, define a family as people who share a fridge, or people who have very strong bonds to each other.

### **Instructions**

- Put the pupils into pairs, and ask them to think about different kinds of families, and to draw two families that are clearly different from each other.
- The differences could be about the number of family members, genders, their living arrangements, what interests they have, what the adult(s) is/are like, and what any children are like.



## ■ The Adults in the Family

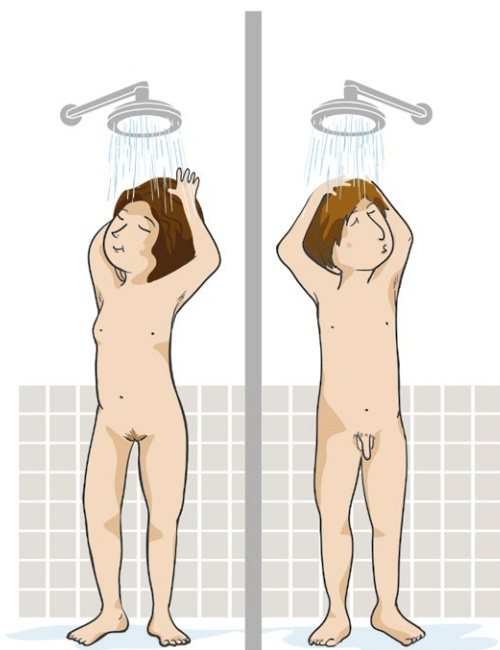
- Time: around 25 minutes
- What's needed
  - Paper and crayons or colour pens/pencils

### Instructions

- Discuss the pupils' view of parents or other adults in the family with them. Ask the following questions:
  - What thoughts do you have when people speak about a new baby being born?
  - What do you think a mum is like?
  - What do you think a dad is like?
  - What makes a mum a mum or a dad a dad?
  - What tasks do the adults of the family have?
  - What kind of parent will you be when you grow up, if you have children?
- Ask the pupils to draw a picture of themselves as an adult. Then, they can think about whether they want a family when they're grown up, and who would belong to the family. Ask them to draw their family members too.
- **NB!** Bredda bilden ifall eleverna har en mycket stereotyp och begränsad syn på hurdana mammor och pappor är. Poängtera att föräldrar av vilket kön som helst kan vara väldigt olika, personliga egenskaper är inte biologiskt givna.

## ■ Bodies, Fannies and Willies

45 minutes



Children are naturally curious about what bodies look like and how they work. Different kinds of bodies and all different body parts should be seen as equal – it's important not to shy away from those that can be seen as sexually charged from an adult perspective. The goal is to avoid certain body parts being seen as loaded or embarrassing, attitudes that children are quick to pick up on if you avoid naming them, or don't have adequate words. Children need to learn appropriate words for genitals, and basic knowledge about how they work, just like they do about the rest of their body.

### **The goal of the lesson**

- Pupils are given basic knowledge about body parts, especially willies and fannies, and learn that it's ok to talk about all their body parts.

### **Before the lesson**

Ensure that you know what words can be used for genitals, how you can talk about fannies and willies, their parts and functions, as well as masturbation, or how to deal with children who touch their fanny/willie.

Here you'll find brief descriptions of different words, such as genitals:

[www.rfsu.se/globalassets/upos/pdf-filer/ordlistor/rfsu\\_ordlista\\_eng201215web.pdf](http://www.rfsu.se/globalassets/upos/pdf-filer/ordlistor/rfsu_ordlista_eng201215web.pdf)

## **■ All the Different Body Parts**

- Time: 35 minutes
- What's needed
  - Three very large sheets of paper, big enough for one pupil to lie down on
  - A thick marker pen, bits of paper

### **Instructions**

- Two volunteer pupils lie down on the papers on the floor, with arms and legs a bit out from their bodies. You draw the contours of the bodies on their sheet of paper. Then, one of the pupils turns over onto their front, and moves to the other paper, where you draw the contours of the body again. In this way, you get pictures of a girl body from the front, a boy body from the front, and a body from the back, so all body parts can be named.
- Alternatively, you can draw bodies freely.
- Say that most people have a girl or a boy body, and that most people feel like a girl or a boy according to their biological body, but that you can also feel that your body doesn't agree with how you feel inside. If that's the case, you should have the right to define your gender based on how you feel.
- The pupils name as many body parts as they can.
- The names of the different body parts are written on bits of paper, which are then stuck to the right part of the picture.
- The most important parts need to be included, such as shoulders, chest, belly, back, fanny, willie, and bottom. You can also talk about smaller parts like nipples, shoulder blades and the spine.
- As a group, think about why some body parts can feel difficult to name, or might make you giggly.
- As a group, think about when and where nudity is appropriate, and discuss how it can vary between different families and different cultures.

### **NB!**

- Point out that all bodies look different, and that everyone is valuable.

## ■ Fannies and Willies

- Time: 10 minutes
- What's needed
  - Pictures of fannies and willies that you can print from page 65, or pens so you can draw simple pictures on the board

### **Instructions**

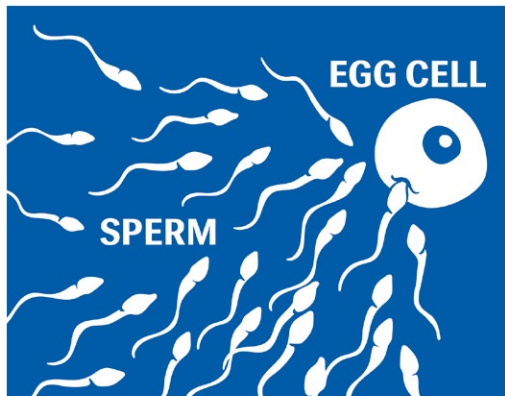
- Go through different words for the genitals, you're allowed to say 'bad' words here. Ask the pupils to say all the words they can think of. How many words can you find together?
- What are genitals for? Say that they are needed to wee, and later in life if you want to make babies.
- Ask the pupils what parts there are to the fanny and willie. Speak about the glans, foreskin and scrotum for the willie, and labia, vaginal opening and uterus for the fanny. Say that when you start becoming an adult, baby seeds/sperm start being made in the scrotum, and baby eggs/egg cells start being made in the baby nest/uterus, and that those are parts that are needed to make a baby.
- Say that all people's fannies/willies look a bit different, but that they're all just as good.
- Speak about erections, that willies sometimes become hard in all boys and men. That's natural, and can happen on its own sometimes, or if you touch the willie.
- Say that most people who have a willie feel like a boy, and that most people who have a fanny feel like a girl. But that you can also feel like a girl if you have a willie, like a boy if you have a fanny, or perhaps like both, or neither. The important thing is how you feel inside – you can choose yourself how to define your gender identity.

### **NB!**

- Some children find the subject exciting, and become giggly, which is totally fine. Laughter relieves tension, so there needs to be space for it.
- Point out that it's ok to get familiar with your body, and to touch your fanny or willie, but that it's something you do when you're by yourself.

## ■ How Children Are Made

30 minutes



It can feel challenging to talk to children about sex, but if you find the right words and the right level, it's easy. Children often wonder where they've come from, and how they were created, which is completely natural. It's in no way damaging to speak to children about reproduction, but using simple language and talking about the process on the child's level so they can understand will pay off. Since children and families are made in many different ways, you need to broaden the traditional view, so that all children and families are included.

Internet access means that many children come across porn at far too early an age. Porn is both prohibited and clearly unsuitable for children, but since we can't protect them from it, we need to speak to them about it on their level, encourage them not to look, and to speak to an adult if they've seen anything frightening. Here is a template for how to bring the theme up in a way that feels safe.

The goal of the lesson: For children to learn how babies are made. For them to learn that there is unsuitable material with sexual content online, and what to do if they come across it.

### **Before the lesson**

Ensure that you have enough knowledge about different aspects of sex and conception; everything from 'making babies' to assisted conception and adoption, as well as something brief on contraception.

## ■ Where Do Babies Come From?

- Time: around 25 minutes
- What's needed
  - A book about how babies are made, which describes the process objectively, and in sufficient detail

### **NB!**

- Answer on a general level instead of sharing personal experiences, in case the pupils ask questions about sex or conception that are far too personal.

## Instructions

- Ask the children if they know how babies are made. Let them tell you so you get a better idea of their level and what needs to be corrected in their knowledge. Silence may mean that they lack knowledge, which means that you'll need to take a more active role and talk about the subject.
- You could also read a book for the pupils about how babies are made, and let them look at the pictures. Such books are available at many bookshops.
- Tell them that you always need a baby seed/sperm and a baby egg/egg cell to make a baby, but that they can meet in other ways than a willie being put in a fanny.
- Tell them that making babies is something that grown-ups enjoy, and that it's also called sex. Most adults have sex because it feels good, and only rarely to make babies. Sex is about kissing and hugging, caressing each other all over, including the fanny and willie, and sometimes about putting the willie into the fanny.
- When a man and a woman have sex but don't want to have a baby, there are medicines that make you not have a baby, or condoms, thin, uninflated 'rubber balloons' that you can put on the willie to stop baby seeds entering the fanny.
- Talk about assisted conception, donation of sperm and eggs, and adoption as different ways to have children.
- Say that sometimes, there is no baby, despite many attempts. Then, a doctor can help you with medicines, or by taking a baby seed and a baby egg out, putting them together under a microscope, and then putting them in the baby nest where the baby can grow.
  - If a single mum, or two mums together, want to have a baby, they don't have any baby seeds. Then, they can, for instance, go to the hospital, where a nice man has collected a jar of baby seeds that they can use. The doctor helps to put the seeds into the fanny to make a baby. The same applies if a dad and a mum don't have their own baby seeds or baby eggs that work – someone else can give them theirs.
- When a mum has a baby in her belly, it grows for nine months before it's ready to come out. Most of the time, babies are born through a baby hole/the vaginal opening of the fanny, so the hole is big enough to have space for the baby for just as long as it takes for it to be born, and then the hole becomes smaller again. Sometimes, the baby doesn't want to come out, or the mum needs help. Then, the mum can get medicine so she can't feel anything, while a doctor cuts a little opening into her belly, through which the baby is taken out. Afterwards, the opening is sewn back up.

## ■ Discussion About Porn

- Time: around 5 minutes

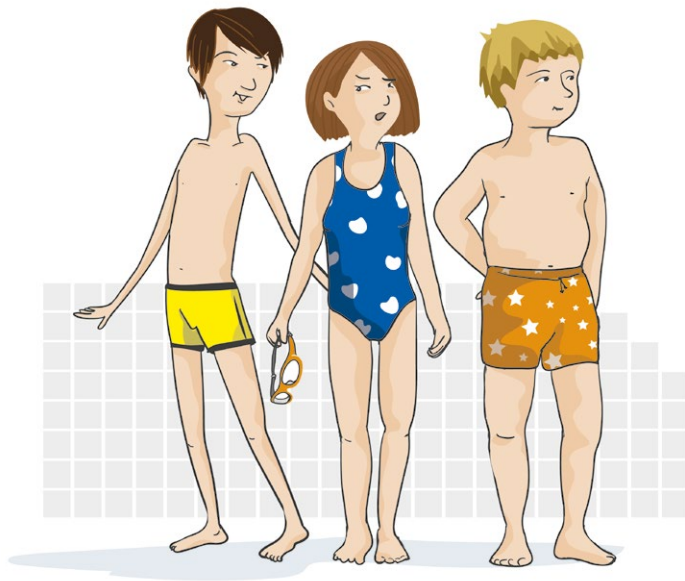
### **Instructions**

- Say that some adults find sex so exciting that they also want to see videos and pictures of it. Emphasise that the material is sensational and exaggerated, that a lot of things happen that don't tend to happen in normal sex, such as strange sounds and positions, close-ups of fannies and willies, and special effects. Sometimes, the actors appear to be hurting each other. It's a bit like action films, like in Spiderman or Harry Potter, where all sorts of strange things happen that don't happen in reality.
- Porn is prohibited for children, it's only for adults.
- If you find porn yourself, or if a friend shows you, you can leave or turn off the device.
- Porn can often be scary and unpleasant, so you should tell an adult if you've seen it. Then, you can talk about what was shown together, and the grown-up can calm you down.



## ■ Sexual awareness skills

75 minutes



Sexual awareness skills is about teaching children about boundaries, protecting and taking care of themselves, and preventing negative experiences. What kind of touch is ok, how to set boundaries? What to do if someone doesn't respect your boundaries? How and where are you allowed to touch others? There are simple principles that can be taught to children, giving them an action plan of what to do if something uncomfortable happens to them.

In the best-case scenario, you can prevent sexual abuse against children by giving them knowledge about what kind of touch is good, and what kind is not allowed, words and terms to talk about it if something has happened to them, and tools to protect themselves. We teach respect in the same way, so that the pupils learn, at an early stage, the importance of respecting their own body and boundaries, as well as other people's bodies and boundaries, and not to violate others.

The lesson ends with a relaxation exercise, to get a positive end to a subject with heavier content.

### **The goal of the lesson**

The pupils learn about touch, where boundaries are, how to act if someone touches them, or does something that doesn't feel good, and how to act in different situations.

### **Before the lesson**

- Ensure that you have sufficient knowledge on the subject
- Print the *Sexual awareness skills* poster from:  
[www.vaestoliitto.fi/uploads/2020/11/3ef5af23-turvataito-englanti-a3a2-20.pdf](http://www.vaestoliitto.fi/uploads/2020/11/3ef5af23-turvataito-englanti-a3a2-20.pdf)  
The poster can be put in the classroom or the teachers' lounge.

## ■ The Swimwear Rule

- Time: around 10 minutes
- What's needed
  - A simple drawing of a body with swimming trunks, and one with a bikini, fine to draw on the board

### **Instructions**

- Say that the areas that are covered by a bikini or swimming trunks (willie/fanny, bottom and breasts) are extra private. Nobody is allowed to touch you there unless you want them to, nor take photographs of, record (including web camera), stare at, or comment on.
- You yourself can touch all parts of your own body, that's never wrong. But if you touch your fanny or willie, you should do it in private, such as in the bathroom or your own room.
- Say that most adults want the best for children, but some may want to touch children in the wrong way, or even have sex with children, even though they know that it's wrong and forbidden. If an adult touches the parts of you that are covered by swimwear, or if they want you to touch them in such places, it's very important to tell a safe adult about it. They can help, and stop the behaviour, and perhaps stop bad things happening to other children in the future.
- The same principles apply if a child touches you in the places covered by swimwear. There has to be consent, and it has to feel good for it to be ok.
- The exception from the rule is if you need to be examined by a doctor, if you've become sick or have injured yourself. It's good if your guardian is with you then.
- If it feels ok, and you have consented, touch is ok. You might, for instance, need help with wiping your bottom, or children might play 'doctor' when they explore each other's bodies – but everyone involved has to want to do it, and must be on a fairly similar development level.

## ■ Draw and Discuss Where People Are Allowed to Touch You

- Time: around 20 minutes
- What's needed
  - Paper
  - Alternatively, you can print papers with ready-made contours of the body for each pupil on page 66
  - A red, a green and a blue pen, pencil or crayon

### **NB!**

- Some people hardly want to be touched anywhere, while others allow most things. That's ok, everyone has different boundaries, and you get to decide what you allow and what you don't allow.
- Everyone's body is valuable, and everyone has a right to protect themselves.

- In the unlikely event that someone speaks of some kind of abuse in front of the class, interrupt the child, say that that is really unfortunate, and that it shouldn't have happened. (The other pupils shouldn't be burdened with such heavy information.) After the lesson, ask to talk to the pupil, and try to get to the bottom of what's happened, when it happened, and with whom, in private.
- If you suspect sexual abuse, you are obliged to make a child protection report, as well as a police report (Finland). NB! A suspicion is enough. Most people set the reporting threshold far too high, which leaves children alone and vulnerable. Find out what rules and regulations apply in your country.

### **Instructions**

- Everyone starts by drawing their body on a piece of paper with the blue crayon. This shouldn't take long, and we don't need detailed images, it's just a foundation to talk about touch. You can also print or use our template on [page 66](#).
- Then, the children can think for a while and work out which parts of their bodies feel ok for someone else to touch, and which parts don't feel ok.
- Colour the parts that may be touched with the green crayon.
- Once everyone has used the green crayon, go around and let everyone show their picture and talk about where they feel comfortable being touched. They can also give examples of touch that feels good. If someone doesn't want to show their picture, they don't have to. The adult may want to begin, showing their picture and giving an example.
- Then, everyone colours the parts of their body where they don't want others to touch them using the red crayon, and you do a similar round again, where everyone shows their picture, and can give examples of touch that has felt bad.
- Point out that since everyone likes being touched in different ways and on different parts of their body, you have to ask if it's ok before you touch another person. It may also feel different at different times, sometimes lots of closeness and touch can feel good, and at other times, you may not want anyone close to you at all.

### **■ Action Plan 1–2–3 for Unwanted Touching**

- Time: around 15 minutes
- What's needed
  - Paper cards and pens/pencils

### **Instructions**

- Say that you always have a right to protect your body, and that nobody is allowed to touch you in a way that feels bad. You decide what feels good and what you don't like.
- The 1–2–3 rule is about what to do in case of unwanted touching, or if you feel threatened and uneasy.
  1. Say no
  2. Leave
  3. Tell an adult you trust about the situation

Let the pupils write down the simple rules on a card that they can keep as a reminder. The cards can be brought out again, so the rule is repeated several times.

- Ask the children to trust their instincts. If something feels threatening, you should get to safety.
- Say that the rule applies regardless of whether it's another child or an adult that has touched you in a way that felt bad.
- Ask everyone to name a safe adult they could talk to about such situations. Just mum or dad is not enough if everyone mentions them as the only option, as there are children who are abused by their parent, or whose home environment is so unsafe that the family are unable to help. Ask the children for more options, or add suggestions like grandma or an uncle, a friend's parent, a coach, teacher, or medical staff.

## ■ What to Do in Different Situations?

- Time: around 20 minutes
- What's needed
  - Space to dramatise the situations

### **Instructions**

- Bring up different tricky situations that can happen to children. Let the children think about what they would do in small groups. Then, discuss in the whole class what would be the best thing to do.
- Let the pupils dramatise the situations with the wisest solutions, and show them to the class.
- Here are the different situations:
  - In the yard or in the street, you meet a child that is several years older than you, who promises to give you sweets or a fun toy if you go with him/her. What do you do? Would it be different if it was an adult man or woman who offered you sweets or a toy?
  - In the park or the schoolyard, you meet an adult that you know, who says that your parents have become sick, and that he/she has come to pick you up instead. What do you do? What would you do if it was an adult you didn't know?
  - Someone rings the doorbell when you're home alone. What do you do?
  - Someone rings the doorbell when you're home alone. You don't open, since you know that you shouldn't. But the person behind the door says that they have injured themselves and has to call the emergency number – what would you do then?

### **NB!**

- Make sure that you praise the pupils for good solutions and thoughts, create a relaxed atmosphere, and do something fun at the end of the lesson, so that fear of the situations doesn't linger.

## ■ Relaxation exercise

- Time: 10 minutes
- What's needed
  - Perhaps cushions and rugs for the pupils to lie down on comfortably, but you can do the exercise seated on a chair as well.

### **Instructions**

- Having spoken about topics that may feel difficult, it's good to break that with an exercise that makes you feel good.
- Say that you're going to do a relaxation exercise where you'll go on a little imagined outing.
- Ask the pupils to keep their eyes closed and focus inwards, on their own thoughts and emotions.

Read out, in a calm voice:

Make yourself comfortable, close your eyes, and breathe deeply a few times. Breathe calmly, in through your nose, and out through your mouth. At the same time, feel how light you are. It's like sitting down in a soft, warm meadow. Imagine that it's a warm, beautiful day, and that you're lying on the grass, looking up at the clouds in the sky. You're relaxed, and everything feels good. Imagine that you get up from the grass, feeling alert. Look around, what do you see? What sounds can you hear? What do you smell? Are you alone, or are there others nearby?

As you look around, you notice a little road leading down to the beach. You decide to follow it. Barefoot, you walk down towards the water. How does the road feel underneath your feet? Is it hard – perhaps tarmac, or gravel? Or soft – a path with grass or sand? Listen carefully if you can hear your steps, and what they sound like?

You reach the beach. You can hear the cries of the seagulls, and you see a boat sailing towards a lighthouse further out at sea. Everything feels good. You sit down on the beach, and think about a fun thing that's happened to you. Take a while to think about the fun event, and how joy felt in your body.

Someone a bit further away on the beach calls you. Someone that you like who is waiting for you. Who is it? You start walking towards the person. While you're walking, you think about the fun event, and about what colour that event might have. You greet or hug the person you walked towards. Then, it's time to start going back to the classroom, and to slowly come back to the here and now.

You feel relaxed and at ease. Imagine that you put the fun event's colour and emotion into a ring that you shrink so it becomes really small. While you start waking up, pretend that you put the ring somewhere in your body. Now, a nice memory lives there, and a happy emotion. You can return to it again if you want to.

Now, you can come back to the class, stretch a bit, and wiggle your hands and feet. Open your eyes slowly, when you feel that you want to.

How did it feel? What did you see and experience? What about the exercise was easy and what was hard? What colours did you give to the fun event? Where in your body did you place the emotion and the event?

## 9 – 10-Year-Olds

Some children enter puberty at this early age, which means that the subject needs to be discussed. All children need to learn what changes they can expect, that the pace of development varies a lot from one child to another, and that you can't influence it yourself. Puberty is often brought up at far too late a stage, when some children have already entered it, but may completely lack knowledge of what is going on in their own bodies. If the children receive information well in advance, it feels safer, and the risk that the early developers will be subject to other children's curiosity and comments is reduced.

When it comes to sexual development, feelings and experiences are individual. There isn't one right way in which to be a sexual being, just like there isn't one right way in which to be a girl or boy. Everyone needs to feel that they are good enough just as they are. Therefore, we also need to talk about diversity in gender and sexual orientation, explain and normalise, and confirm that each and every one of us is good and unique as we are. That differences are enriching. There may very well be children in the class who feel like something other than the often expected boy/girl/hetero.

In order to respect each other, discuss, and treat each other with kindness, we need to feel empathy, and be able to communicate well. Empathetic ability develops when you reflect on different things with others, and look at things from other people's point of view. Teaching children to put emotions and thoughts into words, and to listen to other people's thoughts, supports development. They learn that there are many different ways of looking at things, how norms influence this, and get to think about their own opinions. This may open up a new world, where difference is an opportunity, not a threat. The exercises in this material are dialogical, as a part of developing good empathy and communication ability. We also deal with how you can behave online and on social media so that everyone feels alright.

For 9 – 10-year-olds, there is material for six lessons:

- Puberty 45 minutes
- Love and Intimacy 90 minutes
- Cuddly Mitten 60 minutes
- All People Are Different 45 minutes
- Emotions 45 minutes
- Online 45 minutes

## ■ Puberty

45 minutes



All children go through puberty. For some it begins as early as the age of 9 or 10. But not all children get information and support at home about what they can expect. So it's important that school brings the subject up in time. Most children have lots of thoughts and reflections around puberty, but it's far from always that they dare to bring them up, so a lack of questions doesn't mean that there is a lack of curiosity. Information helps, but discussing and reflecting with others, and hearing other children's questions, can give a sense of safety, that you're not the only one wondering things, and that it's ok to ask and talk about the subject.

When you talk about puberty, it's good to point out that everyone develops at different speeds, and that everyone's body is different, but just as good and valuable. Changes can often feel challenging, but as an adult, you have to strive to create a

climate of positive expectation and curiosity. Children don't just want to know about periods and ejaculation, but also hair growth, breast growth (glands swelling in boys), changes to body shape, discharge, hygiene and changes to the fanny and willie.

All children need to hear both about their own future development, as well as the development of children of other genders. Puberty is normally especially challenging for trans and intersex children, which it's worth taking into consideration and familiarising yourself with, especially if you know that there are children in the class who don't categorise themselves according to traditional ideas of gender.

### **The goal of the lesson**

The pupils get basic knowledge about what happens in puberty, know that the pace of development is individual, and reflect on and discuss the subject with children of the same age.

### **Before the lesson**

Ensure that you have sufficient subject knowledge.

## ■ What Happens During Puberty?

What do you know about what happens during puberty? Let the pupils sit in small groups and write it down on post-it notes. Gather the notes and go through them, put them in clusters on the board, and talk a bit about the different things that happen.

- Time: 20 minutes
- What's needed
  - Pens/pencils
  - Post-it notes

### **Instructions**

- Draw a large triangle on the board, and write 'Body', 'Feelings and Thoughts' and 'Relationships' at different corners.
- Divide the pupils into small groups of 2 – 3 people.
- Ask the pupils to think about everything they know about puberty, what changes it can involve.
- Then, let them write down one thing per post-it note.
- When they're done, they can stick the notes to the board, at the corner of the triangle where they feel that the note belongs.
- Read what the notes say, and talk about each subject. Add to the notes if important subjects are missing.

### **NB!**

- Remember to bring up things that are rarely spoken about, but that many children have thoughts about, such as surprise ejaculations, swelling of the glands under the nipple in boys, and how much blood there is during a period.

## ■ Puberty Questions

- Time: 25 minutes
- What's needed
  - A brochure about puberty, appropriate books or websites on the subject

### **Instructions**

- Divide the pupils into five groups. The groups look for answers to the questions in the materials you give them.
- When the groups have had time to read and answer the questions, go through the answers.

### **Group 1**

- What does sexually mature mean?
- List five changes that happen during puberty.
- When does puberty normally start?



**Group 2**

- What happens to girls' breasts during puberty?
- What is discharge?
- What are the outer parts of the fanny?
- At what age do girls normally get their first period?
- What different kinds of period products are there?

**Group 3**

- What does it mean when you say someone's voice is breaking?
- What are the outer parts of the willie?
- What does erection mean?
- What happens when you ejaculate?
- Where is the foreskin?

**Group 4**

- Do you have to tell others if you fall in love?
- How can your body feel if you fall in love with someone or think about sex?
- Is it dangerous to masturbate (to touch your fanny or willie)?
- How can you find out what your fanny looks like?

**Group 5**

- Do you have to hug and kiss if you're a couple?
- How can you break up in a good way?
- Is it strange if you don't fall in love or want to be in a couple with anyone at all?
- Can you be in a couple with someone if only one of the people wants to?

**Group 6**

- What does 'heterosexual', 'bisexual' and 'homosexual' mean?
- What does 'trans' mean?
- How can you know who is (identifies as) a boy/man and a girl/woman?

## ■ Love and Intimacy

90 minutes



Love is an emotion with different dimensions – you can love your family, a friend, a boyfriend or girlfriend, a pet, life, nature, and lots of different things and people, in different ways. People depend on intimacy, even to the point that babies struggle to survive without intimacy and touch. Here, we think about different kinds of love, and how and where in the body you can feel it.

### **The goal of the lesson**

Stimulate thoughts of how love can feel and be experienced, and practise putting emotions into words.

## ■ How Does Love Feel?

- Time: around 10 minutes
- What's needed
  - Whiteboard pens

### **Instructions**

- Start by drawing the contours of a person on the board, like a gingerbread person.
- Ask the pupils to think about where in their body they can feel if they're in love, or if they love or like someone a lot.
- Then, the pupils draw Xs in different places on the figure's body where they think they can feel it if they like somebody.
- Ask questions:
  - Can you describe how it feels in the place where you put the X?
  - Does love for different people feel different (for instance mum, siblings, friend, falling in love with someone)? Does the love vary in strength, or is it just different?
  - What can you love aside from people? Is that love different from the love for people?
  - How can you describe different kinds of love?
  - When can you fall in love?

## ■ Love Letters

- Time: 20 minutes
- What's needed
  - Paper, preferably in different colours
  - Colour pencils/pens

### **Instructions**

- Divide the pupils into small groups of 2 – 3 people.
- Each group is told to write a love letter to a different recipient.
- The recipient can be a friend, idol, parent, comic book character, teacher, film star, or their home country, the president, nature, or a pet.
- In the letter, the pupils should say why the recipient is important and significant to them, how the love feels, and what they hope to get from the recipient.
- Those who finish quickly can draw on or decorate the letters.
- The letters are read to the class. Discuss the content:
  - What style does the letter have, could it be written by a boy? A girl? Someone older or younger? By a king, nurse, young ice hockey player, or violinist? What would the letter look like if one of these people had written it, what would be different?
  - What would it feel like to receive a hand-written letter? Has one of you ever received one? Is there any difference between that and a message on social media?

### **NB!**

- It's fine if things get giggly, love letters often lead to that when the writers are children.

## ■ Cuddly Mitten

### **60 minutes**

Tenderness and intimacy are important for all children. Here, the pupils make a soft, cuddly mitten that it can be nice to cuddle or stroke your cheek with, that can give comfort and peace, or may make someone else happy.

During the process, discuss the significance of touch, that tenderness and intimacy make you feel good, and provide calm and relaxation. Go through the rules for when and how you may touch others, and the importance of respecting your own boundaries as well as those of other people.

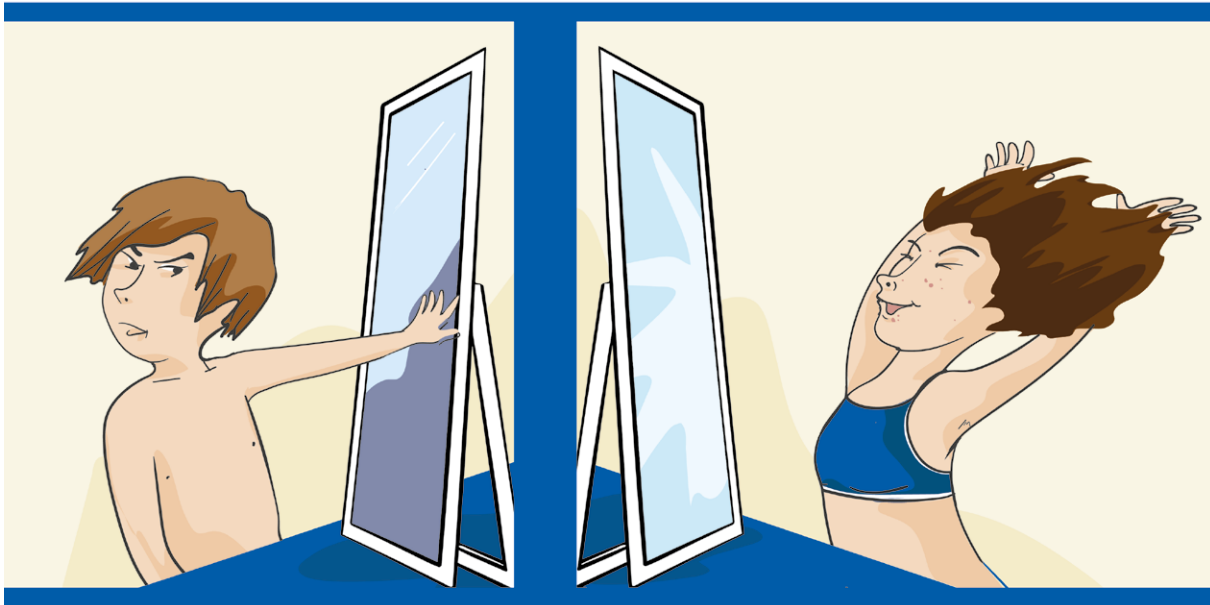
We want to highlight touch as something calming, relaxing and pleasant, and show how you can also provide that to yourself.

## ■ Cuddly Mitten

- Time: 60 minutes
- What's needed
  - A nice, soft fabric
  - Needle and thread
  - Scissors
  - Paper and pens/pencils to draw a template for the mitten
  - Crayons or marker pens to draw on the fabric

### Instructions

- Place your hand on the paper with the thumb pointing out, and the other fingers together. Draw the contour of the hand (mitten style).
- The template is cut out and pinned to the fabric.
- Draw the template on the fabric.
- Draw another contour around one centimetre out from the template (seam allowance), which the pupils can go by when they cut the fabric.
- You can cut an even edge, or an uneven one if that feels more fun, e.g. with bits bulging out for ears.
- The pieces of fabric are sewn together along the edge, but the part towards the wrist is left open.
- You can choose to sew with a visible edge, perhaps with colourful thread, or on the inside, and then turn the mitten inside out so the seam isn't visible.
- If you want to, you can sew or draw eyes onto the mitten.
- Write an instruction manual for the mitten, where it says that the mitten should be used for playing, stroking and cuddling, and that you can give yourself or someone else tender caresses, and feel how nice it is.
- Talk about how important tenderness and intimacy is, say that children don't even develop as they should if they don't get it when they grow up.
- How can you express tenderness for the people close to you? Different ways to show tenderness?
- How can you ask for intimacy and tenderness when you need it? From whom?
- Discuss how you can express that you sometimes don't want anybody to touch you, and how you can ensure that the touch you give to others is wanted. Repeat the swimwear rule, or go through it if you haven't done it before (see **page 18**).



## ■ All People Are Different

**45 minutes**

All people are valuable in and of themselves, and unique, and at the same time, we have a lot in common. Each and every one of us should be respected as we are. Still, norms about what is considered socially acceptable rule the roost. Here, we will discuss both what we have in common with others, and what is special about individual people. Norms around gender and sex are often strong, and if you break the unwritten rules, this can lead to criticism and bullying. By highlighting and discussing norms, you can contribute to broadening pupils' views of them, develop their empathetic ability, and ensure that more people can be accepted as they are. Being allowed to be your own unique self, or trying different ways of being, and being respected, improves mental health, and ensures that more people are well.

### **The goal of the lesson**

Use creative methods to teach the pupils that all people are both similar and different. Norms around gender are highlighted so that pupils can become aware of their existence and effects.

## ■ We're Both Similar and Different

- Time: around 20 minutes
- What's needed
  - Pens/pencils and a large piece of paper (e.g. A3) for each group

### Instructions

- Pupils are divided into groups of three or four people that preferably don't know each other that well.
- On the paper, get each group to draw a rectangle in the middle, and then lines out to each corner of the paper – like a frame (see **page 67**). Print a frame for each group.
- The task is to find three things that everyone in the group has in common, and three things that are unique for each child, that nobody else in the group shares.
- The things that are shared in the group are written on the painting canvas, and the things that are unique for each child are written in the compartments of the frame, one compartment for each child.
- Give examples of areas where you can find similarities and differences:
  - Hobbies and interests
  - Food/colours/school subjects that you love or hate
  - Favourite music, books, films, YouTubers
  - Clothes, appearance, or family
  - What time you got up this morning, what you did at the weekend, or what you last helped with at home

## ■ Swap Roles in Well-Known Stories

- Time: 25 minutes
- What's needed
  - A well-known story, preferably with traditional gender roles like Beauty and the Beast or Sleeping Beauty
  - Choose a short story, or part of a longer one

### Instructions

- Read the story normally, except change the gender of the main character.
- Ask questions about how it affects the story when the gender is changed:
  - Does a different gender fit as smoothly into the main character's role? Why/why not?
  - Is it ok for boys/girls to be like this considering appearance, how they talk, their interests, and how they act? Is that socially accepted here, in the class? Why? Could we change something so that everyone could be the way that feels best for them?

**NB!**

- Even if things can get giggly when well-known characters change gender in a story, it's important not to satisfy yourself with it feeling silly, but to have a discussion about norms, how girls and boys are allowed to look and act, and why it can vary.
- A girl and a boy can be very similar, while two girls can be completely different from each other – the difference between individuals is greater than the difference between boys as a group and girls as a group.
- Point out that all children should be allowed to wear the clothes, have the interests, and act in the ways that make them feel good, and that they are comfortable with. That makes people feel good. And nobody has a right to tease or say disparaging things about others.



## ■ Emotions

### 45 minutes

Empathetic ability is developed when there is room to reflect on different things, based on other people's point of view. It's also important for children to get the opportunity to put their emotions into words, and hear the thoughts and emotions of other people. It gives them the opportunity to see their own thoughts reflected in other people's answers. Thereby, children can learn things about themselves, find strength and arguments for thoughts and opinions. This can open up a world where differences can be an opportunity rather than a threat. Improving your communication skills, and learning to put your emotions into words makes everyday life easier, gives relationship skills, supports self-awareness and the ability to process emotions.

### The goal of the lesson

Pupils learn about different kinds of emotions, how they can feel and be experienced. They all realise that everyone feels lonely, scared and vulnerable sometimes, even though you might not see it on the outside.

## ■ How I Feel Right Now

- Time: around 5 minutes

### Instructions

- The most important thing about this exercise is to get the pupils to talk about emotions immediately at the start of the lesson, lowering the threshold for the following exercises, which may be a bit more challenging.
- Ask each pupil to describe how they are feeling right now, using one word. The word can be an emotion, a colour, or an object that the pupil thinks describes their emotional state at the time.

### NB!

- Don't force or pressure anyone into answering if they don't want to.



## ■ Different Kinds of Emotions

- Time: around 15 minutes
- What's needed
  - Pen and paper in each group

### **Instructions**

- Divide the pupils into groups of 3 – 4 people.
- Write the following words on the board:
  - Happiness
  - Sadness
  - Tiredness
  - Love
  - Anger
  - Fear
  - Eagerness
- Ask the pupils to think about how they experience the different emotions, and answer the following questions:
  - Where in the body is the emotion?
  - How does it feel?
  - Describe how the emotion:
    - Smells
    - Sounds
    - What shape it has
  - What makes you happy, sad, and scared?
- Point out that there is no right or wrong in how you experience emotions, people experience things in many different ways.

### **NB!**

- If needed, add things to the pupils' answers in order to create breadth and diversity among different emotional expressions.

## ■ Adults' Emotions

- Time: 10 minutes

### Instructions

- Say that you're going to ask everyone at least two questions, and that you have to answer quickly and say the first thing you think of.
- Adapt your choice of words (adult/guardian/parent/mum/dad) so that they suit everyone in the class.
- Say that you don't have to answer, you can just say 'pass' and let someone else answer the question.
- Ask the pupils the same number of questions, even if it means that many of them answer the same question. Finish with questions about the positive emotions.
- Ask the following questions:
  - How does it feel if an adult in the family is in a bad mood when they get home in the evening?
  - How do you notice if a parent is in a bad mood?
  - How does it feel when the adults argue (or tell you off, if the child has a single parent)?
  - How does it feel when mum or dad gets angry?
  - How do you know that a parent is angry?
  - How do adults show their anger?
  - How does it feel when an adult is angry with you?
  - What do adults in your family tend to get angry at you about?
  - How would you like them to tell you off if you've done something wrong?
  - Are adults allowed to hit children? (Never!)
  - How does it feel when a parent is in a good mood?
  - How do you notice if mum or dad is happy?
  - How does a parent in a good mood act?
  - In what way do the adults in your family show tenderness to you?
  - What is your favourite thing to do with your parents when you're at home?
  - How do you know that a teacher is happy?
  - How does it feel for you when a teacher is in a good mood?
  - How do adults show their happiness?

### NB!

- Add to the answers, and raise them to a more general level.
- Nobody must be forced or pressured to answer, there may be many reasons why someone doesn't want or dare to answer.
- If someone doesn't want to answer, you can give the question to someone else, or answer it yourself.

## ■ Everyone Has Difficult Emotions

- Time: around 15 minutes
- What's needed
  - A pen/pencil and five bits of paper for each pupil. You may want to use papers in five different colours to make it easier to collect them by theme.

### **NB!**

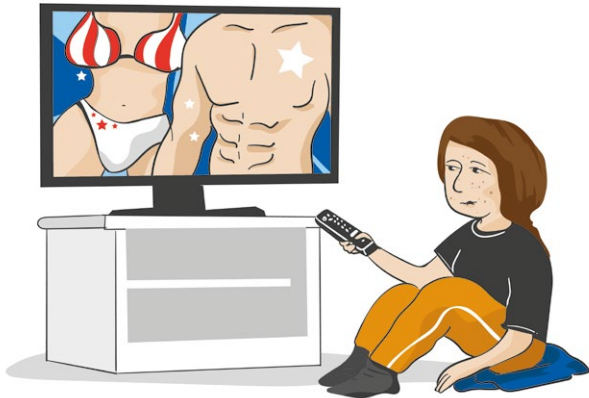
- Say that everyone feels uncertain, scared and lonely sometimes, both children and adults.
- Talking about difficult emotions can help, you often notice that others feel the same, which is comforting.
- Nobody should need to be alone with difficult emotions. Talk about where you can turn to for help, both professionally and among the people close to you.
- Say that you will collect the notes and read out what the class has answered. Say that everyone can be anonymous.

### **Instructions**

- Read one sentence at a time, and let the pupils write down the continuation of the unfinished sentence on a piece of paper each.
- Be careful to say which colour the paper should be, if you have papers of different colours. If you only have white paper, you can collect the notes after each read-out sentence, so they can be kept separate.
- When everyone has written down their answers, collect the notes and shuffle them (by theme) so that nobody can recognise the answers from the order in which you collected them.
- Then, read the notes out loud, one theme at a time.
- The five unfinished sentences are:
  - I feel lonely when...
  - I feel scared when...
  - I feel stupid when...
  - I feel unsure when...
  - I feel safe when...

## ■ Online

45 minutes



These days, children spend more and more time online and on social media, for better or worse. In the same way that we bring them up to manage in life, and give them tools for that, we need to tell them how to behave online. In general, the same principles as otherwise apply, but it seems that the threshold for what people choose to say is lower online, and things become offensive more easily. The risk of sexual harassment and abuse is also a bit different, which makes it worth-

while to talk about. The scenarios may feel advanced, but a large share of children and young people are contacted by adults online for sexual purposes, where the crime can be described as preparation for sexual abuse of a child, so-called grooming. Harassment and abuse online have increased a lot. The best prevention method we have at our disposal is discussing this with the children, and making them aware of what to look out for, and how to behave to look after themselves.

### **The goal of the lesson**

- Getting the pupils to reflect on the internet and social media, how to act there so that everyone feels ok, knows the risks, and how to protect themselves.

## ■ Social Media

- Time: 25 minutes
- What's needed
  - Pen and paper for each group

### **Instructions**

- Start by thinking about what social media are with the class. It can be defined as anything interactive you do online, but it's good to give examples: WhatsApp, Instagram, Snapchat, Facebook, Discord, games where you communicate with others, chats. Text messages and emails as well, especially considering not everyone has or is allowed to use technology for social media at home.
- Divide the pupils into groups of 3 – 4 people. The groups list what social media they use.
- Note down the different apps, forums, channels and games they mention on the board.
- Then, ask the groups to think about the following questions and discuss in the whole class:
  - What's good about social media?
  - What can be bad about them?
  - Do people tend to communicate/write in the same way on social media as they do face to face, or are there differences?
  - If there are differences, why do you think that is?

- In what social media have you come across mean comments or behaviours that might upset someone?
- What kinds of comments or behaviours were they?
- What can you do if you see that someone is being mistreated?
- What can you do if you yourself are subjected to it?
- What do you think adults should know about it so they can help?
- Is there an adult that you discuss social media with? Does someone know what you do online?

## ■ How to Behave Online?

- Time: 20 minutes

### Instructions

- Discuss the following questions:
  - Have adults spoken to you about how to behave on social media? What rules or principles have you heard of?
  - Why are rules about how to behave needed?
  - How should you behave to be safe online?
  - Do you know what applies when you want to upload photos online, what is allowed and what isn't?
- Make sure that the following things are included in the discussion:
  - Some people fake their profiles, so you can't be sure that the profile shows the person you're actually writing to. The profile of a 12-year-old girl can, for instance, be a 60-year-old man.
  - There are lots of adults online, often behind fake profiles, who want to get nude pictures of children and young people, or want to meet them and perhaps have sex, even though it's forbidden. Many will use flattery to get what they want.
  - To be safe online, you shouldn't give out personal details like your surname or home address. If you're meeting someone you don't know from before, bring an adult (or at least an older sibling or friend), and meet them in public where there are other people around. Always tell an adult about the meeting.
  - If someone threatens you online, you should ALWAYS tell an adult and get help, even if you've done something that you know you weren't allowed to do, like give out personal information or send a revealing picture of yourself. There are adults and older children online who try things like that, and who will threaten you: 'If you just send me one picture of your breasts/willie, I promise to stop' – but who then threaten to share the picture if you don't send more. To stop it, you need an adult that you trust. There are adults around you who want to help if you end up in trouble!
  - If things have gone wrong, it's important that you dare to tell an adult that you trust about it. It's not the child's fault if things go wrong, even if you haven't followed the rules you were taught! The most important thing is to get help if things go wrong.
  - You're not allowed to take pictures of others without permission and put them on social media. You always need permission from the person/people who is/are in the photo before you publish it.

- Sharing images of naked children and young people is a crime. You're also not allowed to film or take pictures of other people's bodies in changing rooms, through the window of someone else's house, or in other places where they are naked or show body parts that would be covered by swimwear. If you share such pictures, there may be a police investigation.
- You're also not allowed to send pictures of your willie to people. It normally feels very uncomfortable to receive such pictures when you don't want to.

**NB!**

- Even if it can feel difficult to talk about, it's part of many children's everyday life online. So it's important to talk about it, and teach children to protect themselves.

## 11 – 12-Year-Olds

Puberty starts at this age for many pupils, and they need information and opportunities to discuss the changes that await them and their friends. In addition, new thoughts about being a couple, love, reproduction and sex that they need to discuss and get answers to, come up. Far from all families are able to or invested in giving their children good basic knowledge, discussing values and different points of view, or answering questions that their children have about these topics. School can, however, offer a platform for this where all children have the same opportunities to gain knowledge, regardless of what the family talks about.

Ahead of your teens, it's extra important to get tools to handle the new emotions, bodily changes, and relationships that often come up. The exercises for 11 – 12-year-olds strive especially to train empathetic and communication ability; learning to put things to do with emotions and sexuality into words, discussing the subject with peers, hearing what others are thinking and what their experience with everything is.

We'll also go through other things that affect sexual development, like how sexuality is portrayed in the media, and how to deal with sexual harassment. Stereotypes are highlighted and questioned. In a world where sexuality, sex, and stereotypical beauty ideals are used to sell products, and feature heavily in the media in general, it's important that children and young people receive support in reflecting on, and figuring out, how they want to be, and what they want to grow up into.

The pupils practise seeing things from different points of view, and thinking about how they themselves can act, which strengthens their ability to respect other people's boundaries, and maintaining their own.

Good sex education gives pupils an opportunity to reflect on sexuality, gender, their own body and relationships on an age-appropriate level, and supports their development.

There is material for eight lessons for 11 – 12-year-olds:

- Puberty 45 minutes
- Fannies and Willies, Knowledge and Practice 75 minutes
- Sexual Maturity and Reproduction 60 minutes
- Me 75 minutes
- Being a Couple 45 minutes
- Different Kinds of Emotions 45 minutes
- Sexuality and the Media 75 minutes
- Gender Norms and Harassment 45 minutes

## ■ Puberty

45 minutes



Puberty isn't always discussed at home, or children might struggle to talk to their parents about it, which makes it important to talk about the subject at school. Since pupils develop at different paces, and new questions come up at different developmental stages, you need to talk about puberty from different points of view at various points during the school years. Changes in one's own body and others' give rise to many thoughts and questions, and often causes worry over whether what you're going through is normal. Information and discussion are needed to counteract shame and fear, and to normalise the various changes and the big differences in developmental pace.

Puberty has already been dealt with for 9 – 10-year-olds in this material, but if you haven't brought the subject up before, the lesson plan for younger pupils can also be used for 11 – 12-year-olds.

You can do half the lesson outside if you want variation.

### **The goal of the lesson**

Pupils get their questions about puberty answered, learn that development is individual, and get to discuss the subject with their peers.

### **Before the lesson**

Click on the link to the video, and log in/prove your age, so that you can show the video to the class.

## ■ Puberty Repetition

- Time: 30 minutes
- Show RFSU's video about puberty to the pupils (4 minutes and 38 seconds)  
[www.youtube.com/watch?v=EhM3s2doAHE](http://www.youtube.com/watch?v=EhM3s2doAHE)
- Ask the pupils what emotions and thoughts they have about the film, what was new to them, and what they already knew
- With the pupils, think about what else it would be good to know about puberty



## ■ Gingerbread Figure

- Time: 15 minutes
- What's needed
  - Indoors: a large, open space, masking tape
  - Outdoors: a large, open space, sand or tarmac. If on tarmac, you'll need chalk for outdoor use

### **NB!**

- Go through the instructions with the pupils carefully in advance, and emphasise the importance of collaboration.

### **Instructions**

- Tell the pupils that the first part of the exercise will be performed in complete silence. Nobody is allowed to say a word, but you are allowed to communicate with gestures and facial expressions. Each pupil is to participate actively in the work. Tell them that you'll give them a sign when they can start the work.
- The pupils are to draw the contours of a giant gingerbread figure. This is done with masking tape if indoors, with your shoes if on sand, and with chalk if on tarmac. The figure should have a head, arms and legs, and should be big enough that all the pupils can fit inside the contours comfortably.
- Give each pupil enough tape or chalk, or ask them to prepare to draw lines with their shoes.
- When the figure is ready, give feedback on how well you thought the collaboration went, and how the figure turned out. The pupils can also say how they feel it all went.
- In the following part of the exercise, you'll read different sentences, and the pupils will stand in the part of the figure where they think the different things happen. Give an example: 'If I were to stand in the place where I think love is, I'd stand on the heart', and then say why you're standing there.
- Once the pupils have selected a place for a sentence you just read, ask pupils in different places why they chose to stand there. Feel free to comment with facts or further reflections.
- The sentences are:
  - Stand in the place where hair starts growing during puberty.
  - Stand in the place where the body part that smells the most is.
  - Stand in the place that you think is the most beautiful body part.
  - Stand in the place that you think develops the most during puberty.
  - Stand in the place that is the most important in the body.
  - Stand in the place where you feel happiness (ask the pupils to describe what happiness feels like).
  - Stand in the place where you feel sadness (ask the pupils to describe what sadness feels like).
  - Stand in the place where you feel anger (ask the pupils to describe what anger feels like).

## ■ Values Exercise

- Time: 10 minutes
- What's needed
  - Space in the classroom or outdoors, so that the pupils can move freely from one side of the space to the other.

### **NB!**

- In values exercises, there is no right or wrong, just different opinions. So be careful not to judge opinions or give encouraging comments for opinions that you agree with. You're welcome to give positive feedback if pupils dare to express their opinions, however, for taking a stand, and for discussing the subject.
- Demand respectful behaviour, and have zero tolerance for bad or derogatory comments, looks, faces and laughter.

### **Instructions**

- Say that you're going to read some statements where there is no right or wrong, just different opinions.
- It's important to respect other people's opinions. The fact that we have different opinions is an asset, and it's important to be able to discuss with someone who has different opinions to you.
- Say that it's extra brave if only one person or a small number of people stand on one side.
- Show that one side of the classroom, or a place a few metres away if you're outdoors, is where the pupils should stand if they agree with the statement, and show another side/place where they should stand if they disagree with the statement.
- If you can't decide, you can go to either side, there is no in-between option.
- Once everyone has chosen a side, they can motivate and discuss between themselves why they chose that side. Those who would have chosen 'in-between' should also be given the opportunity to speak.
- Then, ask a few to speak about their views. Speaking is voluntary, they have taken a stand by choosing a side, and for some, this may already be a big step.
- You're allowed to change sides during the exercise, if you change your mind, or if you think that the other side's arguments are better.
- Practise with an example: 'Yellow is a beautiful colour' – easy to understand that there is no right or wrong, only different opinions.
- Read the statements out one at a time:
  - It can feel difficult when your body develops.
  - It's a good thing that everyone develops at a different pace.
  - You should tell your parent immediately when you get your first period or ejaculate for the first time.
  - If someone notices that you have your period, it's embarrassing.
  - If someone notices that you have an erection, it's embarrassing.
  - Growing up is fun.
  - Growing up is hard.
  - Everyone should have an adult they can talk to about everything.

## ■ Fannies and Willies, Knowledge and Art Workshop

### 75 minutes

Genitalia is a subject that easily makes the pupils giggly – and that’s fine (as long as they don’t laugh at each other). Taboo subjects are often easier to approach in a light-hearted way, to then get on to facts. Pupils often have many questions and thoughts about fannies and willies, but rarely dare to ask them. Many need to hear that it’s an area of their body that it’s ok to familiarise yourself with and be curious about, in order to do just that. We strive to dedramatise the subject, give information, and lower the threshold for talking about it.

Once the pupils have been given fact-based knowledge about fannies and willies, they can familiarise themselves with it through art. In art, you can approach sensitive subjects from another point of view – more curious exploration, emotions-based and uninhibited. This offers a broader perspective than just the biological, and supports the pupils in getting to know their whole body, and seeing all body parts as valuable and good. If you see yourself and your body as valuable and important, you’re more keen to take care of yourself and protect your boundaries and the right to bodily autonomy.

### **The goal of the lesson**

The pupils gain knowledge about the genitalia, practise finding good words for them and talking about the subject. They get to familiarise themselves with the genitalia without prejudice, in a creative way, and to approach a taboo subject.

### **Before the lesson**

Bring materials needed for the art.

## ■ Appearance and Function

- Time: 15 minutes
- What’s needed
  - Pictures of fannies and willies (print [page 68](#))

### **Instructions**

- Think about what words can be used for the genitalia, and what words can be suitable in different situations.
- Talk about the different functions of the genitalia; that you can wee with them, make babies, and feel pleasure.
- Go through the different parts of the willie: scrotum, penis, glans, foreskin. Say that the willie becomes hard sometimes, like if you touch it, perhaps if you think about someone you like, or if you see someone naked, or sometimes just because of hormones. It’s called a hard-on or erection. The glans is particularly sensitive, and many people think touching it feels good.
- Go through the different parts of the fanny: vulva, inner and outer labia, clitoris, vagina and uterus. Say that the fanny can become warm, tingly and wet inside, for instance if you touch it, perhaps if you think about someone you like, or if you see someone naked, or sometimes just because of hormones. The clitoris is very sensitive, and many people think touching it feels good.

## ■ Draw Lines to the Right Words

- Time: 10 minutes
- What's needed
  - Task papers so that the pupils can do the task in pairs, print them on **page 69** ahead of the lesson.

### Instructions

- Divide the pupils into pairs so they can discuss and solve the task together. In this way, they get to practise talking about fannies and willies, and get used to talking about bodies and sexuality.
- Ask the pupils to draw lines between the words in the left column and the descriptions in the right column, so that the right pairs go together.
- Then, go through the answers.

The vagina's way to keep clean. When it starts, during puberty, girls will notice that they get white or yellow stains in their pants.	Clitoris
The most sensitive part of the willie.	Fanny
Is inside the scrotum. Sperm start being made there when the person becomes sexually mature.	Ejaculation
The most sensitive part of the fanny.	Testicle
Part of the fanny, where a baby can grow once you're older/sexually mature/an adult.	Glans
Blood starts coming from the fanny, as a sign that the person is sexually mature.	Discharge
One to two teaspoons of liquid start coming from the willie, as a sign that the person is sexually mature.	Period
Can be called pussy, foof, peepee, hoo-haa, kitty or flower.	Willie
Can be called cock, dick, weewee, winkle, doodle or johnson.	Uterus

## ■ Fanny and Willie Workshop

- Time: 50 minutes
- What's needed



- Large papers to make the art on
- Glue
- Scissors
- Paint, such as finger paint, marker pens, watercolours
- Natural materials, such as cones, moss, twigs
- Other materials, such as glitter, yarn, pipe cleaners, sequins, cotton, different kinds of paper

### Instructions

- If you prefer to be outdoors for part of the lesson, you can start by going out to collect nature materials for the art.
- Ask the pupils to make art that depicts a fanny or willie.
- The art can be anatomically accurate, or a more creative interpretation. (Anatomically accurate ones also include a lot of variety, and diversity includes trans and intersex people.)
- The class can prepare by familiarising themselves with pictures of genitalia. See images on [page 68](#).
- When the art is ready, the pupils can show their art, and talk about what it felt like to make.
  - Was it easy or hard?
  - What did it feel like to have genitalia as the theme?
  - What thoughts did the lesson as a whole give rise to?



## ■ Sexual Maturity and Reproduction

### 60 minutes

Periods and ejaculation mean that the body has suddenly got new functions, which can feel both frightening and exciting. Many children think about what it means practically, so there is good reason to delve deeper into the subject than just a brief, theoretical description. How it feels, how you should manage your hygiene, what to do if it takes you by surprise, if you need to tell anyone at home, and how much liquid there really is are common questions from pupils. Erections and ejaculation often don't get as much airtime as periods, and many boys don't have an adult to talk to about it, so it's extra important to bring that up.

Most children at this age have an idea of how children are made, but many have a weak knowledge base. It's important to broaden knowledge, so it's not just about intercourse and reproduction, to highlight that sex is more than just intercourse. This is both as knowledge ahead of the pupils' teenage years and the sex life that most of them will begin during that period, but also as a foundation for talking about porn (see the chapter about sexuality and the media).

### **The goal of the lesson**

The pupils get practically anchored knowledge about periods, erections and ejaculation, practise talking about the subject, and practise looking for information online by themselves. Give knowledge of how children can be made in different ways, and what sex is.

### **Before the lesson**

- Ensure that you have sufficient knowledge in the area.

## ■ Periods and Ejaculation

- Time: 20 minutes

### Instructions

- Ask the pupils
  - What do you know and what have you heard about periods and ejaculation?
  - Why do people get periods and ejaculate?
  - What emotions and thoughts are awoken by the subject?
- Comment on the pupils' thoughts, and correct misunderstandings if needed.
- Discuss erections and ejaculation, and include at least the following:
  - What do the words mean, synonyms.
  - What happens in the body when erections and ejaculation happen?
  - What can cause erections, and how should you handle surprise erections?
  - What can you do when you ejaculate, such as by surprise at night.
  - At what age do ejaculations normally start?
  - It's good to tell your parents when your ejaculations start, so they know that you're sexually mature.
- Discuss the menstrual cycle, and include at least the following:
  - What happens in your body during your menstrual cycle?
  - At what age do periods normally start?
  - Bleeding: variations in amount, duration and regularity.
  - Write down when you have your period, or download an app for it, and you can see what your menstrual cycle is like, and know roughly when the next one will start.
  - Where you can get hold of period products and what they cost.
  - Good to tell parents about your first period so they know that you're sexually mature, and can help you to buy period products.

## ■ Period Products

- Time: 10 minutes
- What's needed
  - Different kinds of period products (pads, tampons, panty liners, menstrual cups, etc.) to show to the pupils. (If the period products are hard to get hold of, you can show pictures).

### Instructions

- Present many different kinds of period products, and show how they work.
- If you have access to different period products, you can pass pads, tampons, panty liners and menstrual cups around in the class, and do the cordial test – dip them in cordial/pour cordial on them, and see what happens.

## ■ Four Corners Exercise

- Time: 15 minutes
- What's needed
  - Space to move freely to the four corners of the room
  - Mark the corners with notes that say A, B, C or D; one for each corner, corresponding to the different answer options

### Instructions

- Say that you will bring up various difficult situations, and provide options as to how they can be solved. Everyone gets to think about what they think is the best solution, and then go to the corner where the letter corresponds to their view of what the best solution is.
  - In the corner, you can discuss with others who have chosen the same answer, and think about why you thought that was the best one.
  - If someone is alone in a corner, you should go and act as their conversation partner.
  - If one corner is empty, you can give your own thoughts about that option
- 
- **A boy gets an erection, just as he's about to go up and write on the board. What should he do?**
    - A) Hold a book or paper in front of his willie so you can't see it
    - B) Pretend to hurt his foot so he doesn't have to go up
    - C) Go up anyway, because all guys get erections sometimes, it's completely natural, and nothing you can influence yourself
    - D) Your own option
  - **A girl gets her period at school, and doesn't have any period products with her. What should she do?**
    - A) Say that she has a headache, and go home
    - B) Go to the teacher's lounge or the school medical staff and ask for a pad
    - C) Ask friends if they have any period products with them
    - D) Your own option
  - **A child has entered puberty and started to develop, gotten hair on their genitals and in other places on their body. It feels difficult to get in the showers with the others after PE. What can classmates do to be supportive?**
    - A) Hold a towel in front of them as protection
    - B) Hurry up in the shower so they can shower alone a bit later
    - C) Talk about how some people develop earlier, and others later, and that it can feel difficult, that everyone develops at their own pace, and eventually gets used to the changes in their body
    - D) Your own option

### NB!

- Point out that it's always brave to stand up for your own opinion, and extra brave if you stand in a corner alone, or with only one or two other pupils.



## ■ Video About Conception

- Time: around 5 minutes
- What's needed
  - Internet connection, go to Help Kids Learn How Babies Are Made [www.youtube.com/watch?v=e3AigXyDl0U](http://www.youtube.com/watch?v=e3AigXyDl0U) (2.5 minutes)
  - For 12-year-olds, you can show them a condom

### Instructions

- Show the video about conception.
- Talk about insemination; a single mum or two mums that don't have access to sperm can get donated sperm at a hospital. Even if there is a mum and a dad who want to have children, they're not always successful, and you can get help at a hospital (assisted conception/donated sperm/eggs). For more information using simple words, see **page 15**, where you'll find more in-depth explanations.

## ■ What Is Sex?

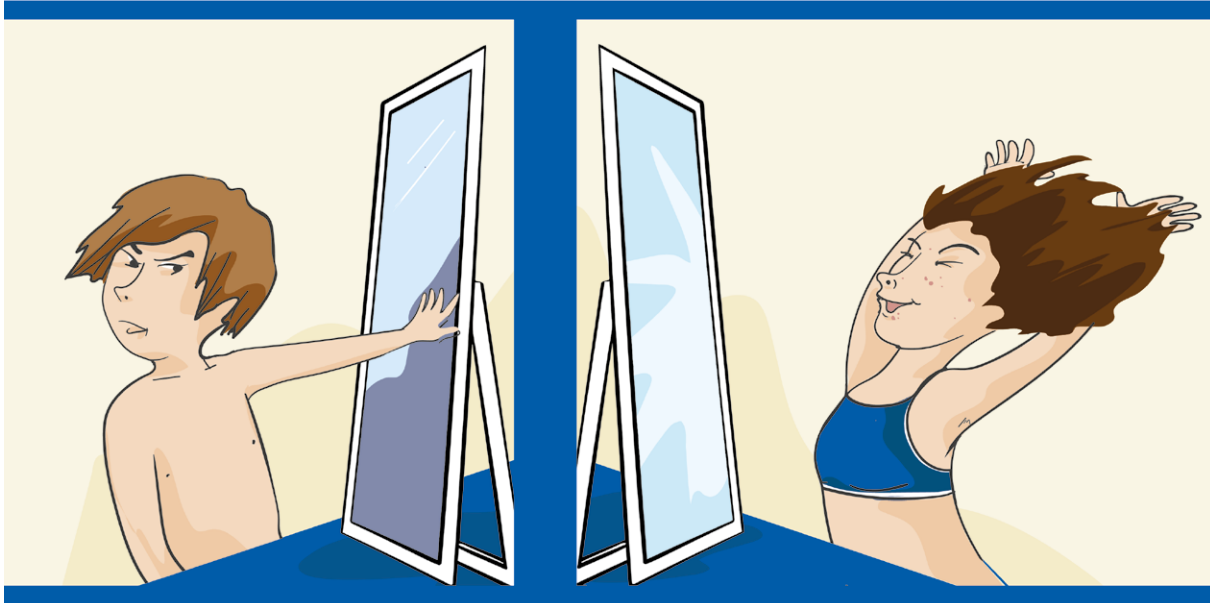
- Time: 10 minutes

### Instructions

- Ask the pupils if they know what sex is.
- Say that sex is something that adults or older teenagers can have, if they want to, because it feels good, perhaps because they love each other, and sometimes to make babies. If you don't want to have sex, you never have to, everyone decides for themselves.
- Talk about masturbation, that most people touch their own fanny or willie because it feels good. It's something private, which is fine to do when you're by yourself, if you want to.
- Point out that sex is about enjoyment, so the people who have sex have to really want to. When you have sex, you have to ask if the other person wants to, and talk about what you want to do, and what doesn't feel good.
- Having sex with someone who doesn't want to is a crime. If it happens to you, you should talk to an adult to get help and support.
- Sex is a lot more than just intercourse, i.e. putting the willie into the fanny. If you have sex with someone, you normally kiss and hug them, caress each other's bodies all over, including the fanny and willie. It can also be about intimacy, and showing how much you like each other.
- If two women have sex with each other, or if two men have sex with each other, they do everything in the same way as a woman and man, except for putting a willie in a fanny, of course.
- Say that there is contraception, if a man and a woman want to have sex, but don't want a baby. The pill, for instance, which is a kind of medicine that women can take to avoid getting pregnant. Or condoms, which you put on the willie so that no sperm can reach the egg. Condoms can be shown to 12-year olds; show how you put it on onto two fingers.

### NB!

- Showing condoms to 12-year-olds is important, considering there are some pupils who start their sex life at the age of 13. If they've never heard of contraception, and don't know how to protect themselves, the consequences can be serious.



## ■ Me

**75 minutes**

Learning to reflect on yourself and what you're like as a child contributes to increased self-awareness. If you know yourself well, it's easier to know what you need to feel good, find ways to take your needs into consideration, and to interact with other people. By finding out how other people see you, you can check your own thoughts and emotions towards that, and gain new insights. That gives you the opportunity to think about how you want to be, and who you want to develop into.

### **The goal of the lesson**

Giving space for the pupils to reflect on their personalities, strengths and emotions, thereby gaining increased self-awareness.

## ■ Describe Emotions with Photos

- Time: 25 minutes
- What's needed
  - Many different photos or pictures. You can find these online and print them, or cut them out from magazines, collect postcards, or take pictures with the pupils.

### **Instructions**

- Spread the pictures out on the floor, or on a table, so that all pictures are visible.
- Ask the pupils to choose a picture that they feel fits the description. There is no right or wrong in their choice, everyone chooses based on how they feel.
- Allocate only a short time to choose a picture. If many pupils want the same picture, they can share it.
- Everyone takes turns to show their picture and talk about why they chose it.
- The tasks:

- Choose a picture that describes how you feel right now.
- Choose a picture that shows happiness.
- Choose a picture that you would like to be in.
- Choose a picture where you describe what happened after the picture was taken.
- Choose a picture where you could have been the photographer who took the picture.
- Choose a picture that seems frightening somehow.
- Choose a picture that gives a sense of security.
- Choose a picture that shows sadness.
- Choose a picture that shows loneliness.
- Choose a picture that conveys love.

**NB!**

- You don't have to do all the parts at the same time. You can, for instance, choose to begin or end the lesson with only one task.

## ■ A Letter to Myself

- Time: 20 minutes
- What's needed
  - Pen and paper
  - An envelope for each pupil

### Instructions

- Ask the pupils to write a letter for themselves when they're one year older. They can write what they dream about, what's important to them, how they hope to manage at school, what they would like to change, and what they'd like their free time to be like.
- Then, they write what they want their life to be like when they're 30 years old.
- You can make it easier by asking support questions. What do you think the future will be like when it comes to...
  - ...where you live?
  - ...what you're like?
  - ...what hobbies and interests you have?
  - ...what you do for work?
  - ...who you socialise with, if you have a family?
- When the letter is ready, it's put in an envelope, which is sealed, and then the pupil writes their name on the envelope.
- Collect the envelopes, and say that you will keep them, and give them out again on the last day of the next school year, when they can all read their own letters again. Alternatively, they can take the letters home, and read them in the future.
- When the letters are brought out, discuss how it feels to read the letter that was written a year earlier, and how they feel now about the dreams, thoughts and wishes they had when the letter was written.

## ■ Positive Feedback

- Time: around 15 minutes
- What's needed
  - A pen and paper on each pupil's desk

### Instructions

- Each pupil writes their name on a paper, and leaves it on their desk.
- Ask all pupils to circulate in the classroom, and write something positive on each of their classmates' paper.
- To make it easier, you should first discuss what different kinds of positive characteristics there are. Give many different kinds of examples, such as funny, patient, stands up for others, artistic, encouraging, good listener, good at maths/horse riding/car brands/playing cards/singing, quick-witted, supportive, clever, good with words, bubbly, reliable, perseverant, polite, lets others speak, strong, good at making hairdos/snowmen/faces/huts, kind, generous, fair, hard-working...
- Say that the feedback you get can vary based on how well the others know you, and what they can think of in the moment.
- Help the pupils to think of suitable characteristics for everyone, so that everyone can feel happy and seen.
- Participate yourself, and feel free to complement with something more significant if it seems like a pupil is getting less significant, personal, or varied feedback.
- Ask the pupils to read the paper on their own desk. Ask what it feels like to read, and think about why it's important to give and receive positive feedback, together.

## ■ Me

- Time: around 15 minutes
- What's needed
  - Pen and paper for each pupil

### Instructions

- Say that we're all unique, and that we all have many good characteristics, that we feel good when we can be happy and proud of ourselves.
- The pupils may not be used to finding positive things about themselves, so try to encourage, and perhaps give examples of what you can highlight.
- Ask the pupils to think about and write down, quietly to themselves, the answers to the following questions, one at a time:
  - What three things do you like best about yourself?
  - What are you proud of (that you've done, or a characteristic)?
  - What is the hardest thing you've done and succeeded in?
  - What do you think is the best thing about your body?
  - Three positive words that describe you.

- Ask what it felt like to do the exercise. Was it easy or hard? Why might it be hard to see or highlight good things about yourself? How are you affected if you only look at yourself with critical eyes?

**NB!**

- This is a personal exercise, point out that everyone is thinking about themselves, and that you don't need to share what you've written.

## ■ Being a Couple

**45 minutes**



Falling in love and being a couple are themes that many pupils think about, and that some have already experienced. Since violence, controlling behaviour, and other destructive patterns are common in couple relationships, it's good to learn positive habits early on, and to think about how to behave in practice for things to work well. Respect, empathy, and good communication skills are the foundation for functional relationships, but nothing happens of its own accord – practice is needed early, and lots of it.

### **The goal of the lesson**

The pupils think about love and couple relationships, and learn how to act so that everyone feels ok, both when you ask if someone wants to be in a couple with you, when you're in a couple with someone, and when you break up.

## ■ Becoming a Couple

- Time: 20 minutes

### **Instructions**

- Divide the pupils into pairs, and ask them to think about:
  - How you can become a couple with someone, how do you know that you're a couple?
  - If you want to be in a couple with someone, in what ways can you ask that person?
  - What should you do if the person you ask doesn't want to, how can you handle it if it feels hard?
  - How can you say no in a kind way if you don't want to be in a couple with someone who asks you?
  - Can you be as much in love with several people at the same time?
  - Is it better to wait with being in a couple until you're a bit older?
  - Can you be in a couple with someone who you've only met online?
  - Do people talk too much about being in love?

**NB!**

- Point out that both people have to want to be in the couple, it's not enough if only one person wants to.

## ■ Breaking Up

- Time: 10 minutes
- What's needed
  - Space to show a drama
  - Two pupils who want to perform (their gender doesn't matter)

### Instructions

- The two volunteer pupils get to think up a way to break up in, which ends badly, so that one of the two people is badly affected by it. (E.g. that one person says that they want to break up because the other person is boring, which of course makes them sad. Or that one person doesn't want to be in a couple with the other anymore, but doesn't dare say it, and still gets into a couple with someone else, which feels bad for everyone.)
- At the same time, the other pupils think about how to break up in a good way, so that everyone involved feels as good as possible.
- The drama is performed. The pupils in the audience suggest how the lines could be changed, or what you could do to give the drama as happy an ending as possible. The two actors perform the drama again, perhaps even several times, until it feels like everyone is fairly happy with the result.

### NB!

- A completely happy ending might not be possible for the person who is being broken up with, but the ending needs to be as kind as possible.

## ■ Relationships

- Time: 15 minutes
- What's needed
  - Blu Tack or tape
  - Space on the board or wall
  - Print a paper with words from **page 72**, and cut out the words

### Instructions

- The exercise is about what relationships should be like so that the people in the couple feel good.
- You can think about children your own age, or people of all ages.
- Draw three columns on the board, or put three large papers of different colours on the wall. Name the columns *Belongs in a Relationship*, *Does Not Belong in a Relationship* and *May Belong in a Relationship/Don't Know*.
- Give each pupil a few cut-out words.
- The pupils must choose in which of the groups the words that they've received belong, and glue them into the different categories.
- Go through the different categories, and comment on the words.

### NB!

- Point out that violence must NEVER be part of a relationship and that nobody is allowed to control or humiliate someone else.

## ■ Different Kinds of Emotions

45 minutes



All people have different kinds of emotions, but how you experience them and how you deal with different kinds of emotions and expressions varies. Using creative methods, we can familiarise ourselves with emotions in new ways, and reach things that are hard to put into words, or that exist beyond words. Getting to know your emotions and thoughts gives better self-awareness, while empathy develops as you hear what other people feel, how emotions can be experienced and expressed. This affects both your own well-being, and your relationships throughout life.

### **The goal of the lesson**

Pupils get to familiarise themselves with different emotions using creative methods, and think about how they can increase happiness in themselves and others.

## ■ Fear/Insecurity

- Time: 20 minutes
- What's needed
  - Paper for the pupils to draw on
  - Paint or colour pens/pencils

### **Instructions**

- Say that all people are insecure and scared about something. We're often more scared of things that we don't understand, or can't control. Confronting your fears can sometimes be calming, and sometimes it can help you to avoid nightmares.
- Ask the pupils to paint according to the instructions. Give one instruction at a time, and move on to the next one only when they seem ready.
- Encourage the pupils to use their instinct rather than focussing on planning or the final result.

### **Step by step instructions for pupils**

- Give fear/insecurity a shape – what kind of shape feels appropriate?
- What colour does fear/insecurity have?
- What kind of surface does it have?
- How does fear/insecurity move?
- In what kind of environment does it exist?
- When the task is over, discuss:
- What did it feel like to do the exercise?

- What do other people's fear look like, how do they describe fear/insecurity?
- What feels good to do with what they've made: save, tear, exhibit, burn, or something else? Why?

## ■ Courage

- Time: 25 minutes
- What's needed
  - Clay
  - Paint

### **Instructions**

- Give each pupil a bit of clay.
- Ask them to turn it into a ball.
- Ask them to make a body out of the ball. Say that they don't need to think about the end result. Just ask them to focus on the clay ending up in a shape that looks like courage – courage can look like anything, so just do something that feels good to you.
- When the body feels ready, they shape a head for their courage – everything is made from the same lump of clay, without taking it apart. So the clay is changing as they go.
- When the head is ready, shape one or more legs.
- When all the parts are ready, you can put finishing touches to the piece.
- Go around and ask each pupil to show and tell what their clay courage looks like. In what way could it function as a figure of strength for you?
- Let the figures dry, and paint them. Let the strength figures become a reminder of courage, the good and important force that we all have inside us.

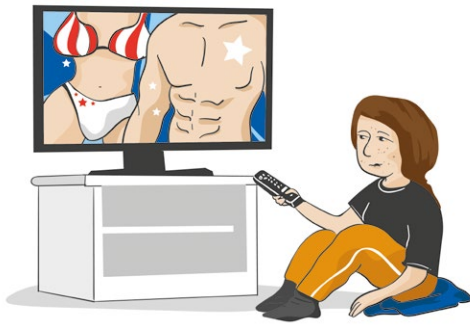
### **NB!**

- The important thing about the exercise is that their hands get to work based on emotion, that they don't plan and complete as they do in many other tasks.



## ■ Sexuality and the Media

75 minutes



The media influence our view of sexuality a lot. Advertisements, articles, music, music videos and films show and enhance stereotypical images of gender, what is sexy, beautiful or valuable. Superficiality and consumption are often portrayed as ways to become successful. But the media also offer knowledge, new points of view, and the opportunity to recognise and question stereotypical views. The media enable contact with others in different ways; via social media, we can find new communication routes, and get in touch with people that we otherwise would not meet. In order to foster good online relationships, we need to talk to children about how to behave online, what to think about in communication, and what to do if you come across inappropriate behaviour. We also want to teach the children to question, and see media content from different points of view. Many adults feel that the children are far too young for subjects like sex and porn, but since many come across porn before their teens, silence around the subject only leads to them partaking of advanced content without understanding, adult support, or any frame of reference. Sex and porn can feel fun, exciting, frightening, and confusing – most children and young people want to discuss it with adults, but few dare to initiate the conversation themselves. Here, we offer a safe and age-appropriate way in to the conversation.

### The goal of the lesson

- The pupils learn about the media, and how to question the stereotypical images of gender and sexuality that are often shown. Opening up for a discussion about porn and why it's not allowed for children.

### Before the lesson

- Ensure that you have sufficient knowledge about media education and age restrictions.

## ■ What Do the Words Mean?

- Time: 25 minutes
- What's needed
  - Six pieces of paper
  - Pens/pencils

### Instructions

- Write headings on the pieces of paper, one per sheet: Media, Sexiness in Ads, Love, Sexuality, Porn, Sexual Violence.
- Divide the pupils into six groups. Give one of the papers to each group.
- Ask the pupils to write down different words on the paper, words that they associate with the heading. They have one minute.
- When time is up, call: 'Stop!', and ask the groups to move clockwise to the next paper. There,

they get another minute to write down what they associate with the word on the paper. Continue like this until all groups have had each of the six papers, and written words on them.

- Collect the papers, and go through one paper at a time.
  - Read out the words that the groups have written, and discuss what the headings mean, and how the words relate to them.
  - Ask where they've learned about the different words from, where does the knowledge they have come from?
  - Ask if they have come across the phenomena in the media.
  - Think about what it is important for 11 – 12-year-olds to know about the headings.
- You can finish by talking about how the media often portray the words in the headings in a stereotypical way, and reflect on why a more diverse image might be good.
- On **page 72**, there are definitions and more information about what you can highlight around the different words. Use as background information, or show to the class.

### **NB!**

- Even if pupils write 'bad' words, read them out. Provocations often contain a wish to know more about it, but many don't dare to ask direct questions about sex-related subjects.
- Porn is something that many pupils have already come across, in spite of their young age. Children and young people often want to talk about sex and porn with adults, but few adults are willing to discuss it. Discussions are needed for children to be able to at all understand what they've seen, and to find out that porn does not reflect real sex. For instance, say that what is shown is exaggerated with special effects, without emotions and communication, perhaps performed by actors. The violence, which is often part of porn, is something that very few people enjoy in real life.

## **■ Porn**

- Time: 10 minutes

### **Instructions**

- Ask the pupils if they know what porn is.
- You can define it as pictures and films about sex, for adults.
- Say that porn is prohibited for people under the age of 18 in some countries. Check what applies where you are.
- Ask if the pupils have thoughts about why there is an age restriction.
- Together, think about why it might be bad for young people to watch porn (e.g. unrealistic, exaggerated, frightening, no emotions or loving relationships, skewed role of women, men and bodies, lack of consent, violence).
- Discuss why porn or thoughts and other things to do with sex might still feel enticing.

### **NB!**

- The subject is relevant for pupils as young as this.
- An open discussion around the subject is important! Simply condemning porn closes the door for an open dialogue. It robs us of opportunities to influence, and may mean that pupils partake of porn uncritically, in secret.

## ■ Music Videos

- Time: 15 minutes
- What's needed
  - Internet connection
  - Three music videos that include both men and women
  - Choose three songs that are popular among the pupils; you can let the pupils come up with suggestions
  - Alternatively, choose from the following songs
    - Robin Thicke - Blurred Lines ft. T.I., Pharrell (Official Music Video):  
[www.youtube.com/watch?v=yyDUC1LUXSU](http://www.youtube.com/watch?v=yyDUC1LUXSU)
    - Luis Fonsi – Despacito ft. Daddy Yankee  
[www.youtube.com/watch?v=kJQP7kiw5Fk](http://www.youtube.com/watch?v=kJQP7kiw5Fk)
    - The Pussycat Dolls – Buttons ft. Snoop Dogg (Official Music Video)  
[www.youtube.com/watch?v=VCLxJd1d84s](http://www.youtube.com/watch?v=VCLxJd1d84s)

### Instructions

- Show clips from the videos to the class. Ask the pupils to think about how the men/boys and women/girls are portrayed in the videos.
- Discuss
  - Did the men and women have similar clothes, or were they different?
  - Were there other differences in appearance?
  - Who, if anyone, showed more bare skin?
  - Did either of the genders or both of them move sexily or with the intention of looking good?
  - Who had an active role, who had a passive role?
  - Did the people in this video remind you of people in your life? What was different and why?
  - Why are men and women often portrayed so differently in music videos?
- Say that in reality, everyone is great just as they are. You don't have to be sexy, dress provocatively, or follow stereotypical views of how boys and girls are expected to be – quite the opposite, diversity is an asset. It's important to respect everyone for who they are.

## ■ Age Restrictions for Films, Games and TV

- Time: 10 minutes
- What's needed
  - Smartphones, tablets or computers for the pupils

### Instructions

- Ask the pupils to search for information online about age restrictions for films, games or TV.
- Ask them to think about:
  - Why are there age restrictions, and why is it important to follow them?
  - What age restrictions do your favourite films/games/programmes have?
  - What age restrictions do social media (such as Instagram, Snapchat, Facebook, WhatsApp, YouTube) have?
- o Why do you think those age restrictions have been set?

## ■ Rules for Social Media

- Time: 15 minutes
- What's needed
  - A paper where the rules are written down and then hung up (tape/Blu Tack) in the classroom

### **Instruktioner:**

- In pairs, the pupils get to think about how to behave online if you come across something frightening, mean, or unsuitable.
- Go through the comments from the class, and agree on rules for what to do.
- Then, think about how to behave to contribute to a positive climate where everyone feels ok online, and what rules you can write down for that.

## ■ Gender Norms and Harassment

45 minutes



Being subjected to groping, offensive comments or staring is not nice, but unfortunately common, even among young people. The facts that many pupils say that they're unsure where the boundaries are, and that offensive behaviour can sometimes be explained away with reference to 'boys will be boys', increase the need to raise the subject. We need to talk about where the boundaries are, how it feels to be a victim, and what to do if someone violates your integrity. Paying attention to norms around gender, and how people are expected to behave may help you to question damaging sides of it, like

the idea that girls in revealing clothes only have themselves to blame if they are subjected, or the idea that boys are not subjected to sexual harassment.

### The goal of the lesson

- Highlighting everyday situations where boundaries are crossed, and stimulating thoughts around how victims, perpetrators and others see the situation. Repeat rules concerning boundaries, and what to do if someone infringes on them.

## ■ Role Play About Harassment

- Time: 30 minutes
- What's needed
  - Texts.
  - Space to perform a drama

### Instructions

- Say that you will be dramatising two different situations, and ask for seven volunteers to play the roles.
- Alternatively, you can ask the pupils to read the texts to themselves.
- Afterwards, remind them of the swimwear model on [page 18](#), and that you mustn't touch, stare at, or comment on the areas covered by swimwear without permission.

### NB!

- If you choose to dramatised the exercise, it's important that the pupils who play the roles are volunteers, and that the situation feels safe. Remind them that it's theatre, that the roles don't have anything to do with the actors' personalities or views.

## Role Play 1

**Situation:** During break-time, a couple of boys sit, commenting on people passing by.

- Mike: Making comments about the people passing by.  
Jakob: Doesn't like Mike's comments, but doesn't dare to object.  
Ellen: Passes the boys, hoping that they won't shout anything to her.  
Jessie: Walking along with Ellen.

### Drama

- Mike: (Pointing to Ellen) Check out the hottie!  
Jakob: Yeah...  
Mike: Nice boobs!  
Ellen: (Looking at the boys and sighing) Gosh.  
Jessie: (Looking away, pretending not to notice.)  
Jakob: What's wrong with you? Are you angry cause you're on your period, or what?  
Mike: Hey, Bloody Mary! Smile for us...

### Questions for the actors, who should answer based on what they think their characters thought

- Ellen: What did the comments feel like for you? Why didn't you say anything?  
Jessie: What did it feel like for you? Why did you pretend not to hear? Why didn't you stand up for Ellen, and say something to Mike and Jakob?  
Jakob: Did you think that Mike's comments felt good? If not, why didn't you say something?  
Mike: Why did you make the comments you did? What do you think it felt like for Ellen? Do you think you did anything wrong?

Everyone in the class thinks about how you could get a better end to the situation. What could happen next? What could Ellen, Jessie, Mike and Jakob do or say next?

You can also choose just to discuss it, or perform a continuation of the drama. Think about how it would work if the situation was real, what do you think would happen next?

## Role Play 2

**Situation: The girls are sitting and talking to each other during the break. Henry passes them on his way to the changing room.**

Samira: Only dates athletes. She's popular at school.

Mia: Samira's best friend, she's always up for her antics.

Tina: Friends with Mia and Samira, but doesn't always think they are nice.

Henry: Hates Samira because she's always doing and saying things to ridicule, bully and tease.

### Drama

Samira: We'll go watch the basketball game between the schools today, right?

Mia: Yes. Should we watch the game, or any particular person on the court?

Samira: Both. The players are really cool, skilled, and have big muscles. (Keeps talking even though Henry passes.) Not like guys who are lanky flagpoles, who fall over with the slightest breeze. Pathetic!!!

Tina: Samira, stop it...

Samira: (With a loud voice) Some boys are such sissies, you know...

Mia: You mean, like, homo?

Tina: (Falls silent and looks at Henry with compassion.)

Henry: Walks faster past the girls, without saying anything.

### Questions for the actors, who answer based on what they think their characters thought

Henry: How did the comments feel? Why did you just pass without saying anything?

Tina: Did you think that the comments were good? If not, why didn't you get involved and support Henry?

Mia: Do you think Samira did anything wrong? Did you feel that you have to agree with her because you're best friends?

Samira: Why did you say things like that in front of Henry? How do you think he felt? What do you think Tina thought?

Everyone in the class thinks about how you could get a better end to the situation.

What could happen next? What could Samira, Tina, Mia and Henry do or say next?

You can also choose just to discuss it, or perform a continuation of the drama.

Think about how it would work if the situation was real, what do you think would happen next?

What did it feel like to watch the drama for the class? What emotions came up?

Could the situation have happened for real?

## ■ Boundaries Repetition

- Time: 15 minutes
- What's needed
  - The lesson plan for years 1 –2 on page 18 includes the Confidence-Building chapter, where you can read more

### **Instructions**

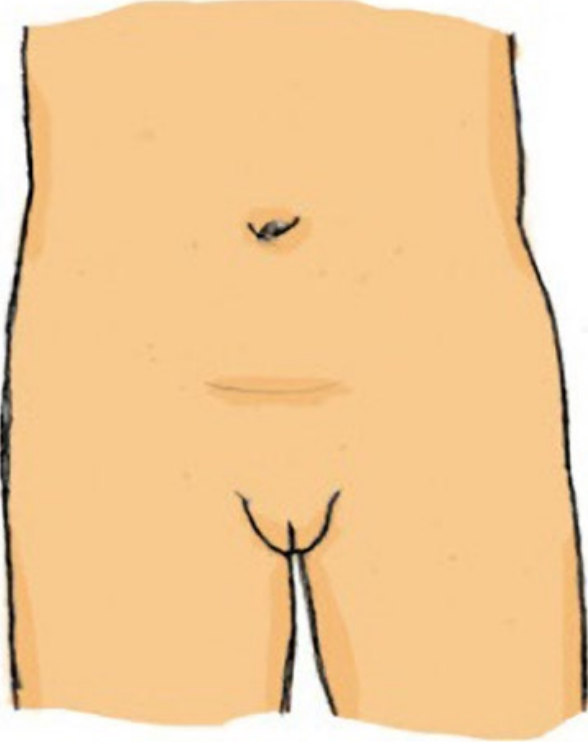
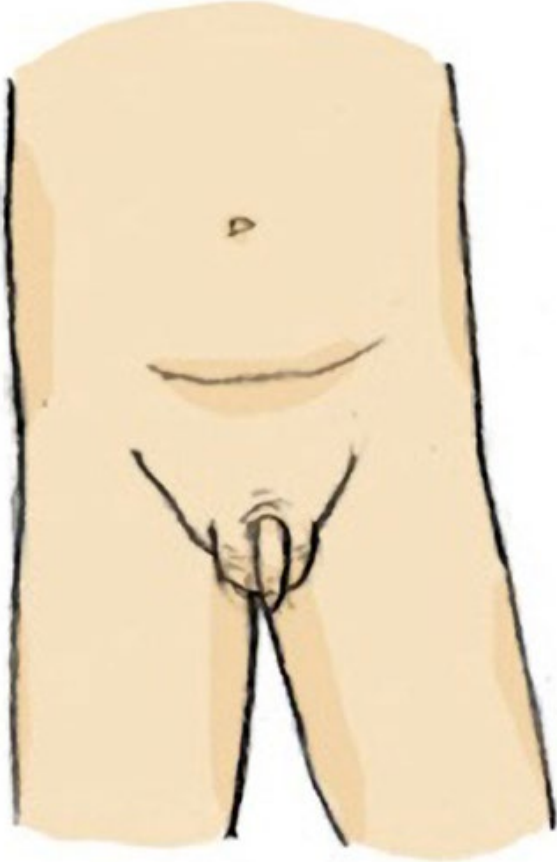
- Repeat the swimwear model.
  - What places is nobody allowed to touch without permission?
  - Are there other rules if your boyfriend/girlfriend, a parent or teacher wants to touch you there?
  - Point out that the same applies with invasive looks or comments.
  - You're not allowed to film or photograph these body parts, just like you're not allowed to share pictures that someone else has taken and sent to you.
  - Touching other body parts isn't ok either if the person who is touched doesn't want to be touched or doesn't like it.
- Repeat action plan 1–2–3.
  - What should you do if someone touches you in a way you don't want, or stares or makes comments?
  - Who can you talk to if that happens?
- Bring up the importance of asking if it's ok before you touch others in a more intimate way – for instance: 'May I give you a hug?'

### **NB!**

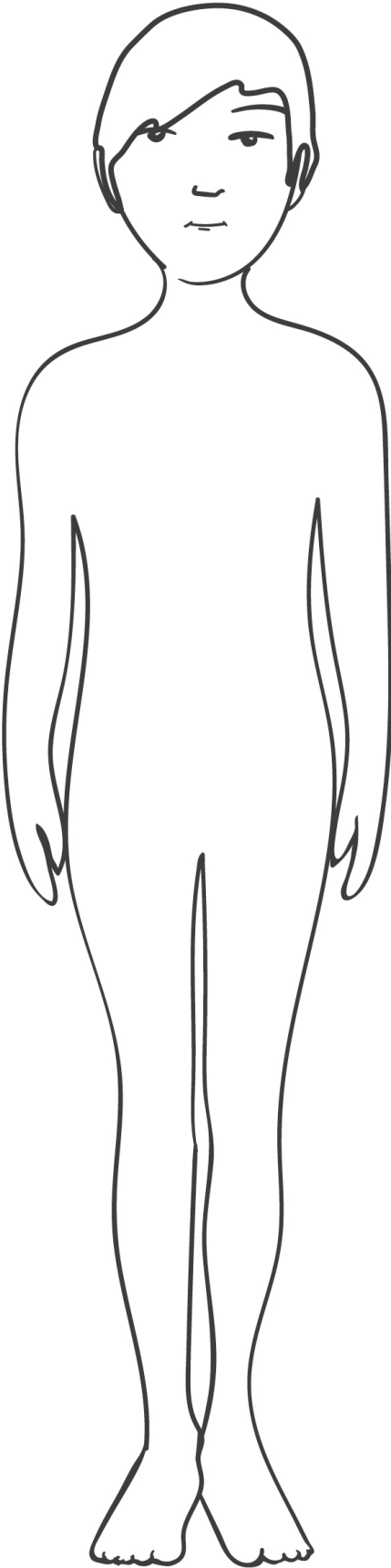
- It's important to say that it's never your own fault if someone touches you in intimate places, stares, or makes comments.
- Unfortunately, many people still feel ashamed, and struggle to talk about it, but the more openly we talk about it, the easier it becomes for everyone, both to know where the boundaries are, and to talk about it if it happens to you.



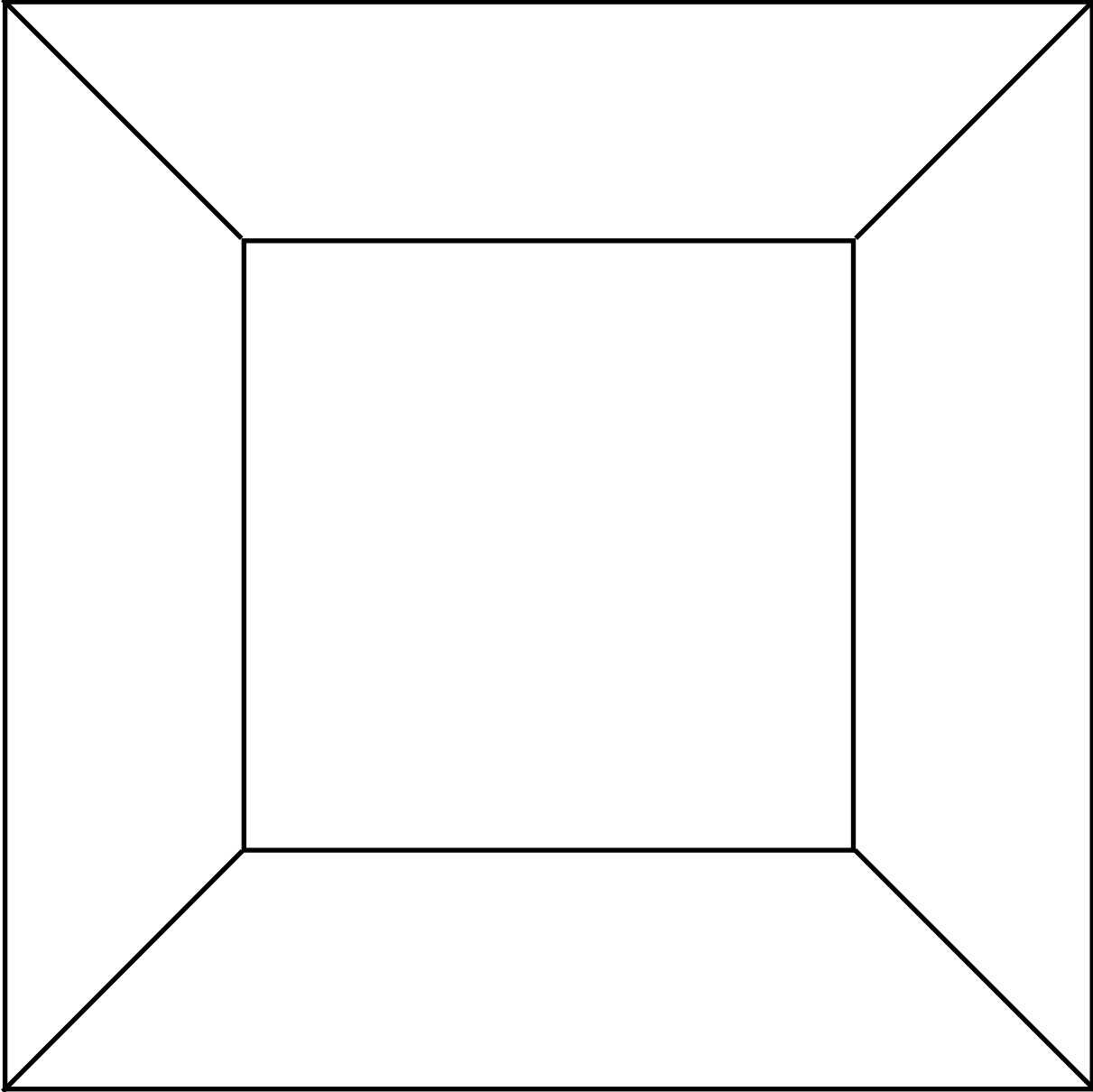
■ Fannies and Willies – for the task on page 13



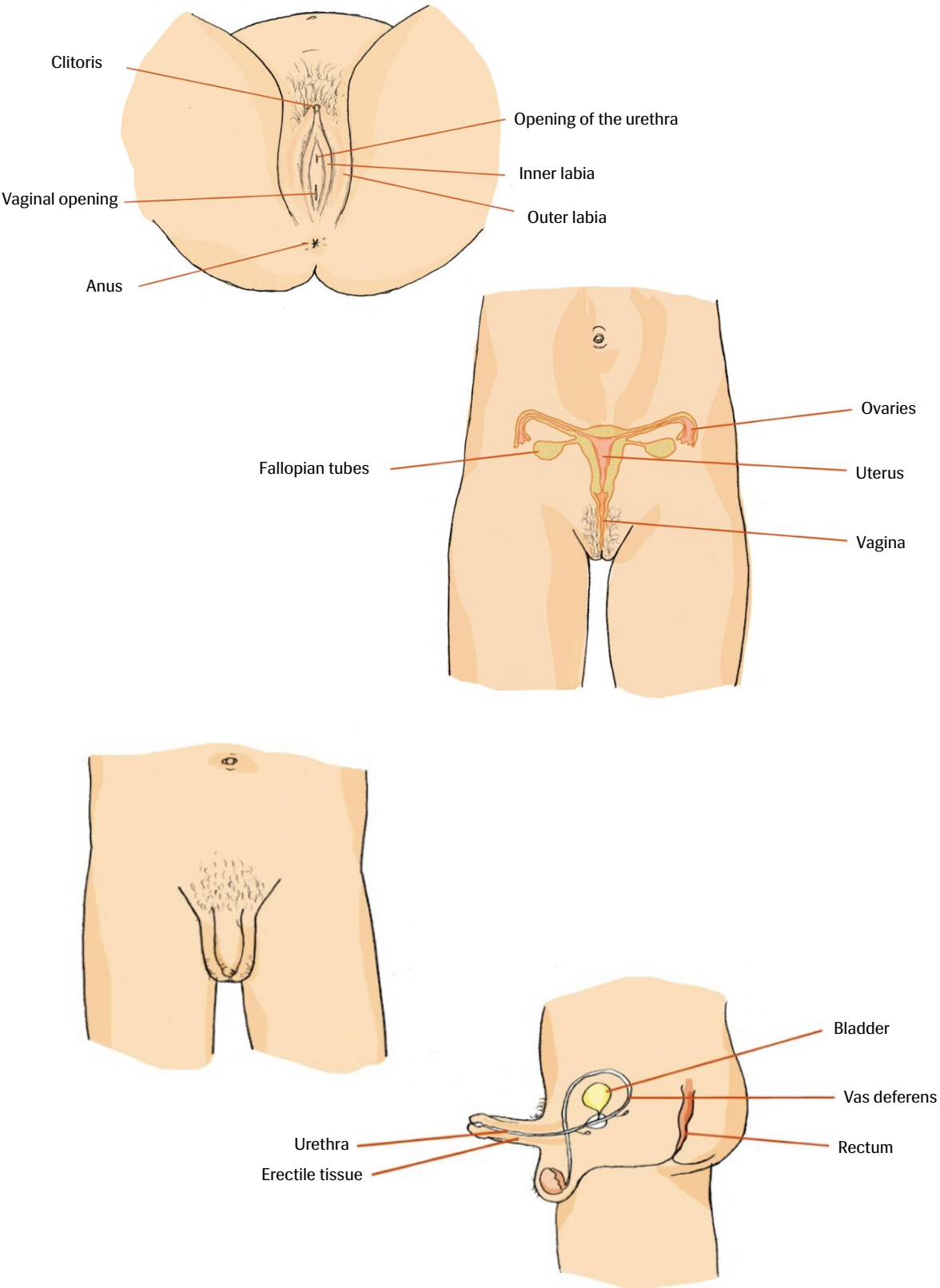
■ Draw and Discuss Where People Are Allowed to Touch You – for the task on page 18



■ We're Both Similar and Different – for the task on page 30



■ Appearance and Function – for the task on page 43



■ Draw a Line to the Right Word – for the task on page 44

The vagina's way to keep clean. When it starts, during puberty, girls will notice that they get white or yellow stains in their pants.	Clitoris
The most sensitive part of the willie.	Fanny
Is inside the scrotum. Sperm start being made there when the person becomes sexually mature.	Ejaculation
The most sensitive part of the fanny.	Testicle
Part of the fanny, where a baby can grow once you're older/sexually mature/an adult.	Glans
Blood starts coming from the fanny, as a sign that the person is sexually mature.	Discharge
One to two teaspoons of liquid start coming from the willie, as a sign that the person is sexually mature.	Period
Can be called pussy, foof, peepee, hoo-haa, kitty or flower.	Willie
Can be called cock, dick, weewee, winkle, doodle or johnson.	Uterus

## ■ Word Definitions

### MEDIA

General word for mass media, such as TV, online TV, radio, newspapers, advertising, mailings, emails, social media, films, images, internet, etc.

### SEXINESS IN ADVERTISING

- Some things are perceived as sexy – different things in different cultures.
- The same beauty ideals are shown again and again, as if everything beautiful was similar.
- May make you feel pressured to look a certain way.
- May give you a very narrow image of what is sexy.
- Creates stereotypical images of what men and women are, and are expected to be.
- At the moment, our society considers the following things sexy: youth, slimness, curves, big breasts in women, muscles in men, tight clothes, short skirts, high-heeled shoes, underwear of well-known brand names peeking up over trousers, certain smells, hairstyles, etc.

### LOVE

Comes in many different shapes:

- Romantic love
- Love between friends
- Parents' love to their children and vice versa
- Love to your country, art, animals, or a hobby
- Love to your neighbour
- Love to your family and extended family
- Agape – loving people unconditionally, or love to or from God
- Loving yourself

### SEXUALITY

An important part of being human; it's with us our whole lives. Sexuality includes:

- Gender and gender identity (defining yourself as a boy, girl, or something else)
- Gender roles (what you're like as a boy/girl/other gender, such as characteristics, appearance, interests, behaviour)
- Sexual orientation: homo-, bi-, hetero-, and asexual (who you fall in love with: boys/girls/everybody/nobody)
- Love and relationships
- The need for tenderness, intimacy and bodily contact
- Sex and having children

## PORN

- Images, texts and films about sex that are made as entertainment for adults.
- Porn is only allowed for adults (over 18 years).
- It's photographed/recorded fantasies that don't show sex the way it really is at all. Porn is exaggerated, and often shows things that people wouldn't like or feel at all good doing in reality.
- It can feel frightening, unpleasant, exciting or arousing to come across porn.
- It's good to talk about it with an adult that you trust, especially if coming across porn gives rise to strong emotions or anxiety. It can help you to understand what you've seen, calm you down, and make you feel better.

## SEXUAL VIOLENCE

- Touching someone or forcing them to touch you in the areas covered by swimwear.
- Photographing or recording the areas without permission, and sharing such images without permission.
- Being forced or pressured into, or forcing or pressuring someone into, having any form of sex.
- Forcing or pressuring someone into sex or nudes (including web camera), using threats or blackmail.
- Having sex with children, even enticing a child to agree to it. The age of consent, set at 16 (Finland), states that adults are not allowed to have sex with children who are younger than that.

■ What Do the Words Mean? – for the task on page 57

<b>Having fun</b>	<b>Making demands</b>	<b>Pressure</b>	<b>Anger</b>
<b>Kindness</b>	<b>Envy</b>	<b>Jealousy</b>	<b>Attention</b>
<b>Talking to each other</b>	<b>Encouragement</b>	<b>Talking about everything</b>	<b>Joy</b>
<b>Aggression</b>	<b>Violence</b>	<b>Safety</b>	<b>Intimacy</b>
<b>Tenderness</b>	<b>Love</b>	<b>Arguments</b>	<b>Appreciation</b>
<b>Humour</b>	<b>Laughter</b>	<b>Respect</b>	<b>Deciding for the other person</b>
<b>Insecurity</b>	<b>Politeness</b>	<b>Patience</b>	<b>Togetherness</b>
<b>Friendship</b>	<b>Friendliness</b>	<b>Touch</b>	<b>Hitting</b>
<b>Both people making decisions</b>	<b>Only socialising with each other</b>	<b>Honesty</b>	<b>Holding hands</b>
<b>Hugs</b>	<b>Kisses</b>	<b>Sex</b>	<b>Longing</b>
<b>Irritation</b>	<b>Fear</b>	<b>Seeing each other every day</b>	<b>Meanness</b>





# Willie & Fanny

