



CHILD SEXUAL
ABUSE PREVENTION
AND EDUCATION

WP2 | Evidence based sexual education

D2.1 | Training package and Annexes



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Introduction

The present training package is addressed to you as a professional working with children. It aims at making you aware of and able to address the topic of child sexual abuse with children and to support the children in acquiring awareness, skills and knowledge of their bodies, emotions, boundaries and consent. It is comprised of five modules, named: ***“What do you know about sexual rights?”***, ***“Human body”***, ***“Emotional and Communication Skills”***, ***“Boundaries and consent”***, ***“Protection of children from sexual abuse”***. Each module further consists of three units, which focus on specific issues. In modules’ units, you can find activities for children 5-8 years old and 9-11 years old on the topics covered, which you can implement in your class. Having taken into account the school programme, the duration of each activity is 45 minutes. Additionally to the activities, each unit also contains clear and detailed instructions to guide you in their implementation, as well as some key information that is important to keep in mind when applying them. It is not obligatory to implement the activities in order. Each module and its activities are autonomous but each of them contributes to a more holistic approach of the subject.

It is developed in the context of the CSAPE (Child Sexual Abuse Prevention and Education) 2022-2024, a two-year project funded by the European Internal Security Fund (ISF) in which five European countries collaborate: Finland, Iceland, Greece, Albania and Bosnia-Herzegovina with the overall objective to improve the prevention of child sexual abuse.

Tips for the facilitators

- ❖ Avoid teaching the activities just before weekends, holidays or vacations in case the children have further questions to ask.
- ❖ Schedule the activities before a free period such as lunch or recess, so that children will have an opportunity to talk to you privately.
- ❖ Keep in mind that the 5-6-year-old children find it hard to concentrate for long periods of time, like 45 minutes. If that is the case with your group, you can leave some tasks or use less time to conduct the activities, if it looks like the children cannot concentrate anymore.
- ❖ If you have extra time, or if the children seem upset, take an extra few minutes to invite the children to a relaxation moment/relaxed breathing exercise (close your eyes, breathe through your nose, fill your tummy with air, release slowly through your mouth. Repeat 8 times). After that, explain children that games about feelings can be upsetting sometimes and ask children that if any of them is feeling upset, to come to you to talk about it.
- ❖ Be prepared for stereotypes, negative comments, nicknames and how to face these situations. Intervene immediately, children learn from the adults' response to the situation.
- ❖ During the activities, pay particular attention to children who act out, ignore the subject or ask specific questions. You may want to speak to these children privately.

- ❖ Acknowledge possible embarrassment. Share that “many people are uncomfortable discussing sexual issues and that is OK. However, the only way we can stop sexual abuse is to talk about it”.
- ❖ Help children to believe in themselves and to trust their feelings.
- ❖ Regarding Module 3, you can use comments on sexuality, liking, romance, etc., to open conversations around the topics covered there, which help knowledge, skills and attitudes built from Modules 1 and 2 to this one.
- ❖ Sources for further reading of online safety tips for children may be found in the supporting material of Module 4.
- ❖ Age-appropriate information about body and its functions

5-6-year-olds	<ul style="list-style-type: none"> • Names of all body parts and their functions, including sexual and reproductive organs • All bodies are unique and look different and everyone should respect one’s own and other’s bodies • Being interested in one’s own body is common and ok
6-9-year-olds	<ul style="list-style-type: none"> • Differences in biological female and male bodies, including sexual and reproductive organs • Body changes and individual body development, including menstruation and ejaculation
9-11-year-olds	<ul style="list-style-type: none"> • Early changes in puberty • Body hygiene; including menstruation and ejaculation • Internal and external sexual and reproductive organs and their functions

(WHO Regional Office for Europe and BZgA, 2010, UNESCO, 2018)

- ❖ Age-appropriate information about puberty

(WHO Regional Office for Europe and BZgA, 2010, UNESCO, 2018)

5-6-year-olds	<ul style="list-style-type: none"> • Everyone’s body is different • Difference in bodies and development when growing up - basic knowledge about puberty • Growing up involves many physical changes in one’s body • Puberty is a normal and healthy part of growing up
6-9-year-olds	<ul style="list-style-type: none"> • Individual body development • Changes in the body during puberty • Basic knowledge about menstruation, erections, and ejaculation
9-11-year-olds	<ul style="list-style-type: none"> • Knowledge about the major physical changes that take place during puberty • The process of puberty • Maturation of the sexual and reproductive system <ul style="list-style-type: none"> ○ Menstrual cycle ○ Physical symptoms and feelings biological girls may have during menstruation ○ Erections due to arousal or no particular reason and release of fluids at night (‘wet dreams’) and this being a normal part of puberty
5-6-year-olds	<ul style="list-style-type: none"> • Feeling good and closeness to others is natural • Feeling good in one’s own body is natural • Sexual feelings such as closeness, enjoyment, and excitement are part of other natural feelings • Emotions are felt in the body in various ways
6-9-year-olds	<ul style="list-style-type: none"> • Feelings, enjoyment, and pleasure, when touching one’s own body
9-11-year-olds	<ul style="list-style-type: none"> • Having feelings of pleasure from physical contact (e.g., hugging, caressing, kissing, or having sexual contact with others) is natural • Feeling good in one’s body is a healthy part of being a human • Sexuality is a positive and healthy part of people’s lives from birth till adulthood • It is ok to be curious about emotions, bodily feelings, and sexuality

❖ Age-appropriate information about positive sexuality

(WHO Regional Office for Europe and BZgA, 2010, UNESCO, 2018)

❖ What to teach children about emotions. In the following table, you can explore more details about information, skills and attitudes, related to emotions that

need to be developed in children, according to WHO Standards for Sexuality Education.

Age group	Information	Skills	Attitudes
4-6-year-olds	<ul style="list-style-type: none"> • jealousy, anger, aggression, disappointment • friendship and love towards people of the same sex • <i>the difference between friendship and love</i> • <i>secret loves, first love (infatuations and 'crushes', unrequited love)</i> 	<ul style="list-style-type: none"> • manage disappointments • <i>express and communicate own emotions, wishes and needs</i> • <u>manage their own and others' need for privacy</u> • <u>name own feelings adequately</u> 	<ul style="list-style-type: none"> • the acceptance that feelings of love (as a part of all emotions) are natural • <u>the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)</u>
6-9-year-olds	<ul style="list-style-type: none"> • the difference between friendship, love and lust • <i>jealousy, anger, aggression, disappointment</i> • <u>friendship and love towards people of the same sex</u> • <u>secret loves, first love (infatuations and 'crushes', unrequited love)</u> 	<ul style="list-style-type: none"> • <i>express and communicate emotions, own wishes and needs</i> • <i>manage disappointments</i> • <u>name own feelings adequately</u> • <u>manage their own and others' need for privacy</u> 	<ul style="list-style-type: none"> • the acceptance that feelings of love (as a part of all emotions) are natural • <i>the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)</i>
9-12-year-olds	<ul style="list-style-type: none"> • different emotions, 	<ul style="list-style-type: none"> • express and recognise various 	<ul style="list-style-type: none"> • an understanding of emotions and

	<p>e.g., curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy</p> <ul style="list-style-type: none"> • differences in individual needs for intimacy and privacy • the difference between friendship, love and lust • friendship and love towards people of the same sex 	<p>emotions in themselves and others</p> <ul style="list-style-type: none"> • express needs, wishes and boundaries and respect those of others • manage disappointments 	<p>values (e.g. not feeling ashamed or guilty about sexual feelings or desires), respect for the privacy of others</p>
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(WHO Regional Office for Europe and BZgA, 2010)

* Main topic (new) – **Bold**; main topic (consolidation) – ***Bold Italic***; additional topic (new) – Underlined; additional topic (consolidation) – *Underlined Italic*.

Modules

Module 1: What do you know about sexual rights?

Aim of the module

This Module provides you with activities for children aged 5 to 11 years old that aimed at informing them about sexual rights. It consists of three topics, named: *“An introduction to sexual rights”*, *“Social and cultural determinants of sexuality”* and *“Gender and sexual diversity”*. Each topic, additionally to the activities, also contains clear and detailed instructions to guide you in their implementation, as well as some key information that is important to keep in mind when applying them.

Learning objectives of the module

Upon completion of this module, you will be able to teach children to:

- **Acknowledge and recognise** sexual rights
- **Connect** the application of sexual rights to everyday situations
- **Acquire** skills and tools to respect their own and others' sexual rights
- **Understand** the relationship between human and sexual rights
- **Recognise and become aware of** their own wrong and right beliefs related to sexuality
- **Reconsider and reconstruct** beliefs related to sexuality
- **Learn and acquire** additional knowledge about sexuality
- **Recognise** dominant stereotypes and prejudices related to gender identities in one's own context
- **Recognise** the individual differences that exist between all children
- **Start with** critical reflections related to gender identity
- **Develop** tolerance and understanding towards gender diversity

- **Practise and develop** empathy, understanding and acceptance towards sexual diversity.
- **Learn** how to provide adequate support to people who are going through crisis situations associated with stigma, shame and guilt related to different sexual identities
- **Learn** to distinguish gender from sex
- **Raise** awareness on the diversity of gender and sexual identities

Unit 1: An introduction to sexual rights

Key information

Education in human and sexual rights is an integral part of modern pedagogy all with the aim of creating a democratic society that is based on the promotion of equality and respect for diversity (Council of Europe 2020). Sexual rights are human rights related to sexuality. Sexual rights are constituted by a “set of entitlements related to sexuality that emanate from the rights to freedom, equality, privacy, autonomy, integrity and dignity of all people” (IPPF, 2008, vi). The protection and respect of the sexual rights of each individual are a necessary prerequisite for a healthy, functional, fulfilling and productive life, general well-being and health. The full development of sexuality depends on the satisfaction of basic human needs such as: the desire for contact, intimacy, emotional expression, pleasure, tenderness and love.

The basic prerequisites for children and young people to be timely and in the best way protected and spared from sexual abuse is that they are aware of sexual rights and that they are encouraged to develop a healthy, functional, developmentally, socially and culturally adapted sexuality.

In May 2008, the International Planned Parenthood Federation (IPPF) adopted “Sexual Rights: An IPPF Declaration” in which affirms that sexual rights are human rights related to sexuality. The ten sexual rights are:

- ❖ Article 1. Right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender. All human beings are

born free and equal in dignity and rights and must enjoy the equal protection of the law against discrimination based on their sexuality, sex or gender.

- ❖ Article 2. The right to participation for all persons, regardless of sex, sexuality or gender. All persons are entitled to an environment that enables active, free and meaningful participation in and contribution to all aspects of life.
- ❖ Article 3. The rights to life, liberty, security of the person and bodily integrity. All persons have the right to life, liberty and to be free of torture and cruel, inhuman and degrading treatment on account of sex, age, gender, gender identity, sexual orientation, marital status and HIV/AIDS status and shall have the right to exercise their sexuality free of violence.
- ❖ Article 4. Right to privacy. All persons have the right to privacy which is essential to the exercise of sexual and gender autonomy.
- ❖ Article 5. Right to personal autonomy and recognition before the law. All persons have the right to be recognised before the law on matters related to sexuality, within a framework of non-discrimination and with due regard to the rights of others and to the evolving capacity of children.
- ❖ Article 6. Right to freedom of thought, opinion and expression; right to association. All persons have the right to exercise freedom of thought, opinion and expression regarding ideas on sexuality, sexual orientation, gender identity and sexual rights, without limitations based on dominant cultural beliefs or political ideology.
- ❖ Article 7. Right to health and to the benefits of scientific progress. All persons have a right to the enjoyment of the highest attainable standard of physical and mental health.-
- ❖ Article 8. Right to education and information. All persons, without discrimination, have the right to education and information generally and to comprehensive sexuality education.
- ❖ Article 9. Right to choose whether or not to marry and to found and plan a family, and to decide whether or not, how and when, to have children. All persons have the right to choose whether or not to marry, whether or not to found and plan a family, when to have children and to decide the number and spacing of their children freely and responsibly, within an environment in which

laws and policies recognise the diversity of family forms as including those not defined by descent or marriage.

- ❖ Article 10. Right to accountability and redress. All persons have the right to effective, adequate, accessible and appropriate educative, legislative, judicial and other measures that enable respect for all sexual rights. (IPPF, 2008.)

Activities

Activity 1

Activity Title	<i>I know my rights (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Acknowledge and recognise sexual rights</i> ❖ <i>Connect the application of sexual rights to everyday situations</i> ❖ <i>Acquire skills and tools to respect their own and others' sexual rights</i>
Materials	- <i>Sexual rights cards (Annex 1 of Module 1)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain to the children that the aim of the activity is to introduce them to sexual rights. You can start the activity with questions, such as: “Do you know what it means to have a right?”, “Have you heard of a right before?”, “Have you heard about any of your (children's) rights?”, “What do you think it could be?”. Briefly explain the concept of rights to the children: “People have written a set of rules that make all people and children equal. Human rights are like special rules that are supposed to apply to every single person in the world, no matter where they live or who they are. These rules are there to make sure that everyone is treated with kindness, fairness and respect. When we talk about sexual rights as a part of human rights, we mean that people have the right to make</i>

choices about their own bodies and who they want to be with in a loving and respectful way. It's about being able to say "yes" or "no" to things that make you comfortable or uncomfortable when it comes to your body and feelings. These rights are important because they protect our personal space and help us stay safe and happy. It's like saying that we all deserve to be treated nicely, no matter who we are or who we love. So, human rights and sexual rights go hand in hand to make sure that everyone is treated fairly, kindly, and with respect when it comes to their bodies and feelings". Explain to them that they are rights that enable them to be protected, respected and recognised regardless of their gender, where they live, what kind of family they want when they grow up. (10 minutes)

- ❖ *Main activity. Cut out the individual statements, sexual rights cards, from the table in Annex 1 of Module 1. Place them on a table, work surface or floor with the text facing down and mix them well. From the stack placed on the table, take out one and read one slip/statement at a time. After you have read the card aloud to the children, ask them to show you whether they agree or disagree with what is written. In case they agree, they show their thumb up (by raising their hand above their head) and in case they disagree, their thumb goes down. In case they have a question related to what you have read or if something is not clear to them or have any doubts, they should place their thumb horizontally. In that case, stop and clarify with the children what they do not understand. Repeat the process for all prepared cards. (25 minutes)*

	<ul style="list-style-type: none"> ❖ <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity and asking them: a. What did you learn about rights today?, b. Why do you believe that it is important to learn and understand sexual rights?, c. In what way can it help you, now, while you are growing up and in your future?, d. Did you like the activity?, e. Did anything surprise you and if yes, what? (10 minutes)</i>
Tips for facilitators	<ul style="list-style-type: none"> - <i>Have the children sit in a semi-circle in front of you so that you can clearly see each child in the group.</i> - <i>Emphasise that there are no right or wrong answers and that you will answer their doubts or questions.</i> - <i>Use the number of cards you have at your disposal, if you linger longer on some explanations, you can use the remaining cards another time.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision “Power of Family” - Tanja Tankosić Girt</i>

Activity 2

Activity Title	<i>I know my rights (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Acknowledge and recognise sexual rights</i> ❖ <i>Connect the application of sexual rights to everyday situations</i> ❖ <i>Acquire skills and tools to respect their own and others' sexual rights</i>
Materials	<ul style="list-style-type: none"> - <i>Sexual rights cards (Annex 1 of Module 1)</i>

<p>Instructions</p>	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain to the children that the aim of the activity is to introduce them to sexual rights. You can start the activity with questions: Do you know what it means to have a right? Have you heard of a right before? Have you heard about any of your (children's) rights? What do you think it could be? Briefly explain the concept of rights to the children: "People have written a set of rules that make all people and children equal. Human rights are like special rules that are supposed to apply to every single person in the world, no matter where they live or who they are. These rules are there to make sure that everyone is treated with kindness, fairness and respect. When we talk about sexual rights as part of human rights, we mean that people have the right to make choices about their own bodies and who they want to be with in a loving and respectful way. It's about being able to say "yes" or "no" to things that make you comfortable or uncomfortable when it comes to your body and feelings. These rights are important because they protect our personal space and help us stay safe and happy. It's like saying that we all deserve to be treated nicely, no matter who we are or who we love. So, human rights and sexual rights go hand in hand to make sure that everyone is treated fairly, kindly, and with respect when it comes to their bodies and feelings". Explain to children that they are rights that enable them to be protected, respected, recognised regardless of their gender, where they live, what kind of family they want when they grow up. (10 minutes)</i> ❖ <i>Main activity. Before the scheduled activity, write statements No. 1, 3, 7, 10, 11 and 20 found in Annex 1 of Module 1 on the one side of the school board or flip chart</i>
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and the questions listed below in the second part of school board or flipchart. Divide the whole group of children into smaller groups of 3-4 children (you can add more statements that you estimate may be relevant for the specific group of children with whom you are performing the activity depending on the size of the group you are working with). The number of smaller groups should be the same as the number of statements you have chosen for this activity. Label each small group with a name; you can take inspiration, for example, from animals, colours, superheroes (children can also choose the name for their group). Explain to them that each of the groups will have the same task but a different topic. Assign one statement from Annex 1 of Module 1 to each of the small groups. Make sure that each small group gets a different one and that there is an equal number of statements on rights and obligations/responsibilities. After each small group has been assigned one of the statements, ask the children to answer the following questions:

- How/in what way do you understand this sentence that I just read?*
- Who can and should help you understand it better?*
- Who do you need and can help to ensure that your rights are respected?*
- Let the children explain how they understand it!*

Small groups give answers, one by one. After each statement is read, ask the small group to whom you have assigned that statement to try to answer the questions. Encourage conversation on the topic, and do not insist on correct answers. It is important that you get

	<p><i>an insight into how children understand and experience sexual rights. (30 minutes)</i></p> <p>❖ <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity and asking them: a. What did you learn about rights today? b. Why do you believe that it is important to learn and understand sexual rights? c. In what way can it help you, now, while you are growing up and in your future? d. Did you like the activity? e. Did anything surprise you and if yes what? (5 minutes)</i></p>
Tips for facilitators	<ul style="list-style-type: none"> - <i>You can choose other statements from Annex 1 of Module 1 that you recognise as important.</i> - <i>Do not choose more than 6-7 statements so that you have enough time to discuss each one with the children.</i> - <i>The goal of the activity is for children to begin to understand, recognise and connect sexual rights with everyday situations. Do not insist on correct answers if you notice that the children do not understand something.</i> - <i>Try to make sure that the statements you choose reflect equal numbers of rights and obligations/responsibilities.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision “Power of Family” – Tanja Tankosić Girt</i>

Activity 3

Activity Title	<i>I know my rights and my responsibilities (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon completion of this activity, children will be able to:</i>

	<ul style="list-style-type: none"> ❖ <i>Acknowledge and recognise sexual rights</i> ❖ <i>Connect the application of sexual rights to everyday situations</i> ❖ <i>Acquire skills and tools to respect their own and others' sexual rights</i> ❖ <i>Understand the relationship between human and sexual rights</i>
Materials	- <i>Child friendly list of sexual rights (Annex 2 of Module 1)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Introduce the children to the concept of sexual and human rights. You can use this explanation: "Human rights are like special rules that are supposed to apply to every single person in the world, no matter where they live or who they are. These rules are there to make sure that everyone is treated with kindness, fairness and respect. When we talk about sexual rights as part of human rights, we mean that people have the right to make choices about their own bodies and who they want to be with in a loving and respectful way. It's about being able to say "yes" or "no" to things that make you comfortable or uncomfortable when it comes to your body and feelings. These rights are important because they protect our personal space and help us stay safe and happy. It's like saying that we all deserve to be treated nicely, no matter who we are or who we love. So, human rights and sexual rights go hand in hand to make sure that everyone is treated fairly, kindly, and with respect when it comes to their bodies and feelings". Ask them if they already know anything about it and if they know what they know. Lead the children to a conversation in the direction of increased risks and negative consequences in case of non-respect of sexual rights (for example: If someone touches you in a way</i>

	<p><i>that you are not comfortable with, you may feel scared, embarrassed or they may physically hurt you. If we mock or avoid someone just because they look different, that child can be very sad and upset). (10 minutes)</i></p> <p>❖ <i>Main Activity. Part 1. Put the child friendly list of sexual rights (Annex 2 of Module 1) in a visible place. Divide the children into groups so that each group gets the task of studying and explaining 2-3 sexual rights. Each group has the task of trying to answer the following questions (you can adjust the questions according to your assessment). Also, write the questions for the first and second parts of activity in a visible place so that the children can clearly see the questions while working in small groups:</i></p> <ul style="list-style-type: none"> - <i>What does this right mean for you, your life, your future?</i> - <i>Consider what would happen if this right were not respected. Come up with an example and point out the consequences for you in the present and future.</i> - <i>What would you do if this right was violated? What are your options? (15 minutes)</i> <p>❖ <i>Part 2. Children stay in their groups and each group chooses one of the rights that it considers to be particularly important to them at this stage of life. Questions for working in small groups:</i></p> <ul style="list-style-type: none"> - <i>What is the reason that you chose that special right?</i> - <i>Are your sexual rights different from the sexual rights of adults? Why?</i> - <i>Why is it said that you, young people, need to be additionally protected? (15 minutes)</i> <p>❖ <i>Proceed with the debriefing, asking children: a. What can you do to ensure that your rights are respected? b. How do</i></p>
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	<i>we protect our sexual rights? c. How do we respect the sexual rights of others? (5 minutes)</i>
Tips for facilitators	<ul style="list-style-type: none"> - <i>Adjust the questions for working in groups (for both activities) to the time available, the children's capacities, and help them by example if you notice that something is more difficult for them.</i> - <i>You can print the rights, individually, on separate pieces of paper, and let groups of children draw the slips with the rights and thus ensure that each group gets different ones.</i>
Handouts	- <i>Child friendly list of Sexual rights (Annex 2 of Module 1)</i>
Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision "Power of Family"</i> – <i>Tanja Tankosić Girt</i>

Activity 4

Activity Title	<i>I know my rights and my responsibilities (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Acknowledge and recognise sexual rights</i> ❖ <i>Connect the application of sexual rights to everyday situations</i> ❖ <i>Acquire skills and tools to respect their own and others' sexual rights</i> ❖ <i>Understand the relationship between human and sexual rights</i>
Materials	N/A
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Introduce the children to the concept of sexual and human rights. You can use this explanation: "Human rights are like special rules that are supposed to apply to every single person in the world, no matter where</i>

they live or who they are. These rules are there to make sure that everyone is treated with kindness, fairness, and respect. When we talk about sexual rights as a part of human rights, we mean that people have the right to make choices about their own bodies and who they want to be with in a loving and respectful way. It's about being able to say "yes" or "no" to things that make you comfortable or uncomfortable when it comes to your body and feelings. These rights are important because they protect our personal space and help us stay safe and happy. It's like saying that we all deserve to be treated nicely, no matter who we are or who we love. So, human rights and sexual rights go hand in hand to make sure that everyone is treated fairly, kindly, and with respect when it comes to their bodies and feelings". Ask children if they already know anything about it and if they know what they know. Lead the children to a conversation in the direction of increased risks and negative consequences in case of non-respect of sexual rights (for example: If someone touches you in a way that you are not comfortable with, you may feel scared, embarrassed, or they may physically hurt you. If we mock or avoid someone just because they look different, that child can be very sad and upset). (10 minutes)

- ❖ *Main activity. Provide a "Sexual rights and responsibilities worksheet" (Annex 3 of Module 1) to each of the children and ask them to complete the worksheet independently. After all the children have finished, ask them to present what they have written, for example one child presents the first sexual right and after that ask the others to present if they wrote/gave a different example and so you go on until*

	<p><i>you have gone through all or most of the rights with the children. (25 minutes)</i></p> <p>❖ <i>Proceed with the debriefing, asking children: a. What can you do to ensure that your rights are respected? b. How do we protect our sexual rights? c. How do we respect the sexual rights of others? D. Why is it important when we talk about rights to also talk about responsibilities? (10 minutes)</i></p>
Tips for facilitators	<ul style="list-style-type: none"> - <i>Emphasise to the children the connection between rights and obligations/responsibilities.</i> - <i>Encourage the children to find in the Responsibilities column some examples from everyday life that may concern them, for example I have the right to ask for what I want in a relationship - I must clearly say that I am pleased when we hold hands or when they hug me, I must not agree to.... or I can't force someone to kiss me if they do not like it. It is important that children recognise this on a concrete, not abstract level.</i>
Handouts	<ul style="list-style-type: none"> - <i>Worksheet on sexual rights and responsibilities (Annex 3 of Module 1)</i>
Adaptations for online environment	N/A
References	<p><i>Family Systemic Psychotherapy and Supervision "Power of Family"</i></p> <p>– <i>Tanja Tankosić Girt</i></p>

Unit 2: Social and cultural determinants of sexuality

Key information

Human sexuality is diverse and, in addition to biological, psychological and physiological factors, it is greatly influenced by socialisation factors. Sexuality is a fundamental aspect of human identity and life, encompassing a wide spectrum of behaviours, orientations, and desires. Norms and values related to sexuality are designed to provide guidance, define boundaries and regulate sexual behaviours. They aim to distinguish what is considered good from what is not, acceptable from unacceptable and functional from non-functional. However, it's essential to recognise that these norms and values are not always benevolent, and they can carry implicit biases, harmful beliefs, prejudices and stereotypes. In the context of teaching, understanding and challenging these issues, it is crucial to provide comprehensive, unbiased and inclusive sexuality education.

Norms and values related to sexuality are deeply ingrained in societies, often shaped by cultural, religious and historical influences. While they can serve as guidelines for responsible sexual behaviour, they can also perpetuate discriminatory beliefs and restrictions that have no basis in evidence or reason. These norms may foster an environment where certain sexual orientations or gender identities are stigmatised or marginalised, limiting individuals' freedom to express themselves authentically.

Educators play a significant role in addressing these issues and promoting a more inclusive and informed perspective on sexuality. In teaching about sexuality, it is essential to avoid reinforcing harmful stereotypes or outdated norms. Instead, educators can strive to foster open, non-judgmental dialogues and create a safe space for students to explore their own identities and preferences.

The key is to approach the subject with sensitivity and respect, recognising that each individual's experience of sexuality is unique. By teaching students to think critically about the norms and values they encounter, educators can help them develop a more

nanced understanding of their own sexuality and the diversity of human experiences. Denying the sexuality of children and young people can hinder their understanding of their own bodies and feelings, potentially leading to confusion and discomfort. It is important to remember the following:

- Tabooing discussions about sexuality may contribute to an environment where various forms of sexual abuse and endangerment can go unnoticed or unreported.
- Gender inequality perpetuates harmful stereotypes and norms, further restricting the freedom of individuals to explore their sexuality in a healthy and supportive manner.
- Failing to recognise and understand one's own sexual needs can lead to dissatisfaction and frustration, affecting one's overall well-being.
- Distorted and non-functional beliefs about sexuality can perpetuate unfunctional attitudes and behaviours, potentially causing harm to individuals and relationships.
- Certain social norms related to sexuality may stifle open and honest conversations, hindering the development of a healthy sexual identity and causing emotional distress.

Activities

Activity 1

Activity Title	<i>True, false or something in between (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Recognise and become aware of their own wrong and right beliefs related to sexuality</i> ❖ <i>Reconsider and reconstruct beliefs related to sexuality</i> ❖ <i>Learn and acquire additional knowledge about sexuality</i>
Materials	- <i>Adhesive wide tape which will be clearly visible on the floor surface of the work room</i>

	<ul style="list-style-type: none"> - <i>Three larger paper or cardboard circles in the colours: red, orange, and green</i> - <i>Statements about sexuality. 5–8-year-olds (Annex 4 of Module 1)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Start the activity by telling the children that they will play the “True and false” game. Print a copy of the Statements about sexuality 5-8- year-olds found in Annex 4 of Module 1 beforehand. As preparation for the activity, apply coloured adhesive tape along the length of the entire workspace. Place/glue a red circle on one end of the tape, an orange circle in the middle of the tape and a green circle on the opposite end. The circles should be large enough to be clearly visible. The task will be that after you read some sentences, the children should decide (each for themselves) whether the sentence is true or false. If, according to the children, it is true, the children are placed on the tape near the green circle, i.e. at one end of the tape, if they think it is false, they go to the opposite end, i.e., at the red circle. In case they are not sure, do not know, they are placed in the middle of the strip, i.e. at the orange circle. With a couple of neutral sentences (e.g., today is Monday, it's raining, etc.) check if the children have understood the rules of the game. (5 minutes)</i> ❖ <i>Main Activity. Read aloud to the children the “Statements about sexuality. 5-8-year-olds”. After reading each sentence/statement, ask the children to position themselves on the tape as they think is correct. When you notice that children have incorrect, harmful, distorted or otherwise wrong beliefs, stop at that</i>

	<p><i>specific statement and discuss it with the children. (25 minutes)</i></p> <p>❖ <i>Conversation about the statements. Proceed with the debriefing, asking children: a. What did you learn today through this activity?, b. Did you like this activity?, c. Can you share one thing you learned about our bodies that made you feel curious or surprised?, d. How do you feel when you learn new things about your body or how bodies are different? Is there something new you've learned about yourself that you didn't know before? How does that make you feel?, e. Have you ever thought something about bodies that you found out wasn't quite right? What was it, and how do you feel now that you know more?, f. Can you tell me one thing you find interesting or cool about the information we talked about today? (15 minutes)</i></p>
Tips for facilitators	<ul style="list-style-type: none"> - <i>When preparing and selecting statements, use those that are common prejudices related to sexuality in your culture and environment, with which you have, until now, most often encountered with children and/or adults.</i> - <i>Make sure that there is approximately an equal number of true and false sentences/statements.</i> - <i>Emphasise that it is perfectly fine for children to choose to stop at the orange circle if they are unsure.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision “Power of Family” – Tanja Tankosić Girt</i>

Activity 2

Activity Title	<i>True, false or something in between (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Recognise and become aware of their own wrong and right beliefs related to sexuality</i> <i>❖ Reconsider and reconstruct beliefs related to sexuality</i> <i>❖ Learn and acquire additional knowledge about sexuality</i>
Materials	<ul style="list-style-type: none"> <i>- Adhesive wide tape which will be clearly visible on the floor surface of the work room.</i> <i>- Three larger paper or cardboard circles in the colours: red, orange, and green.</i> <i>- Statements about sexuality. 9-11-year-olds (Annex 5 of Module 1)</i>
Instructions	<ul style="list-style-type: none"> <i>❖ Introduce the activity. Start the activity by telling the children that they will play the “True and false” game. Print a copy of Statements about sexuality 9-11-year-olds found in Annex 5 of Module 1 beforehand. As preparation for the activity, apply coloured adhesive tape along the length of the entire workspace. Place/glue a red circle on one end of the tape, an orange circle in the middle of the tape and a green circle on the opposite end. The circles should be large enough to be clearly visible. The task will be that after you read some sentences, the children should decide (each for themselves) whether the sentence is true or false. If, according to the children, it is true, the children are placed on the tape near the green circle, i.e. at one end of the tape, if they think it is false, they go to the opposite end, i.e., at the red circle. In case they are not sure, do not know, they are placed in the middle of the strip, i.e. at the orange circle. With a couple</i>

	<p><i>of neutral sentences (e.g., today is Monday, it's raining, etc.) check if the children have understood the rules of the game. (5 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Main Activity. Read aloud to the children the “Statements about sexuality 9-11-year-olds” that reflect some aspects of sexuality. After reading each sentence/statement, ask the children to position themselves on the tape as they think is correct. When you notice that children have incorrect, harmful, distorted or otherwise wrong beliefs, stop at that specific statement and discuss it with the children. (30 minutes)</i> ❖ <i>Proceed with the debriefing, asking children: a. What from your own experience tells you that it is true/false?, b. Have you seen/experienced something that is different from what you think is true or false?, c. Is there something in the activity that surprised you, something you learned? (10 minutes)</i>
Tips for facilitators	<ul style="list-style-type: none"> - <i>When preparing and selecting statements, use those that are common prejudices related to sexuality in your culture and environment, with which you have, until now, most often encountered with children and/or adults.</i> - <i>Make sure that there is approximately an equal number of true and false sentences/statements.</i> - <i>Emphasise that it is perfectly fine for children to choose to stop at the orange circle if they are unsure.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision “Power of Family” – Tanja Tankosić Girt</i>

Unit 3: Gender and sexual diversity

Key information

Humans are naturally diverse. We have a wide variety of physical appearances and characteristics, interests, abilities, temperaments and personalities. Gender and sexual diversity encompass a range of aspects, including biological sex, gender identity and expression, and sexuality. It involves acknowledging the rich spectrum of human experiences within these dimensions. Gender and sexual diversity (GSD) refer to all the diversities of sex characteristics, sexual orientations and gender identities, without the need to specify each of the identities, behaviours, or characteristics that form this plurality. It is important to acknowledge and create an environment that respects and supports differences in gender identities and sexual orientation and expression. Creating an inclusive culture prevents children and youth from experiencing distress, discrimination, bullying and ultimately negative health outcomes.

- ❖ Gender diversity refers to the variety of gender identities, expressions and experiences that exist beyond the traditional binary understanding of male and female. It recognises that gender is not solely determined by biological sex but is a complex and diverse spectrum that encompasses a range of identities. Gender diversity acknowledges that individuals may have different internal perceptions and feelings about their own gender, which may not align with the sex assigned to them at birth.
- ❖ Sexual diversity refers to the range of sexual orientations, attractions and behaviours that exist beyond the traditional understanding of heterosexuality. Sexual diversity acknowledges that individuals may be attracted to people of the same gender (homosexuality), the opposite gender (heterosexuality) or both genders (bisexuality). It also recognises the existence of other sexual orientations. Sexual diversity challenges the notion that being heterosexual is the only norm and emphasises the importance of accepting and respecting individuals' sexual orientations and identities.

The development of gender and sexual diversity is a complex process that takes shape as children grow and learn about themselves and the world around them. It is important to provide age-appropriate information and understanding of gender and sexual diversity to ensure children have a foundation of acceptance, respect and inclusivity. Following are descriptions of what children aged 5-8 and 9-11 should know about these topics (American Academy for Pediatrics, 2017):

5-8-year-olds

- At this stage, children are beginning to develop their understanding of gender and sexual diversity. Children should be encouraged to challenge gender stereotypes and understand that everyone should be treated with respect, regardless of how they present themselves. All children can dance ballet or play hockey, what is important is that all children have right to practise activity which brings them joy.
- When it comes to sexual diversity, children at this age can be introduced to the concept of different types of families, such as: families with two moms or two dads.

9 - 11-year-olds

- By this stage, children have a more developed understanding of gender and sexual diversity. It is important to discuss sexual orientation with age-appropriate language, explaining that people can be attracted to different genders by stating the idea that being i.e. gay, lesbian, bisexual, pansexual, asexual... is as normal as being heterosexual.

Activities

Activity 1

Activity Title	<i>Stories on diversity (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon completion of this activity, children will be able to:</i>

	<ul style="list-style-type: none"> ❖ <i>Recognise dominant stereotypes and prejudices related to gender identities in one's own context</i> ❖ <i>Recognise the individual differences that exist between all children</i> ❖ <i>Develop tolerance and understanding towards gender diversity</i> ❖ <i>Learn to distinguish gender from sex</i> ❖ <i>Start with critical reflections related to gender identity</i>
Materials	<ul style="list-style-type: none"> - <i>Stories on diversity (Annex 6 of Module 1)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain to the children that you will read aloud situations that happen to some children and after reading each of them, together you will talk about each of the situations. When introducing the activity, emphasise that all children are different, that they may like different things, want to look different or have different desires and interests. (5 minutes)</i> ❖ <i>Main activity. Print out the Stories on diversity found in Annex 6 of Module 1. Read aloud one situation at a time to the children and after each one lead a conversation with the children with the help of the following questions:</i> <ul style="list-style-type: none"> - <i>How do you think this child feels?</i> - <i>What do you think caused it?</i> - <i>How do other children behave, or can they behave in such a situation?</i> - <i>How does a child behave when this happens?</i> - <i>Would other children use any derogatory words about another child and which ones?</i> - <i>What does this child need? (30 minutes)</i>

	<p>❖ <i>Proceed with the debriefing, asking children: a. What makes you special and unique?, b. How are you different from your friends or classmates?, c. How do you feel when someone treats you differently because of your gender?, d. Is there something you wish people understood better about you?, e. Have you ever wondered why people expect others to do different things according to their gender?, f. What do you think about those expectations? (10 minutes)</i></p>
Tips for facilitators	<ul style="list-style-type: none"> - <i>Estimate for yourself which and how many situations you will work with children in class.</i> - <i>Make sure that not only a couple of children dominate the conversation. Try to include as many children as possible in the conversation.</i> - <i>If you think it is feasible, you can make a small role play with one or two situations.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision “Power of Family” – Tanja Tankosić Girt</i>

Activity 2

Activity Title	My friend (9-11-year-olds)
Duration	45 minutes
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Practise and develop empathy, understanding and acceptance towards sexual diversity</i> ❖ <i>Learn how to provide adequate support to people who are going through crisis situations associated with</i>

	<p><i>stigma, shame and guilt related to different sexual identities</i></p> <ul style="list-style-type: none"> ❖ <i>Raise awareness on the diversity of gender and sexual identities</i>
Materials	N/A
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain to the children that they will receive a short story with tasks. The story is about a child who needs help and support. Emphasise that this is a fictional situation, but that you have heard that similar things happened to some of the children. (2 minutes)</i> ❖ <i>Main Activity. Part 1 - Divide the children into three subgroups; A, B and C (let children choose the name of their subgroup themselves) and present the children with a chosen vignette, answer basic questions if the children ask them but do not be too detailed and encourage the children to think for themselves. (5 minutes)</i> ❖ <i>Part 2 - Let each group do the task by themselves and record the results of the group work while the children are working, monitor the work of each group and encourage them or help them if you think it is necessary. (10 minutes)</i> ❖ <i>Part 3 - After all three subgroups have finished, move on to the next part of the activity, explain to the children that you will now be doing a roleplay. Ask the group if any of the children would like to act as Sally or Tom (depending on the selected scenario), but if none of the children is ready, don't insist, but take on the role yourself. Tell the children to imagine that Sally's or Tom's secret has been discovered, and is now sitting alone in a nearby park. Ask the children in each subgroup to agree among themselves who will play the role of friend, teacher or parent</i>

	<p><i>(depending on whether they belonged to group A, B or C). Give them a few minutes to prepare for the role. The task is to imagine a scene in the park and to act out a scene with four characters; Tom or Sally, friend, teacher and parent based on the results of working in subgroups on acting out the scene. (15 minutes)</i></p> <p>❖ <i>Proceed with the debriefing, asking children: a. What are some ways we can show empathy and understanding towards people with different sexual identities?, b. How do you think someone might feel if they are going through a tough time because of their sexual identity?, c. What are some ways we can offer support?, d. How can we make sure our friends and classmates are aware of and understand the diversity of gender and sexual identities? (13 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>Choose one of the versions (either that of Sally or that of Tom).</i> - <i>Take care of the sequence of activities and remind children how much time they have for each of the sub-activities.</i> - <i>Keep track of the time and try to stick to the time frame.</i> - <i>If you estimate that you need less time for this activity than stated, create another vignette and come up with a situation that fits the theme of this Unit.</i> - <i>Do not insist that one of the children from the group take on the role of Sally or Tom. If none of the children is ready, take on the role yourself - children learn best through models.</i>
<p>Handouts</p>	<ul style="list-style-type: none"> - <i>Vignette MY Friend. 3 copies of chosen vignette, for each subgroup with specific tasks (Annex 7 of Module 1)</i>

Adaptations for online environment	N/A
References	<i>Family Systemic Psychotherapy and Supervision “Power of Family” – Tanja Tankosić Girt</i>

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Module 2: Human body

Aim of the module

This module provides you with activities for children aged 5-11 years old that aim to inform them about the human body. It is divided into three units: "***Naming body parts and their functions***", "***Our unique body – Body development during puberty***" and "***Positive feelings in the body – What is a good touch?***". In addition to the activities, each topic also contains detailed instructions for their implementation, as well as key information that is important for you to know when applying them.

Learning objectives of the module

Upon completion of this module, you will be able to teach children to:

- **Know** the correct names of different body parts
- **Identify** that there are different names for different body parts
- **Know** the basic functions of body parts
- **Appreciate** one's own and others' bodies as they are
- **Identify and know** the correct names of the sexual and reproductive organs
- **Know** the basic function of the sexual and reproductive organs
- **Understand** that everyone's genitals are different and unique
- **Understand and appreciate** that every person is unique and different
- **Understand** that the body changes and develops as a child grows
- **Learn** the most common physical changes in the body during puberty
- **Learn** what constitutes a good touch
- **Acknowledge** that good touch can bring calmness and enhance well-being
- **Acknowledge** that it's okay, and not wrong or harmful to touch one's own body
- **Recognise** the importance of seeking permission to touch someone else's body

Unit 1: Naming body parts and their functions

Key information

Children are curious about their own and others' bodies: how the body looks, how it functions and why things happen the way they do. As children grow, they usually become more interested in their developing body needing more comprehensive information. Providing children with information helps them understand, appreciate, and respect their own and others' bodies. (WHO Regional Office for Europe and BZgA, 2010.)

Interest in one's own and others' bodies in different development stages:

5-6-year-olds	<ul style="list-style-type: none">• Children are interested in exploring their own and others' bodies and the interest is expressed e.g., in playing 'doctors and nurses'.• Children might start experiencing shyness related to their bodies.• Children ask questions about their bodies openly, usually without shame.
7-9-year-olds	<ul style="list-style-type: none">• Children may start feeling uncomfortable being naked in the presence of others.• Children no longer ask questions about their bodies as openly, even though they are interested in learning more about them.
10-11-year-olds	<ul style="list-style-type: none">• Children start approaching puberty and they become more interested in adult sexuality.• Children might search for information related to their bodies on the internet and/or by talking with peers.• Children need more detailed and comprehensive information about their bodies and how it functions.

(WHO Regional Office for Europe and BZgA, 2010)

All children have the right to information about their own bodies and their function – including intimate body parts such as: the genitals, the butt and the breast area. It is important to know one's own body but also the body of other sexes. (WHO Regional Office for Europe and BZgA, 2010.)

All children do not receive sexual education at home, even though providing sexual education is primarily the responsibility of parents and legal guardians. Several factors,

such as the age of the educator, their thematic experience, culture, values, beliefs, living environment and available resources influence how sexuality and one's own body are discussed. Sometimes sexuality can be seen as a private matter, or it may be associated with shame, causing adults to withhold information from children. Early childhood education and schools play an important and evident role in providing information in a sensitive way. (WHO Regional Office for Europe and BZgA, 2010.)

Talking with children about bodies

Talking about intimate body parts might feel uncomfortable, embarrassing, and/or confusing. It might be difficult to find the right words. However, it is good to remember that talking about these topics might feel more uncomfortable to us adults than it does for children. For a young child, all body parts are equally important – they might talk about their genitals as openly as they talk about their ears and nose. Older children might be somewhat embarrassed and might laugh but it does not mean that they would not be intrigued by the topic. (Planned Parenthood A, B, Åhman & Ruuhilahti, 2019, 4-7.) It is good to keep in mind that children do not sexualise their own body parts. Children's sexuality is different than the sexuality of young people or adults. (WHO Regional Office for Europe and BZgA, 2010.)

When talking about bodies it is important to respond to children's questions honestly, factually and in an age-appropriate way. It is enough to respond to the specific questions asked by the children - you do not need to go more in-depth. Always check that the children understand what you explained to them. If you avoid talking about the topic, refrain from answering children's questions or use euphemisms rather than correct terms (i.e., genitals), it might convey to children that talking about intimate body parts is not allowed. Instead, it might imply to them that it is something they need to be ashamed of. (Planned Parenthood A, B.)

Bringing up the subject can be made easier by first reflecting on what sexuality means to oneself and considering why discussing body parts and bodily functions is challenging. Taking a moment to confront these issues and allowing oneself to process these topics can facilitate conversation with children. In addition, preparing in advance

and practicing talking about sexuality can be beneficial. (Åhman & Ruuhilahti, 2019, 4-7.).

Ensuring that a child can name one's own body parts and understand their functions is important. By being able to name the different parts of their body, the child can better disclose if something is wrong – if they are hurt or if someone has touched them in an inappropriate way. (Åhman & Ruuhilahti, 2019, 9.) Children need to know how to talk about their bodies with the correct terms – not euphemisms like the “underwear parts” (Planned Parenthood A, B).

A story as an example:

Ave is 7 years old. The teacher has noticed for a few weeks that Ave has been quieter and more withdrawn than usual. The teacher asks Ave if something is bothering them. Ave says that they are in pain. The teacher asks where it hurts, but Ave doesn't know how to respond properly. Ave feels pain in their genitals. Ave's older sibling has been touching their genitals in the evenings.

The teacher has previously explained that children have a private area called the underwear area, where no one is allowed to touch without permission. Ave knows the names of many other body parts, but not their genitals. Ave responds that it hurts in the underwear area. The teacher asks where exactly in the underwear area. Ave gets confused and answers that it hurts in the stomach because they cannot find the right words for the area that is in pain.

Activities

Activity 1

Activity Title	<i>My body – naming body parts and their functions</i> <i>(5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Know the correct names of different body parts</i> <i>❖ Identify that there are different names for different body parts</i> <i>❖ Know the basic functions of body parts</i> <i>❖ Appreciate one's own and others' bodies as they are</i>
Materials	<ul style="list-style-type: none"> <i>- Blue sticker/magnetic/tape</i> <i>- Game piece/ Bingo markers (e.g., Hama beads, Lego blocks, chips, stones, pieces of paper)</i> <i>- Body part - cards for the teacher (Annex 2 of Module 2)</i> <i>- Body function - cards for the teacher (Annex 3 of Module 2)</i>
Instructions	<ul style="list-style-type: none"> <i>❖ Preparations. Before implementing the activity print all materials needed (Annexes 1-4 of Module 2). In addition, cut the picture cards (Annexes 2-4 of Module 2) into separate cards.</i> <i>❖ Introduce the activity. Explain to the children that they will learn about the human body: the names of different body parts and how the body functions. Tell the children that they will play the Bingo game to learn about body parts and then with another game they will learn how the body functions. (5 minutes)</i>

❖ *Main activity. Part 1 – Bingo-game: naming body parts*

- 1. Give each child their own Bingo board (Annex 1 of Module 2) and 16 game pieces to be placed on the Bingo board. The body parts on the Bingo board are in different order.*
- 2. Randomly pick a picture card (Annex 2 of Module 2). The picture cards have the same body parts as on the Bingo board (Annex 1 of Module 2). Show the picture card to the children and tell them what body part is in the picture. If the body part has different names, explain these to the children.*
- 3. The children's task is to place a game piece on the correct body part on the Bingo board (Annex 1 of Module 2).*
- 4. Pick a new picture card (Annex 2 of Module 2) with a body part and repeat the previous steps 2 and 3.*
- 5. The goal for the children is to get a straight line of four body parts on the Bingo board (Annex 1 of Module 2). A straight line can be four body parts horizontally, vertically, or diagonally.*
- 6. When one of the children gets four body parts in the correct order on their Bingo board (Annex 1 of Module 2), they shout "Bingo!".*

	<p>7. Continue to game further until you get to go through all the body parts. Children that already got a bingo can continue playing and get other bingos but instruct the children to only say “Bingo!” the first time they get it. (15 minutes)</p> <p>❖ Part 2 – Match “body function” - cards on the Bingo board. This task can be implemented in various ways depending on the children's skills. One option is to divide the children into small groups, where they work on the task independently. Here, instructions are given for implementing the exercise as one group under the guidance of the educator.</p> <ol style="list-style-type: none">1. Place one Bingo board (Annex 1 of Module 2) on the wall or a table, or project it onto the wall using a document camera, so that all children can see it.2. Explain and show the children that there are 16 larger picture cards (Annex 3 of Module 2) that you will show to them and 16 smaller picture cards (Annex 4 of Module 2) with the same pictures that will be placed on the Bingo board (Annex 1 of Module 2) that is shown on the wall. Each card illustrates a function of a body part or how a specific body part is used. Pile the larger cards on the table in random order. Leave the smaller cards face up on the table.
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	<p>3. Take one picture card (Annex 3 of Module 2) at a time and show it to the children (or ask the children to take one card from the pile one at a time).</p> <p>4. The task is to consider:</p> <ul style="list-style-type: none"> - What is happening in the picture? - Which body part is related to the image on the card? <p>5. Children can raise their hands and take turns answering the questions. You or one of the children can place the smaller picture card (Annex 4 of Module 2) in the correct spot on the Bingo board (Annex 1 of Module 2).</p> <p>6. Go through all the picture cards (Annex 3 of Module 2). As you go through each card, explain how the body parts function in a detailed way. (20 minutes)</p> <p>❖ Proceed with the debriefing by summarising all the skills children have learnt through this activity, namely: a. learning the correct names for body parts, b. recognising that there are several names for some body parts and c. learning the basic function of different body parts. (5 minutes)</p>
Tips for facilitators	<ul style="list-style-type: none"> - If you have the possibility, you can laminate the Bingo boards, the body part - cards, and the body function - cards. This way they will last longer, and you can use them several times. - If you do not have a chance to print the materials in colour, print them in black and white.

	<ul style="list-style-type: none">- <i>5-6-year-old children may not have enough focus to complete both activities (Bingo-game and body functions -activity) during the same lesson. In such cases, the activity can be done on different days. If you choose to do only one of the activities in a single session, it's a good idea to take more time to go over it in more detail. For example, while playing Bingo with body parts, you can also explain the functions of each body part, and when working on the body functions - cards, you can mention various names for different body parts.</i>- <i>When you pile the body part - cards and body function - cards, it's a good idea to start and finish with cards that you think are easy for children, such as "ear, hand, leg," and "listen, touch, jump". Place more challenging cards in between, such as "vulva and breasts," "urinate/menstrual pad and breastfeeding".</i>- <i>When you pick a body part - card during the Bingo game, mention the possible different names for body parts – e.g., butt, buttocks.</i>- <i>When picking or having children pick body function - cards, if a child doesn't know the answer for a particular card, other children can help. You should also add information that children might not bring up themselves.</i>- <i>Be prepared to discuss intimate parts of the body, such as breasts, buttocks, vulva, and penis, as well as topics like menstruation and penis becoming erect, and touching one's own genitals. These</i>
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themes may come up in children's discussions or they may ask you about them.

- Here are some tips on how you can explain the functions of body parts:

- We can see with our eyes. Everyone's eyes are of different colours. Sometimes a person's vision is poor, and they may need glasses or contact lenses. Some people are blind and cannot see at all.*
- We use our nose to smell different scents. Our nose also allows us to breathe.*
- We hear with our ears. Some people may have weaker hearing and need hearing aids to help them hear better. If someone cannot hear at all, they are deaf.*
- Lips are part of the mouth. We can kiss with our lips. Lip balm or lipstick can be put on the lips.*
- Teeth are inside the mouth. Teeth are made of hard enamel. An adult has 32 teeth. Teeth are used for chewing food. Teeth need to be brushed and taken care of.*
- Hair grows on the head. Everyone's hair is different. Hair can be short or long, straight, or curly. Hair can be blonde, brown, black, or even orange. Some people do not have hair, and in that case, they are bald.*
- With our hands, we can touch other people or hold various things. We can stroke a cat, clap with our hands, and hold hands with others. Our hands can feel different temperatures and the softness or hardness of objects.*
- With our legs, we can walk, run and jump. Sometimes, our legs may not function properly or they can hurt. In*

such cases, people may use crutches or a wheelchair for assistance with mobility.

- The back has large muscles. The back is strong and supports our body. We can carry a backpack on our back and adults can carry a child on their back.
- People have nails on their fingers and toes. Nails can be used to scratch the skin if it itches. Nails need to be cut every now and then. Some people like painting their nails.
- The abdomen is located in the midsection of the body. Inside the abdomen, there is a stomach where the food we eat goes and the process of digestion begins there. In the abdominal area, there is also the uterus. When an adult becomes pregnant, the baby grows in the uterus.
- Everyone has a belly button. When a baby grows in a pregnant person's womb/stomach, the baby gets nourishment through the umbilical cord. The umbilical cord is important for the baby's growth.
- The buttocks are for sitting. Through the anus, gas and poop comes out.
- Through the vulva, urine can be passed. In the vulvar area, there are two openings: the urethral opening, from which urine comes and the vaginal opening. A baby is born through the vagina. Young people and adults usually experience monthly bleeding from the vagina. This is called menstruation or periods. This is a common functioning of the body, which does not cause pain and is not harmful.
- Through the penis, urine can be passed. The penis has one opening from which urine comes. In young people

	<p><i>and adults, the penis can also release a clear fluid called semen. Semen contains sperm or “baby seeds”, which are needed if adults want to have children. Sometimes the penis can become erect, which is a normal bodily response.</i></p> <ul style="list-style-type: none"> ○ <i>Everyone has <u>breasts</u>. As a child grows into adolescence, their breasts often begin to develop. Everyone has different-sized breasts, and even the two breasts on the same person can be different sizes. In the centre of each breast, there is a nipple. If a pregnant person has a baby, their breasts produce milk, and the baby can suckle milk through the nipple to get nourishment.</i>
Handouts	<ul style="list-style-type: none"> - <i>Bingo boards (Annex 1 of Module 2)</i> - <i>Body function - cards for the children (Annex 4 of Module 2)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Janita Tasa, Heidi Näppi</i>

Activity 2

Activity Title	<i>Sexual and reproductive organs – naming the body parts and learning about their function (9-11-year-olds)</i>
Duration	<i>2 x 45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify and know the correct names of the sexual and reproductive organs</i> ❖ <i>Know the basic function of the sexual and reproductive organs</i>

	<ul style="list-style-type: none"> ❖ <i>Understand that everyone’s genitals are different and unique</i>
Materials	N/A
Instructions	<p><i>Note. These two lessons below are planned to be implemented as two 45-minute lessons. If possible, have two consecutive lessons.</i></p> <p><u><i>1st lesson</i></u></p> <ul style="list-style-type: none"> ❖ <i>Preparations. Before implementing the activity print as many sets of the material (Annex 5 of Module 2) as you have pairs/small groups.</i> ❖ <i>Introduce the activity. Explain to the children that they will learn about sexual and reproductive organs. Tell the children that it is essential for everyone to be familiar with different bodies and their parts, regardless of their gender. It's valuable for everyone to understand how their own body and others' bodies function. This way, they can better comprehend bodily functions and express themselves i.e., if something feels unusual in their own body, if something hurts or if someone has touched their body in an inappropriate way. Tell the children that they will get three worksheets (Annex 5 of Module 2) and the task is to name the organs/organ parts that are on the images. (5 minutes)</i> ❖ <i>Main activity. Sexual and reproductive organs - worksheet</i> <ol style="list-style-type: none"> <i>1. Divide the children into pairs or small groups (depending on the size of the group and how many prints of the material you have) and provide children with the three</i>

	<p><i>worksheets (Annex 5 of Module 2). (2 minutes)</i></p> <p><i>2. Explain to the children that they have three worksheets (Annex 5 of Module 2). On one worksheet, there is an image of a vulva, on the other worksheet there is an image of a uterus and other reproductive parts, and on the third worksheet, there is an image of a penis and other reproductive parts. In addition, on two of the worksheets, there are images of different-looking genitalia. Tell children that everyone's genitals are different and unique. They never look the same. Explain to the children that the task is to write the correct names of the organ/organ parts that are pointed out on the worksheet. The correct names of the organ/organ parts are found on each worksheet. (5 minutes)</i></p> <p><i>3. Instruct the children to start, for example, with the worksheet with the vulva. Then, they can proceed to the worksheet with the uterus, and last, the worksheet with the penis. The order doesn't matter. Circle around the classroom while the children complete the task. Guide them if needed. (15 minutes)</i></p> <p><i>4. After the children have completed the task, go through it with them. For example, you can project the worksheets (Annex 5 of Module 2) onto a screen with the correct</i></p>
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organs/organ parts in their right places (or you can place the printed worksheet on the wall). Ask the children what it was like to complete the task and if they were able to finish it. Also, remind children about the different-looking genitalia and tell them that all people are unique. You can elaborate more on the topic if you want and answer possible questions factually and, in an age-appropriate way. (13 minutes)

- ❖ *Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. learning the correct names of the sexual and reproductive organs, and b. realising that everyone's genitals are different and unique. (5 minutes)*

2nd lesson

- ❖ *Preparations. Before implementing the activity print as many sets of the material (Annex 6 and 7 of Module 2) as you have pairs/small groups.*
- ❖ *Introduce the activity. Tell the children that they will continue learning about sexual and reproductive organs. In the previous lesson, children learned the correct names for sexual and reproductive organs. If you do not have the lesson consecutively, you can remind the children about the sexual and reproductive organs by showing them the worksheets (Annex 5 of Module 2) and going through the designated organs/organ parts. Tell the children that now they will learn about the basic function of the sexual and reproductive organs. After, you will talk*

*about the different names that there are for genitalia.
(5 minutes)*

❖ *Main activity. Part 1 – Organ functions – worksheet*

1. This activity can be done individually, in pairs or in small groups (depending on how many prints of the worksheet you have). Share the organ function - worksheet (Annex 6 of Module 2) with the children. Explain that on the left side of the worksheet, they will find organ parts and on the right side, they will find explanations for the functions of the organ parts. The task is to connect the right organ part with the correct function by drawing a line with a pencil. (2 minutes)

2. Instruct the children to start working on the worksheet (Annex 6 of Module 2). Circle around the classroom while children complete the task. Guide them if needed. (10 minutes)

3. Finally, go through the worksheet (Annex 6 of Module 2) together with the children, reviewing the functions of the organs. (10 minutes)

❖ *Part 2 - Word puzzle, finding words describing genitalia. In this exercise, the purpose is to talk about different names for genitalia in a safe environment. There are several names for genitalia of different sexes and the aim is to understand which words are neutral and okay to use and which words are insulting and not okay to use.*

	<p>1. <i>The exercise can be done individually, in pairs or in small groups (depending how many prints of the worksheet you have). Give the word puzzle - worksheet (Annex 7 of Module 2) to the children. Explain to the children that on the worksheet, there is a word puzzle with a variety of words related to genitalia underneath it. The task is to find and mark the discovered words. (3 minutes)</i></p> <p>2. <i>After completing the worksheet (Annex 7 of Module 2), show the children a worksheet with the correct answers on it. Then, ask the children:</i></p> <ul style="list-style-type: none"> - <i>Were there any words in the word puzzle that you didn't know?</i> - <i>What were these words?</i> - <i>Can you think of words that were not in the word puzzle?</i> <p><i>Discuss different words, their meanings and their usages. Explain that the words in the word puzzle are neutral and can be used to describe genitalia. There are also some words that are used as insults. These words should be approached with caution, and they should not be used. (10 minutes)</i></p> <p>❖ <i>Proceed with the debriefing by summarising all the skills children have learnt through this activity, namely: a. learning the basic function of sexual and reproductive organs, b. realising that there are</i></p>
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	<p><i>several names for genitalia and some words are neutral and some may be insulting. (5 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>Divide the children into small groups so that each group has different genders. It is not meaningful to make same-gender groups, as it is good for all children to learn about the body parts of different sexes. In addition, working in a group may motivate children to engage in the activity that might be exciting or possibly a bit unpleasant for them.</i> - <i>It is recommended to talk about the sexual and reproductive organs in a gender-sensitive way as it is in the worksheet. For example, when you talk about the biological female organs you can talk about a body with a vulva and a uterus.</i> - <i>Completing the sexual and reproductive worksheet - activity can evoke various feelings and reactions in children. Some may approach the task neutrally, some may start giggling with excitement and some may find it unpleasant or even distressing. This is allowed. Encourage children to understand that learning about all parts of the body is important. This way, they will better understand their own bodies.</i> - <i>Use age-appropriate words for genitalia, such as “vulva” and “penis”. You can explain that genitalia have many different names.</i> - <i>Walk around the classroom. Encourage, support, and help children when needed with the activity.</i> - <i>When discussing different and diverse genitalia, it should be noted that there may be children in the class whose genitalia have been mutilated. If possible, and very sensitively, you can raise this point</i>

	<p><i>collectively during the exercise, for example, by stating that sometimes a child's genitalia have been mutilated, and in some cultures, it is part of tradition. In such cases, genitalia may look different from what is shown in these pictures. Genitalia should not be touched, they are good as they are.</i></p> <ul style="list-style-type: none"> - <i>The activity of different names for genitalia may potentially trigger excitement in children if they bring up insulting names used for genitals. This is allowed during this activity, but the situation should be controlled. In addition, it should be emphasised that these words are insults and should not be used in other circumstances.</i>
Handouts	<ul style="list-style-type: none"> - <i>Sexual and reproductive organs - worksheet (Annex 5 of Module 2)</i> - <i>Organ functions - worksheet (Annex 6 of Module 2)</i> - <i>Word puzzle - worksheet (Annex 7 of Module 2)</i>
Adaptations for online environment	N/A
References	<p><i>Save the children Finland - Janita Tasa, Heidi Näppi</i></p> <p><i>Illustrations in the sexual and reproductive organ-worksheets (Annex 5 of Module 2) are created by Erja Keränen (Teacher, Sexual therapist)</i></p>

Unit 2: Our unique body – Body development during puberty

Key information

This key information part focuses mostly on changes that happen in the body as children grow into adolescence and enter puberty. For the younger children (5-8-year-olds), you might concentrate on talking about body diversity and how everyone is unique as they are.

Body diversity

Talking to children about body diversity and how all of us are different is important in fostering a positive body image and increasing respect for oneself and others. As adults, we set an example for children and it is important to reinforce children's understanding and skills to appreciate themselves and others just as they are. It is important to emphasise that all bodies come in different shapes, sizes, and colours and that everyone is valuable and unique as they are. There isn't a body that is better or worse than the other. Everyone has their unique characteristics that make them who they are.

In order to value and appreciate one's own body, it is also important for children to understand that it is not about how they look, but rather what they are able to do with their body (Planned Parenthood A, B). Encourage children to appreciate and be proud of what they are good at: one has strong legs and can jump high, one is good in coordination and in playing football, one has long hair and has thick braids and one has glasses and can see well etc.

Children entering puberty

Categorising children into genders is somewhat artificial, but for the purpose of describing the changes of puberty, it makes sense to partially refer to girls and boys at this point. It's important to remember that every child and growing young person can experience their gender as something other than girl or boy. There are different genders.

As children grow up, various changes take place in the body. These changes indicate that the body is functioning as it should. Puberty typically begins between the ages of 8 and 14 and lasts for several years. (Planned Parenthood C.) Each child and young person experiences the changes of puberty differently, at different times, and at their own pace (Åhman & Ruuhilahti, 2019, 22-23).

In biological girls, puberty typically begins between the ages of 8 and 13, and the first sign of puberty is breast development. Often after breast development has begun, pubic hair may start to appear in girls. Growth in height often starts around the same time as breast development. Genitalia develops in girls – the labia grow and darken in colour. Menstruation usually starts around the ages of 10-14. (Planned Parenthood C.) Menstrual cycles may be irregular in the early years, not necessarily occurring every month. This is common.

In biological boys, puberty usually begins later than in biological girls, typically between the ages of 9 and 14. The first sign of puberty in boys is often an increase in testicle size and darkening of the scrotal skin. These changes usually start around the ages of 9 to 13. Penis and pubic hair growth typically begin later than testicle growth. In about half of boys, breast tissue may grow, and breasts may appear swollen. This usually disappears within a few months to a year. Growth in height, voice breaking, and facial hair growth occur towards the later stages of puberty. (Planned Parenthood C.)

In addition, the following changes of puberty typically occur in all children and adolescents: An increase in body muscle mass, changes in body shape (hips widen and shoulders broaden), skin and hair become oilier, pimples or acne may develop on the face and/or back, hair growth in the armpits and limbs and increased sweating, often with stronger odour (Planned Parenthood C).

Talking to children about puberty

It's good to start discussing puberty with children well before it begins. Providing information early on enhances children's knowledge and helps them better understand these potentially exciting changes. (Åhman & Ruuhilahti, 2019, 22-23).

Some children may approach puberty with anticipation and positivity, while others might find it scary and uncomfortable. As their bodies change, children often become more aware of their own bodies and may compare themselves to other children. (Åhman & Ruuhilahti, 2019, 22-23). Social media and its content can also impact a developing child's self-esteem and body image – sometimes negatively. It's good to explain that images seen on social media, for example, most often are edited and distort the perception of one's body. (Åhman & Ruuhilahti, 2019, 57).

The changes that come with puberty might feel particularly uncomfortable for young people who are, at the same time, contemplating their sexual orientation and gender identity. Sometimes, the strong physical changes that come with puberty may lead to moments of despair, as the body seems to change in a direction that contradicts the young person's own experience. (Sukupuolen moninaisuuden osaamiskeskus.) A child with uncertainty and potential discomfort can be supported by reinforcing their uniqueness and allowing them to be themselves. It's good to tell a child that bodily changes are inevitable but can be managed over time.

Talking about bodily changes should be done in a culturally sensitive way. It is important to acknowledge that children from different cultural backgrounds may find discussions about puberty challenging or a child's family may convey that their child doesn't need to learn about these topics. In some families, themes of sexuality are not discussed, and bodily changes, such as menstruation, are considered private matters. However, all children have the right to evidence-based information, and this is something that should be communicated to all families.

Activities

Activity 1

Activity Title	<i>All bodies are unique – Changes in the body when growing up (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Understand and appreciate that every person is unique and different</i> <i>❖ Understand that the body changes and develops as a child grows</i> <i>❖ Learn the most common physical changes in the body during puberty</i>
Materials	<i>N/A</i>
Instructions	<ul style="list-style-type: none"> <i>❖ Preparations. Before implementing the activity, print as many “Mix and match puzzles” (Annex 8 of Module 2) as you have small groups. After printing the material, cut the paper in three so that each character is separate and then cut each character in two along the dotted line.</i> <i>❖ Introduce the activity. Tell the children that you will be talking about bodies: how our bodies look different and how we are all unique. Explain that you will also talk about changes that happen in the body when a child grows into adolescence. These changes and the phase where these changes happen is called puberty. You can talk about some changes in one’s body during puberty (read the key information for inspiration) or ask if the children know of any. Let the children know that they will be doing the “Mix and match puzzle” (Annex 8 of Module 2) in small groups. (5 minutes)</i> <i>❖ Main activity.</i>

	<ol style="list-style-type: none">1. <i>Depending on the group size, divide the group into two or more small groups. It's good to have no more than 5-7 children in one group. (3 minutes)</i>2. <i>Arrange the puzzle pieces of the adolescent characters on the tables: mix and place the pieces of the upper and lower body parts in separate piles. Tell the children that there are two piles on the table: upper body and lower body. (2 minutes)</i>3. <i>The task of each group is to create different and diverse characters from the puzzle pieces. Note: The intention is not to find the exact matches for the pieces but to create different-looking characters. Circulate between the groups while children work on the task. (10 minutes)</i>4. <i>Once the groups have formed complete characters from the puzzle pieces, tell the children to look at and admire the combinations that have been created. Then, pick 8-10 characters and place them on a table or on a wall so that everyone can see them. (5 minutes)</i>5. <i>Finally, discuss the created characters together.</i> <i>You can ask:</i><ul style="list-style-type: none">- <i>How do the characters look like?</i>- <i>What do they have in common?</i>- <i>What is different about them?</i>- <i>Is there something unique in each character?</i><i>Tell the children that the adolescents in the pictures have entered puberty and their bodies are</i>
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	<p><i>growing and changing. There are also changes happening in their minds as they go through puberty. Adolescents can be happy, sad and angry at times, just like younger children. Everyone experiences a variety of emotions, but during puberty, emotions and their fluctuations can be stronger. Then, you can ask children which puberty changes they can see in the bodies of the figures. Discuss the changes of puberty, considering the children's age and developmental stage. (15 minutes)</i></p> <p>❖ <i>Proceed with the debriefing by summarising all the skills children have learnt through this activity, namely: a. understand and appreciate that we all are different and unique as we are, b. know the most common physical puberty changes. (5 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>If you have the possibility, you can laminate the mix and match - puzzle pieces. This way they will last longer and you can use them several times.</i> - <i>If you do not have a chance to print the materials in colour, print them in black and white.</i> - <i>Emphasise that everyone's body is different. Every person has the same body parts and our bodies function in the same way, but everyone looks different. Everyone is valuable just the way they are.</i> - <i>Go through the most common puberty changes using the figures that the children created. If some of the puberty changes are not visible in the characters, explain them to the children.</i> - <i>Guide the conversation courageously to intimate body parts such as the genitals and breasts. For example, you</i>

	<p><i>can discuss where people grow hair. You can ask children, for example, “Does hair grow around the penis and the vulva?”. You can also mention that all body parts grow as we age: hands grow in length, brains develop, breasts grow and develop and penises and testicles grow and change.</i></p> <ul style="list-style-type: none"> - <i>Be prepared for children's direct questions about the body. Be ready to talk about topics like menstruation, penile erections and gender diversity.</i> - <i>Emphasise that puberty changes are a normal part of growing up.</i> - <i>Encourage questions and open dialogue, allowing children to ask anything they may be curious about.</i>
Handouts	- <i>Mix and match puzzle (Annex 8 of Module 2)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Janita Tasa, Heidi Näppi</i>

Activity 2

Activity Title	All bodies are different – Changes in the body during puberty (9-11-year-olds)
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand and appreciate that every person is unique and different</i> ❖ <i>Know that the body changes and develops as a child grows</i> ❖ <i>Know the most common physical changes in the body during puberty</i>
Materials	N/A

<p>Instructions</p>	<ul style="list-style-type: none"> ❖ <i>Preparations. Before implementing the activity, print as many “Mix and match puzzles” (Annex 8 of Module 2) as you have small groups. After printing the material, cut the paper in three so that each character is separate and then cut each character in two along the dotted line.</i> ❖ <i>Introduce the activity. Tell the children that you will be talking about bodies: how our bodies look different and that we are all unique. Explain that you will also talk about changes that happen in the body when a child grows into adolescence. These changes and the phase where these changes happen is called puberty. You can ask if the children can name a few puberty changes. Let the children know that they will be doing a “Mix and match puzzle” (Annex 8 of Module 2) in small groups. (5 minutes)</i> ❖ <i>Main activity</i> <ol style="list-style-type: none"> 1. <i>Depending on the group size, divide the group into two or more small groups. It's good to have no more than 5-7 children in one group. (3 minutes)</i> 2. <i>Arrange the puzzle pieces of the adolescent characters on the tables: mix and place the pieces of the upper and lower body parts in separate piles. Tell the children that there are two piles on the table: upper body and lower body. (2 minutes)</i> 3. <i>The task of each group is to create different and diverse characters from the puzzle pieces. Note: The intention is not to find the exact matches for the pieces but to create different-looking characters. Circulate between the groups while children work on the task. (10 minutes)</i>
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	<p>4. Once the groups have formed complete characters from the puzzle pieces, tell the children to look at and admire the combinations that have been created. Discuss together what the characters look like: what they have in common and what is different about them. Emphasise that all people are different and unique as we are. (2 minutes)</p> <p>5. Then, share the puberty changes – worksheet (Annex 9 of Module 2) with the groups and guide children to respond to the questions in writing within their groups. (10 minutes) Questions to respond to:</p> <ol style="list-style-type: none"> 1. Which puberty changes do you find in the characters? 2. What are typical puberty changes? List them below. <p>6. After finishing the worksheet (Annex 9 of Module 2), ask each group to point out e.g., 3-4 puberty changes. Discuss these changes and point out the changes that were not mentioned by the children and provide additional information about these. (10 minutes)</p> <p>❖ Proceed with the debriefing by summarising all the skills children have learnt through this activity, namely: a. understand and appreciate that we all are different and unique as we are, b. know the most common physical puberty changes. (3 minutes)</p>
Tips for facilitators	<p>- If you have the possibility, you can laminate the mix and match - puzzle pieces. This way they will last longer, and you can use them several times.</p>

	<ul style="list-style-type: none"> - <i>If you do not have a chance to print the materials in colour, print them in black and white.</i> - <i>Emphasise to children that everyone's body is different. Every person has the same body parts, and our bodies function in the same way but everyone looks different. Everyone is valuable just the way they are.</i> - <i>Go through the most common puberty changes. If some of the puberty changes are not visible in the characters, explain them to the children.</i> - <i>Guide the conversation courageously to intimate body parts such as genitals and breasts. For example, you can discuss where people grow hair. You can ask children, for example, "Does hair grow around the penis and the vulva?". You can also mention that all body parts grow as we age: hands grow in length, brains develop, breasts grow and develop, and penises and testicles grow and change.</i> - <i>Be prepared for children's direct questions about the body. Be ready to talk about topics like menstruation, penile erections, and gender diversity.</i> - <i>Emphasise that puberty changes are a normal part of growing up.</i> - <i>Encourage questions and open dialogue, allowing children to ask anything they may be curious about.</i>
Handouts	<ul style="list-style-type: none"> - <i>Mix and match puzzles (Annex 8 of Module 2)</i> - <i>Puberty changes - worksheet (Annex 9 of Module 2)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Janita Tasa, Heidi Näppi</i>

Unit 3: Positive feelings in the body – What is a good touch?

Key information

In this section, emotions and how emotions are felt in the body are discussed. It's important for children to acknowledge and understand that feeling good, taking care of oneself and being close to others are often wonderful things that contribute to one's well-being. This section also discusses touching one's own genitalia. This is a topic that many adults find difficult to talk about with children. Touching one's own body and experiencing pleasure, as well as discussing these matters, might be considered a challenging and shameful topic, usually regardless of upbringing and cultural background. However, it is known that even small children touch their genitals and it might feel good. A pubescent child may experience sexual pleasure from touching their own genitals. The fact that these topics are discussed in this section does not mean you have to discuss them with children in this much detail. Nevertheless, it's important for professionals to be aware of these matters. You are encouraged to talk about the topic as it's a part of sexual education that children have the right to know about in an age-appropriate way.

Having good feelings in one's body

Emotions and physical sensations experienced in the body are closely connected to each other. What we feel in our minds is experienced as various sensations in the body. (Nummenmaa et al., 2013.) For a child, bodily sensations are often very concrete. At a stage when a child cannot yet articulate their feelings, the experience of emotions can be visible through body language and physical reactions. (Kaiser, 2022.) Emotions are felt as bodily sensations in the same way regardless of a person's language, culture, or social background. E.g., joy warms and lightens the entire body from head to toe. As, sadness makes the body feel heavy and number. (Nummenmaa et al., 2013.)

Emotions and bodily sensations are important things for a growing and developing child. In order to feel well and develop to be sexually balanced, the body needs caressing and experiences of good touch. Taking care and valuing oneself as well as experiencing closeness with others are essential for a child, adolescent and adult alike.

Being close to a child, hugging, stroking and kissing contribute to the well-being, self-esteem and self-appreciation of the child. (WHO Regional Office for Europe and BZgA, 2010.)

It's good to teach children that expressing emotions is allowed and that showing closeness to others in ways such as: hugging or holding hands, is a positive thing. However, every child is different: one might enjoy closeness while another might not. It's important to respect the child's own boundaries – if a child doesn't want to be hugged, that's completely okay. Every person has the right to decide who touches them and how.

Touching one's own genitals – what do you need to know about it?

It is important to talk to children about taking care of their own bodies and touching their own genitals. Even a small baby touches their genitals as they explore their own body. Toddlers and young children start purposefully touching their genitals and they realise it feels good. Some children touch their genitals when going to sleep, to calm themselves down, or when relaxing, such as while watching television. At a young age, touching genitals is associated with curiosity, a pleasant feeling, and is not related to a sexual experience, like it typically is with adolescents and adults. All of this is ok and healthy behaviours of children. (WHO Regional Office for Europe and BZgA, 2010, Planned Parenthood D).

Sometimes, touching one's genitals can become compulsive and more frequent for a child, leading them to touch their genitals in public places such as school or the grocery store. It's good to try to limit such excessive behaviour. It's good to tell a child that touching their own genitals is okay and it can be soothing and feel good, but it's best done in privacy and in their own personal space, like their room. Not doing it publicly is also a way to respect others. It's not good to scold a child or completely forbid touching their genitals, as it sends a message that touching oneself is wrong, which could make the child feel embarrassed and guilty. (Planned Parenthood D.)

When a child enters puberty, sexual thoughts, feelings and curiosity about their own and others' sexuality often increase (Planned Parenthood E). An adolescent might touch one's own genitals, and masturbate more intentionally and it can feel good. This

is completely ok. (WHO Regional Office for Europe and BZgA, 2010, Planned Parenthood E).

How to talk to children about touching their own bodies?

When discussing touching one's own body and positive sensations in the body with a child, be calm and neutral, use the correct terminology whilst considering the child's age and developmental level. It's important to emphasise to children that taking care of oneself and touching one's own body is allowed. Everyone is allowed to feel good from touching their own body. It's not something that is wrong or shameful. (Planned parenthood A, Planned parenthood B.)

Talking about sexuality can and should be practiced in advance. You can write down words and even prepare complete sentences for yourself. Children are curious about topics related to sexuality. Younger children, who are not yet inhibited by shyness or shame, may ask very bold and surprising questions, while older children might ask more detailed questions. Be prepared to answer children's diverse questions truthfully. Remember that you don't have to tell them everything. However, when discussing these matters, be truthful while considering their age. If you don't know how to answer a child's question or can't find the right words in the moment, you can tell the child that their question is very good, and you'll address it in the next lesson. This way, you can prepare better for their question. However, it's important to answer the child's question the next time.

Activities

Activity 1

Activity Title	<i>Positive feelings in the body – What is a good touch? (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon the completion of this activity, children will:</i> <ul style="list-style-type: none">❖ <i>Learn what constitutes a good touch</i>❖ <i>Acknowledge that good touch can bring calmness and enhance well-being</i>

	<ul style="list-style-type: none"> ❖ <i>Acknowledge that it's okay to touch one's own body. It is not wrong or harmful</i> ❖ <i>Recognise the importance of seeking permission to touch someone else's body</i>
Materials	<ul style="list-style-type: none"> - <i>Blue sticker/magnetic/tape</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Preparations. If the group of children is small, with a maximum of 15 children, you can conduct this activity as one group. If there are more than 15 children in the group, it's advisable to divide them into smaller groups. The instructions below are written for completion within a small group. You can adapt the task if you have a larger group, and you divide children into small groups. Before implementing the activity print the positive feeling - picture cards (Annex 10 of Module 2) and cut them into separate cards.</i> ❖ <i>Introduce the activity. Explain to the children that the purpose of the activity is to talk about touch and learn what constitutes a good touch. You can tell the children that the majority of people like to be touched in a positive way. Touch often feels good and can enhance one's well-being. When feeling sad or angry, touch can soothe and make one feel better. A good touch can be a hug, holding hands, patting someone's back or even a high-five. However, not everyone likes the same kind of touch and some people don't like to be touched at all and that's perfectly okay. Everyone has the right to touch their own body however it's important to ask for permission to touch someone else's body. For example, you can ask if it's okay to give a hug to a friend. (10 minutes)</i>

❖ *Main activity*

1. *Tell the children that you have picture cards (Annex 10 of Module 2) which all depict a good touch. As an example, show children a few cards and explain what happens in the picture. Place the picture cards (Annex 10 of Module 2) on a table or on the floor so that all children can see them. Ask each child to choose one card they like. Once each child has selected one card they like, remove other cards. Each child can keep their chosen card. (5 minutes)*
2. *Next, go through all the selected cards with the children. Children can one after another show their card and place it e.g., on the wall/whiteboard. If a child does not want to explain their card, help them. If you notice that children did not choose cards e.g., depicting a kiss or touching one's body, select a few cards that you explain and talk about to the children. You can discuss the cards using for example the following questions:*
 - *What happens in the picture?*
 - *How might the touch shown in the picture feel?*
 - *Where in the body could the sensation feel?*
 - *Who are you allowed to touch in the way shown in the picture?*

	<ul style="list-style-type: none"> - <i>In what situations or environments can you touch yourself or someone else in the way shown in the picture? (20 minutes)</i> 3. <i>Finally, while discussing the pictures and touch, affirm and articulate what the children say. If children struggle to verbalise what they see, help them express it. (5 minutes)</i> <p>❖ <i>Proceed with the debriefing by summarising all the skills children have learnt through this activity, namely: a. what is a good touch, b. good touch can bring calmness and enhance well-being, c. it is ok to touch one's own body and it can feel good, and d. always ask for permission to touch someone else. (5 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>If you have the possibility, you can laminate the positive touch - picture cards. This way they will last longer and you can use them several times.</i> - <i>If you do not have a chance to print the materials in colour, print them in black and white.</i> - <i>The picture cards depict different forms of good touch. Some cards depict closeness, kissing and even touching or washing one's own genitals. Don't hesitate to select such cards. These cards may provoke confusion, discomfort or laughter among the children. This is completely ok. If the children struggle to describe the touch in the picture, help them. If articulating the topic is challenging for you, you can practice in advance, thinking about the words you will use or how to phrase it.</i>

	<ul style="list-style-type: none"> - <i>There are several different picture cards available. You have the option to omit certain cards if you feel they are not suitable for the group or the children's age or developmental level.</i> - <i>If you notice during the lesson that one of the children is particularly restless, confused or uncomfortable, it's a good idea to have a one-on-one conversation with the child after the lesson. Ask them how they are feeling and if there's anything specific from the lesson they would like to discuss further. For example, if a child has witnessed or heard their parents having sex or if the child has been subjected to violence or sexual abuse, they may find the discussion about touch uncomfortable or confusing. Be calm, present, and available to the child. If needed, consult a colleague, school welfare staff or depending on the child's disclosure, the parents/legal guardian of the child. Follow the legal provisions with regard to referral and confidentiality.</i>
Handouts	- <i>Positive touch - picture cards for 5-8-year-old children (Annex 10 of Module 2)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Janita Tasa, Heidi Näppi</i>

Activity 2

Activity Title	<i>Positive feelings in the body – What is a good touch? (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon the completion of this activity, children will:</i>

	<ul style="list-style-type: none"> ❖ <i>Learn what constitutes a good touch</i> ❖ <i>Acknowledge that good touch can bring calmness and enhance well-being</i> ❖ <i>Acknowledge that it's okay to touch one's own body. It is not wrong or harmful</i> ❖ <i>Recognise the importance of seeking permission to touch someone else's body</i>
Materials	- <i>Pencils</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Preparations. Before implementing the activity print the positive feeling - picture cards (Annex 11 of Module 2) and cut them into separate cards.</i> ❖ <i>Introduce the activity. Explain to the children that the purpose of this activity is to talk about touch and learn what constitutes a good touch. You can tell the children that the majority of people like to be touched in a positive way. Touch often feels good and can enhance one's well-being. When feeling sad or angry, touch can soothe and make one feel better. A good touch can be a hug, holding hands, patting someone's back or even a high-five. However, not everyone likes the same kind of touch and some people don't like to be touched at all and that's perfectly okay. Everyone has the right to touch their own body, however it's important to ask for permission to touch someone else's body. For example, you can ask if it's okay to give a hug to a friend. Tell the children that they will get picture cards (Annex 11 of Module 2) that all depict a good touch. (5 minutes)</i> ❖ <i>Main activity</i> <ol style="list-style-type: none"> 1. <i>Divide the children into small groups, with a maximum of about five children per</i>

	<p><i>group. Place the picture cards (Annex 11 of Module 2) on the tables, ensuring that each group has slightly different cards. If there are, for example, 5 children in a group, provide 8-10 picture cards on the table. (2 minutes)</i></p> <ol style="list-style-type: none"><i>2. Instruct each child to choose one card that they like. If there are fewer children in a group, ask them to collectively choose a few more cards so that each group has five picture cards. (3 minutes)</i><i>3. Once each group has chosen five picture cards, go through all the cards together. Children can show the cards they selected to the rest of the class (or if a projector is available in the classroom, one child from each group can display the cards through the projector). Children can briefly explain what is happening in each card. The purpose of this is to create a shared understanding of what different forms of good touch can be. (5 minutes)</i><i>4. Choose one card for each group that they will work with for a writing task. Note: Select cards for the small groups that are as different as possible. (1 minute)</i><i>5. Provide each small group the "Positive touch - worksheet" (Annex 12 of Module 2). In their groups, the children should answer the questions related to their chosen picture card. One child can write down the</i>
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answers, or the writing of answers can be shared among several children. The questions related to the picture card are:

- What is happening in the picture?
- How might the touch shown in the picture feel?
- Who are you allowed to touch in the way shown in the picture?
- In what situations or environments can you touch yourself or someone else in the way shown in the picture? (10 minutes)

6. Finally, go through the worksheet (Annex 12 of Module 2) and the questions with each group one by one. Children can share their answers related to their picture cards in their respective groups. When the children talk about the cards, acknowledge, and affirm what they say. If children find it difficult to describe a particular picture, help them articulate what is happening in the picture or what kind of touch might be depicted. Note: If there are more than three small groups, a 45-minute lesson might not be enough to go through all the groups. (14 minutes)

- ❖ Proceed with the debriefing by summarising all the skills children have learnt through this activity, namely: a. what is a good touch, b. good touch can bring calmness and enhance well-being, c. it is ok to

	<p><i>touch one's own body and it can feel good, d. always ask for permission to touch someone else. (5 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>If you have the possibility, you can laminate the positive touch - picture cards. This way they will last longer, and you can use them several times.</i> - <i>If you do not have a chance to print the materials in colour, print them in black and white.</i> - <i>When distributing the picture cards to the small groups, distribute various picture cards, ensuring that during the collective reviewing of pictures, there is a wide variety of images depicting different types of touch.</i> - <i>When selecting one card for each group to further work on, choose cards that are as different as possible.</i> - <i>The picture cards portray different forms of positive touch. Some cards depict closeness, kissing and even touching or washing one's own genitals. Don't hesitate to select such cards. These cards may provoke confusion, discomfort, or laughter among the children. This is completely ok. If the children struggle to describe the touch in the picture, help them. If articulating the topic is challenging for you, you can practice in advance, thinking about the words you will use or how to phrase it.</i> - <i>There are many different picture cards available. You have the option to omit certain cards if you feel they are not suitable for the group or the children's age or developmental level.</i> - <i>If you notice during the lesson that one of the children is particularly restless, confused, or uncomfortable,</i>

	<p><i>it's a good idea to have a one-on-one conversation with the child after the lesson. Ask them how they are feeling and if there's anything specific from the lesson they would like to discuss further. For example, if a child has witnessed or heard their parents having sex or if the child has been subjected to violence or sexual violence, they may find the discussion about touch uncomfortable or confusing. Be calm, present, and available to the child. If needed, consult a colleague, school welfare staff, or depending on the child's disclosure, the parents, or legal guardian of the child. Follow the legal provisions with regard to referral and confidentiality.</i></p>
Handouts	<ul style="list-style-type: none"> - <i>Positive touch – picture cards for 9-11-years-old children (Annex 11 of Module 2)</i> - <i>Positive touch - worksheet (Annex 12 of Module 2)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Janita Tasa, Heidi Näppi</i>

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Module 3: Emotional and Communication skills

Aim of the module

The aim of this module is to provide you with activities for children aged 5-11 years old that aim at strengthening their skills of emotional expression and communication for the purpose of prevention and protection from sexual abuse. It consists of three topics, named: *“Development, understanding and management of emotions”*, *“Diversity of relationships and families”* and *“Communication skills”*. Each topic includes activities, accompanied with detailed instructions, as well as some key information that is important to take into account when applying them.

Learning objectives of the module

Upon completion of this module, you will be able to teach children to:

- **Identify** emotions
- **Differentiate** responses to emotions
- **Develop** healthy responses to emotions
- **Acknowledge** the importance and diversity of families and relationships
- **Respect** the diversity of families and relationships
- **Interact** in a way that respects relationships and diversity
- **Understand** what communication is
- **Appreciate** the importance of good communication
- **Develop** active listening and learn how to express themselves clearly

Unit 1: Development, understanding and management of emotions

Key information

Emotions are very short-lived feelings that come from a known cause. They are displayed through sudden physical body language and facial expressions and are crucial in helping people understand what is happening within them and then to reflect what to do about it. All emotions are natural, although some of them may be comfortable or uncomfortable, pleasant, or unpleasant (Study.com, n.d.). Talking about emotions is important. Talking about sexual feelings as part of our “emotional package” is important, too, in order to help children understand, identify and manage them in a healthy way. Sexual feelings are an individual’s reaction related to their own sexuality. Sexual feelings may involve arousal, desire or pleasure. Often, sexual feelings emerge during adolescence as puberty begins. However, it’s completely normal for an individual not to experience sexual feelings; we are all unique individuals.

Children shall develop ways of managing their emotions, similarly to adults. Emotional regulation is a process, which develops gradually, and it is very important to the child’s well-being. It is a complex task, and children need adults’ help in identifying emotions in themselves, calming down when upset and using words to describe feelings and address challenges. When adults provide support and explanations, it helps children understand what they can do to manage their feelings. Children that are more socially and emotionally aware and skilled have better relationships with other children and feel better about themselves. Also, they are able to express their needs, frustrations and fears, ask for help and therefore increase their ability to protect themselves from any intrusion to their boundaries, including sexual abuse (American Psychological Association, 2023).

A first step in the process of learning to manage emotions is to help children identify and put a name to emotions. Preschool-aged children learn emotional vocabulary and emotional recognition at their own pace. The development of emotional recognition can be influenced by factors such as: cultural or neuropsychological phenomena. Adults influence children’s social-emotional development when they label and talk

about emotions. Children who learn how to understand emotions in themselves and others are better able to regulate their own responses to strong emotions.

Activities

Activity 1

Activity Title	<i>How do I feel and what do I do about it? (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify emotions</i> ❖ <i>Differentiate responses to emotions</i> ❖ <i>Develop healthy responses to emotions</i>
Materials	<ul style="list-style-type: none"> - <i>Emotion cards (Annex 1 of Module 3)</i> - <i>“Guess the emotion” stories (Annex 2 of Module 3)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduction. Take a few minutes to gather the children in the room and introduce the activity. Explain to the children that the aim of this activity is to understand their emotions and learn to deal with them. (2 minutes)</i> ❖ <i>Main activity. Part 1 – “Make a face” part. This task is done as a whole group, so children can gather in a circle or sit on the floor or by their tables. Place a set of emotion cards (Annex 1 of Module 3) face down on. Turn over the card on top. Ask the children: “Name the emotion and make a face to match”. Repeat until all cards are named. (13 minutes)</i> ❖ <i>Part 2 – “Guess the emotion” part. Read to the children the short stories in Annex 2 of Module 3. After reading each story, open a conversation about it. Ask the children: “What are the emotions</i>

	<p><i>mentioned in the story?”. Children can respond by raising their hands. Show them the corresponding emotion card (Annex 1 of Module 3). Depending on the story, discuss the behaviour of the characters. For example, for the Dan and Pat story, if you ask the children: “What did Pat do afterwards?” and one of the children responds: “Pat told Dan to stop because she does not want to hug now”, ask the children: “Is this an adequate response?”. Then ask: “Why Pat expressed these feelings?”. If another child responded: “Pat did not say anything”, ask the children if this is an adequate response and discuss why (If we do not like the behaviour of others towards us, we need to express how we feel, in order to protect ourselves). (25 minutes)</i></p> <ul style="list-style-type: none"> - <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. identifying emotions, b. understanding that emotions can feel comfortable or uncomfortable, but feeling them is natural, c. how we act on our emotions can be a good or a problematic response, d. good responses to emotions are those that allow us to express our feelings, but also with respect/without hurting others. (5 minutes)</i>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>When you direct questions to children, also write them in the board or flipchart. You can prepare them beforehand, to save time. This can help some children concentrate better.</i>
<p>Handouts</p>	<p>N/A</p>

Adaptations for online environment	N/A
References	<p>Childhood 101. (n.d.). Printable Feelings & Emotions Cards with 8 Matching Card Games Ideas. https://childhood101.com/helping-children-manage-big-emotions-printable-emotions-cards/</p>

Activity 2

Activity Title	<i>How do I feel and what do I do about it? (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Identify emotions</i> ❖ <i>Differentiate responses to emotions</i> ❖ <i>Develop healthy responses to emotions</i>
Materials	<ul style="list-style-type: none"> - <i>Emotion cards (Annex 1 of Module 3)</i> - <i>Pens and papers</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduction. Take a few minutes to gather the children in the room and introduce the activity. Explain to the children that the aim of this activity is to understand their emotions and learn to deal with them. (2 minutes)</i> ❖ <i>Main activity. Part 1 – “Feeling mimes” part. Divide the children and the cards (Annex 1 of Module 3) in two “competition” groups (choose as many cards as can be done in 9 minutes). Ask the children of a group: “Pick a card and take turns acting out the given emotion (in a mime), as the other group make guesses as to what it is”. “The winner” is the group that acts out emotions more clearly. (9 minutes)</i>

❖ *Part 2 - “Feeling sounds” part. Similar to the activity above, but this time, to make their guess, the group must rely on the sounds they hear rather than the actions they see. Competitors will each receive an emotion card (Annex 1 of Module 3) with a word written on it (choose as many cards as can be done in 9 minutes). They will then act out the word by using sounds instead of actions. For example, if the word is “sad”, children can make crying sounds. (9 minutes)*

❖ *Part 3 – “Create an emotions story” part. Make several copies of the deck of emotion cards (Annex 1 of Module 3). Divide the children in groups of 3-4 (depending on the number of the whole group). Ask the small groups: “Choose three or four emotions and use them to write a story on the papers that you will provide them, focusing on the main topic of interest (liking someone, having a crush, friendship, jealousy, etc.)”. If necessary, read the following stories to the children as examples:*

- *Jill's favourite moment of the day is in the evening, when she gets to snuggle under her father's arm and listens to her favourite fairy tale.*
- *Dan has a friend in kindergarten. Pat. He likes to hug his friend Pat. Sometimes Pat does not want to hug.*

Encourage the children to think about the setting, one or two characters, a plot or event that happens as well as an ending. After they have written the

	<p>story, ask them: “Connect 3-4 emotion cards on the story, to show what kinds of feelings are present in it”. Help the children to place the emotion cards in order of what happens. Invite them to tell the story to the big group. Discuss the story in terms of ways of managing emotions in a healthy way, taking into consideration the needs of all the persons in the story. (20 minutes)</p> <p>❖ Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. identifying emotions, b. understanding that emotions can feel comfortable or uncomfortable, but feeling them is natural, c. how we act on our emotions can be a good or a problematic response, d. good responses to emotions are those that allow us to express our feelings, but also with respect/without hurting others. (5 minutes)</p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - When you direct questions to children, also write them in the board or flipchart. You can prepare them beforehand, to save time. This can help some children concentrate better. - The activities can be “shrunk” or expanded, depending on the number of children in the group. If the group is small or the two first parts are developed quickly by the group, you can choose to ask the children to tell more stories in the third part (the story creating task) and divide the group in many small ones. If time is an issue, divide the group only in two parts. If the group is big or quite interactive, you can choose only one of the two

	<p><i>first activities (the feeling mimes or the feeling sounds).</i></p> <ul style="list-style-type: none"> - <i>In the feeling mimes activity, if the group is too big, you can specify in the directions given to the children that each group will present as many cards as the time for the activity allows, so they are aware that may be not all children will have the opportunity to present a card.</i> - <i>In defining the winning team, take in consideration factors such as: the time taken for guessing or the points earned from correct guesses.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<p><i>Activities were adapted from:</i></p> <p><i>Hamish and Milo. (n.d.). Emotion card activities.</i></p> <p>https://hamishandmilo.org/emotion-card-activities/</p>

Unit 2: Diversity of relationships and families

Key information

This unit focuses on relationships and how we as human beings exist through them and understand our world through them. Relationships are a very important part of children's lives, both with adults and peers. Relationships provide security, support, comfort as well as pleasure and fun, therefore, developing and maintaining good relationships is important for children's overall well-being. All relationships require a level of commitment, trust and work, in order to develop and thrive (Twinkl (n.d)).

Relationships are of different types:

- ❖ **Relationship with oneself.** This is something children do not usually think about, but it is an important concept to introduce. Having a good relationship

with oneself means being kind to oneself, understanding and expressing our needs and following our desires. It also helps in creating healthy relationships with other persons, by keeping boundaries, not getting lost in the relationship (doing things we do not like to, because of fear of losing a friend). Children need to learn to be good friends not only to others, but also to themselves.

- ❖ **Family relationships.** Families are diverse. Family diversity emphasises the acceptance and respect for the various ways in which people create and experience family units. This can include: a mother, a father and their biological child or children, a couple without children, blended families, single parents, same-sex parents, foster families, adoptive families, families with a child conceived through fertility treatment and many more. A wider, more inclusive concept of the family views it as a unit composed by two or more persons, linked by intimacy and relationship. For example: a grandmother raises on her own her niece, a couple adopts a child permanently, a woman with two children in her custody lives with her partner, a man with one son in joint custody with his wife, etc. In each of these cases, this group of persons is a family, linked by intimacy and relationship.

The variety of families nowadays asks for adults to introduce conversations about family structures with children. This is important with regard to helping children understand the diversity of families and relationships more broadly.

- ❖ **Friendships.** Friends are those children enjoy spending time with and usually have common interests that they can talk about. Friendships for most people involve a combination of affection, loyalty, love, respect and trust. Children can make friends in kindergarten, school, in their neighbourhood, online, as well as through hobbies.
- ❖ **Romantic Relationships.** They involve liking, passion, intimacy and love for the other person (Twinkl. (n.d)).

Good relationships early in life help children to connect with others, build positive friendships and support them to self-regulate their emotions. For relationships to be meaningful, interactions need to be warm, caring and responsive. When attention is given to building connections and maintaining them over time, children are more likely

to feel a sense of security, well-being and belonging. To build positive relationships with others, children need to develop “social competence” and the ability to interact with others with care, empathy and respect. Social competence is the foundation that allows children to understand and self-regulate their own emotions and negotiate their interactions with others (Australian Children’s Education & Care Quality Authority, 2016). Children also have relationships in the online environment (using digital devices and social media platforms) as it is the place children spend a lot of time and get to know new people - friends and companionship. For children, having and maintaining relationships online is natural and important.

Activities

Activity 1

Activity Title	<i>Families and relationships (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Acknowledge the importance and diversity of families and relationships</i> ❖ <i>Respect the diversity of families and relationships</i> ❖ <i>Interact in a way that respects relationships and diversity</i>
Materials	<ul style="list-style-type: none"> - <i>Family cards (Annex 3 of Module 3)</i> - <i>Relationship cards (Annex 4 of Module 3)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduction. Take a few minutes to gather the children in the room and introduce the activity. Explain to the children that the aim of this activity is to understand how important and diverse families and relationships are, and how we need to respect all of them. (2 minutes)</i> ❖ <i>Main activity. Part 1 - “Relationship and family cards” part. Use the family cards (Annex 3 of Module 3) to present to the children various types of families</i>

(blended families, single parents, same-sex parents, foster families, adoptive families, etc.). Similarly, use the relationship cards (Annex 4 of Module 3) to present various types of relationships (friends, neighbours, romantic partners, etc.). Show cards one by one card and present to the children the various types of families and relationships. Then, encourage conversation by saying, for example: "How interesting, their family has a child, a mom and a grandmother in the house! What do you think of that?". Repeat this process for each card. Build your questions around the notion that all families, including: same sex parents, foster/adoptive families, blended families, families without children etc. are equally valuable, are not something less and should not be judged or discriminated because of who they are. Emphasise during the conversation how families can be different but they all take care of their members and also how relationships are various and we all need them. (23 minutes)

- ❖ *Part 2 – "Just like me" part . This game helps children learn about one another and get in contact, while having fun. First you ask them to stand in a circle. Then one at a time, you ask them to step forward and say a fact about themselves – relationally oriented (for example, I have a brother/sister, my parents live/do not live together, I have a stepmother/stepfather, I have a brother on my father's/mother's side, my grandmother often takes care of me, my cousins adopted a son/daughter, etc.). If that statement is true for other children, you ask them to come forward one step and say "just like me!". Continue until all children have had*

	<p><i>a chance to go (and you could keep going, if you have time). Emphasise on how we are different but have also similarities with one another. (15 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. understanding that families and relationships are diverse and equally important, b. appreciating the diversity of families and relationships, by behaving in a respectful way towards all families and relationships. (5 minutes)</i>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> ❖ <i>When you direct questions to children, also write them in the board or flipchart. You can prepare them beforehand to save time. This can help some children concentrate better.</i> ❖ <i>This is where knowing beforehand what different family structures may be represented in the room can help you ask specific questions that may pertain to different children so that they can hear their families represented. If this is not possible, you can still ask a variety of questions that touch upon different family structures.</i> ❖ <i>It is also important for you to be aware that some children may have difficulties or sad circumstances, such as: divorce, domestic violence, being abused, substance abuse, illness, or death in their families. Pay special attention to these children (if you are aware of them). It is important for children to acknowledge that sometimes families can be sad or they may change if someone dies or if someone moves away and that can be hard.</i>

	<p>❖ <i>It is also normal for some children to react when hearing about family structures with which they are unfamiliar by saying things, such as: “that’s weird” or “that isn’t a family”. In such a situation, it is important to remind the group of the definition of a family they discussed (e.g. people who love each other and take care of each other) and that everyone has their own families that they care about very much. Also remind children that all families are unique and special in their own way and that no two families are exactly alike.</i></p>
Handouts	N/A
Adaptations for online environment	N/A
References	<p><i>Activities were adapted from:</i></p> <p><i>Australian Children’s Education & Care Quality Authority, 2016. Relationships with children.</i> https://www.acecqa.gov.au/sites/default/files/acecqa/files/QualityInformationSheets/QualityArea5/QualityArea</p> <p><i>Twinkl. (n.d). What are relationships.</i> https://www.twinkl.co.uk/teaching-wiki/relationships</p>

Activity 2

Activity Title	<i>Families and Relationships (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Acknowledge the importance and diversity of families and relationships</i> ❖ <i>Respect the diversity of families and relationships</i>

	<ul style="list-style-type: none"> ❖ <i>Interact in a way that respects relationships and diversity</i>
Materials	<ul style="list-style-type: none"> - <i>Family cards (Annex 3 of Module 3)</i> - <i>Relationship cards (Annex 4 of Module 3)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduction. Take a few minutes to gather the children in the room and introduce the activity. Explain the children that the aim of this activity is to understand how important and different families and relationships are and how we need to respect all of them. (2 minutes)</i> ❖ <i>Main activity. Part 1 - “Discussing about families” part. Explain to the children that the topic of this task is family. Ask them: “Who can explain what a family is?”, “Why do we need families?”. (Some sample definitions are: “people who live together and take care of each other” or “people who love each other and take care of each other”. Families are often made up of adults and the children they care for or families where there are only adults). After a brief discussion, present to the children the family cards (Annex 3 of Module 3), by saying: “These cards are about families and ways that families are alike and different”. Show each card, one after another and ask the children the following question for each card: “Does this remind any of you of your own family or a family you know?”. Children can respond by raising their hands. After finishing the presentation of all cards, lead a discussion about families by asking: “Who can remember one type of family that I just presented?”. Then, ask: “What is important in all families?”. (Possible answers: families love each other, families take care of each other, families celebrate special events together). Say:</i>

“Families are very important to us. They love us and take care of us”. If it has not already come up in the previous discussion, remind children that all families are special in their own way and all families are unique. Ask: “What are some ways that our class can show that we respect all different types of families, including those that are like our own and those that are different from our own?”. (Some responses might include: making a sign, a banner or a poster that says “All Families are Special”, having each child bring in something special from their families and talking about it, asking friends to tell us about their families – what they like to do, what they like to eat, how they celebrate holidays, remembering that everyone loves their families the same way I love mine). End the discussion by saying: “Everyone has people who are their family. Some people even include their pets! It is good to feel good about your family and to figure out who is part of your family. It is also important to respect all different families because whatever kind of family you have, they are special”. (20 minutes)

- ❖ *Part 2 – “Discussing about relationships” part. After concluding the discussion on families, use the moment to pass to other relationships. Say: “Family relationships are very important to us. What is a relationship, according to you?”. Help children come to a definition. Ask them about other types of relationships they know, besides family ones, showing the relationship cards (Annex 4 of Module 3). Make sure all types of relationships are mentioned (relationship with oneself, friends, classmates,*

neighbours, romantic partners, etc.). Write them on a flipchart, for the children to see. Ask them: "Why relationships are important in our lives?", "What one needs to do to create relationships?", "Can you give me one example of something you did to start a relationship?". Then continue by asking: "What do you do to maintain good relationships with others (children and adults)?". Children can respond by raising their hand. Summarise crucial points made and add if necessary (trust, respect, interest, etc.). Pair children in the group with someone they do not know much (someone who is not their friend or their closest friend). First, ask them to ask a question to the other on something they want to know about them (For example: "I would like you to tell me about your relationship with your grandmother/mother/close friend/cat or about your hobby, etc."), taking turns. Second, ask them: "Tell the other child something positive you think about them". In the end, ask the children how the task made them feel. Emphasise to the importance of showing interest and positivity towards others in order to create and maintain good relationships. (18 minutes)

- ❖ Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. understanding that families and relationships are diverse and equally important, b. appreciating the diversity of families and relationships, by behaving in a respectful way towards all families and relationships. (5 minutes)

<p>Tips for facilitators</p>	<ul style="list-style-type: none"> ❖ <i>When you direct questions to children, also write them in the board or flipchart. You can prepare them beforehand, to save time. This can help some children concentrate better.</i> ❖ <i>Knowing beforehand what different family structures may be represented in the room can help you ask specific questions that may pertain to different children so that they can hear their families represented. If this is not possible, you can still ask a variety of questions that touch upon different family structures.</i> ❖ <i>It is also important for you to be aware that some children may have difficulties or sad circumstances, such as: divorce, domestic violence, child abuse, substance abuse, illness or death in their families. Pay special attention to these children (if you are aware of them). It is important for children to acknowledge that sometimes families can be sad or they may change if someone dies or if someone moves away and that can be hard.</i> ❖ <i>It is also normal for some children to react to hearing about family structures with which they are unfamiliar by saying things, such as: “that’s weird” or “that isn’t a family”. In such a situation, it is important to remind the group of the definition of a family they discussed (e.g. people who love each other and take care of each other) and that everyone has their own families that they care about very much. Remind also children that all families are unique and special in their own way and that no two families are exactly alike.</i>
<p>Handouts</p>	<p>N/A</p>

Adaptations for online environment	N/A
References	<p><i>Activities were partially adapted from:</i></p> <p><i>Advocates for Youth. Different kinds of families.</i> http://3rs.org/wp-content/uploads/3rscurric/documents/OK-Lesson-1-3Rs-DifferentKindsofFamilies.pdf</p> <p><i>The inspired educator. 8 quick relationship building activities.</i> http://the-inspired-educator.com/8-quick-relationship-building-activities/</p>

Unit 3: Communication Skills

Key information

Communication is one of the most important aspects of relationships with others. Children begin to develop communication skills from the day they are born and start interacting with their caregivers. When adults communicate with children, they teach them about love, respect, boundaries and safety. Communication skills are important, because when children communicate well, they may interact better with others (both adults and children) and develop good relationships. Communication skills benefit to mental well-being, emotional intelligence, assertiveness, empathy and compassion, self-control, motivation and boundaries (Lingo Kids, 2022).

Communication skills are related to the ability to share information with others and receive information from others. It is crucial to help children develop skills that allow them to express their needs and wishes clearly, thus protecting their boundaries and safety. At the same time, it is important to help develop skills that enable them to understand better messages sent by others about their needs and wishes, so they can respect them.

Communication is much more than verbal communication (which includes: tone and pitch of voice, word choice, and language/dialect). It encompasses all aspects of

human behaviour, such as: eye contact, facial expressions, gestures, postures, physical touch, personal body space and the entire way in which one person is in interaction with others. Communication can influence another person's thinking or behaviour. Communication is an essential prerequisite for interaction, as without verbal or nonverbal communication, interaction cannot exist (Lingo Kids, 2022).

Besides learning to clearly express ourselves, part of an effective communication is being a good listener, which means not to interrupt others while speaking, listening carefully, making questions if we do not understand something that was said and need clarification and responding in a way that shows that we paid attention to what the other said. Active listening is an approach to engage in listening to another person in a way that the other person feels heard. In active listening, the listener's gestures, postures and eye contact play a significant role (Empowered Parents, 2023).

Activities

Activity 1

Activity Title	<i>Talk and Listen (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand what communication is</i> ❖ <i>Appreciate the importance of good communication</i> ❖ <i>Develop active listening and learn how to express themselves clearly</i>
Materials	- <i>“How do they feel?” (Annex 5 of Module 3)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduction. Take a few minutes to gather the children in the room and introduce the activity. Explain to the children that the aim of this activity is to understand the importance of communication and to learn to communicate better with each other. (2 minutes)</i> ❖ <i>Main activity. Part 1 – “Expressing ourselves” part. Tell a short story (Annex 5 of Module 3) and ask one of the children, to repeat the story. If the first child asked does</i>

not repeat the story correctly, continue by asking other children, until the story is correctly repeated.

Then, ask the children:

- How do the children in the story feel? Why?*
- What are their needs?*
- What can they say/do to express how they feel?*

After each story, emphasise the importance of the child/children in the story expressing their needs.

Emphasise how in order to communicate well with each other we need to speak clearly and express ourselves and that is how we better understand each other and become closer. (18 minutes)

- ❖ *Part 2 – “Double Tell” part. Ask each child to say a few words about one of their favourite persons. Start the game yourself by modelling how it is played. Then, ask the children to sit in pairs and tell them to do the same with each other. Since this task may be difficult to be conducted by the 5-6-year-olds themselves, go around the pairs to assist them, when needed. After all children are done, ask each pair to tell the story that the other child told. After each pair is done, check with the other child if the information was correct and ask them to clarify if needed. When all children are done, emphasise how in order to communicate well with each other we need not only to express ourselves clearly, as discussed in the first activity, but also to listen attentively to the other. Tell them that it happens that we do not listen attentively and we can misunderstand each-other and that listening attentively is another way how we better understand each other and become closer. (20 minutes)*

	<ul style="list-style-type: none"> ❖ <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. understanding the importance of good communication in taking care of ourselves and also building good and close relationships with others, b. good communication involves expressing yourself, your needs and wishes clearly to others, c. good communication involves being a good listener, listening attentively when others talk to you. (5 minutes)</i>
Tips for facilitators	<ul style="list-style-type: none"> ❖ <i>When you direct questions to children, also write them in the board or flipchart. You can prepare them beforehand, to save time. This can help some children concentrate better.</i> ❖ <i>Children may get excited during both activities and speak altogether. Use these moments to ask them to take turns to speak and how this is important for good communication.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<p><i>Activities were partially adapted from:</i></p> <p><i>Empowered Parents. (2023, April 24). 17 simple listening activities for kids. https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/</i></p> <p><i>Lingo Kids. (2022, December 23). 10 games and activities that foster communication skills. https://lingokids.com/blog/posts/10-games-and-activities-that-foster-communication-skills-for-kids</i></p>

Activity 2

Activity Title	<i>Talk and Listen (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Understand what communication is</i> <i>❖ Appreciate the importance of good communication</i> <i>❖ Develop active listening and learn how to express themselves clearly</i>
Materials	<i>❖ Blindfold/scarf to cover the eyes</i>
Instructions	<ul style="list-style-type: none"> <i>❖ Introduction. Take a few minutes to gather the children in the room and introduce the activity. Explain to the children that the aim of this activity is to understand the importance of communication and to learn to communicate better with each other. (2 minutes)</i> <i>❖ Main activity. Part 1 – “Double Tell” part. Tell the children to think of a few words about one of their favourite persons. Model the game yourself by telling the children a few words about one of your favourite persons. Then, ask the children to sit in pairs and tell them to do the same with each-other. After all children are done, ask each pair to repeat the story told by the other child. After each is done, check with the other child if the information was correct and ask them to clarify. When all children are done, emphasise how in order</i>

	<p><i>to communicate well with each other we need to listen attentively on one hand and also speak clearly and express ourselves, on the other and that is how we better understand each-other and become closer. (25 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Part 2 – “Blindfold Game” part. Create an obstacle course with everyday items in the classroom. Divide children in two groups. One person in both groups is blindfolded while the rest of the group decides how to communicate (from their seats) instructions on how to navigate through the course wearing a blindfold. Time how long it takes for the blindfolded child in each group to go through the obstacles. When both groups are done, discuss which communication style was the most effective and why. Emphasise the importance of good communication skills. This activity builds trust and requires accurate communication to successfully navigate through the course. (13 minutes)</i> ❖ <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. understanding the importance of good communication in taking care of ourselves and also building good and close relationships with others, b. good communication involves expressing yourself, your needs and wishes clearly to</i>
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	<i>others, c. good communication involves being a good listener, listening attentively when others talk to you. (5 minutes)</i>
Tips for facilitators	- <i>Be sure to have at least one person to stand near the blindfolded child to help them stay safe during the course.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<p><i>Activities were partially adapted from:</i></p> <p><i>Positive Psychology. (2019, May 21). 39 Communication Games and Activities for Kids and Students.</i></p> <p>https://positivepsychology.com/communication-activities-adults-students/#elementary</p>

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Module 4: Boundaries and consent

Aim of the module

This module provides you with activities for children aged 5 to 11 years old that aim at informing them about personal boundaries and consent. The module consists of three units, named: *“Personal boundaries and their importance”*, *“The importance of consent”* and *“Strengthening safety skills”*. Each topic additionally to the activities, also contains clear and detailed instructions to guide you in their implementation, as well as some key information that is important to keep in mind when applying them.

Learning objectives of the module

Upon completion of this module, you will be able to teach children to:

- **Know** how to set healthy boundaries without feeling bad or guilty and respect those of others
- **Identify** that it is very important to have boundaries and equally as important to respect when others set their boundaries
- **Recognise** whether there is or is not consent in a situation
- **Know** how to act in situations where consent is not present
- **Recognise** unsafe situations, online and offline
- **Know** how to act in unsafe situations, online and offline

Unit 1: Personal boundaries and their importance

Key information

Personal boundaries are the limits and rules that people set for themselves in relation to other individuals to feel safe and respected. Setting boundaries is a form of self-care (University of Illinois Chicago, 2022). It is a way of protecting their time, space, and energy by creating clear guidelines of how they like to be treated. They let others know what is and what is not acceptable.

A person with healthy boundaries can say “no” to others when they want to, while remaining open to intimate and close relationships. A person who consistently maintains distance from others is described as having rigid boundaries, whereas someone who tends to get too involved with others as having porous boundaries (University of California, Berkeley, 2016).

Common traits of rigid, porous, and healthy boundaries		
Rigid Boundaries	Porous Boundaries	Healthy boundaries
Very protective of personal information	Overshares personal information	Shares personal information in an appropriate way (does not over or under share)
Unlikely to ask for help	Difficulty saying “no” to the requests of others	Accepting when others say “no” to them
Has few close relationships	Dependent on the opinions of others	Values own opinions
Keeps others at a distance to avoid the possibility of rejection	Fears rejection if they do not comply with others	Does not compromise values for others
Avoids intimacy and close relationships	Accepting of abuse or disrespect	Recognises their own wishes and needs and can communicate them

* (University of California, Berkeley, 2016)

People usually have a mix of different boundary types. For instance, someone may have porous boundaries in friendships, rigid boundaries with their family and healthy boundaries at school. Appropriate boundaries depend on the environment and individuals around us. For instance, what can be appropriate to say to a group of close friends may not be appropriate to say to a teacher. They can also depend on culture.

For instance, in some cultures it can be inappropriate to discuss sexuality openly while in others it may be encouraged.

It is crucial to start discussing personal boundaries with children early on, so they learn to set them in their daily lives. By setting limits and learning how to stick to them, children cultivate self-respect and a sense of control. They also learn how to respect others’ boundaries and are more likely to grow into happy and fulfilled adults (Superpower Kids, 2022).

Some important tips to help start conversation with children on boundaries are the following:

- Explain to children that there are three kinds of personal boundaries: physical boundaries (include: who can touch you, how much they can touch you and where they can touch you), emotional boundaries (include: how close you feel to a person, the amount of time you spend with them and the level of personal information you choose to share with them), behavioural boundaries (include: the things you are willing or unwilling to engage in) (Calvo, 2021).
- Help children grasp and value rules on personal boundaries. Teach them to comprehend the importance of respecting their own body boundaries, in the same way as you teach them to wear their seat belt or to refrain from biting or hitting other children.
- Empower children to say “no/stop” if someone violates their boundaries.

Activities

Activity 1

Activity Title	<i>Learning how to set boundaries (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon completion of this activity, children will be able to:</i> <ul style="list-style-type: none"> ❖ <i>Know how to set healthy boundaries without feeling bad or guilty and respect those of others</i>

	<ul style="list-style-type: none"> ❖ <i>Identify that it is very important to have boundaries and equally as important to respect when others set their boundaries</i>
Materials	<ul style="list-style-type: none"> - <i>Scenarios for children to learn setting boundaries (to be printed and cut before the activity) (Annex 1 of Module 4)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain that you will be playing the “Boundaries game”. The goal is to learn how to set healthy boundaries without feeling bad or guilty. (2 minutes)</i> ❖ <i>Before the activity starts, explain to the children the concept of personal boundaries. Tell them that having boundaries is like having special rules to keep you feeling good, safe, comfortable and pleasant. It is totally okay to have these rules because they help you express and communicate your needs and wishes. They help you take care of yourself, just like eating yummy, healthy food to grow strong or wearing warm clothes in winter to stay cozy. Just like you have rules called boundaries, other people have as well. It is equally as important to respect those of others. You can use some examples to illustrate the concept of personal boundaries: a. If someone wants to borrow your toys but you are using them, you can say “I am using these right now, but I can share when I am done”, b. If you are playing and someone is too rough, you can say “Hey, I do not like it when we play too rough. Let’s play more gently”. (8 minutes)</i> ❖ <i>Provide children with the instructions for the game. Tell them that one by one children will choose one of the scenarios (Annex 1 of Module 4) that you will</i>

	<p><i>give them, read it aloud, and then according to it they shall practise setting their own boundaries in the situation provided there. (5 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Play the game. (25 minutes)</i> ❖ <i>Proceed with the debriefing by summarising what children have learnt through the activity, namely: a. the importance of setting boundaries and respecting those of others for their overall well-being, b. how to set healthy boundaries using phrases such as: “I need some space”, “I would like”, “I prefer”, “I would rather not” and respect those of others. (5 minutes)</i>
Tips for facilitators	<ul style="list-style-type: none"> - <i>Avoid pressuring children to participate in the activity. Allow them to participate at their own pace.</i> - <i>Praise and acknowledge children when they demonstrate an understanding of boundaries, whether it is setting their own or respecting others’.</i> - <i>Remember to be sensitive to any potential triggers or sensitive topics that may arise during the activity. Always prioritise the emotional well-being of the children involved.</i>
Handouts	<i>N/A</i>
Adaptations for online environment	<i>N/A</i>
References	<i>KMOP – Social Action and Innovation Centre – Theodora Morou, Barnaheill - Save the Children Iceland - Þóra Björnsdóttir</i>

Activity 2

Activity Title	<i>Learning how to set boundaries (9-11-year-olds)</i>
Duration	<i>45 minutes</i>

Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Know how to set healthy boundaries without feeling bad or guilty and respect those of others</i> ❖ <i>Identify that it is very important to have boundaries and equally as important to respect when others set their boundaries</i>
Materials	<ul style="list-style-type: none"> - <i>Sheets of paper. One for each child.</i> - <i>Pens/pencils. One for each child.</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain to the children that through this activity they will learn about boundaries and how to set healthy boundaries in different contexts without feeling bad or guilty. (5 minutes)</i> ❖ <i>Provide children with the instructions. Ask the children to draw 3 concentric circles on the paper provided to them (one <u>small</u>, one <u>medium</u>, one <u>large</u>). Draw yourself 3 such circles on a piece of paper and show them to the children as an example before they start their drawing. Emphasise that there should be enough space to write within the circles. Inside the small circle, ask children to write who in their life is closest to them, e.g., parents, siblings, or whoever they feel is closest. Inside the medium circle, ask children to write who is close to them but not the closest people, e.g., grandparents, friends, or classmates. Inside the large circle, ask children to include people in their lives whom they sometimes or often meet but who may not be very close to them, e.g., a teacher or a coach. The individuals should be selected by the children themselves. They can vary between children as some</i>

	<p><i>may find for example their teacher closest to them (in the small circle) or their grandfather, and their mother could be in the second circle. (8 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Discuss each circle with the children and how the children can set boundaries for different people who are in their lives. Let them know that it may be more difficult to set boundaries for the people included in the smaller circles. (2 minutes)</i> ❖ <i>Provide them with the Worksheet on personal boundaries (Annex 2 of Module 4) and ask them to fill it in with situations where people of each of their circles are included. Inform the children that they will not give you back those worksheets after the activity finishes. They will keep them. This is very important so as to express themselves freely. (25 minutes)</i> ❖ <i>Proceed with the debriefing by summarising what children have learnt through the activity, namely: a. the importance of setting boundaries and respecting those of others for their overall well-being, b. how to set healthy boundaries, using phrases such as: “I do not like it when...”, “I like it when...”, “It makes me feel happy when...”, “It makes me feel sad when...” and respect those of others. (5 minutes)</i>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>Remember to be sensitive to any potential triggers or sensitive topics that may arise during the activity. Always prioritise the emotional well-being of the children involved</i>
<p>Handouts</p>	<ul style="list-style-type: none"> - <i>Worksheet on personal boundaries (Annex 2 of Module 4). One for each child.</i>

Adaptations for online environment	N/A
References	<i>KMOP – Social Action and Innovation Centre – Theodora Morou, Barnaheill – Save the Children Iceland - Þóra Björnsdóttir</i>

Unit 2: The importance of consent

Key information

What is consent?

Consent is an individual giving permission for something to happen or agreeing to do something. Consent relies on communication, connection and relationships between people. Consent is an important part of any healthy relationship, in which consent and a lack of consent can be freely communicated. A verbal expression of consent is the easiest and clearest way to communicate consent, which ensures that both parties are aware of and respect each other’s boundaries.

Children start learning about consent at a young age when they interact with those around them. Learning about consent is an important part of learning to communicate with others and having healthy relationships (Safe Secure Kids).

Consent is only valid if it is given freely, which means that the person has not been intimidated, pressured, forced or threatened to give consent (Rape, Abuse & Incest National Network). For example, if Jennifer asks to hug John and John says “yes”, Jennifer has asked for consent and John has given Jennifer consent. However, if Jennifer asks John to hug her and threatens John by saying that if he does not hug her, she will tell others about his secret, Jennifer is forcing him to hug her and even if John says “yes”, it does not count as freely given consent.

Consent should be informed, which means that the person must fully understand what they are giving consent for (Planned parenthood). For example, there is a legal age limit for giving consent to sexual activities, as children under this age cannot give informed consent to such acts. Children may not fully understand what sexual

activities are and even if they may be curious about it, they cannot give consent for it. The legal age limit to giving consent may also depend on the positions of the persons involved. In some countries, the age limit is higher if the person participating in sexual activities with the child holds a position of trust in relation to this child, i.e. a teacher, coach or a relative.

Consent should also be given actively, which means communication should exist during the whole duration of the action for which consent is given (Rape, Abuse & Incest National Network). Consent can be expressed verbally or by giving positive non-verbal cues such as: nodding or keeping eye-contact. For example, a child can give consent for someone to kiss them. However, this does not mean that they are giving consent for them to kiss them again the next day, as consent should happen every time for any type of activity. If they give consent to kissing, it does not mean that they are consenting to taking their clothes off. Consent cannot be given by individuals who are asleep, unconscious, intoxicated or incapacitated by alcohol or drugs.

Consent is always reversible, which means that even if consent has been given, the person is allowed to change their mind at any point (Rape, Abuse & Incest National Network). For example, a child can give consent for a hug but if they decide that they don't feel like hugging after all, they can change their mind and ask to stop. Withdrawing consent can sometimes be difficult to express verbally, therefore non-verbal cues shall be considered. For example, if the child no longer wants to hug but does not know how to express it with words, they can gently push the other person away from them.

Why is consent important?

Teaching children from an early age about consent is very important for several reasons. Firstly, it can help a child understand that different people have different boundaries and may feel different ways about certain actions such as physical contact. What one child may consider good or comfortable can be a negative experience for another child.

Secondly, getting and giving consent helps a child recognise when they are doing something that makes someone else feel uncomfortable or unsafe and, vice versa,

when someone else is doing something that makes them feel this way. In other words, the child will learn that asking for consent is the best way to make sure the other person feels comfortable and safe. Getting and giving consent is important also when interacting in the online environment. For example, if a child wants to upload a picture that they have taken together with their friend on social media, they should ask their friend for permission before posting the picture.

Thirdly, consent is a crucial part of prevention of violence, such as sexual abuse.

Activities

Activity 1

Activity Title	<i>Consent or no consent? (5–8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this module, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Recognise whether there is or is not consent in a situation</i> <i>❖ Know how to act in situations where consent is not present</i>
Material	<ul style="list-style-type: none"> <i>- Stories about consent for 5–8-year-olds (Annex 3 of Module 4)</i> <i>- Coloured pencils or markers for each child</i> <i>- Sheets of paper, one for each child</i>
Instructions	<ul style="list-style-type: none"> <i>❖ Introduce the activity. Explain to the children that during this activity they will hear some stories about consent and will also be able to draw a picture that represents consent to them. Explain in a child-appropriate way what consent means, for example: You are allowed to decide on what you do with your body and how others can touch you. If you are ok with something happening, you can give consent, for example by saying “yes” or by nodding. Consent means giving permission for something to happen or</i>

agreeing to do something. Our goal today is to learn how to recognise situations where there is no consent and learn how to act in these situations. (2 minutes)

- ❖ Main activity. Part 1 - Stories about consent. Before beginning the activity, gather the children to sit in a circle and sit with them. Read out one story at a time (Annex 3 of Module 4). Ask the children to listen carefully to what happens in the stories. After each story, ask some questions (there are example questions after each story in Annex 3 of Module 4) about how the story made the children feel and what would be the best way to act if they were the main character of the story. Read as many stories as you have time to in the allocated time. (25 minutes)*
- ❖ Part 2 - Drawing about consent. After you have read the stories you have chosen and discussed them with the children, ask them to go sit at their desk or around a table. Provide each child with one piece of paper and the coloured pencils or markers. Ask the children to think about what they have just learnt from the stories they just listened to about consent and draw a picture of a situation that has to do with consent. It can be a positive picture where consent is given or a negative picture where consent is not asked or given. If they want to, they can take inspiration from one of the stories they have just heard. After the children are done with their drawings, you can ask them if anyone wants to show to their drawing to everyone and explain what they have drawn. (15 minutes)*

	<p>❖ <i>Proceed with the debriefing, summarising what the children have learnt through the activity, namely: a. recognising situations where consent is and is not present, b. how to respond in situations where there is no consent. (3 minutes)</i></p>
Tips for facilitators	<ul style="list-style-type: none"> - <i>You can decide how many stories you read in accordance to how long the children you are working with manage to concentrate on one task. You can also select the stories according to the ages of the children (and you can modify the ages of the children in the stories if you find it necessary). The stories are in order by the age of the main characters to make selection easier.</i> - <i>If a story includes the name of a child in the group of children you are working with, you can modify the name.</i> - <i>You can choose to use the whole 45 minutes allocated for the activity by reading the stories and discussing them and leave part 2 out (especially when working with younger children).</i>
Handouts	<i>N/A</i>
Adaptations for online environment	<i>N/A</i>
References	<i>Save the Children Finland - Lucia Hakala</i>

Activity 2

Activity Title	<i>Consent or no consent? (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon completion of this module, children will be able to:</i>

	<ul style="list-style-type: none"> ❖ <i>Recognise whether there is or is not consent in a situation</i> ❖ <i>Know how to act in situations where consent is not present</i>
Material	<ul style="list-style-type: none"> - <i>Stories about consent for 9–11-year-olds (Annex 4 of Module 4)</i> - <i>Coloured pencils or markers for each child</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain that during this activity the children will hear some stories about consent and will also be able to draw a comic strip of a story concerning consent. Explain in a child-appropriate way what consent means, for example: You are allowed to decide on what you do with your body and how others can touch you. If you are ok with something happening, you can give consent for example by saying “yes” or by nodding. Consent means giving permission for something to happen or agreeing to do something. Our goal today is to learn how to recognise situations where there is no consent and learn how to act in these situations. (2 minutes)</i> ❖ <i>Main activity. Part 1 - Stories about consent. Before beginning the activity, gather the children to sit in a circle and sit with them or alternatively get the children to sit at their own desks in the classroom. Read out one story at a time (Annex 4 of Module 4). Ask the children to listen carefully to what happens in the stories. After each story, ask some questions (there are example questions after each story in Annex 4 of Module 4) about how the story made the children feel and what would be the best way to act</i>

	<p><i>if they were the main character of the story. Read as many stories as you have time to in the allocated time. (20 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Part 2 - Cartoon drawing. After you have read the stories you have picked and discussed them with the children, ask them to go sit at their desk or around a table. Provide the children with coloured pencils or markers and the worksheet with the three-part comic strip (Annex 5 of Module 4). Ask the children to think about what they have just learnt from the stories they just listened to about consent and draw a three-part cartoon on a situation that has to do with consent. It can be a positive story where consent is given or a negative story where consent is not given. After the children are done with their comic strips, you can ask the children if anyone wants to show to their comic strip to everyone and explain what they have drawn. (20 minutes)</i> ❖ <i>Proceed with the debriefing, summarising what the children have learnt through the activity, namely: a. recognising situations where consent is and is not present, b. how to respond in situations where there is no consent. (3 minutes)</i>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>You can read as many stories as you have time to read in the 20 minutes allocated for Part 1 of the activity. The idea is to give children inspiration on the topic of consent for Part 2 of the activity.</i> - <i>If a story includes the name of a child in the group of children you are working with, you can modify the name.</i>

	- <i>If it is more suitable for the group of children you are working with, you can spend more time on the stories and less time on the drawing. If the children don't manage to finish their comic strips, they can continue them at home as homework.</i>
Handouts	- <i>Comic strip template worksheet (Annex 5 of Module 4)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Lucia Hakala</i>

Unit 3: Strengthening safety skills

Key information

Teaching children safety skills both in the offline and online environment is of paramount importance. It empowers them to avoid multiple risks, such as: (cyber) bullying, (online) abuse, grooming (solicitation of a child for sexual purposes), inappropriate and harmful content and navigate through various situations confidently, be it crossing the street or recognising trustworthy online sources.

First of all, children should be taught to recognise potential dangers and keep themselves safe. For example, explain children that they should never go anywhere with a stranger, even if they seem nice or offer something enticing. Children are susceptible to accidents, especially if they are not supervised by an adult. As well as never letting children play near roads without supervision, you can minimise risk by educating children to: “a. Look right, look left, look right again before crossing the road and only cross the road if holding the hand of an adult or older child, b. Do not run near a road, c. Know the significance of traffic signs and lights, d. Get out of the car on the kerb side only, e. Always wear a helmet when riding a bike, scooter or skateboard” (Bellamy’s Organic). They should also learn to never play with things that are dangerous, including matches, knives and any other dangerous things.

Children should also learn to keep their personal information private – online and offline. They shall be informed, in an explicit way, that personal information that should not be shared includes: full name, date of birth, phone number, home/school address or other location (Childline). Children should be made aware that some people hide behind fake profiles online and if personal information ends up in the wrong hands, it can be misused to cause harm to the child or their family. Also, let them know that most apps, networks, and devices have geo-tagging features which make their location public and can lead someone directly to you. These features should be turned off.

Children will most likely end up setting up personal accounts on different social media platforms and other online services such as email. It is important that children know how to use strong passwords and to never share passwords with anyone, not even their friends (UNICEF). If they need to write their passwords down to remember them, they should keep them offline in a secret and secure place.

A part of children socialising online is taking pictures and videos of themselves and sending them to friends or uploading them in their social media. However, young children should be instructed to never share nude/ intimate images of themselves or other children to anyone.

Children need to be aware of the impact that their online activity can have on both themselves and others. Start a conversation with your class about data online and ensure that children understand where their information is going and how it can be used. Highlight that once an image is sent or posted, it can spread on the internet without having control over it. It can be forwarded, saved or printed out. Deleting an image or video from the internet does not guarantee its disappearance. The content might remain accessible through an archive website or someone may have taken screenshots of it (Nash, 2022).

Children should also be informed that online content may be age-inappropriate and unreliable. It is significant for children to consider the reliability of online material and

be aware that it might not be true or written with bias. Encourage them to be critical about what they see online and foster a safe and open environment where children feel comfortable sharing with you anything that may have made them feel uncomfortable or unsafe (UNHCR).

Activities

Activity 1

Activity Title	Safety traffic lights (5-8-year-olds)
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this module, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Recognise unsafe situations, online and offline</i> ❖ <i>Know how to act in unsafe situations, online and offline</i>
Materials	- <i>Scenarios about safety (Annex 6 of Module 4)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Preparations. The children can sit at their own desks or around a table for this activity. Before beginning the activity, you should print out enough “Traffic lights handouts” (Annex 7 of Module 4) so that each child gets their own. You can choose whether you want to cut the handouts into three parts along the dotted lines yourself or, especially if the children are a bit older, you can ask them to cut the handout themselves into three parts.</i> ❖ <i>Introduce the activity. Tell the children that today’s topic is safety and safety skills. Explain that during this activity the children will hear some scenarios and their task is to recognise whether the scenarios make them feel happy, good and safe or sad, bad and unsafe. (5 minutes)</i> ❖ <i>Scenarios about safety:</i>

Provide the following instructions to the children to begin the activity: Explain to the children that they have in front of them three emojis representing feelings (Annex 7 of Module 4). The green emoji represents feeling happy, good or safe. The red emoji represents feeling sad, bad or unsafe. The yellow emoji in the middle represents a feeling in between the good and bad or feeling unsure. Tell the children that you will read out some scenarios (Annex 6 of Module 4). Ask the children to think carefully about how the scenarios make them feel. If the scenarios make them feel happy, good or safe, ask them to pick up the green emoji and lift it up in the air so you can see. If the scenario makes them feel sad, bad or unsafe, ask them to lift the red emoji. If the scenario makes them feel like something in between good and bad or they are not sure how it makes them feel, ask them to lift up the yellow emoji. Ask them to keep the emoji lifted so you have time to see all of the answers.

Remind the children that all feelings are valid so there are no right or wrong answers. Tell them that they can each make their own decision on the emoji they decide to show and they are always allowed to change their mind and lift up another emoji.

After each scenario, discuss how it made the children feel and give them a chance to explain why they chose the emoji that they picked up. If for example most children selected green and few selected yellow, you can ask both groups to explain. During the debrief, the children are allowed to

	<p><i>change to a different emoji if they think the argument from one of the other children is convincing or more fitting to what they believe in. You can use the following questions to debrief after each scenario:</i></p> <ul style="list-style-type: none"> - <i>Would someone like to share why you chose the emoji you chose?</i> - <i>If some children chose the red or yellow emoji: What do you think makes this situation unsafe? What would be the best way to act if you were in this situation? (35 minutes)</i> <p>❖ <i>Proceed with the debriefing, summarising what children have learnt through the activity, namely: a. recognising unsafe situations online and offline, b. how to act in unsafe situations. (5 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>You can pick the scenarios you find most suitable for the group of children you are working with and modify the scenarios if necessary. You can also come up with other scenarios if you would like.</i> - <i>When presenting the scenarios and asking the children to share how the scenarios made them feel, you can ask follow-up questions and lead the conversation if you think there is something important to note about the scenario. For example, when discussing this scenario: “Your friend posted a photo on social media of you two together” you could discuss that you should always ask for consent before posting a picture online of someone else and that once a picture is posted online, how it is shared, saved or used by other people can no longer be controlled.</i>

Handouts	- <i>Traffic lights handouts (Annex 7 of Module 4)</i>
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Lucia Hakala, Barnaheill - Save the Children Iceland - Þóra Björnsdóttir</i>

Activity 2

Activity Title	Safety traffic lights (9-11-year-olds)
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this module, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Recognise unsafe situations, online and offline</i> ❖ <i>Know how to act in unsafe situations, online and offline</i>
Materials	<ul style="list-style-type: none"> - <i>Scenarios about safety (Annex 6 of Module 4)</i> - <i>Traffic lights emojis (Annex 8 of Module 4)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Preparations. Before beginning the activity, you should print out three papers with the green, yellow and red emojis (Traffic lights emojis, Annex 8 of Module 4) and place them on the floor in a line, so that the green emoji is on one side of the room, the yellow emoji is in the middle and the red emoji is on the other side of the room.</i> ❖ <i>Introduce the activity. Tell the children that today's topic is safety and safety skills. Explain that during this activity the children will hear some scenarios and their task is to recognise whether the scenarios make them feel happy, good and safe, or sad, bad and unsafe. (5 minutes)</i> ❖ <i>Safety skills scenarios.</i>

Provide the following instructions to the children to begin the activity: Tell the children that you have laid out three emojis representing feelings in different parts of the room. The green emoji represents feeling happy, good and safe. The red emoji represents feeling sad, bad and unsafe. The yellow emoji in the middle represents a feeling in between the good and bad or feeling unsure. Tell the children that you will read out some scenarios (Annex 6 of Module 4). Ask the children to think carefully about how the scenarios make them feel. If the scenario makes them feel happy, good and safe, ask them to go stand next to the green emoji. If the scenario makes them feel sad, bad and unsafe, ask them to go stand by the red emoji. If the scenario makes them feel like something in between good and bad or they are not sure how it makes them feel, ask them to go stand in the middle by the yellow emoji.

Remind the children, that all feelings are valid so there are no right or wrong answers. Tell them that they can each make their own decision on where they stand and they are always allowed to change their mind and go to another emoji.

After each scenario, discuss how it made the children feel together, and ask them to can explain why they chose the emoji that they chose to stand next to. If for example most children selected green and few selected yellow, you can ask both groups to explain their choice. During the debrief, the children are allowed to move to a different emoji if they think

	<p><i>the argument from the other group is convincing or more fitting to what they believe in. You can use the following questions to debrief after each scenario:</i></p> <ul style="list-style-type: none"> - <i>Would someone like to share why you chose the emoji you chose to stand next to?</i> - <i>If some children chose the red or yellow emoji: What do you think makes this situation unsafe? What would be the best way to act if you were in this situation? (35 minutes)</i> <p>❖ <i>Proceed with the debriefing, summarising what the children have learnt through the activity, namely: a. recognising unsafe situations, online and offline, b. how to act in unsafe situations. (5 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>Position the emojis in the room far away from each other so that the children have enough space to move between them. The activity can also be conducted outside if preferred, but in this case make sure to have something to hold the emojis in place.</i> - <i>You can pick the scenarios you find most suitable for the group of children you are working with and modify the scenarios if necessary. You can also come up with other scenarios if you would like.</i> - <i>When presenting the scenarios and asking the children to share how the scenarios made them feel, you can ask follow-up questions and lead the conversation if you think there is something important to note about the scenario. For example, when discussing this scenario: “Your friend posted a photo on social media of you two together” you could discuss that you should always ask for consent before posting a picture online of someone else and</i>

	<i>that once a picture is posted online, how it is shared, saved, or used by other people can no longer be controlled.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<i>Save the Children Finland - Lucia Hakala, Barnaheill - Save the Children Iceland - Þóra Björnsdóttir</i>

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Module 5: Protection of children from sexual abuse

Aim of the module

This module provides you with activities for children aged 5 to 11 years old that aim at protecting them from sexual abuse. It is comprised of three units, named: *“What is child sexual abuse and child sexual abuse material?”*, *“Recognising signs of grooming”* and *“Preventing and combating child sexual abuse”*. Each topic additionally to the activities, also contains clear and detailed instructions to guide you in their implementation, as well as some key information that is important to keep in mind when applying them.

Learning objectives of the module

Upon completion of this module, you will be able to teach children to:

- **Acknowledge** specific body rules, applying both in the physical and online environments to keep them safe from child sexual abuse
- **Identify** safe and unsafe situations (the latter related to grooming)
- **Understand** what grooming is
- **Acknowledge** the signs/tactics of grooming
- **Understand** that not only stranger adults may pose a danger to them but also adults they know
- **Acknowledge** the importance of setting boundaries saying “no” when they feel uncomfortable or unsafe
- **Recognise and confide** in their trusted adults who are always there to talk with them if they see anything uncomfortable or if someone tries to touch/contact them in a way that makes them feel uncomfortable or unsafe

Unit 1: What is child sexual abuse and child sexual abuse material?

Key information

Child sexual abuse (CSA) is a growing phenomenon with unprecedented consequences to children who experience it. Child sexual abuse is a general term that includes all acts that violate the sexual integrity and self-determination of a child (Save the Children Finland). It can take place in any setting, such as in the home, in a public space or online. Examples of child sexual abuse include:

- ❖ Commenting on a child's photo or their body in a sexually suggestive manner
- ❖ Sending and/or asking for sexually explicit material from a child
- ❖ Any sexual activity towards a child, e.g., exhibitionism, touching a child in a sexual way, penetration
- ❖ Inviting or asking a child to sexually touch another person or child, even if the contact or touch does not occur

Child sexual abuse material (CSAM) refers to the material depicting acts of sexual abuse and/or focusing on the genital and/or anal region of the child. Typically, the term CSAM refers to one of the following:

- ❖ Materials depicting sexual abuse of a child recorded by the perpetrator. The sexual abuse depicted in the material may have been committed online or it may have been committed in real life and the recording is distributed online.
- ❖ Child sexual abuse images and videos created using smartphones or webcams and then shared online. In some cases, children are groomed, deceived or extorted into producing and sharing a sexual image or video of themselves by someone who is not physically present in the room with the child (Internet Watch Foundation). Also, CSAM includes materials initially taken by a child and shared consensually with another child, which have subsequently been shared by the recipient without consent to third parties or online.

The last form is often called "self-generated child sexual abuse material". Regarding this term, it is important to be aware of the risk of implicitly or inadvertently placing

the blame on the child who has produced the image against their will. For any self-generated sexual material depicting a young child, it should be assumed that it is the result of an abusive or coercive situation with an adult or another child (ECPAT, 2016, p. 43).

Disclosure

Children rarely disclose sexual abuse immediately after the event for many reasons. They may feel afraid and/or embarrassed, they may have not understood what has happened to them, they may lack the proper words to tell anyone about the abuse or they may think that the abuse is not important to mention. Furthermore, the culture of obeying adults without question can turn children into silent victims of sexual abuse. Typically, when a child chooses to disclose what has happened to them, they are more likely to confide in their friends than to approach the authorities.

It is important for you to be aware of the signs that may indicate that a child has been subjected to sexual abuse. Signs that a child is being sexually abused are often present, but they can be indistinguishable from other signs of child distress, or trauma. Emotional and social signs include: anxiety, depression, sleep disturbances, changes in eating habits, mood, attitude, unusual fear of certain people or places. Physical signs may be direct or indirect. Direct physical signs include: bruising, bleeding or scabs. Indirect physical signs include: chronic stomach pain, persistent or recurring pain during urination, wetting or soiling accidents unrelated to toilet training (Darkness to light. End child sexual abuse).

Scenarios to help you detect that a child shows potential signs of sexual abuse

- ❖ During playtime, Sarah, a normally outgoing 7-year-old has become withdrawn and avoids physical contact. She has been drawing pictures of sad faces and asking questions about genitals. When a teacher approaches her, she flinches and seems uncomfortable.
- ❖ Mario, a 10-year-old, has started exhibiting sudden and extreme mood swings. He has been acting out in class and displays aggressive behaviour towards

classmates. He has also started showing a sudden aversion to changing for gym class and frequently asks to use the restroom during those times.

When discussing the issue of child sexual abuse with children, it is important to approach the topic with sensitivity and care. Here are some tips:

- Start with Openness and Reassurance. Begin the conversation by letting children know that it is important to talk about it to keep them safe, reassure them that it is okay to ask questions either in class or privately.
- Use Simple and Age-Appropriate Language. Be clear and specific in your communication. For example, use the exact name of each body part and avoid euphemisms. Tailor your language to the child’s age and level of understanding.
- Acknowledge feelings. Let children know that it is normal to feel a range of emotions when discussing this topic. Reassure them that their feelings are valid.
- Avoid Blaming or Shaming Language. Ensure that the child knows that they are not at fault for any inappropriate behaviour they may have encountered.
- Be Attuned to Non-Verbal Cues. Pay attention to the child’s body language and facial expressions. If they seem uncomfortable, give them space and let them know they can talk when they are ready.

Activities

Activity 1

Activity Title	<i>My Body, My Rules (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon completion of this activity, children will be able to:</i> <ul style="list-style-type: none"> ❖ <i>Acknowledge specific body rules, applying both in the physical and online environments to keep them safe from child sexual abuse</i>

	<ul style="list-style-type: none"> ❖ <i>Recognise their trusted adult who is always there to talk with them if they see anything uncomfortable or if someone tries to touch/contact them in a way that makes them feel uncomfortable or unsafe</i>
Materials	<ul style="list-style-type: none"> - <i>Small sheets of paper. One for each child</i> - <i>Crayons or pencil crayons</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Gather the children in a circle and explain them that the purpose of the activity “My Body, My Rules” is to present to them some important body rules, applying both in the physical and online environments that have the power to ensure that they are always safe and sound. (5 minutes)</i> ❖ <i>Give to each child one small sheet of paper as well as a crayon/pencil crayon and ask them to think and draw an adult in their family who makes them feel safer and more comfortable. Then ask each child to show to the other children the drawing and the person depicted in it and tell who they are. After, all children have shown and explained their drawings, tell them that this person is their trusted adult. (15 minutes)</i> ❖ <i>Start a discussion about the importance of Body Rules and introduce them to children:</i> <ol style="list-style-type: none"> 1. <i>You have control over your own body and others have control over theirs.</i> 2. <i>You get to choose who can give you hugs and kisses or do anything with your body.</i> 3. <i>Nobody is allowed to touch certain body parts of yours, i.e. breasts, vulva, penis, scrotum, buttocks, except for parents and nurses and doctors, but they should always explain what they are doing and why and ask permission.</i>

	<p>4. <i>Nobody is allowed to make you touch your breasts, vulva, penis, scrotum, buttocks, neither someone else's.</i></p> <p>5. <i>Nobody is allowed to take pictures or videos of your breasts, vulva, penis, scrotum, buttocks. Nobody may share or distribute such images. (10 minutes)</i></p> <p>❖ <i>Introduce and explain to them their safety magic phrase: "Always tell a trusted adult if you see anything uncomfortable or if someone tries to touch/contact you in a way that makes you feel uncomfortable or unsafe and not to keep it a secret, even though the other person told you to keep it secret". (5 minutes)</i></p> <p>❖ <i>Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. they have control over their own body and others have control over theirs, b. they get to decide who can give them hugs and kisses or do something with their body, c. nobody is allowed to touch certain body parts of them, i.e. breasts, vulva, penis, scrotum, buttocks, except for parents and nurses and doctors, but they should always explain what they are doing and why and ask permission, d. nobody is allowed to make them touch their breasts, vulva, penis, scrotum, buttocks, neither someone else's, e. nobody is allowed to take pictures or videos of their breasts, vulva, penis, scrotum, buttocks. Nobody may share or distribute such images, f. they should always tell a trusted adult if they see anything uncomfortable or if someone tries to touch/contact them in a way that makes them feel uncomfortable or unsafe, and not to keep it a secret,</i></p>
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	<i>even though the other person told them to keep it secret. (10 minutes)</i>
Tips for facilitators	<ul style="list-style-type: none"> - <i>If a child is hesitant about showing their drawing or talking about their trusted adult, do not pressure them to talk to the class. Continue with the children who are willing to show their drawings and talk about them.</i> - <i>The facilitator should be ready to deal with complicated or sensitive topics that may come up. Be prepared on how to react if a child discloses sexual abuse or other violence they have experienced. The facilitator could react by saying “thank you for telling me/us about this”, “we can talk about this privately if you prefer”.</i>
Handouts	<i>N/A</i>
Adaptations for an online environment	<i>N/A</i>
References	<i>Save the Children, Respect! My body! Second edition, 2019, available at:</i> https://resourcecentre.savethechildren.net/document/stopp-min-kropp-second-edition/ , <i>KMOP – Social Action and Innovation Centre – Theodora Morou</i>

Activity 2

Activity Title	<i>My Body, My Rules (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<i>Upon completion of this activity, children will be able to:</i>

	<ul style="list-style-type: none"> ❖ <i>Acknowledge specific body rules, applying both in the physical and online environments to keep them safe from child sexual abuse</i> ❖ <i>Recognise their trusted adult who is always there to talk with them if they see anything uncomfortable or if someone tries to touch/contact them in a way that makes them feel uncomfortable or unsafe</i>
Materials	-
Instructions	<ul style="list-style-type: none"> ❖ <i>Introduce the activity. Explain to the children that the purpose of the activity “My Body, My Rules” is to present to them some important body rules, applying both in the physical and online environments that have the power to ensure that they are always safe and sound. (5 minutes)</i> ❖ <i>Start by asking the children:</i> <ul style="list-style-type: none"> - <i>Who is the adult person in your families who makes you feel safer and more comfortable and why? Listen carefully to their responses and tell them that this person is their trusted adult. (10 minutes)</i> ❖ <i>Continue by asking them:</i> <ul style="list-style-type: none"> - <i>What comes to your mind when you hear the phrase body rules? Can you imagine some of those rules?</i> <p><i>Listen to their responses, emphasise the importance of body rules and present them to the children:</i></p> <ol style="list-style-type: none"> 1. <i>You have control over your own body and others have control over theirs.</i> 2. <i>You get to choose who can give you hugs and kisses or do anything with your body.</i> 3. <i>Nobody is allowed to touch certain body parts of yours, i.e. breasts, vulva, penis, scrotum, buttocks,</i>

	<p><i>except for parents and nurses and doctors, but they should always explain what they are doing and why and ask permission.</i></p> <p><i>4. Nobody is allowed to make you touch your breasts, vulva, penis, scrotum, buttocks, neither someone else's.</i></p> <p><i>5. Nobody is allowed to take pictures or videos of your breasts, vulva, penis, scrotum, buttocks. Nobody may share or distribute such images. (15 minutes)</i></p> <p><i>❖ Introduce and explain them their safety magic phrase: "Always tell a trusted adult if you see anything uncomfortable or if someone tries to touch/contact you in a way that makes you feel uncomfortable or unsafe, and not to keep it a secret, even though the other person told you to keep it secret". (5 minutes)</i></p> <p><i>❖ Proceed with the debriefing, summarising all the skills children have learnt through this activity, namely: a. they have control over their own body and others have control over theirs, b. they get to decide who can give them hugs and kisses, or do something with their body, c. nobody is allowed to touch certain body parts of them, i.e. breasts, vulva, penis, scrotum, buttocks, except for parents and nurses and doctors, but they should always explain what they are doing and why and ask permission, d. nobody is allowed to make them touch their breasts, vulva, penis, scrotum, buttocks, neither someone else's, e. nobody is allowed to take pictures or videos of their breasts, vulva, penis, scrotum, buttocks. Nobody may share or distribute such images, f. they should always tell a trusted adult if</i></p>
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	<p><i>they see anything uncomfortable or if someone tries to touch/contact them in a way that makes them feel uncomfortable or unsafe, and not to keep it a secret, even though the other person told them to keep it secret. (10 minutes)</i></p>
Tips for facilitators	<ul style="list-style-type: none"> - <i>If a child is hesitant about talking about their trusted adult, do not pressure them to talk to the class. Continue with the children who are willing to talk about them.</i> - <i>The facilitator should be ready to deal with complicated or sensitive topics that may come up. Be prepared on how to react if a child discloses sexual abuse or other violence they have experienced. The facilitator could react by saying “thank you for telling me/us about this”, “we can talk about this privately if you prefer”.</i>
Handouts	N/A
Adaptations for online environment	N/A
References	<p><i>Save the Children, Respect! My body! Second edition, 2019, available at:</i> https://resourcecentre.savethechildren.net/document/stopp-min-kropp-second-edition/, KMOP – Social Action and Innovation Centre – Theodora Morou</p>

Unit 2: Recognising signs of grooming

Key information

People with the aim of sexually abusing a child may gain the trust of potential child victims by methodically “grooming” them. Grooming describes the preparatory phase of child sexual abuse, typically conducted to establish trust and/or compliance of the child or young person to ensure secrecy and silence to avoid disclosure (Bravehearts Foundation).

The process of grooming can be based on five stages. Though grooming is not always a process and may involve some and not all of the following elements (Winters, Jeglic, & Kaylor, 2020):

- ❖ Targeting the victim. People with the aim of sexually abusing children often choose their victims by sizing up the child’s vulnerability, neediness, low self-confidence as well as the absence of adequate parental supervision.
- ❖ Access to and isolation of the child. People with the aim of sexually abusing children create situations in which they are alone together with the child. Babysitting, tutoring, coaching and special trips for example enable this type of isolation.
- ❖ Gaining victim’s and/or parents’ trust. People with the aim of sexually abusing children typically work to build a child’s trust before exploiting them. They watch and gather information about the child, offer them gifts or money for no particular reason, get to know their needs and try to fill them. They may also work on gaining trust of parents/ caregivers by providing for example help: take the child to hobbies, helping with homework.
- ❖ Breaking down the child’s personal limits. Once a trusting relationship has been created, they progressively begin to sexualise the relationship. Desensitisation occurs very slowly and is often portrayed as “innocent encounters” (e.g. “accidentally” walking in on the child or having the child walk in on them when they are naked or creating situations - like going swimming - in which both

parties are less clothed), discussions on sexualised topics (e.g. telling inappropriate jokes, providing sexual education).

- ❖ Maintaining the relationship after the abuse. Once the sexual abuse is occurring, abusers use secrecy, gifts, blame, threats to maintain the child's continued participation and silence.

Grooming may occur in person or online or a combination of both. Online grooming is a growing phenomenon all over the world. People with the aim of sexually abusing a child online can be in contact with many children simultaneously and it can be easy for them to act anonymously or use a fake profile. This may entail assuming the identity of a peer or supportive adult (Save the Children Finland, 2021, p. 2). It is very difficult for a child to identify the situation and how harmful it may be (Save the Children Finland, 2021, p. 31). Some examples of online grooming are: getting to know the child, sending friend requests to the child's friends, asking about hobbies, pretending to be in the same situation as the child, offering comfort, giving gifts, asking the child to show gymnastics on the live camera and then moving the discussion slowly towards sexuality. Sometimes grooming is very straight forward and quick, for example asking for nude images or sending pornographic material to the child.

When considering people who sexually abuse children, many people often imagine an awkward stranger, but this is not where most of the danger lies. People who sexually abuse children may be individuals already known to the child they target, such as relatives and neighbours (Singh, Parsekar, & Nair, 2014). This is the case of child sexual abuse within the circle of trust. In addition, abusers look and for the most part, act just like non-abusers. That is how they manage to carry on the abuse (Women's Centre for Change, 2015, pp. 9-10). It becomes therefore essential to educate children not only about how to respond in uncomfortable situations but also to make them aware that abusers can also be people they already know.

Activities

Activity 1

Activity Title	Identifying “safe situations” and “unsafe situations” (5-8-year-olds)
Duration	45 minutes
Learning Objectives	<p>Upon completion of this activity, children will be able to:</p> <ul style="list-style-type: none"> ❖ Identify safe and unsafe situations (the latter related to grooming) ❖ Acknowledge the importance of setting boundaries saying “no” when they feel uncomfortable and talking to trusted adults about their concerns
Materials	<ul style="list-style-type: none"> - Cards (Annex 1 of Module 5) - Jar
Instructions	<ul style="list-style-type: none"> ❖ Gather the children and sit in a circle with the jar in the centre and explain that you will be playing the “Safe or Unsafe?” game. (2 minutes) ❖ Before starting the game, ask children to share examples of things that make them feel safe and things that make them feel uncomfortable or unsafe. (8 minutes) ❖ Let the children know that the goal of the game is to discuss different scenarios and determine if they are safe or unsafe situations. You can say something like “We are going to talk about some situations. Some are safe, which means they are okay, and some are unsafe, which means we need to be careful”. (2 minutes) ❖ Take turns, having each child pick a scenario card from the jar (scenario cards may be found in Annex 1 of Module 5), read it aloud, and then discuss as a group:

	<ul style="list-style-type: none">- <i>Is this situation safe or unsafe?</i>- <i>Why do you think this situation is safe or unsafe?</i>- <i>How would you feel and what could you do if you were in such a situation?</i> <p><i>Encourage children to explain their reasoning for their answers. (23 minutes)</i></p> <p>❖ <i>After discussing all scenarios, reinforce the idea that they have the right and obligation to themselves to set boundaries, saying no to anything that feels wrong or uncomfortable. Read the following story to children which explains what boundaries are: “Imagine you have a special bubble around you, kind of like a force field! This bubble is made of invisible magic, and it is called your ‘personal space’. It is super important because it helps you feel safe and comfortable. Inside this bubble, you get to decide what feels okay and what does not when it comes to how people treat you. This is what we call ‘personal boundaries’. It is like having your own set of rules for how you want to be treated by others. For example, if you do not like hugs from people you do not know very well, that’s okay. That’s your boundary. You can say ‘I would rather not have a hug’. Setting these boundaries is like taking care of yourself. It is like saying ‘Hey, this is what makes me feel good and safe. It is like having a list of things that make you happy, and you get to share it with others. So, imagine it is like having a treasure map that shows the things that make you feel happy, safe and respected. When you tell someone about your boundaries, you are showing your treasure map. You are informing them how to</i></p>
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	<p><i>treat you in a way that makes you feel good". Then, emphasise the importance of talking to a grown-up they trust, like a parent, a teacher, or family member, if someone makes them feel uncomfortable or tries to keep secrets. Add that trusted adults are there to help them and keep them safe and they should never be afraid to share their feelings with them, because they will want to know. (8 minutes)</i></p> <p>❖ <i>Proceed with the debriefing summarising to the children everything they have learnt during the activity, namely: a. recognising safe and unsafe situations (the latter related to grooming), b. the importance of setting boundaries, saying "no" when they feel uncomfortable and talking to trusted adults about their concerns. (2 minutes)</i></p>
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> - <i>Invite all children to share their thoughts, but do not pressure those who are shy or hesitant. Some children may feel more comfortable observing.</i> - <i>Praise the children for their active participation and thoughtful responses. Positive reinforcement encourages a safe and open learning environment.</i> - <i>Encourage discussion by asking open-ended questions, like those provided above. This invites children to think critically and express themselves.</i> - <i>Acknowledge and validate the children's feelings and responses, even if they differ from your own perspective. Avoid judging or shaming any child for their opinions.</i> - <i>The facilitator should be ready to deal with complicated or sensitive topics that may come up. Be prepared on how to react if a child discloses sexual</i>

	<i>abuse or other violence they have experienced. The facilitator could react by saying “thank you for telling me/us about this”, “we can talk about this privately if you prefer”.</i>
Handouts	<i>N/A</i>
Adaptations for online environment	<i>The teacher picks the scenarios from the jar</i>
References	<i>KMOP – Social Action and Innovation Centre – Theodora Morou</i>

Activity 2

Activity Title	Grooming. Spot the signs (9-11-year-olds)
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Understand what grooming is</i> <i>❖ Acknowledge the signs/tactics of grooming</i> <i>❖ Acknowledge the importance of setting boundaries, saying “no” when they feel uncomfortable and talking to trusted adults about their concerns</i>
Materials	<ul style="list-style-type: none"> <i>- Handouts’ responses (Annex 2 (ii) of Module 5) for the educator</i>
Instructions	<ul style="list-style-type: none"> <i>❖ Introduce the activity by asking children what comes to their minds when they hear the word “grooming”. After the children have responded, explain them that one definition of grooming is when somebody builds trust and connection with a child so they can abuse them. This can happen both online and offline. People with the aim of sexually abusing a child may be already known to them or strangers. Also, explain to them that the aim of the activity is to let them know</i>

	<p><i>about signs of grooming both in the offline and online environment. (5 min)</i></p> <ul style="list-style-type: none"> ❖ <i>Divide the children into three groups and explain to them that every group will have a handout of tactics/signs of grooming (some of them are indicators and some of them not) (Annex 2 (i) of Module 5). From the list provided, they shall discuss in groups and decide which of the described situations are signs of grooming and which are not. After their decision is made, they shall choose one representative who is going to present their responses. (10 minutes)</i> ❖ <i>Every representative will have 5 minutes to present their results and their reasoning in the class. Discuss with the children their responses (handouts' responses can be found in Annex 2 (ii) of Module 5). (15 min)</i> ❖ <i>After discussing all scenarios, reinforce the idea that they have the right and obligation to themselves to set boundaries, saying no to anything that feels wrong or uncomfortable. Tell them that personal boundaries are the limits and rules we set for ourselves in relation to other individuals to feel safe and respected. Setting boundaries is a form of self-care. It is a way of protecting our time, space and energy by creating clear guidelines of how we like to be treated. They let others know what is and what is not acceptable. Then, emphasise the importance of talking to a grown-up they trust, like a parent, a teacher or family member, if someone makes them feel uncomfortable or tries to keep secrets. Add that trusted adults are there to help them and keep them</i>
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	<p><i>safe and they should never be afraid to share their feelings with them, because they will want to know. (13 minutes)</i></p> <p>❖ <i>Proceed with the debriefing, summarising what they have learnt: a. what grooming is -online and offline, b. signs/tactics of grooming, c. the importance of setting boundaries saying “no” when they feel uncomfortable and talking to trusted adults about their concerns. (2 minutes)</i></p>
Tips for the facilitator	<p>- <i>The facilitator should be ready to deal with complicated or sensitive topics that may come up. Be prepared on how to react if a child discloses sexual abuse or other violence they have experienced. The facilitator could react by saying “thank you for telling me/us about this”, “we can talk about this privately if you prefer”.</i></p>
Handouts	<p>- <i>Three Handouts (Annex 2 (i) of Module 5), one for each group</i></p>
Adaptations for online environment	<p><i>No division into groups. You send the handouts with the signs of grooming to the children via e-mails.</i></p>
References	<p><i>KMOP – Social Action and Innovation Centre – Theodora Morou</i></p>

Unit 3: Preventing and combating child sexual abuse

Key information

A vital component of preventing and combating child sexual abuse is the provision of comprehensive sexual education to children. By teaching them about: body parts, boundaries and consent, healthy relationships, alarming signs and safety skills,

children are equipped with the awareness and understanding they need to protect themselves against child sexual abuse. Though it is not the responsibility of the child to protect themselves, at least solely. Adults need to keep children safe. Establishing open and trusting relationships with adults, as well as having a safe environment to grow are equally vital. Additionally, addressing individuals with a sexual interest in children is an important aspect of prevention, though it is not discussed here in detail.

As educators you should teach inter alia children:

- ❖ accurate names of private body parts, i.e. breasts, vulva, penis, scrotum, buttocks and the difference between good touch (e.g. when daddy gives you a good-night hug and kiss, when mommy gives you a hug and kiss after you wake up, when grandma and grandpa come to visit and everyone gets hugs and kisses) and bad touch (e.g. when someone touches your private body parts)
- ❖ the distinction between good secrets (e.g. birthday surprises) and bad secrets (e.g. those that make the child feel unsafe or uncomfortable)
- ❖ the importance of boundaries and consent
- ❖ warning signs
- ❖ encouraging children to leave if they feel unsafe or uncomfortable

Encouraging children to leave if they feel unsafe or uncomfortable about a certain situation is a very effective prevention and combat mechanism against child sexual abuse. Most children are socialised to respect adults, but being respectful does not mean compliance with everything adults want to do. People with the aim of sexually abusing a child might use their power and authority as grown-ups to trick, command, threaten or manipulate. When children are told to comply with everything, it makes them more vulnerable to sexual abuse. Children have the right to say “no” when it comes to who touches them and whom they touch, and in general when they feel unsafe or uncomfortable. This rule teaches them that it is ok to stand up for themselves and to be assertive if something does not feel right.

You should remember that as educators you play a crucial role in a child’s life and you can also serve as trusted adults who children feel comfortable confiding in. By fostering a safe and supportive environment, you can create an atmosphere where children feel

empowered to share their experiences, concerns and fears. This can be instrumental in identifying signs of abuse and providing the necessary assistance. It is crucial to recognise that children, especially young ones, may not always comprehend that they are experiencing CSA. They may think that is common or it is something that the child has to do. If a child tells you that they have been abused, try to stay calm, listen up and never put the blame on them (Child Welfare Information Gateway; Canadian Centre for Child Protection, p. 4).

One of the key challenges in combating CSA is ensuring that children disclose incidents promptly. Children rarely disclose sexual abuse immediately after the event. They may feel scared, embarrassed, they may not have understood what has happened to them, they may lack the proper words to tell anyone about the abuse or they may think that the abuse is not important to mention. When a child chooses to disclose what has happened to them, they are more likely to confide in their friends than to approach the authorities, which can lead to delayed reporting or cases going unreported entirely. Therefore, it is essential to instil in children the importance of speaking to trusted adults, who can provide the necessary support and intervention.

Activities

Activity 1

Activity Title	<i>Personal Safety Superheroes/Superheroines Adventure (5-8-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> <i>❖ Understand that not only stranger adults may pose a danger to them, but also adults they know</i> <i>❖ Say “no” when they feel unsafe or uncomfortable</i> <i>❖ Confide in a trusted adult</i>
Materials	- <i>An obstacle with cones, hula hoops or other safe object</i>

	<ul style="list-style-type: none"> - <i>Personal Safety Superheroes/Superheroines Certificates (Annex 3 of Module 5)</i> - <i>Stickers</i> - <i>Story (Annex 4 of Module 5)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Before the activity starts, set up different stations around the space, each focusing on a specific personal safety skill (Station 1: Saying “No” – place the story found in Annex 4 of Module 5, Station 2: Getting Away – set a simple obstacle with cones, hula hoops, or other safe object, Station 3: Asking for Help)</i> ❖ <i>Gather the children in a circle and welcome them to the “Personal Safety Superheroes/Superheroines Adventure”. Explain that they will be learning important skills to help keep them safe. (3 minutes)</i> ❖ <i>Narrate the “Personal Safety Superheroes/Superheroines story”: “Once upon a time in a bustling town called Safetyville, there were three extraordinary friends who were known as the Personal Safety Superheroes/Superheroines. Each of them had a special power that helped keep the children of Safetyville safe. 1. Captain Courageous. Captain Courageous had the power to say “no” with confidence. They could stand and firmly say “no” when something did not feel right, 2. Swift Sprinter. Swift Sprinter was lightning fast. They could zip away from any uncomfortable situation in the blink of an eye, finding safety in no time, 3. Helpful Heart. Helpful Heart had a heart full of kindness and knew just how to ask for help when needed. They were never afraid to approach a trusted adult for assistance. One sunny day in Safetyville, the Safety</i>

	<p><i>Superheroes/Superheroines gathered all the children in the city square. They shared stories of their adventures, teaching the children about their special powers and how they used them to stay safe. From that day on, the children of Safetyville felt empowered and ready to use their own safety powers. They knew that if they ever felt unsure or uncomfortable, they could be just like the Safety Superheroes/Superheroines – saying “no”, getting away and asking for help. And so, the adventures of the Safety Superheroes/Superheroines continue, spreading the message of personal safety far and wide, ensuring that children everywhere felt strong and safe”. (5 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Provide children instructions about the skill-building stations. Let them know that you have set up three stations around the space, each focusing on a specific personal safety skill. (2 minutes)</i> ❖ <i>Ask a child who wants to go to “Station 1: Saying ‘No’” and read the story. After the discussion on the story (Annex 4 of Module 5), encourage all children to say “No, I do not want it”. Provide positive reinforcement for using a firm and assertive tone. Emphasise that it is okay to say “no” in situations that make them uncomfortable and are against their personal boundaries. (10 minutes)</i> ❖ <i>Ask children to get up and approach “Station 2: Getting Away”. Explain that this station is all about moving quickly to get to a safe place. Encourage them to go through the course as fast as they can without bumping into the obstacles. Demonstrate how to</i>
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	<p><i>navigate through the obstacle course, emphasising the importance of moving quickly but safely. Remind them to always look where they are going and be aware of their surroundings. (10 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Go to “Station 3: Asking for Help”. Use the following role-play scenarios involving situations where a child might need help: a. someone excessively hugs you even though you have told them that you do not want, b. someone asks you to keep a secret that makes you uncomfortable, c. someone discusses inappropriate topics with you and tell that they should approach you as you are their more “trusted adult” and ask for help. Provide positive reinforcement for their efforts and remind them that it is perfectly okay to ask for help when they need it. (10 minutes)</i> ❖ <i>Personal Safety Superhero/Superheroine Certificates Gather the children together and present them with their “Personal Safety Superhero/Superheroine Certificates” for completing the adventure. If possible, let them choose a sticker to wear as a symbol of their newfound personal safety skills. (3 minutes)</i> ❖ <i>Safety Superhero Pledge and Goodbyes Have the children stand in a circle and lead them in reciting a simple safety pledge. For example: “I promise to be a Safety Superhero/Superheroine and keep myself safe. I will say “no”, get away and ask for help when I need it”. Thank the children for being Safety Superheroes/Superheroines and remind them to practice their new skills in real-life situations. (2 minutes)</i>
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Tips for the facilitators	<ul style="list-style-type: none"> - Clearly explain each role-play scenario. Encourage the children to practice asking for help. - Offer guidance on how to approach a trusted adult in these situations. For example, they can say “Excuse me, I need to talk to you about something important”. - Praise the children for their efforts in the role-play scenarios. Reinforce that asking for help is a brave and important thing to do. - If a child seems uncomfortable or unsure during an activity, address their concerns and provide reassurance. - The facilitator should be ready to deal with complicated or sensitive topics that may come up. Be prepared on how to react if a child discloses sexual abuse or other violence they have experienced. The facilitator could react by saying “thank you for telling me/us about this”, “we can talk about this privately if you prefer”.
Handouts	N/A
Adaptations for online environment	N/A
References	<i>KMOP – Social Action and Innovation Centre – Theodora Morou</i>

Activity 2

Activity Title	<i>Personal Safety Scavenger Hunt (9-11-year-olds)</i>
Duration	<i>45 minutes</i>
Learning Objectives	<p><i>Upon completion of this activity, children will be able to:</i></p> <ul style="list-style-type: none"> ❖ <i>Understand that not only stranger adults may pose a danger to them, but also adults they know</i>

	<ul style="list-style-type: none"> ❖ <i>Acknowledge that it is not rude to say “no”</i> ❖ <i>Confide in a trusted adult</i>
Materials	<ul style="list-style-type: none"> - <i>An obstacle course with cones, hula hoops or other safe object</i> - <i>Personal Safety Certificates (Annex 6 of Module 5)</i>
Instructions	<ul style="list-style-type: none"> ❖ <i>Before the activity starts, set up different stations around the space, each focusing on a specific personal safety skill (Station 1: Saying “no” – place the story found in Annex 4 of Module 5, Station 2: Getting away – set a simple obstacle course with cones, hula hoops or other safe object, Station 3: Asking for help).</i> ❖ <i>Gather the children in a circle and welcome them to the “Personal Safety Scavenger Hunt”. Explain that they will be visiting different stations to learn important personal safety skills. Hand out the “Personal Safety Scavenger Hunt Checklist” to every child (Annex 5 of Module 5). (5 minutes)</i> ❖ <i>Ask a child who wants to go to “Station 1: Saying ‘No’” and read the story. After the discussion on the story (Annex 4 of Module 5), encourage all children to say “No, I do not want it”. Provide positive reinforcement for using a firm and assertive tone. Emphasise that it is okay to say “no” in situations that make them uncomfortable and are against their personal boundaries. (10 minutes)</i> ❖ <i>Ask children to approach “Station 2: Getting away”. Explain that this station is all about moving quickly to get to a safe place. Encourage them to go through the course as fast as they can without bumping into the obstacle. Demonstrate how to navigate through the</i>

	<p><i>obstacle course, emphasising the importance of moving quickly but safely. Remind them to always look where they are going and be aware of their surroundings. (10 minutes)</i></p> <ul style="list-style-type: none"> ❖ <i>Go to “Station 3: Asking for Help”. Use the following role-play scenarios involving situations where a child might need help: a. someone excessively hugs you even though you have told them that you do not want, b. someone asks you to keep a secret that makes you uncomfortable, c. someone discusses inappropriate topics with you and tell them that they should approach you as you are their more “trusted adult” and ask for help. Provide positive reinforcement for their efforts and remind them that it is perfectly okay to ask for help when they need it. (10 minutes)</i> ❖ <i>Personal Safety Certificates. Gather the children together and give them their “Personal Safety Certificates” for completing the scavenger hunt. (5 minutes)</i> ❖ <i>Proceed with the debriefing, summarising all the personal safety skills children have learnt, namely: a. that not only strangers adults may pose a danger to them, but also adults they know, b. acknowledge that it is not rude to say “no”, on the contrary it is absolutely necessary to say so in certain circumstances, c. confide in a trusted adult. Remind them to practice their new skills in their everyday lives. (5 minutes)</i>
<p>Tips for the facilitators</p>	<ul style="list-style-type: none"> - <i>Clearly explain each role-play scenario. Encourage the children to practice asking for help.</i>

	<ul style="list-style-type: none"> - Offer guidance on how to approach a trusted adult in these situations. For example, they can say “Excuse me, I need to talk to you about something important”. - Praise the children for their efforts in the role-play scenarios. Reinforce that asking for help is a brave and important thing to do. - If a child seems uncomfortable or unsure during an activity, address their concerns and provide reassurance. - The facilitator should be ready to deal with complicated or sensitive topics that may come up. Be prepared on how to react if a child discloses sexual abuse or other violence they have experienced. The facilitator could react by saying “thank you for telling me/us about this”, “we can talk about this privately if you prefer”.
Handouts	- Personal Safety Scavenger Hunt Checklist (Annex 5 of Module 5)
Adaptations for online environment	N/A
References	KMOP – Social Action and Innovation Centre – Theodora Morou

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Annexes

Module 1: What do you know about sexual rights?

Annex 1: Sexual rights cards

Sexual rights cards

1	I have the right to react and say NO if someone tries to touch me in a way I don't like.
2	I have the right to react and say NO if someone touches me and I don't feel safe.
3	I have the right to learn and find out everything I need about my body.
4	I have the right to learn and find out everything that interests me and is related to my body.
5	I must not make fun of children of all genders who like to play with dolls.
6	I must not make fun of children of all genders who like to play with cars.
7	I must not speak ill of other children who dress differently than me.
8	I have the right to participate in all games regardless of my gender.
9	I have the right to go to the toilet by myself and close the door.
10	I can't force anyone to show me their body parts.
11	I have a right to understand how babies are born.
12	I have the right to know the exact names of all the parts of my body.
13	I have no right to force anyone to let me touch their body parts.
14	All children have the same rights regardless of their gender.
15	No one can make fun of me because I have long hair.
16	No one can make fun of me because I have short hair.
17	I must not forbid anyone to play because of their gender.
18	I have the right to decide whether I will have my own children when I grow up.
19	I have the right to decide how many children will I have when I grow up.



Annex 2: Child friendly list of sexual rights

Child friendly list of sexual rights

I have the right to be treated with respect meaning no one can mock me, insult me or hurt me in any way.
I have the right to show and tell how I feel or what and think about my body.
I have the right to ask for what I want in a relationship with peers and in love relationships.
I have the right to receive age-appropriate information on sex, contraception and sexually transmitted diseases.
I have the right to feel safe and protected in relationships with peers and adults and that others respect my sexual health and well-being.
I have the right to complain and react if one of my peers or adults asks me to participate in anything that causes me fear, discomfort or that can hurt me in any way that concerns my body.
I always have the right to say “no” to sexual activity until I feel ready.
I have the right to access medical services and counselling centres that will adequately meet the specific needs of children and young people. I have the right to medical care that is of high quality and accessible and that respects my privacy and dignity.
I have the right to plan my family freely and responsibly. I have the right to decide whether or not we want to have children, about the most favourable time for parenthood.
All people have the right to sexual pleasure. All people have the right to enjoy sex regardless of their gender and/or sexual orientation.



Annex 3: Worksheet on sexual rights and responsibilities

Worksheet on sexual rights and responsibilities

Children sexual rights	My responsibilities - I must or I mustn't
I have the right to be treated with respect meaning no one can mock me, insult me or hurt me in any way.	
I have the right to show and tell how I feel or what and think about my body.	
I have the right to ask for what I want in a relationship with peers and in love relationships.	
I have the right to receive age-appropriate information on sex, contraception and sexually transmitted diseases.	
I have the right to feel safe and protected in relationships with peers and adults and that others respect my sexual health and well-being.	
I have the right to complain and react if one of my peers or adults asks me to participate in anything that causes me fear, discomfort or that can hurt me in any way that concerns my body.	

<p>I always have the right to say “no” to sexual activity until I feel ready.</p>	
<p>I have the right to access medical services and counselling centres that will adequately meet the specific needs of children and young people. I have the right to medical care that is of high quality and accessible and that respects my privacy and dignity.</p>	
<p>I have the right to plan my family freely and responsibly. I have the right to decide whether or not we want to have children, about the most favourable time for parenthood.</p>	
<p>All people have the right to sexual pleasure. They have the right to enjoy sex regardless of their gender and/or sexual orientation.</p>	



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Annex 4: Statements about sexuality. 5-8-year-olds

Statements about sexuality. 5-8-year-olds

- ❖ *All genders pee the same way*
- ❖ *Boys have a penis, girls have a vagina*
- ❖ *All genders can give birth to a baby*
- ❖ *We should not play with boys who like dolls*
- ❖ *It is not good to touch your bum or pee-pee*
- ❖ *In order for a baby to be born, it is necessary for the egg from mother and sperm from father to come together*
- ❖ *Puberty is results in changes in our body*
- ❖ *Girls are prettier than boys*
- ❖ *All boys are rough and other children shouldn't play with them much*
- ❖ *Only children of different gender can kiss each other*
- ❖ *All the children regardless gender can be sad and cry*
- ❖ *All children regardless gender can be equally good at sports*



Annex 5: Statements about sexuality. 9-11-year-olds

Statements about sexuality. 9-11-year-olds

- ❖ *Puberty results in changes in our body*
- ❖ *Masturbation is dangerous for one's health*
- ❖ *Girls and boys who like other of the same sex should be treated by doctors*
- ❖ *Girls can get pregnant after their first period*
- ❖ *It is very impolite to touch your genitals*
- ❖ *When girls' breasts start to grow, it means that she is ready to have a boyfriend*
- ❖ *A girl can fall in love with another girl*
- ❖ *Boys are stronger than girls*
- ❖ *It is not ok for a girl to ask a boy on a date*
- ❖ *Girls are better athletes than boys*
- ❖ *During puberty, both girls and boys begin to grow body hair*
- ❖ *It is most correct that girls do not have any sexual intercourse before marriage*
- ❖ *It's perfectly okay to be touched by someone you know well, even if you don't like that touch*



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Annex 6: Stories on diversity

Stories on diversity

1. Andy came to school today with painted nails. His nails are painted pink and many children made fun of him.
2. Betty wants to enroll in the local soccer team, the team has so far only included boys, no girl has previously enrolled in this a soccer club. The boys on the team were not happy that Betty wants to play soccer with them.
3. Cooper is very sad because he lost his pet. He cries in the schoolyard and many children mock him and say that boys shouldn't cry.
4. Dina is not invited to classmate's birthday party because she doesn't like the same things as other girls in her class, she doesn't like to talk about clothes and hair, she doesn't like same games that other girls like.
5. Ethan is very shy, he does not participate in games with other boys because he is afraid that someone will hit him or be rude to him.
6. Fiona is called rude names because she dresses like a boy.
7. George, when he is home alone, likes to try on his mom's and sister's clothes. He is terribly ashamed of it and is afraid that someone will find out.
8. Hanna never invites other children from school to her house because she lives with two her mothers and does not know how to explain this to other children.
9. Isak would like to sometimes bring his own toys to play with other children, but he is very afraid that the other children will think they are toys for girls.
10. Jane often peeks through the keyhole while her brother is bathing because she wants to see how boy look naked. Her parents are worried about her.

Annex 7: Vignette MY Friend

Vignette MY Friend

Sally needs help and support. We will be her assistants today.

Sally is 11 years old. She doesn't enjoy dressing like other girls, she doesn't wear dresses or skirts, she doesn't like to wear colours that other girls like. She prefers her hair short. Other girls are talking about which boy they like, and Sally doesn't know what to say - she likes one girl. She does not want to tell anyone about it because she is afraid that all the other children will make fun of her. Nobody knows about it. She feels very ashamed and scared and thinks that there is something seriously wrong with her. You are Sally's friend, and she has decided to tell you the secret.

Let's help her!

Group A:

List 4 qualities of a good friend that can help Sally.

Name four ways that good friends may behave towards Sally.

Sally needs help and support. We will be her assistants today.

Sally is 11 years old. She doesn't enjoy dressing like other girls, she doesn't wear dresses or skirts, she doesn't like to wear colours that other girls like. She prefers her hair short. Other girls are talking about which boy they like, and Sally doesn't know what to say - she likes one girl. She does not want to tell anyone about it

because she is afraid that all the other children will make fun of her. Nobody knows about it. She feels very ashamed and scared and thinks that there is something seriously wrong with her. You are Sally's friend, and she has decided to tell you the secret.

Let's help her!

Group B:

How should teachers/teacher behave towards Sally?

List 4 things teachers could say to Sally to make her feel better.

Sally needs help and support. We will be her assistants today.

Sally is 11 years old. She doesn't enjoy dressing like other girls, she doesn't wear dresses or skirts, she doesn't like to wear colours that other girls like. She prefers her hair short. Other girls are talking about which boy they like, and Sally doesn't know what to say - she likes one girl. She does not want to tell anyone about it because she is afraid that all the other children will make fun of her. Nobody knows about it. She feels very ashamed and scared and thinks that there is something seriously wrong with her. You are Sally's friend, and she has decided to tell you the secret.

Let's help her!

Group C:

if you were the parent of this little girl, how would you like other children to treat her,

list 4 ways in which you, as parents, can help Sally.

Tom needs help and support. We will be his assistants today.

Tom is 11 years old. He doesn't enjoy playing football like other boys, he doesn't wear blue or green clothes like other boys, he cares about fashion, ecology and gardening. He prefers reading and silent time. Other boys are talking about which girl they like, and Tom doesn't know what to say - he likes one boy. He does not want to tell anyone about it because he is afraid that all the other children will make fun of him. Nobody knows about it. He feels very ashamed and scared and thinks that there is something seriously wrong with him. You are Tom's friend, and he has decided to tell you the secret.

Let's help him!

Group A:

list 4 qualities of a good friend that can help Tom.

Name four ways that good friends may behave towards Tom.

Tom needs help and support. We will be his assistants today.

Tom is 11 years old. He doesn't enjoy playing football like other boys, he doesn't wear blue or green clothes like other boys, he cares about fashion, ecology and gardening. He prefers reading and silent time. Other boys are talking about which girl they like, and Tom doesn't know what to say - he likes one boy. He does not

want to tell anyone about it because he is afraid that all the other children will make fun of him. Nobody knows about it. He feels very ashamed and scared and thinks that there is something seriously wrong with him. You are Tom's friend, and he has decided to tell you the secret.

Let's help him!

Group B:

How should teachers/teacher behave towards Tom?

List 4 things teachers could say to Tom to make him feel better.

Tom needs help and support. We will be his assistants today.

Tom is 11 years old. He doesn't enjoy playing football like other boys, he doesn't wear blue or green clothes like other boys, he cares about fashion, ecology and gardening. He prefers reading and silent time. Other boys are talking about which girl they like, and Tom doesn't know what to say - he likes one boy. He does not want to tell anyone about it because he is afraid that all the other children will make fun of him. Nobody knows about it. He feels very ashamed and scared and thinks that there is something seriously wrong with him. You are Tom's friend, and he has decided to tell you the secret.

Let's help him!

Group C:

if you were the parent of this little boy, how would you like other children to treat him,

list 4 ways in which you, as parents, can help Tom.



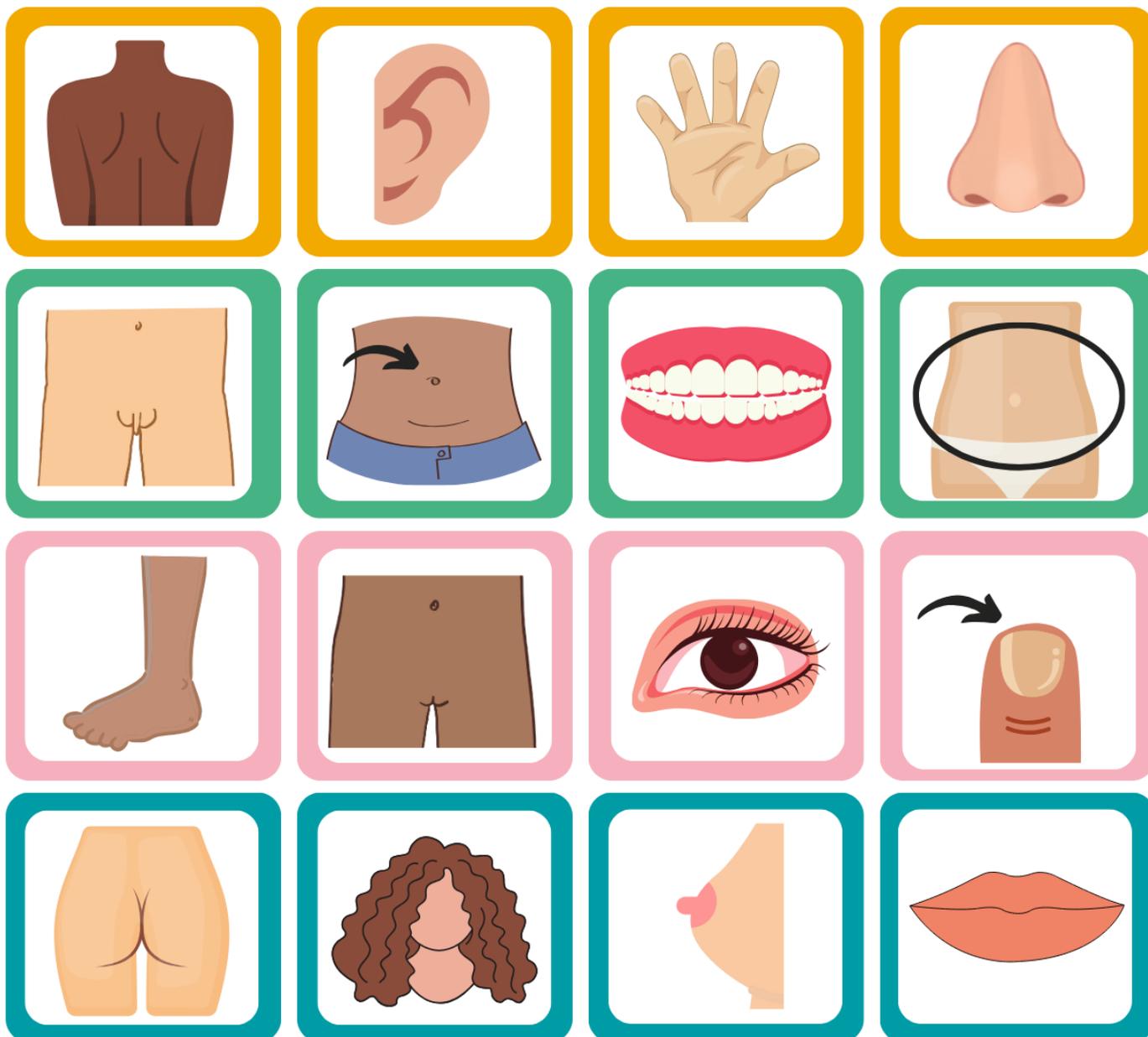
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Module 2: Human body

Annex 1: Bingo boards for children

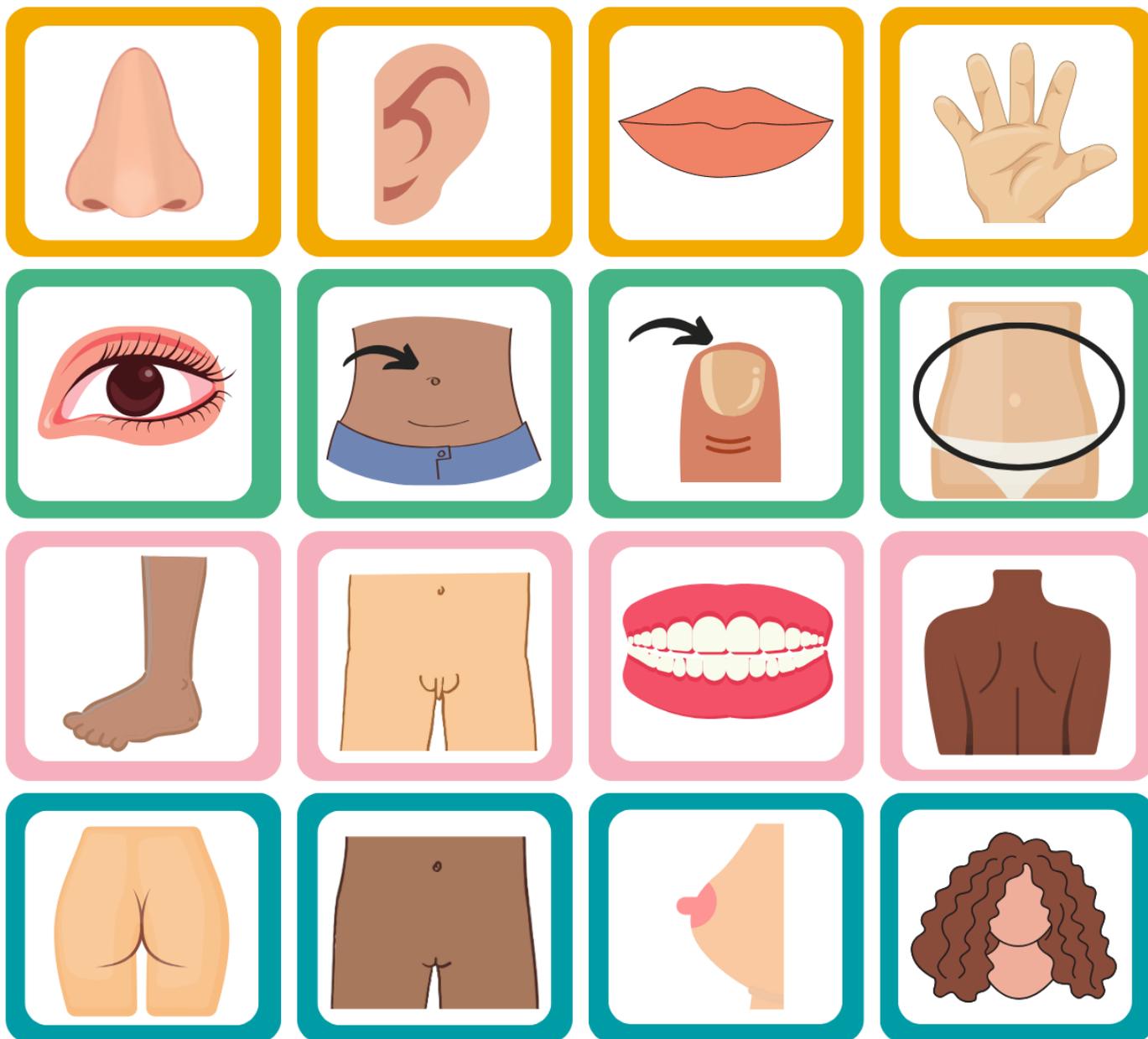
Bingo

Body parts



Bingo

Body parts



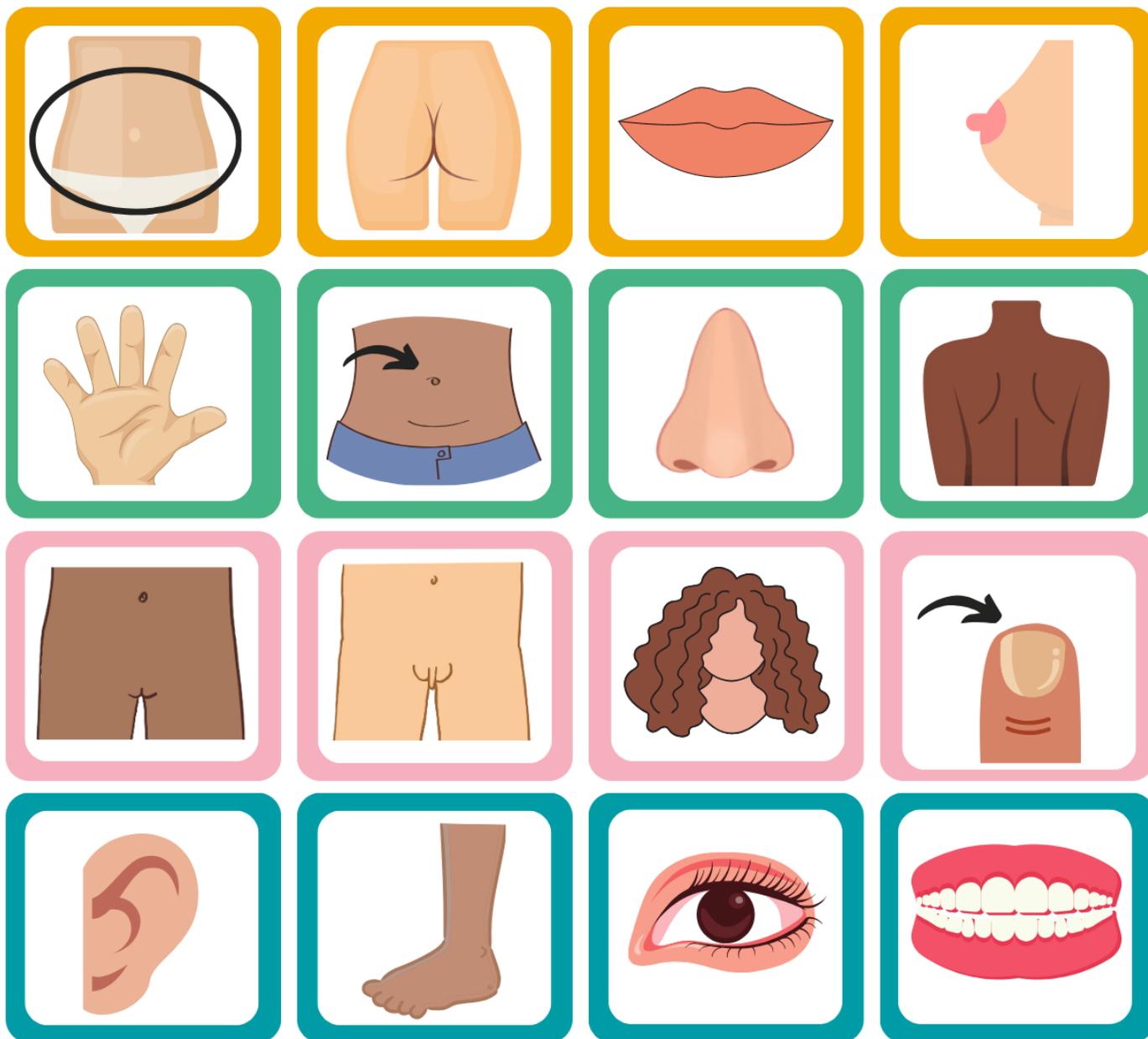
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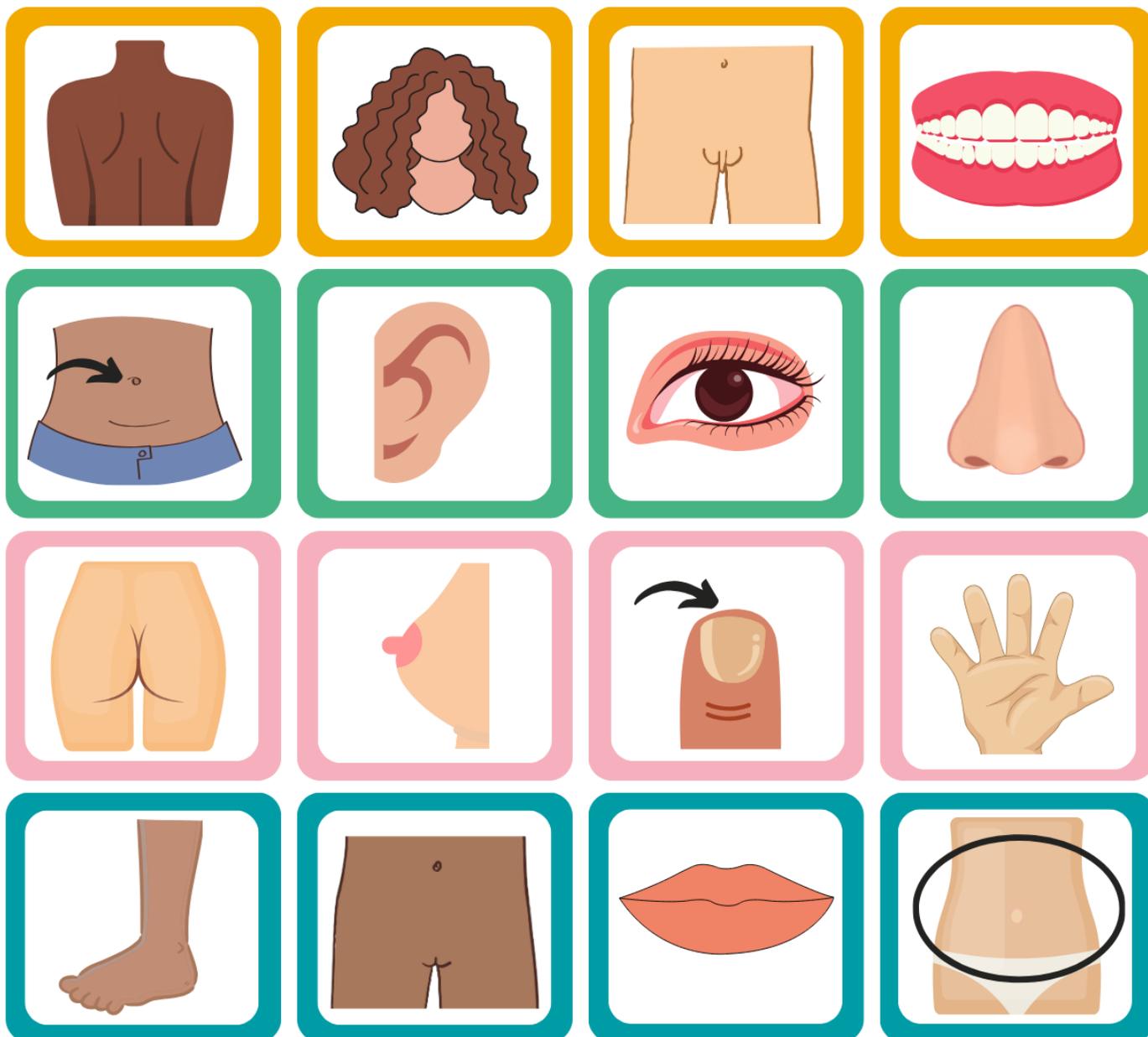
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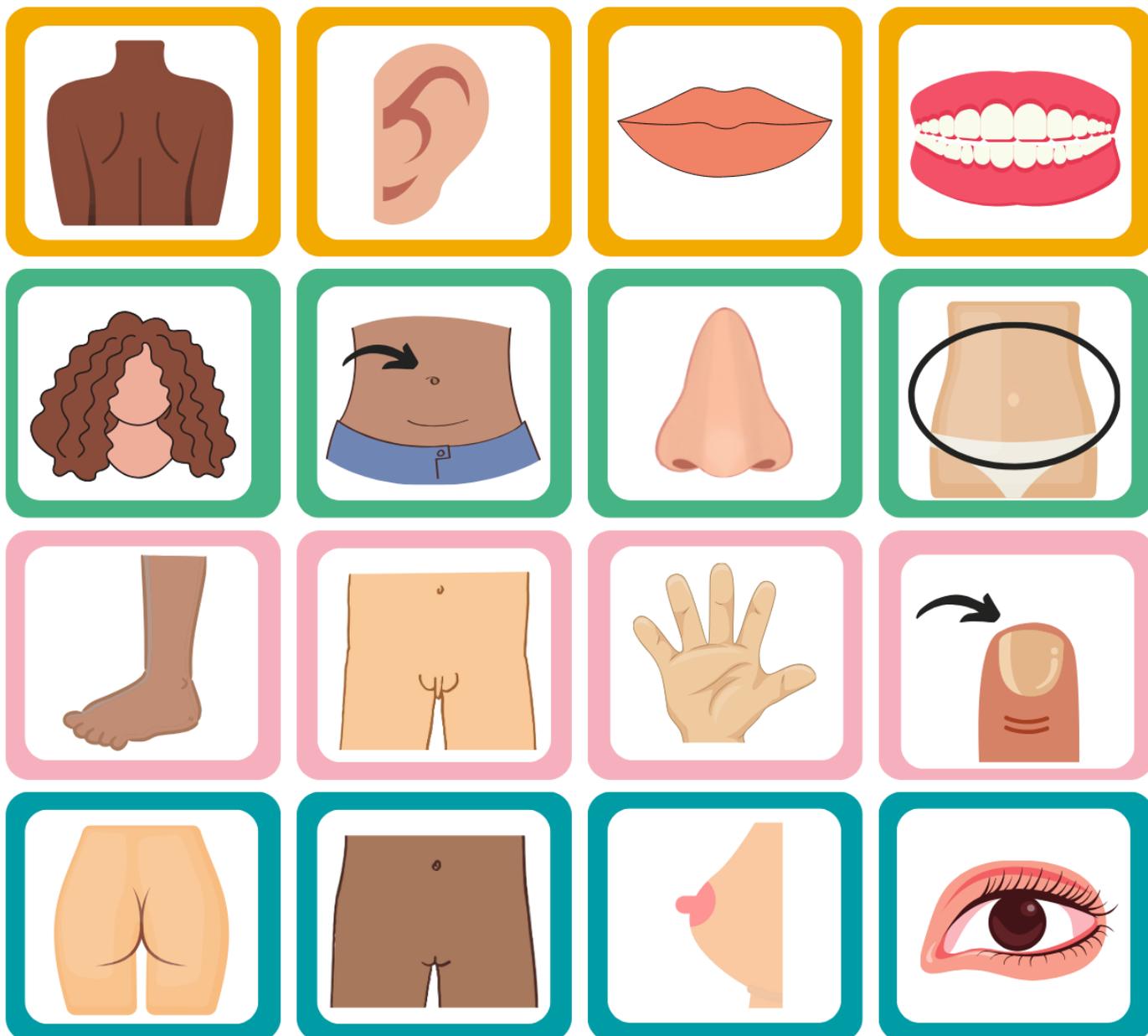
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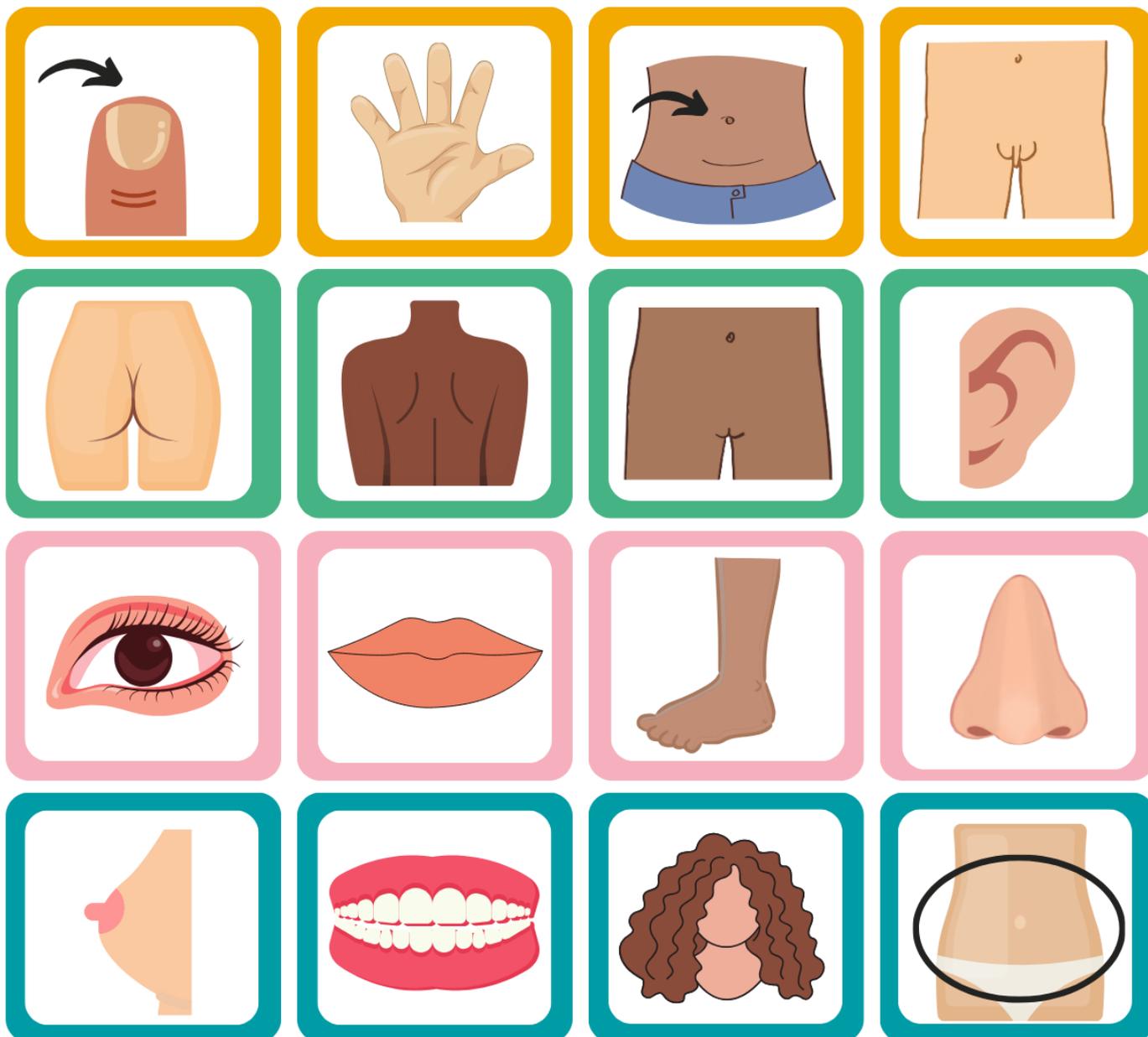
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Body parts



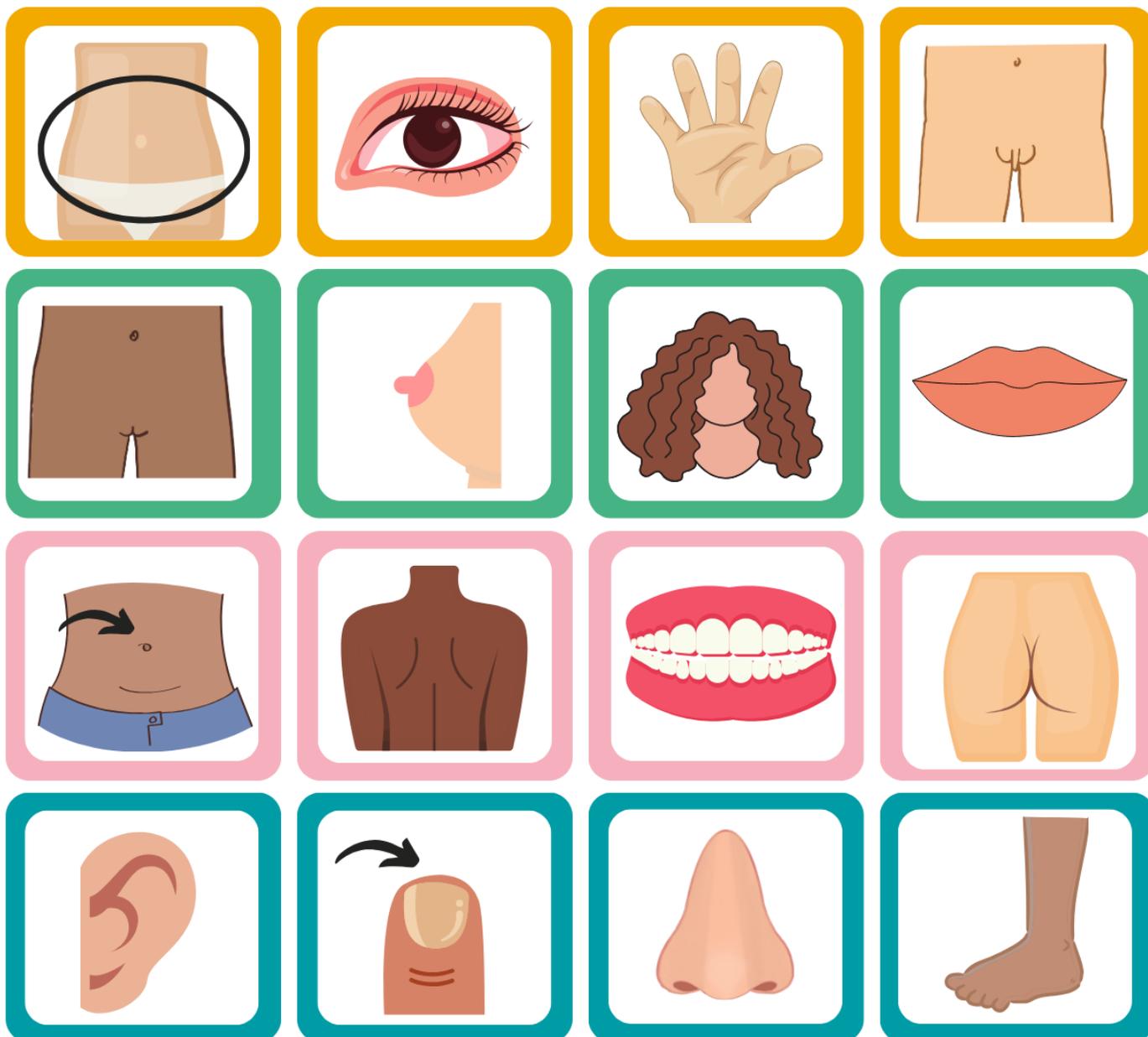
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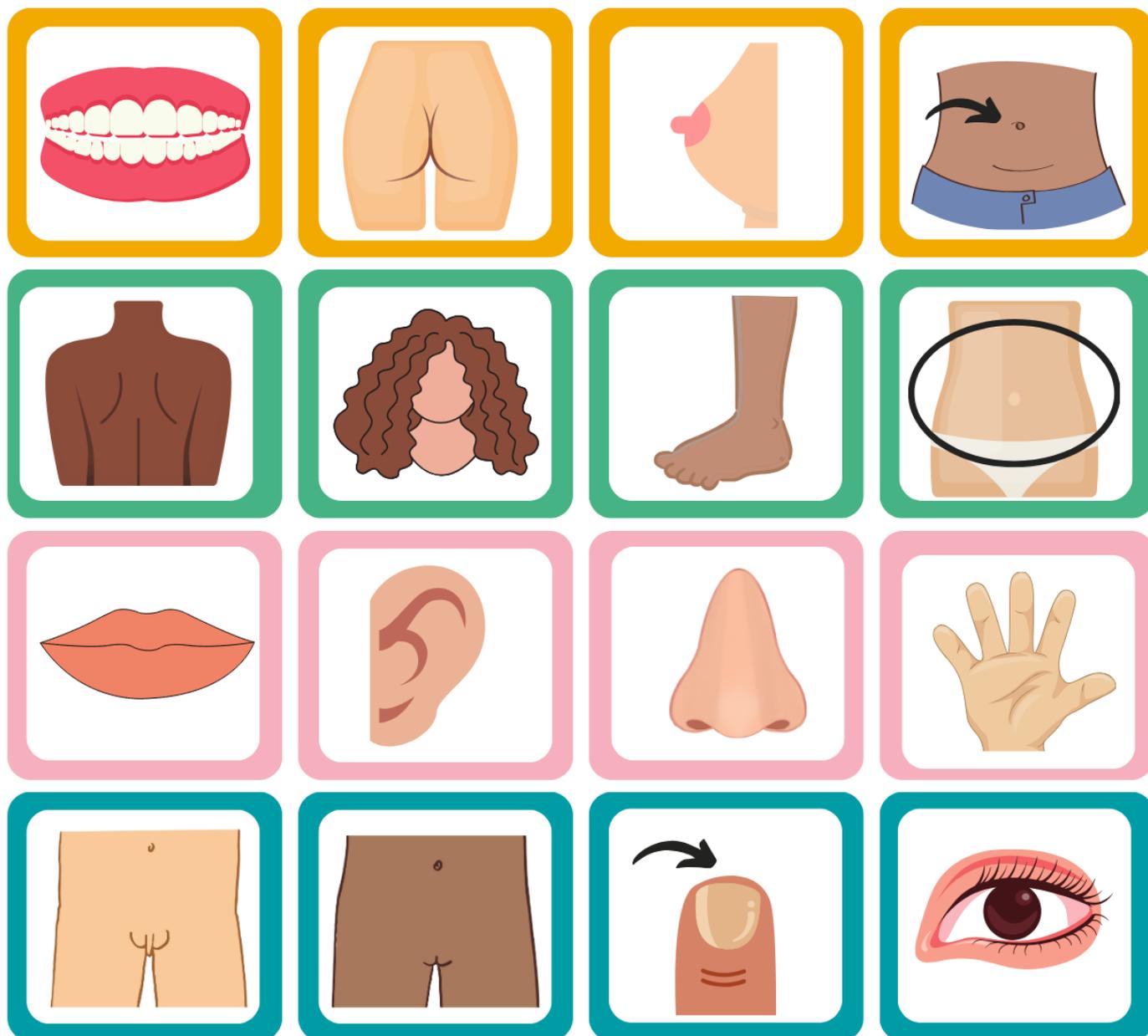
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Body parts



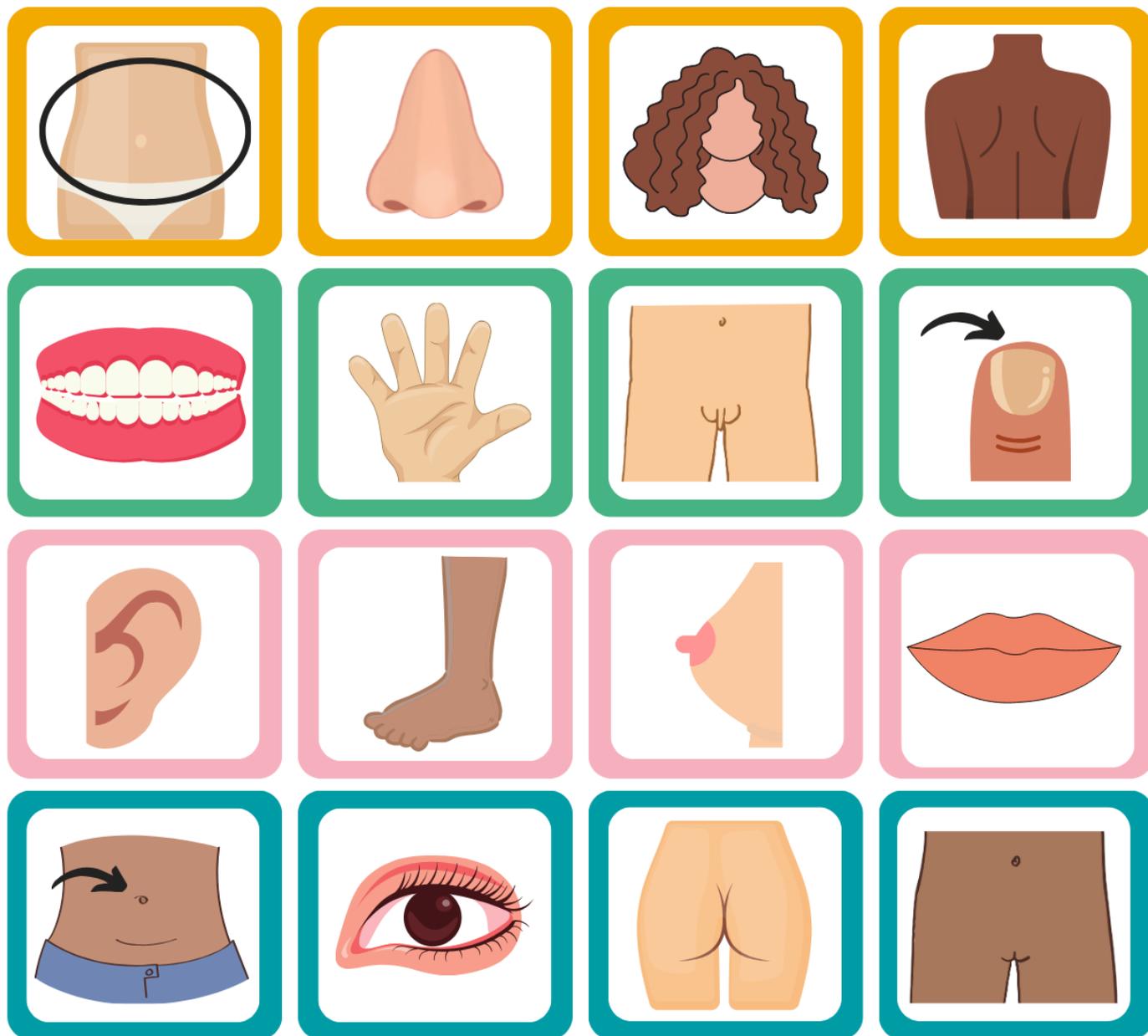
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Body parts



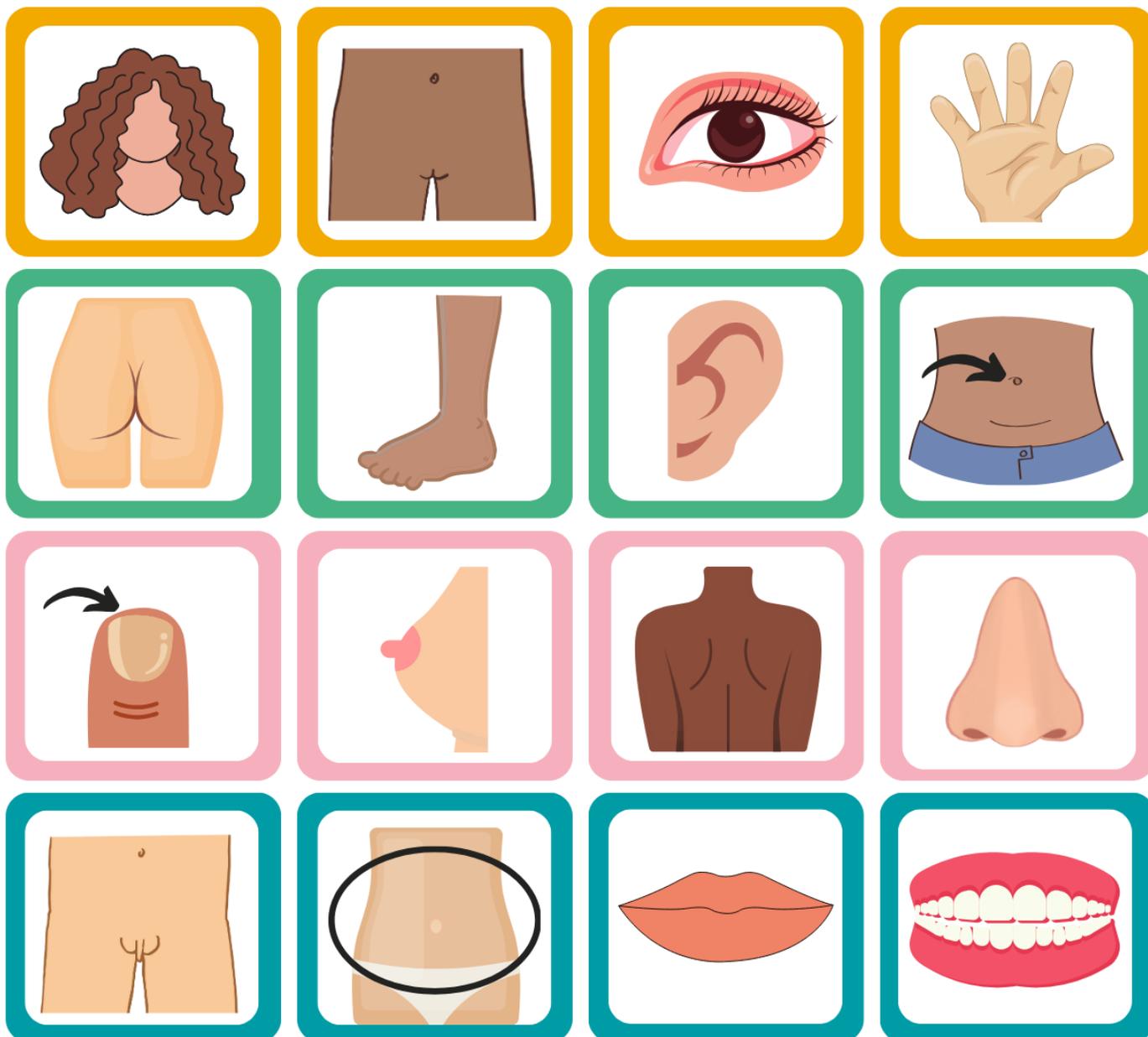
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Body parts



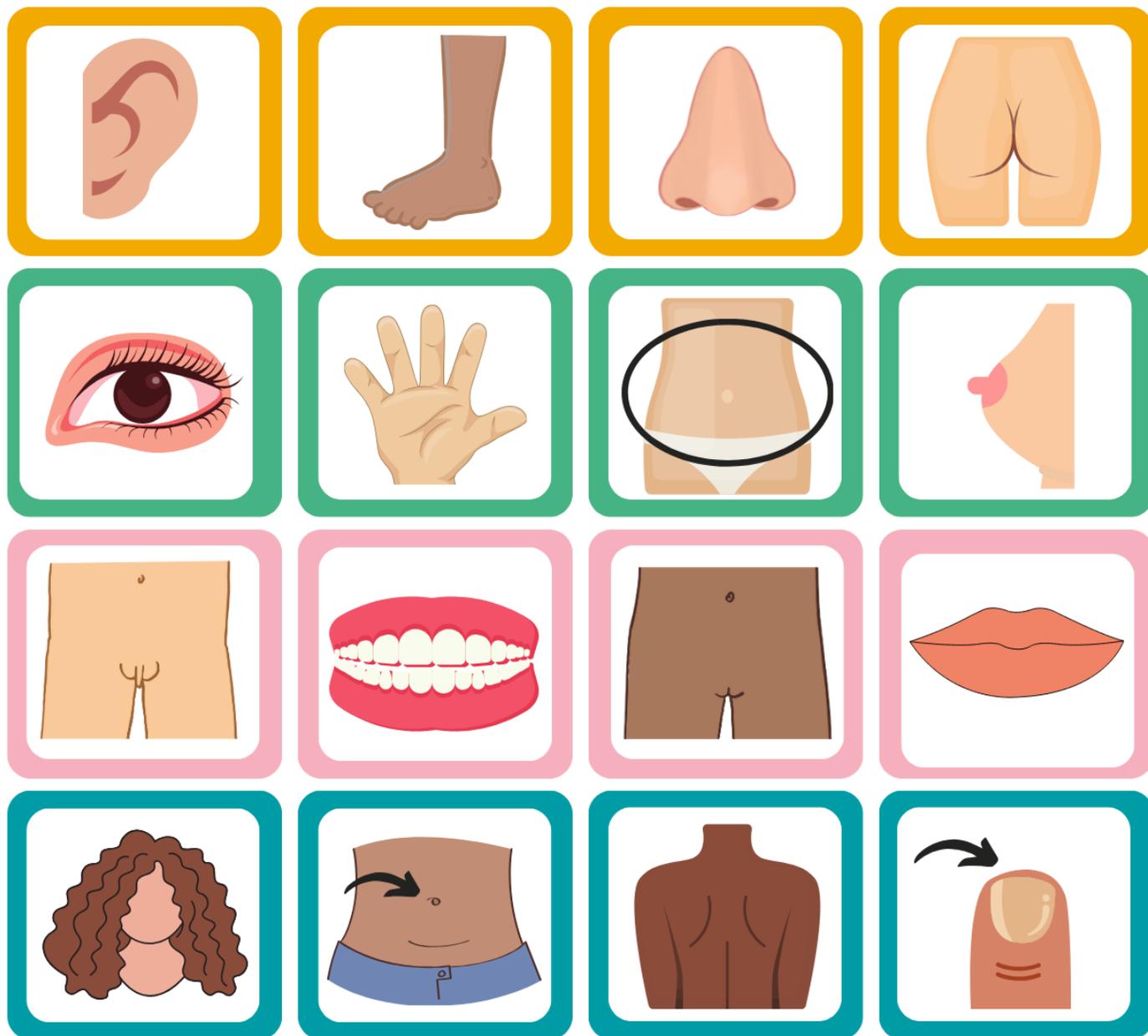
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Body parts



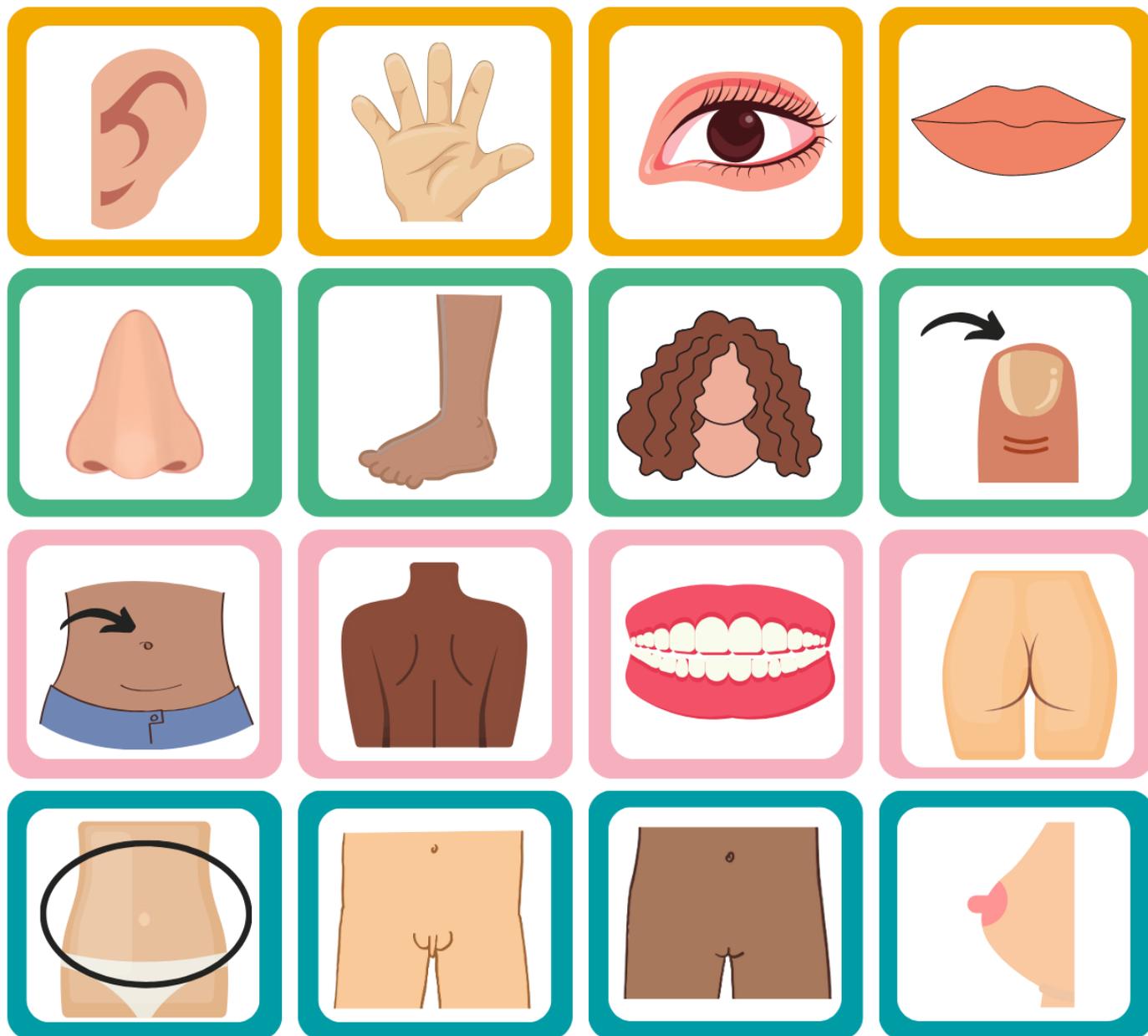
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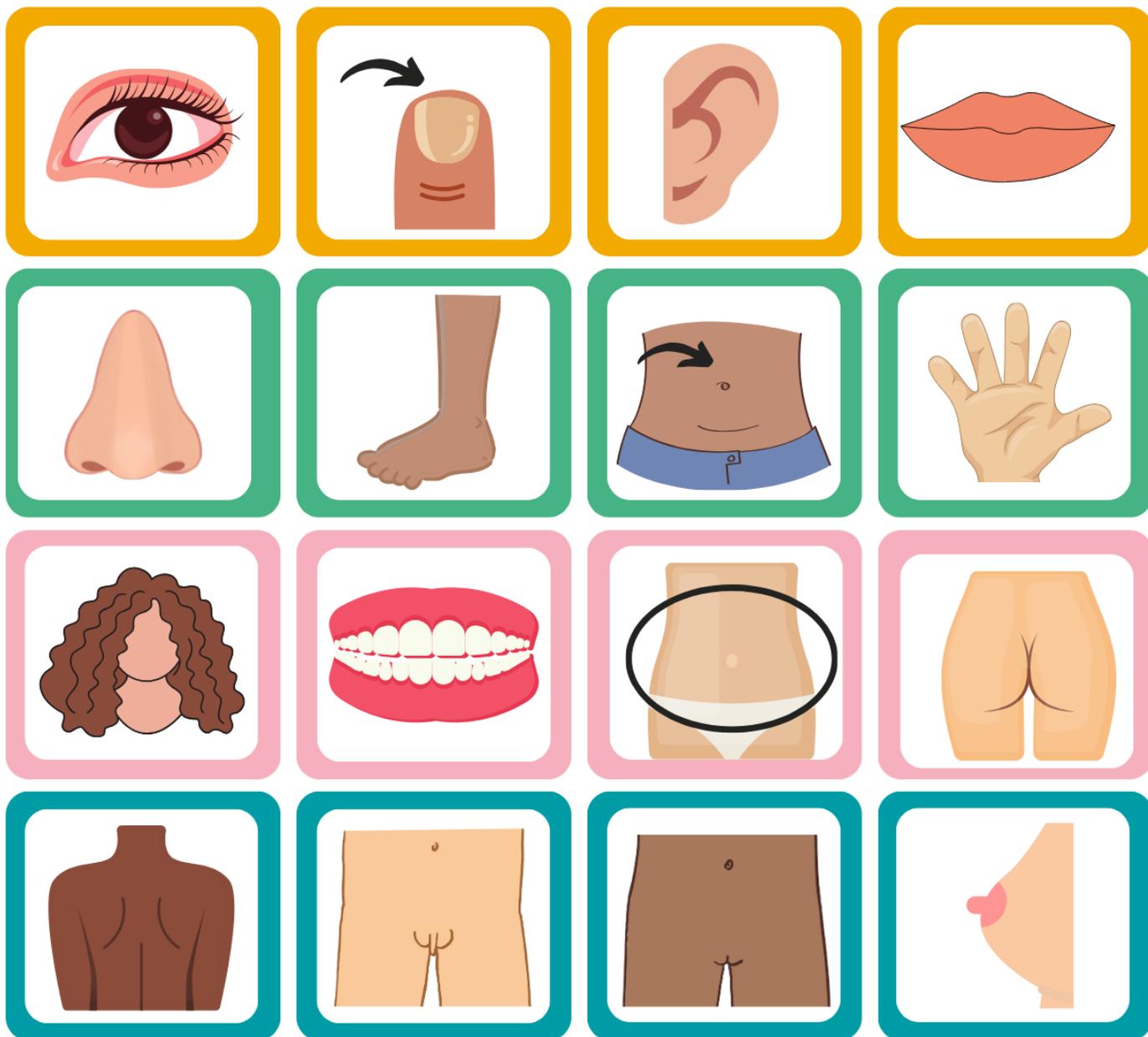
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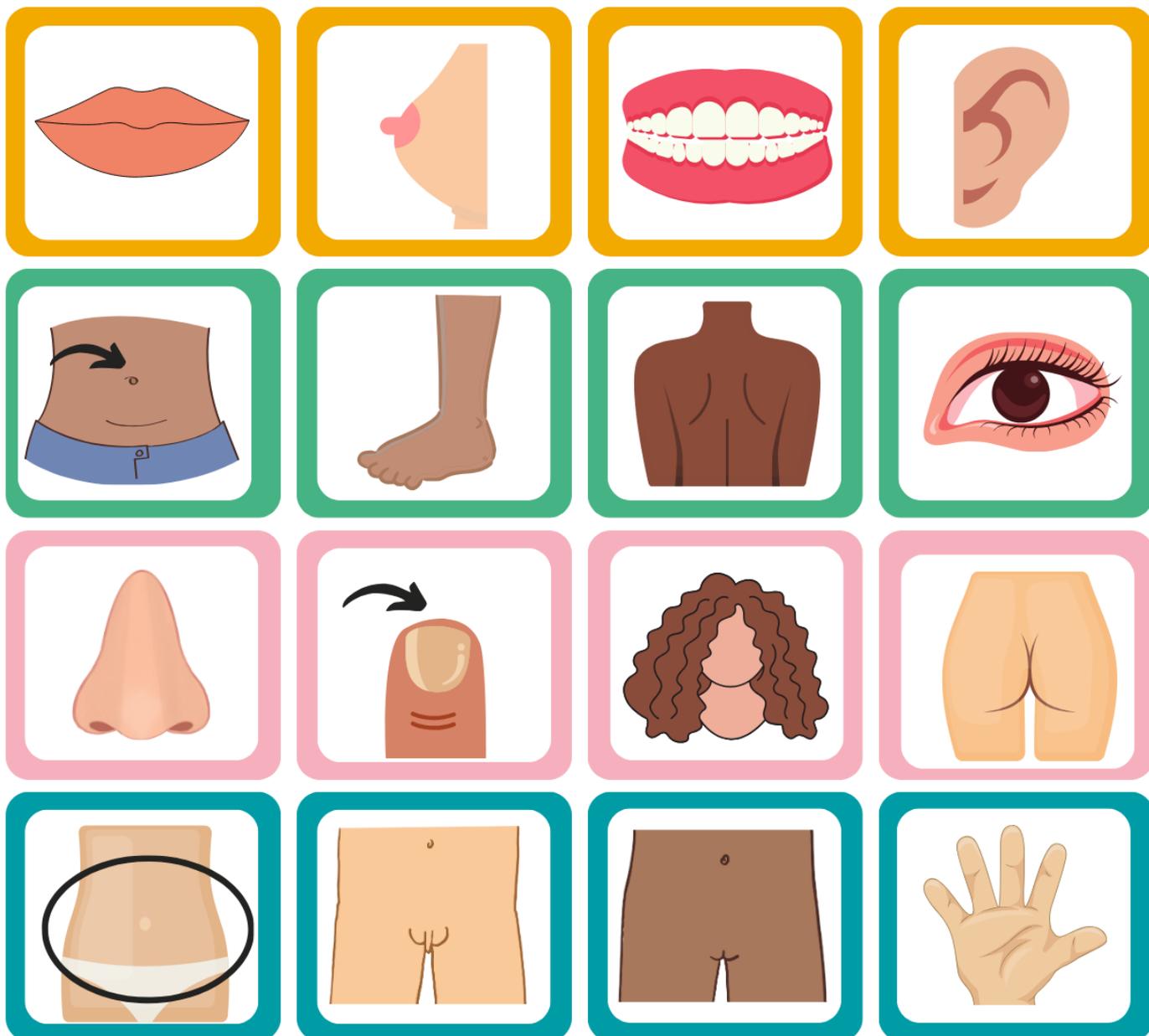
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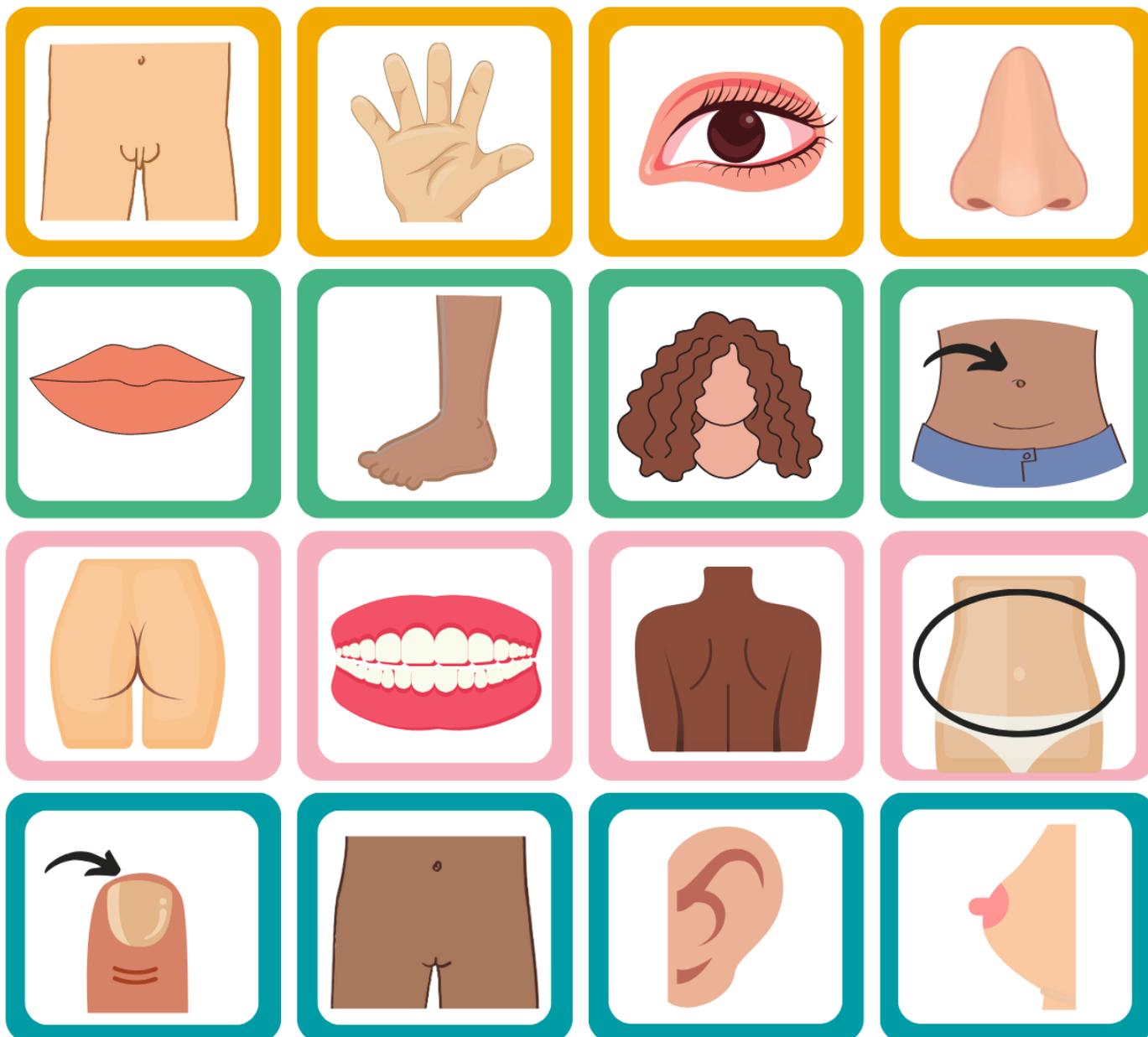
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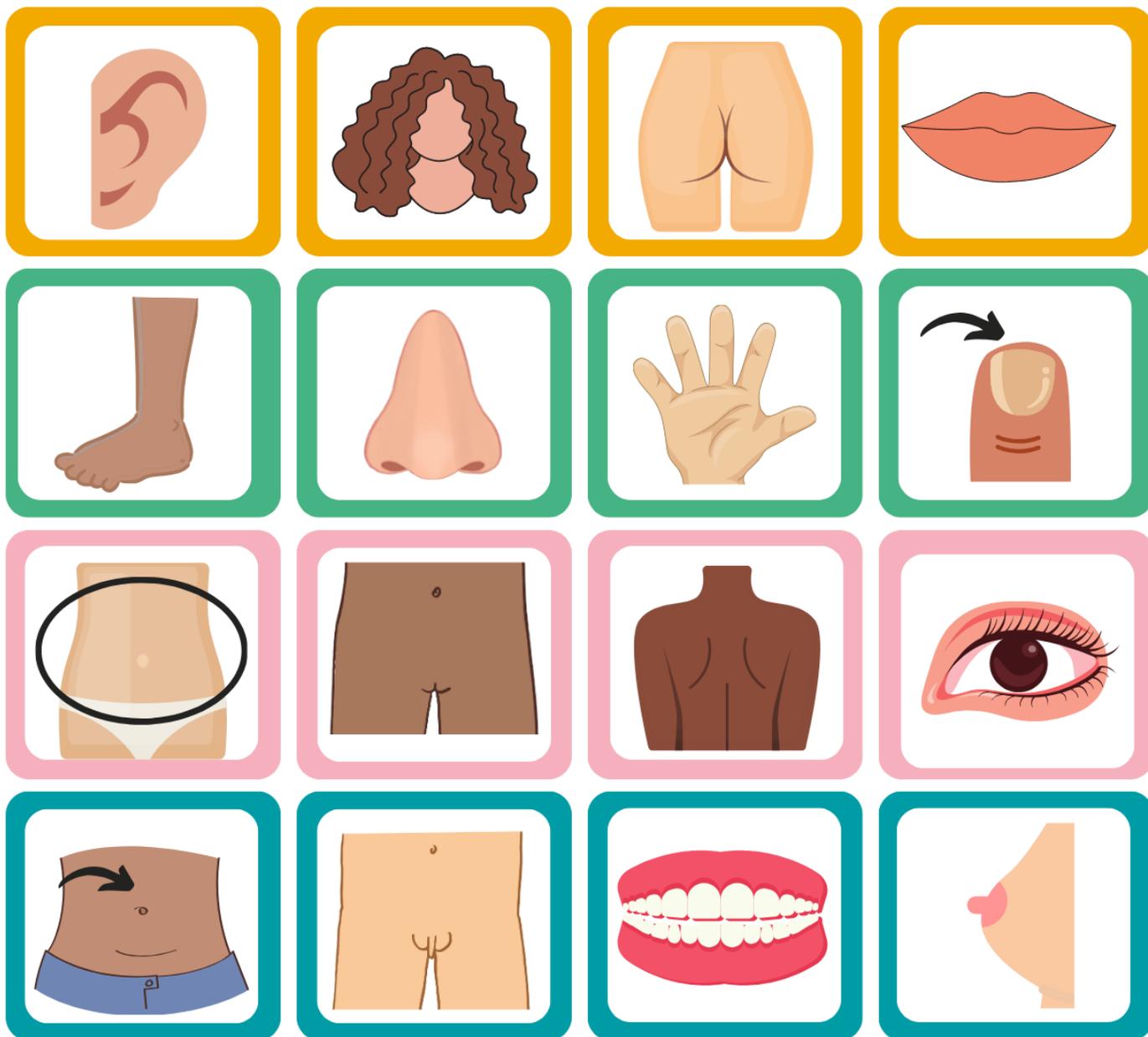
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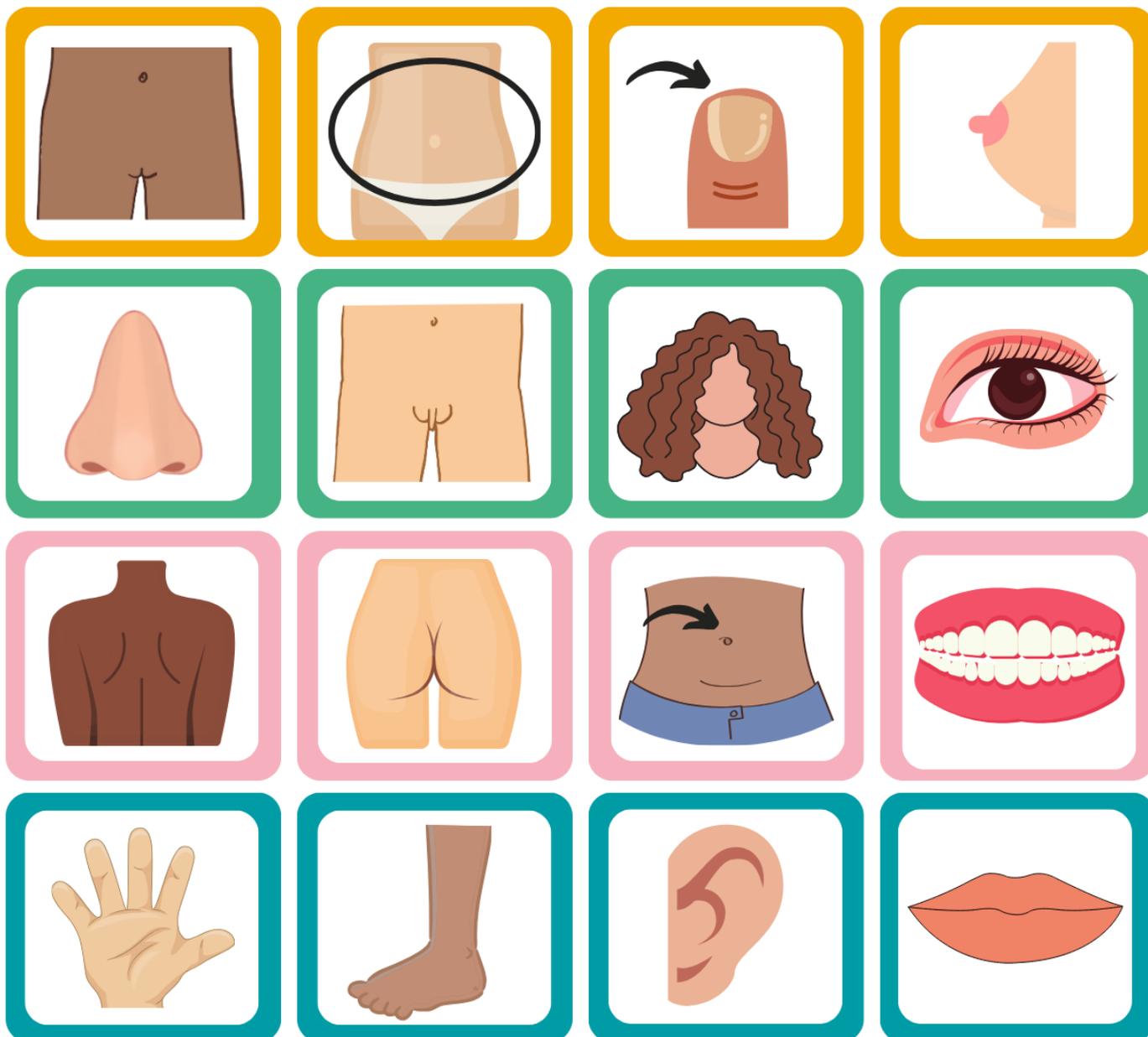
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Body parts



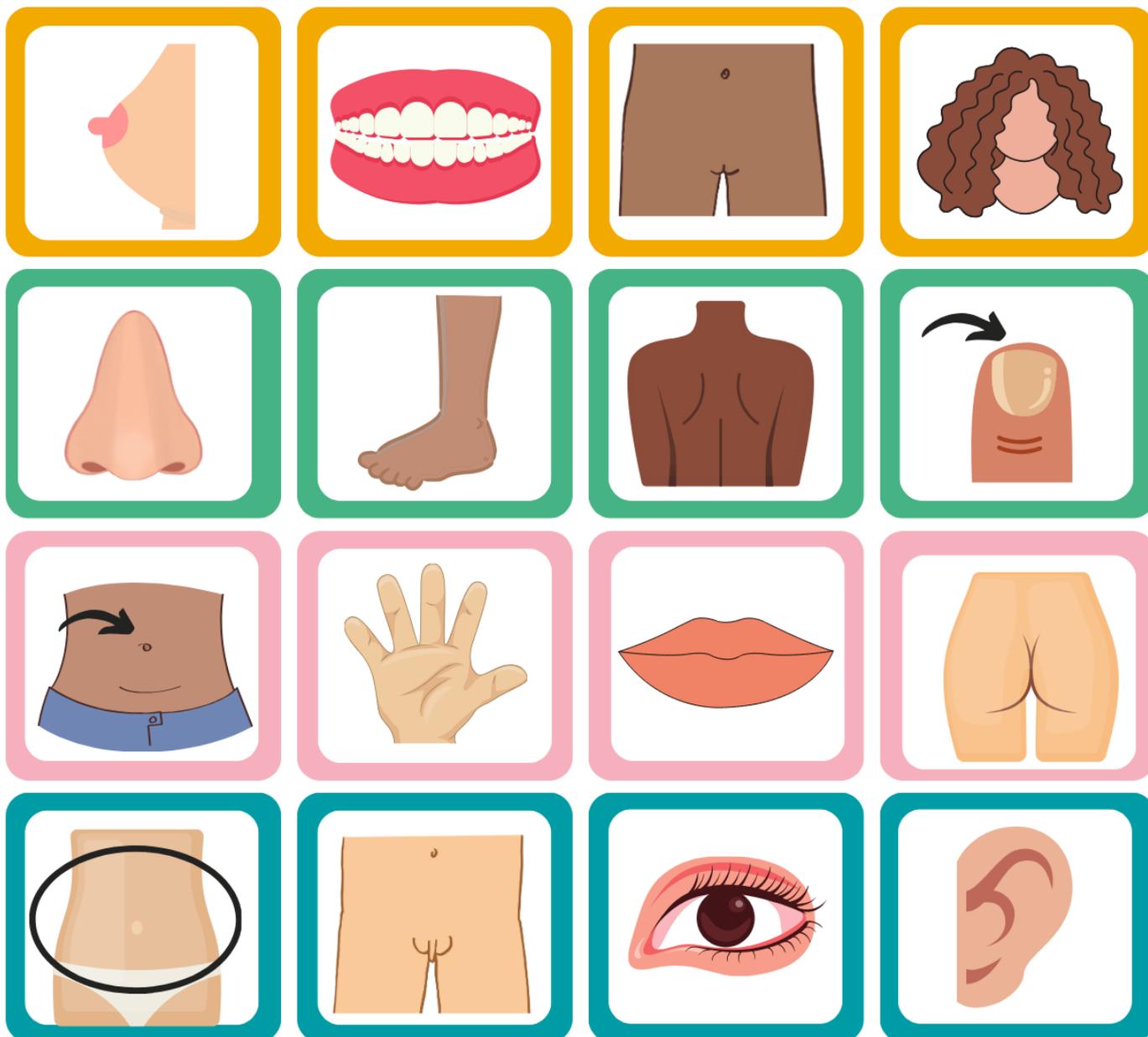
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Body parts



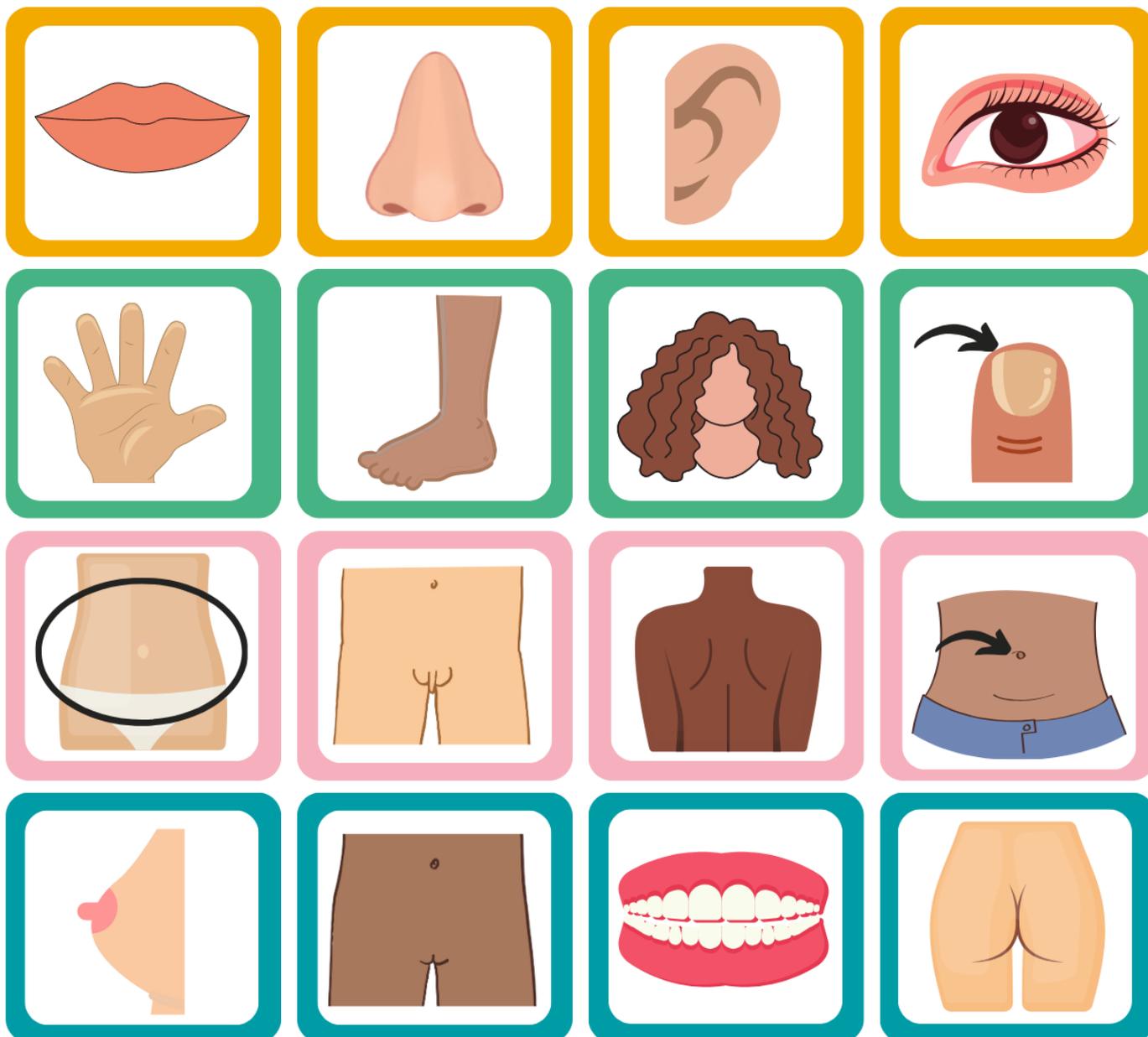
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Body parts



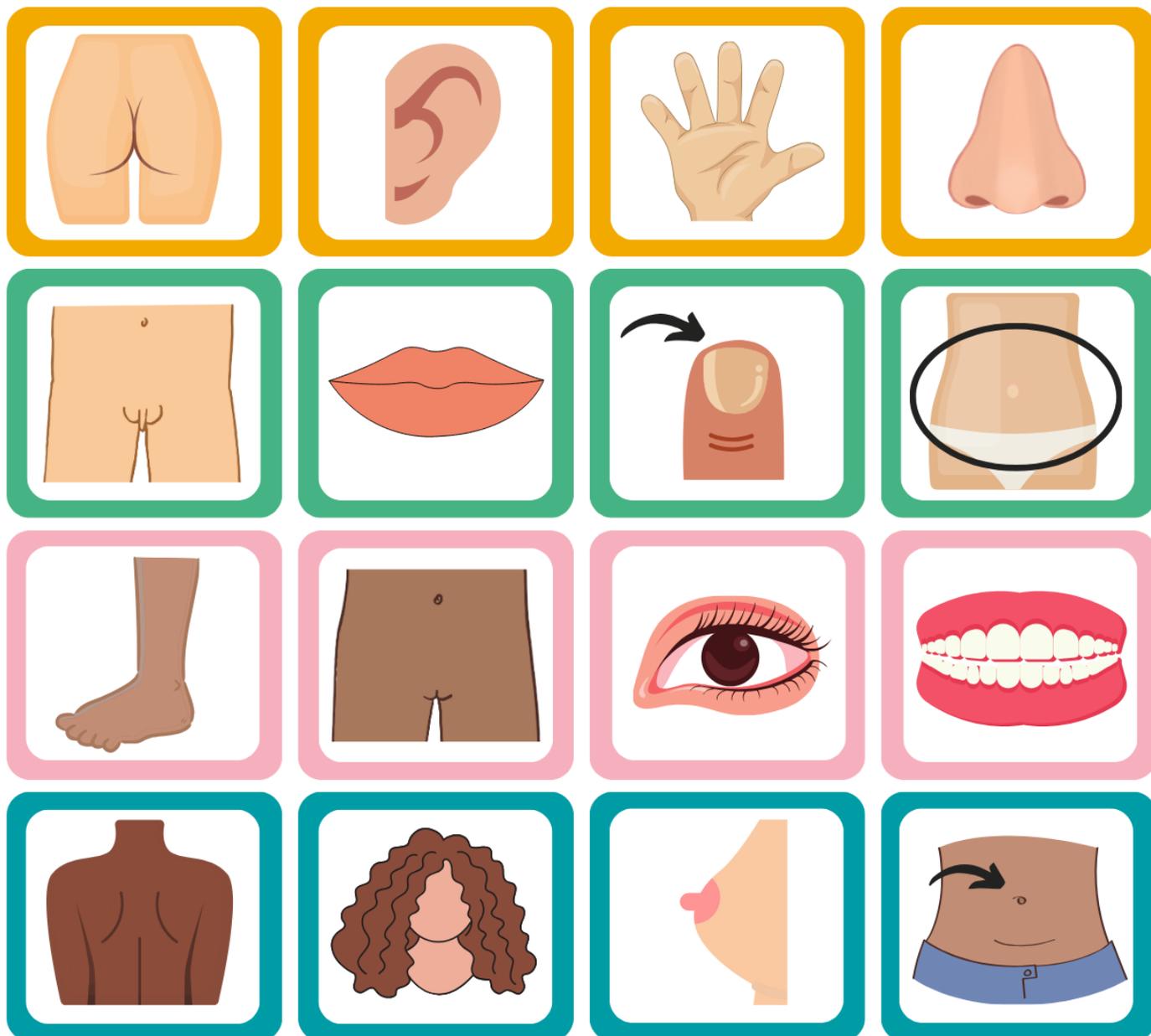
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Body parts



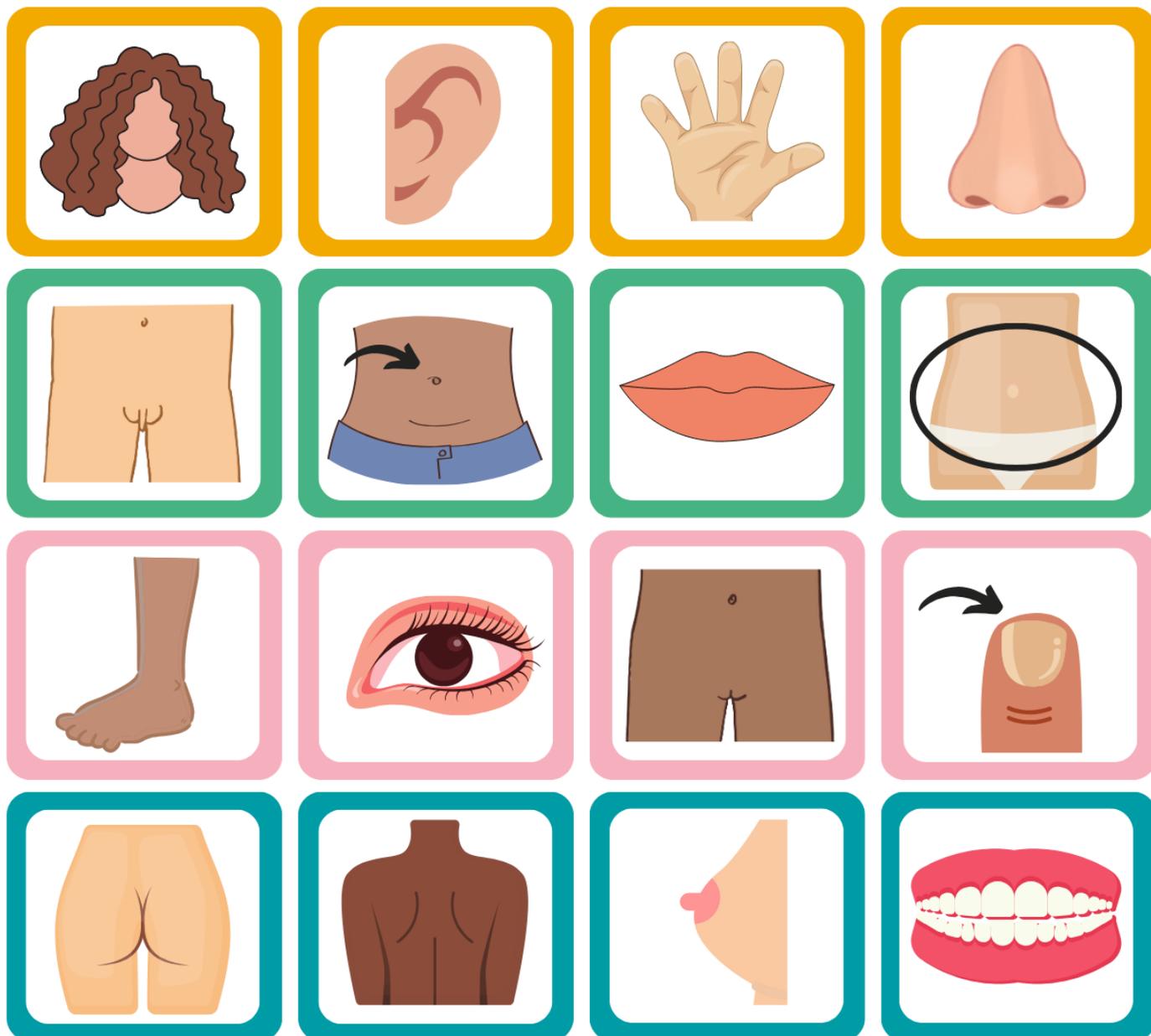
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Body parts



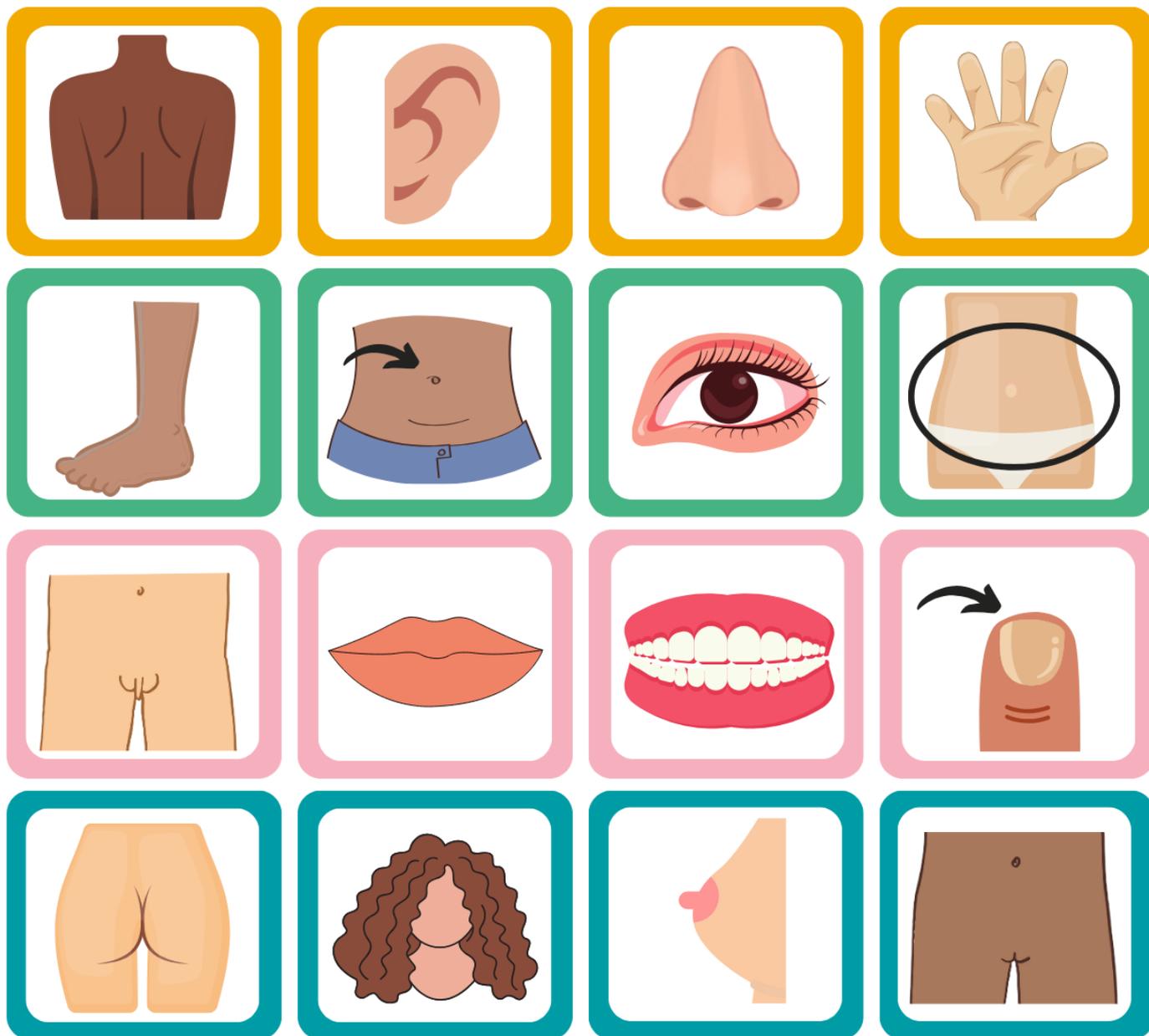
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Body parts



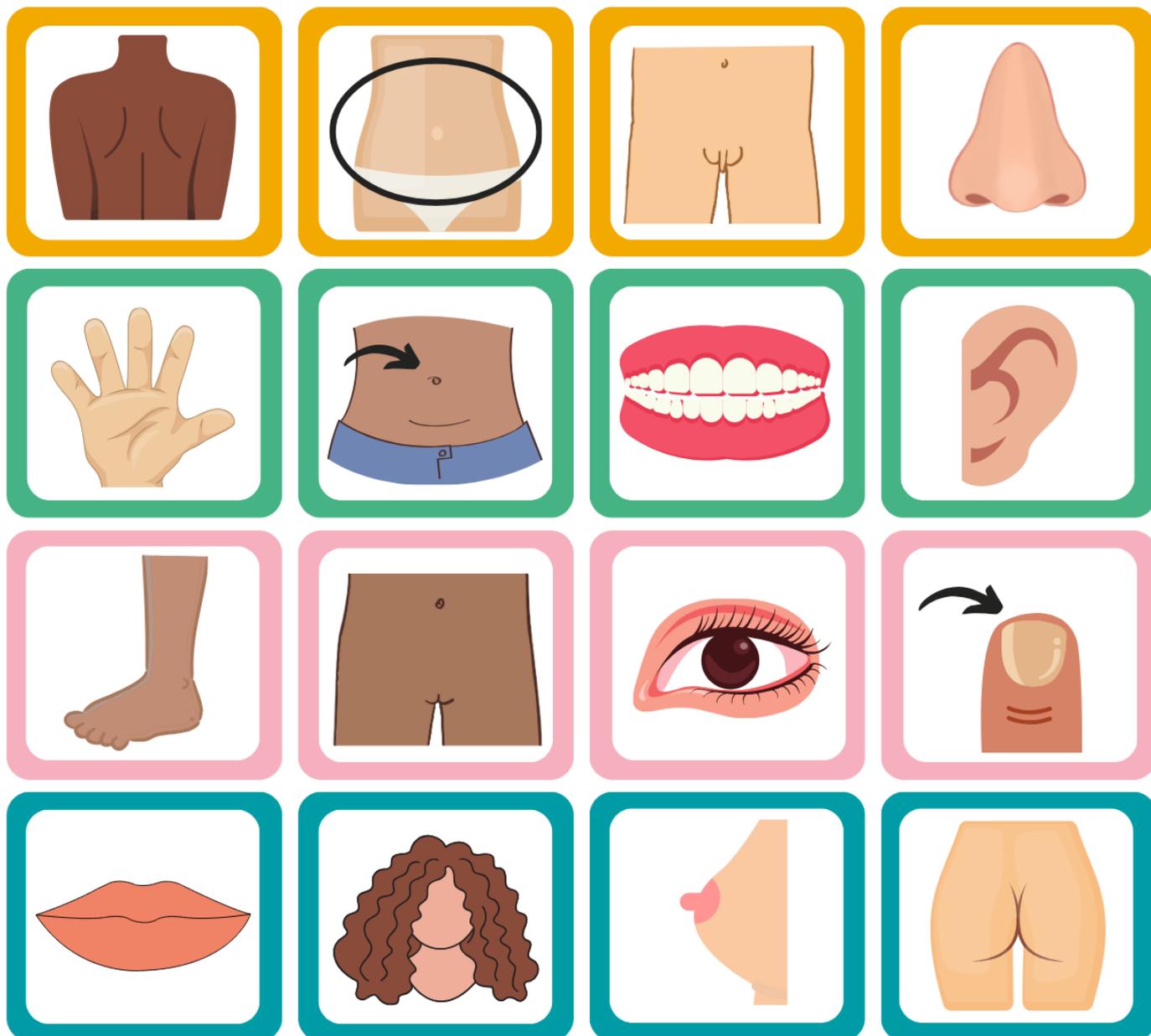
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Body parts



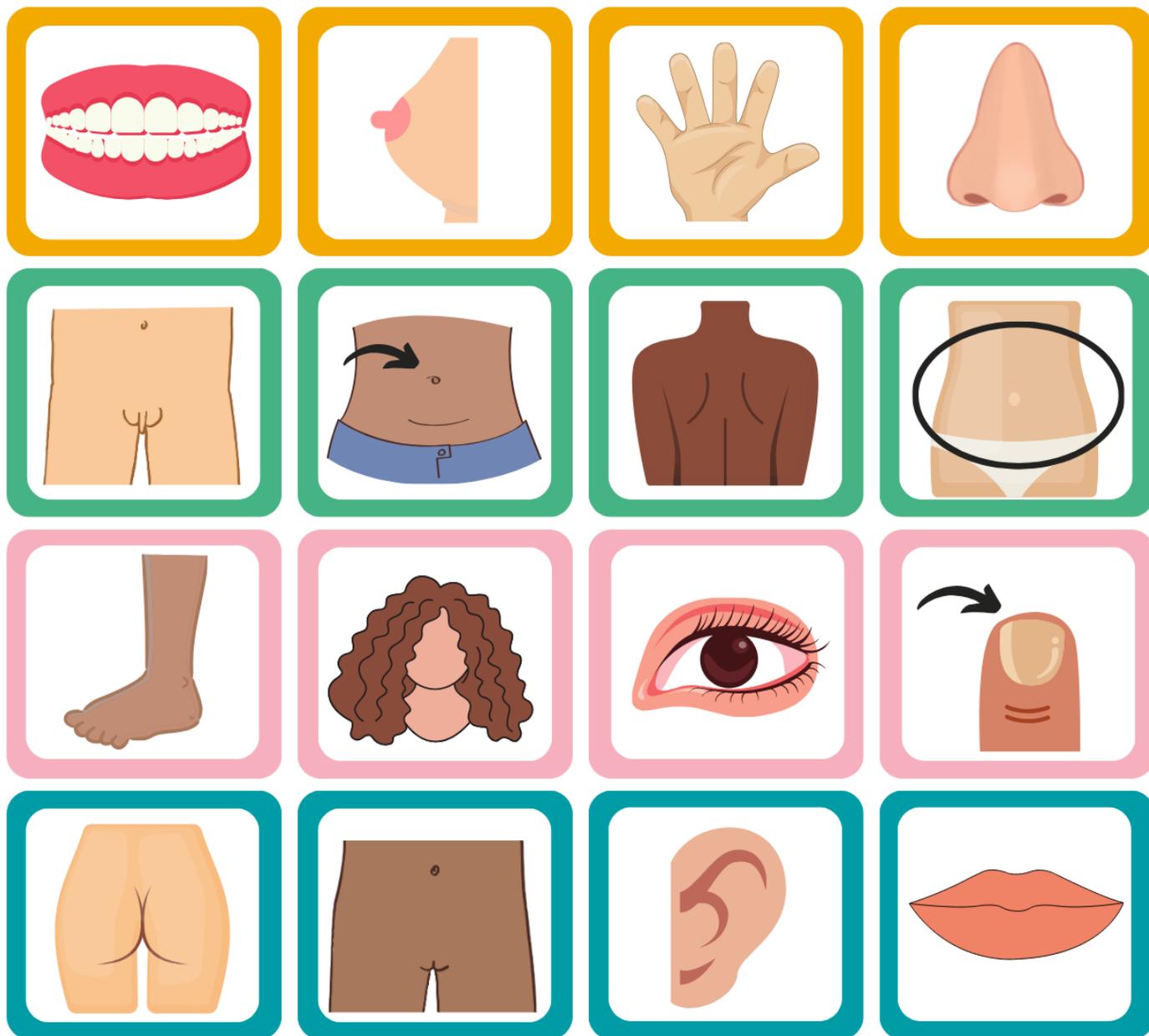
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Body parts

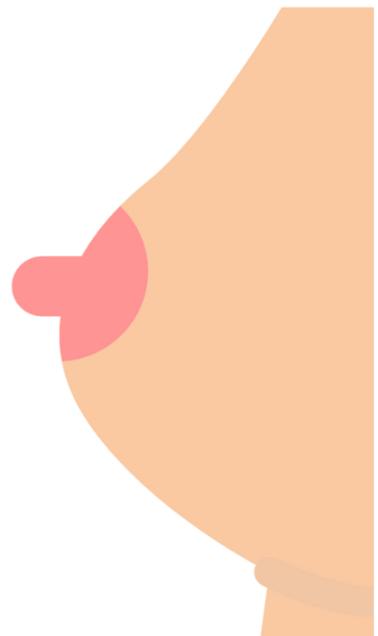
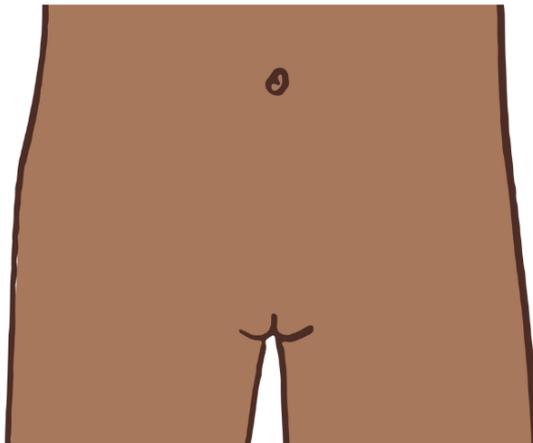
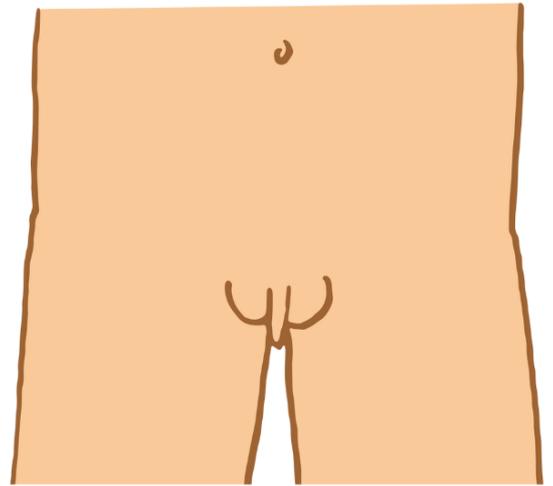
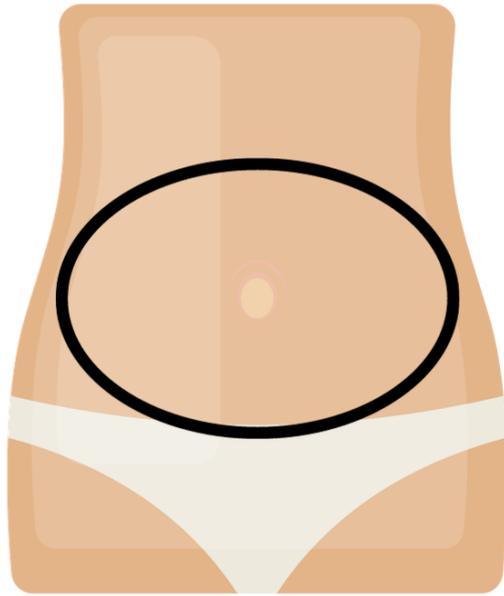


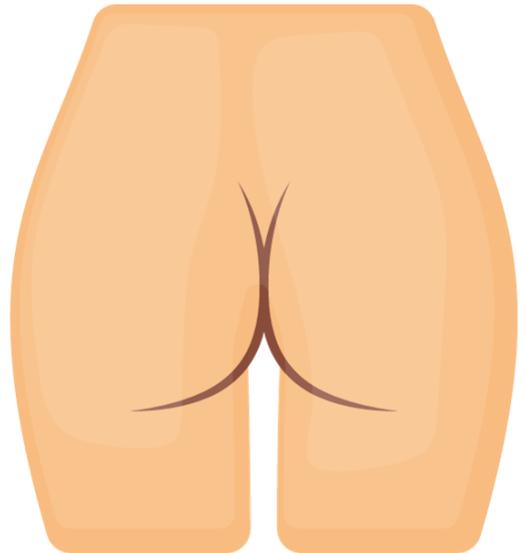
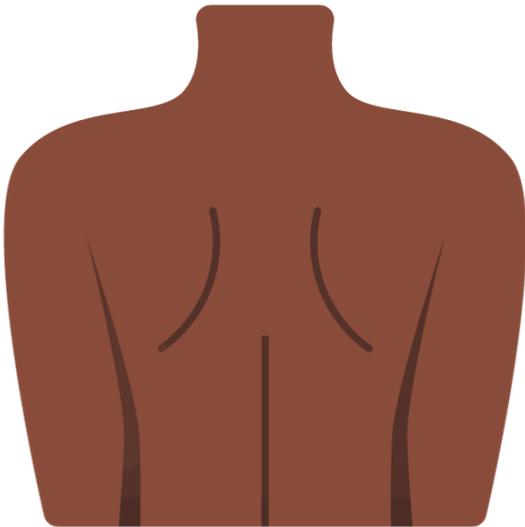
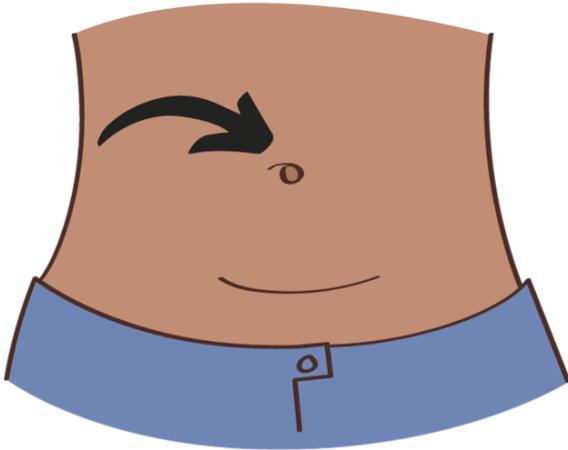
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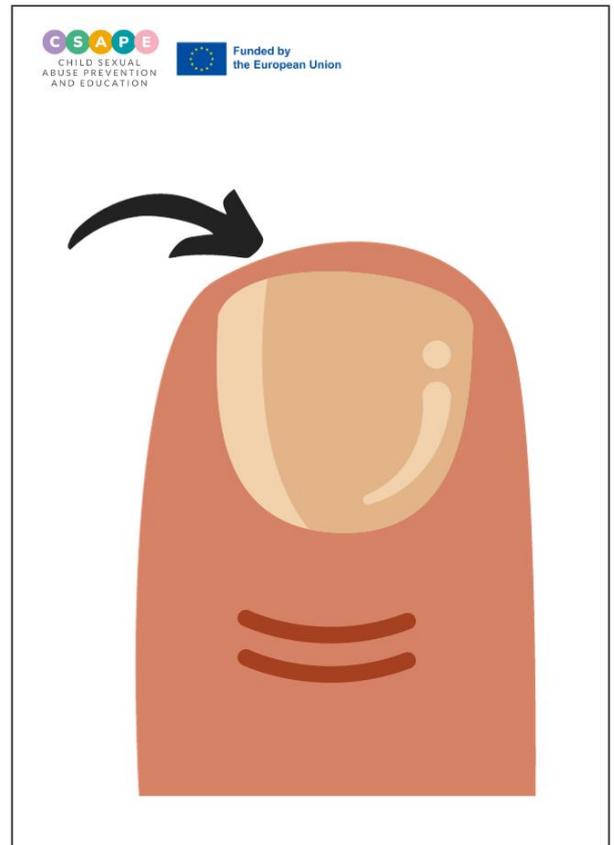
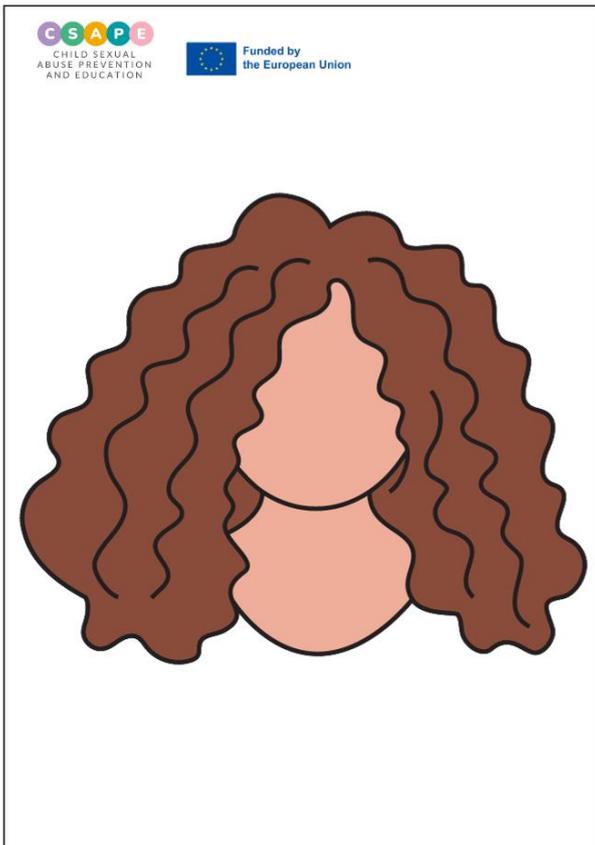
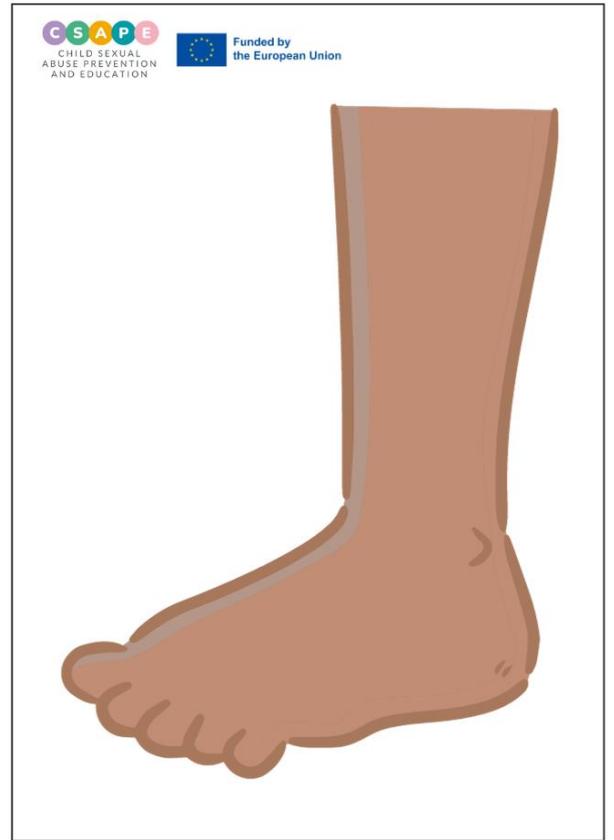
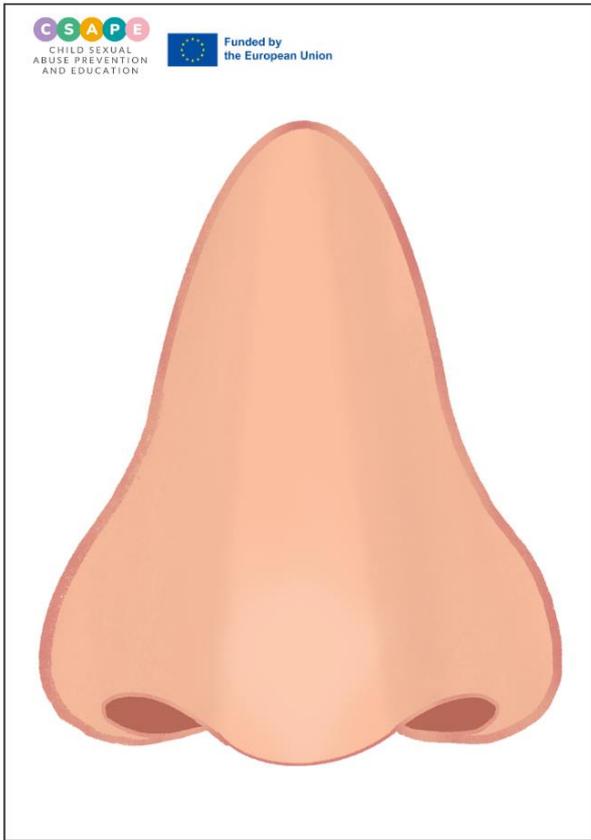
Body parts

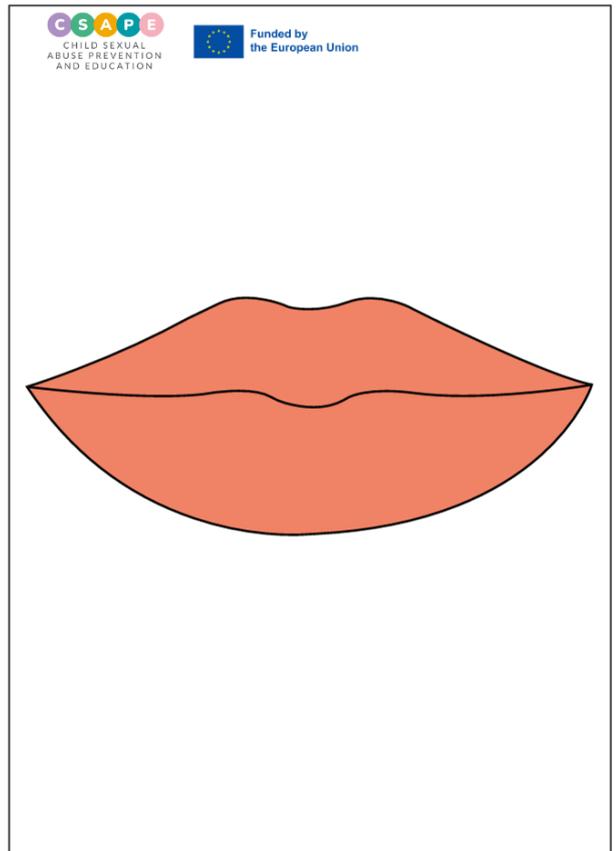
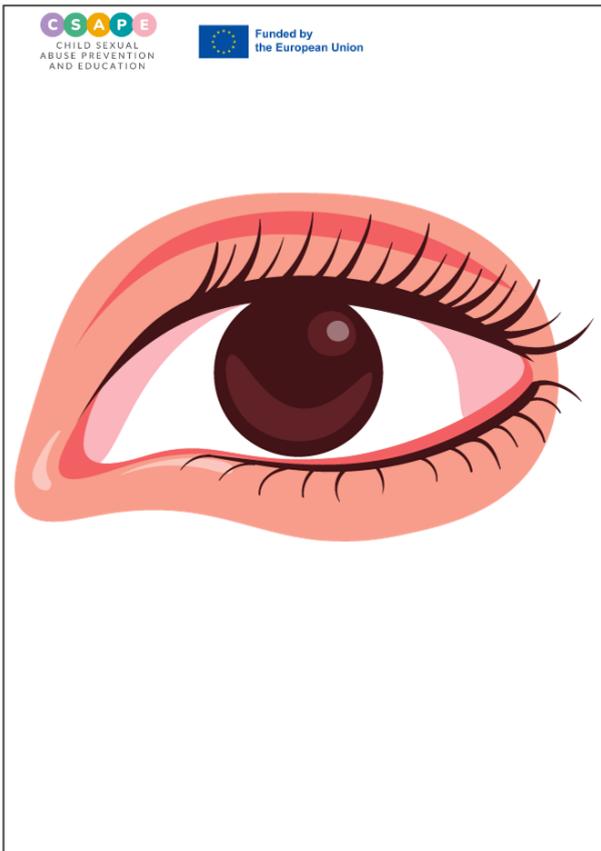
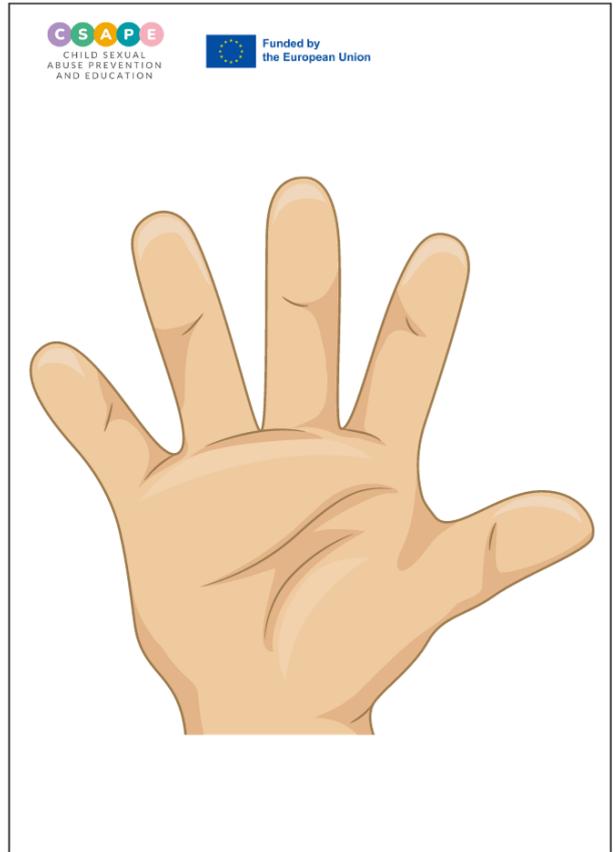


Annex 2: Body part - cards for the teacher

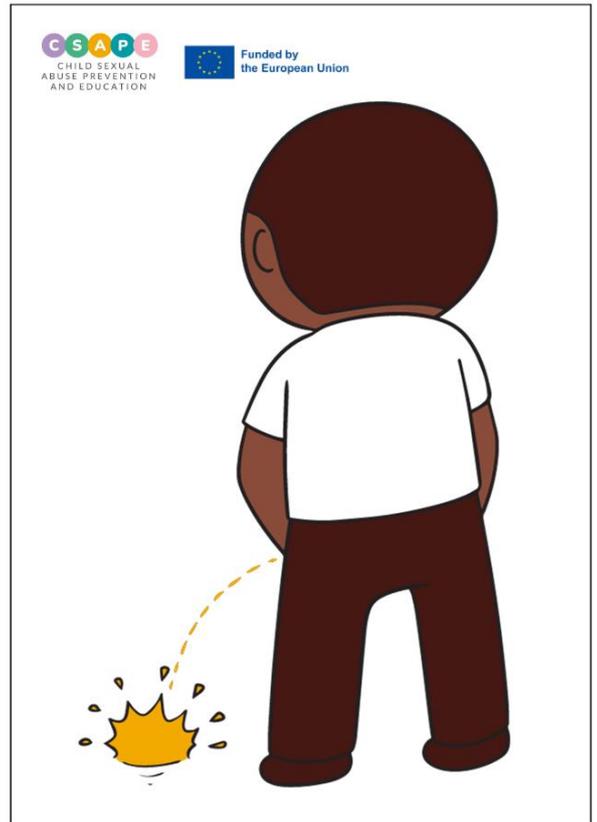


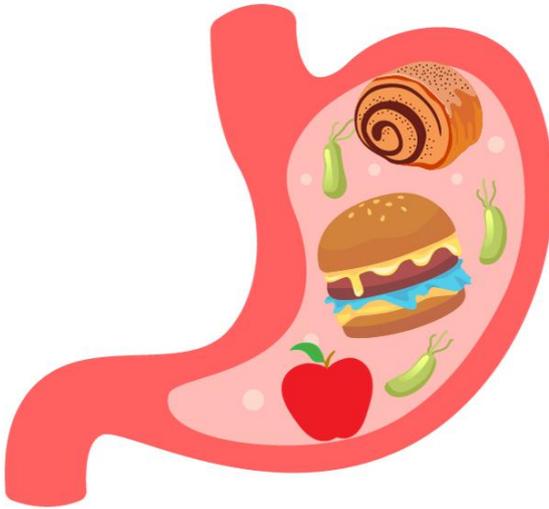






Annex 3 Body function- cards for the teacher









Annex 4 Body function- cards for the children

Body function -cards

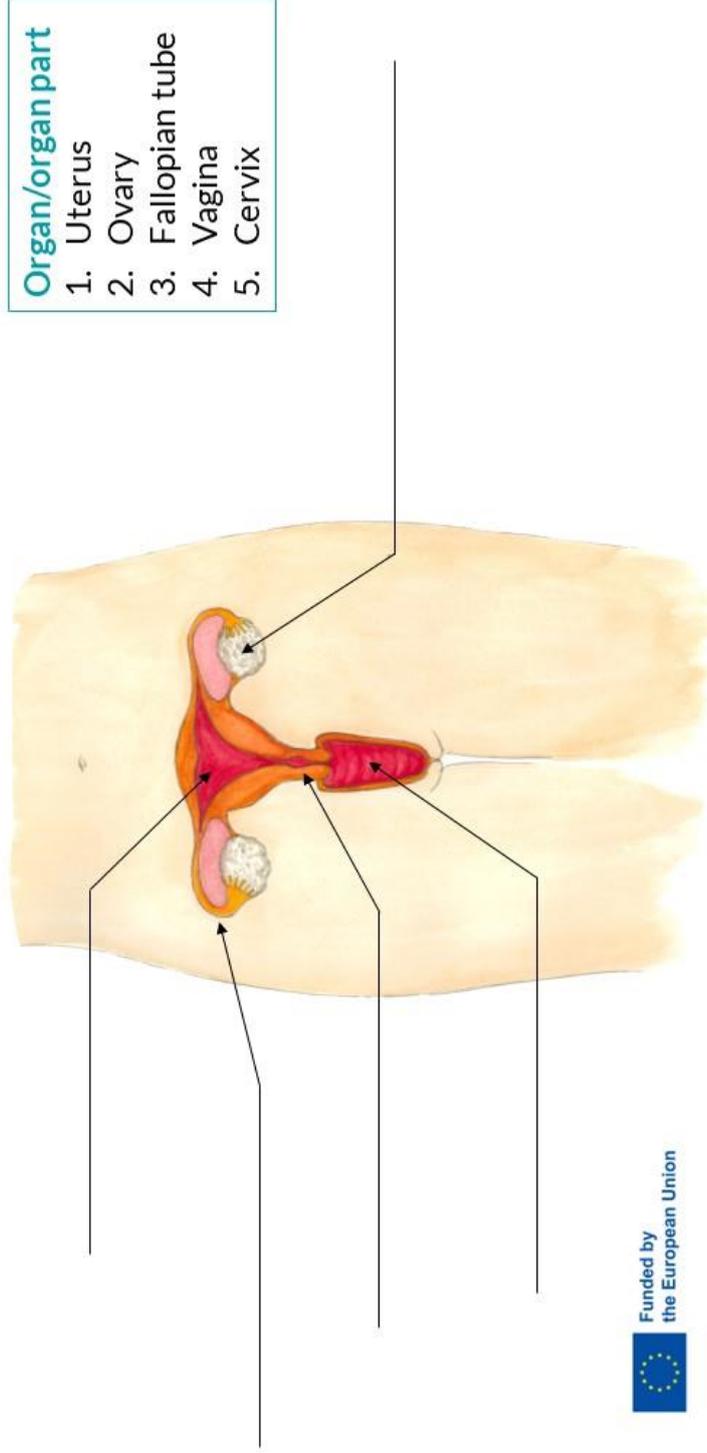


Annex 5: Sexual and reproductive
organs- worksheets

A body with a uterus and other reproductive organs

Learn to know the body and its parts.

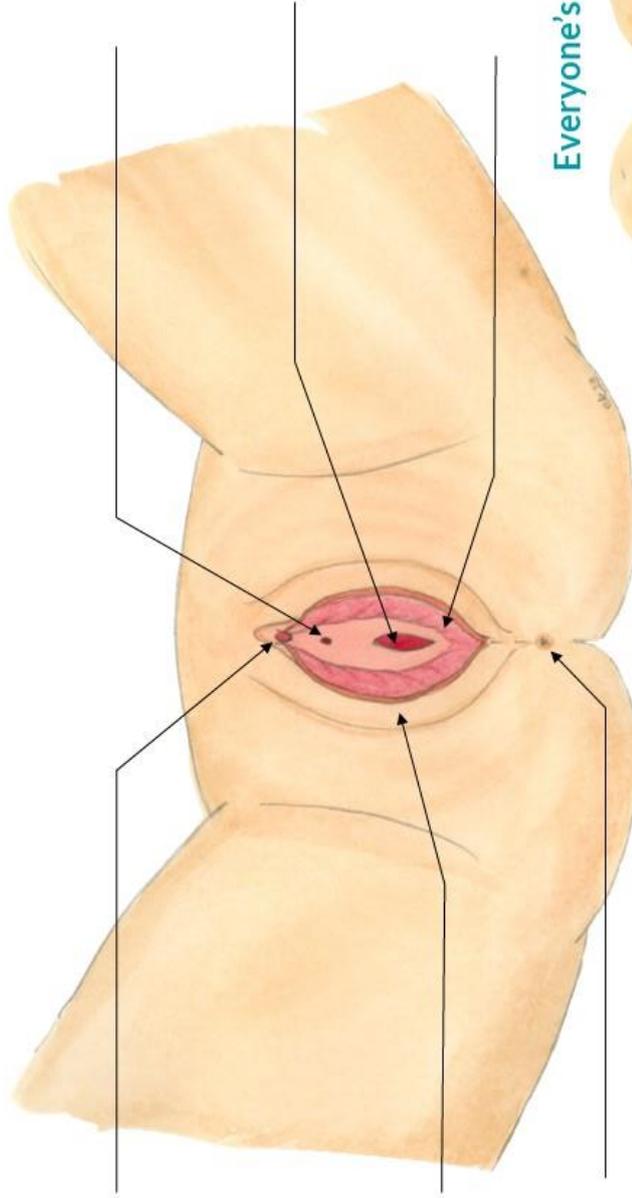
Write the name of the body part in the right place on the image.



A body with a vulva

Learn to know the body and its parts.

Write the name of the body part in the right place on the image.



Organ/organ part

1. Clitoris
2. Urethral opening
3. Labia majora
4. Labia minora
5. Vaginal opening
6. Anus

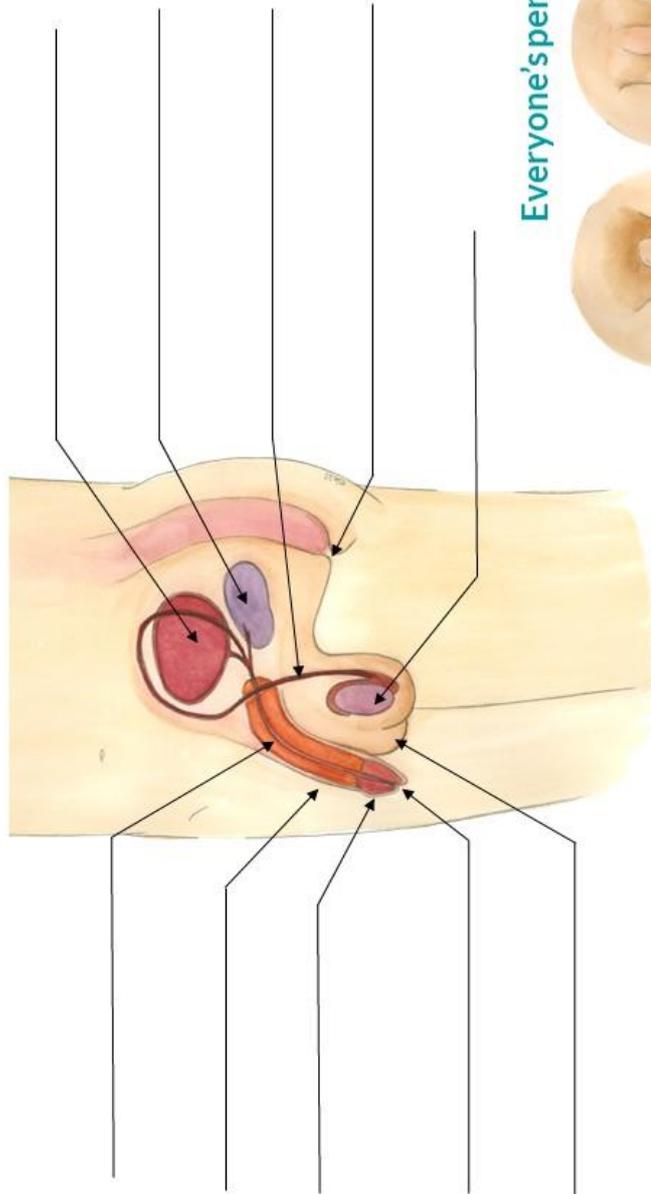
Everyone's vulva is different and unique.



A body with a penis and other reproductive organs

Learn to know the body and its parts.

Write the name of the body part in the right place on the image.



Organ/organ part

1. Penis
2. Glans penis
3. Testicle
4. Scrotum
5. Urethral opening
6. Urethra
7. Bladder
8. Prostate
9. Vas deferens
10. Anus

Everyone's penis is different and unique.



Annex 6: Organ functions- worksheet

ORGAN FUNCTIONS

Match the organ/organ part with the correct explanation.

UTERUS
SPERM
PROSTATE
TESTICLES
OVARIES
EGG
VAGINA

A muscular canal that leads from the outside of the body to the uterus. Sperm cells may enter through the canal and menstrual blood may pass through the canal during menstruation.
Biological female reproductive cell.
Muscular pear-shaped organ. A fertilised egg implants on the wall of the organ at the start of a pregnancy. A baby is developed and carried in the organ until birth. If an egg is not fertilised, the lining of the organ sheds as blood during menstruation.
Egg shaped organs where sperm cells are produced.
Produce and store eggs and releases hormones that are part of the menstrual cycle. Each month, an egg is released. If a sperm fertilises the egg, pregnancy may begin.
A gland that produces and contains fluid that forms semen. Semen is fluid that also contains sperm cells. Semen and sperm cells are needed for a pregnancy to begin.
Biological male reproductive cell.

Annex 7: Word puzzle- worksheet



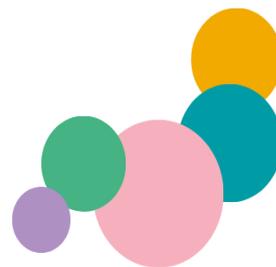
GENITALS

WORD SEARCH

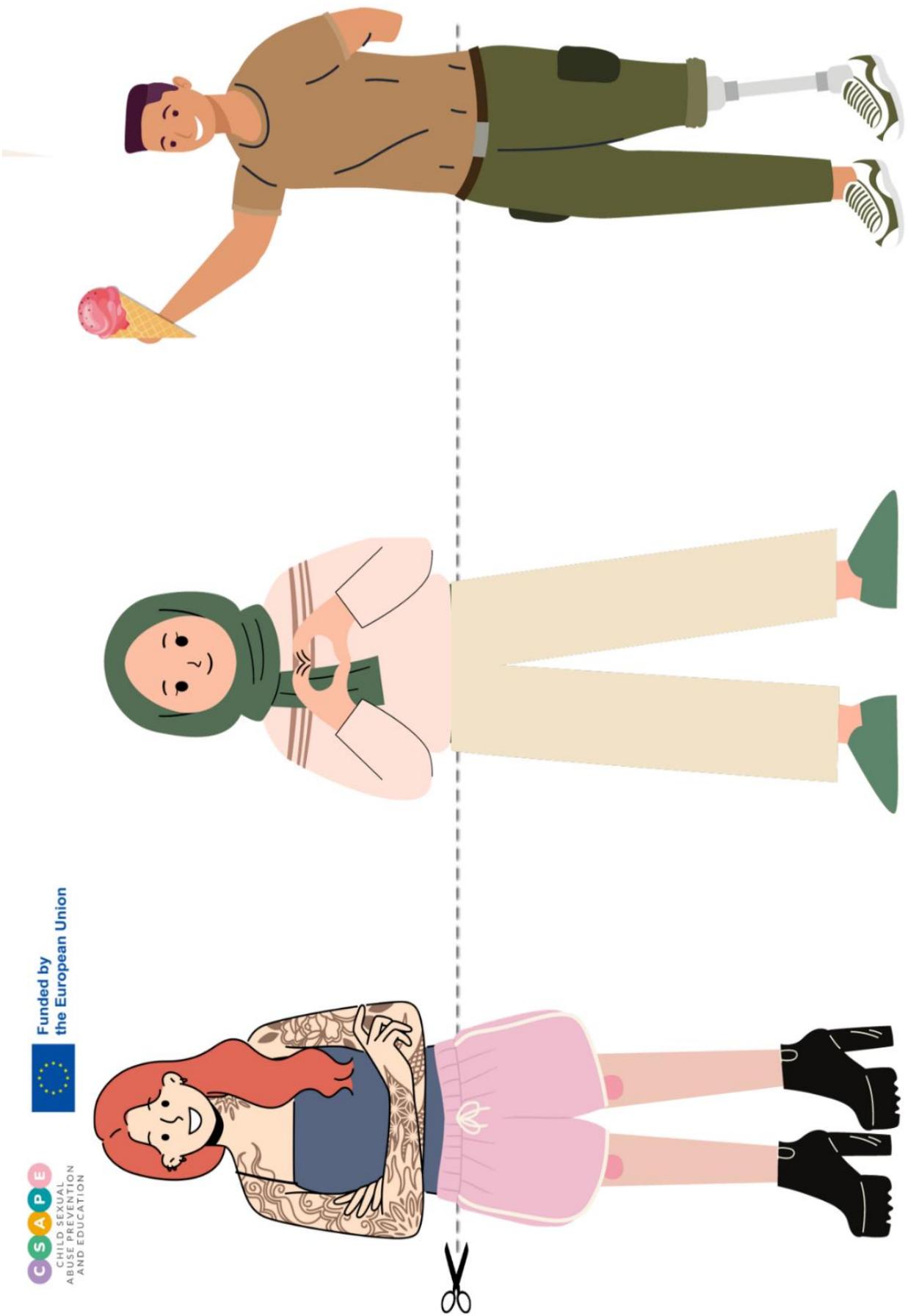
Find the words listed below and mark them.

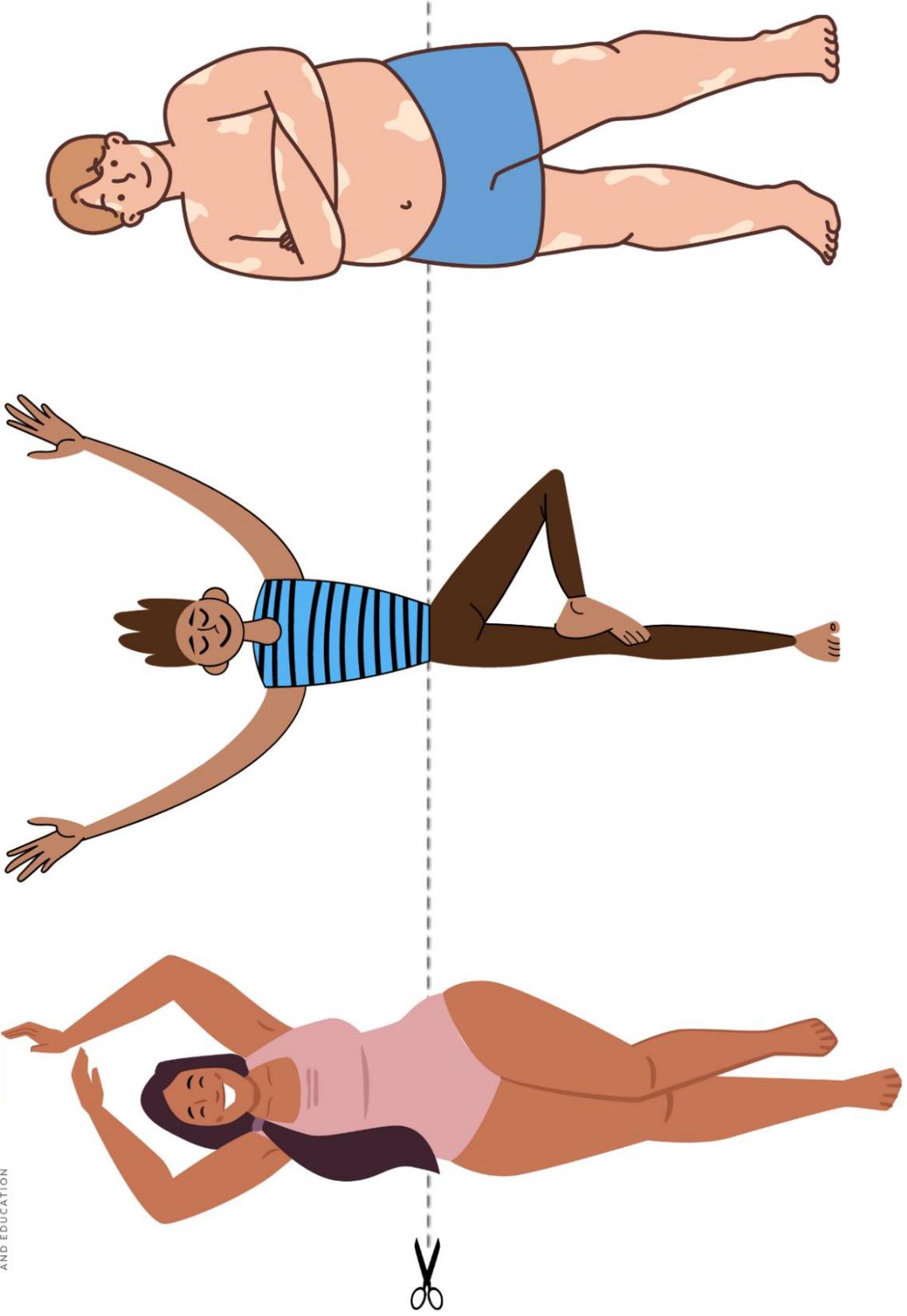
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C	O	A	G	E	N	I	T	A	L	I	A
W	A	E	R	T	E	V	B	A	L	L	S
V	U	L	V	A	T	A	A	D	O	C	K
P	F	S	H	C	I	G	D	I	R	P	P
D	A	T	E	S	T	I	C	L	E	S	E
I	N	I	U	R	A	N	I	E	O	N	N
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K	Y	W	I	L	L	Y	E	C	A	Y	S

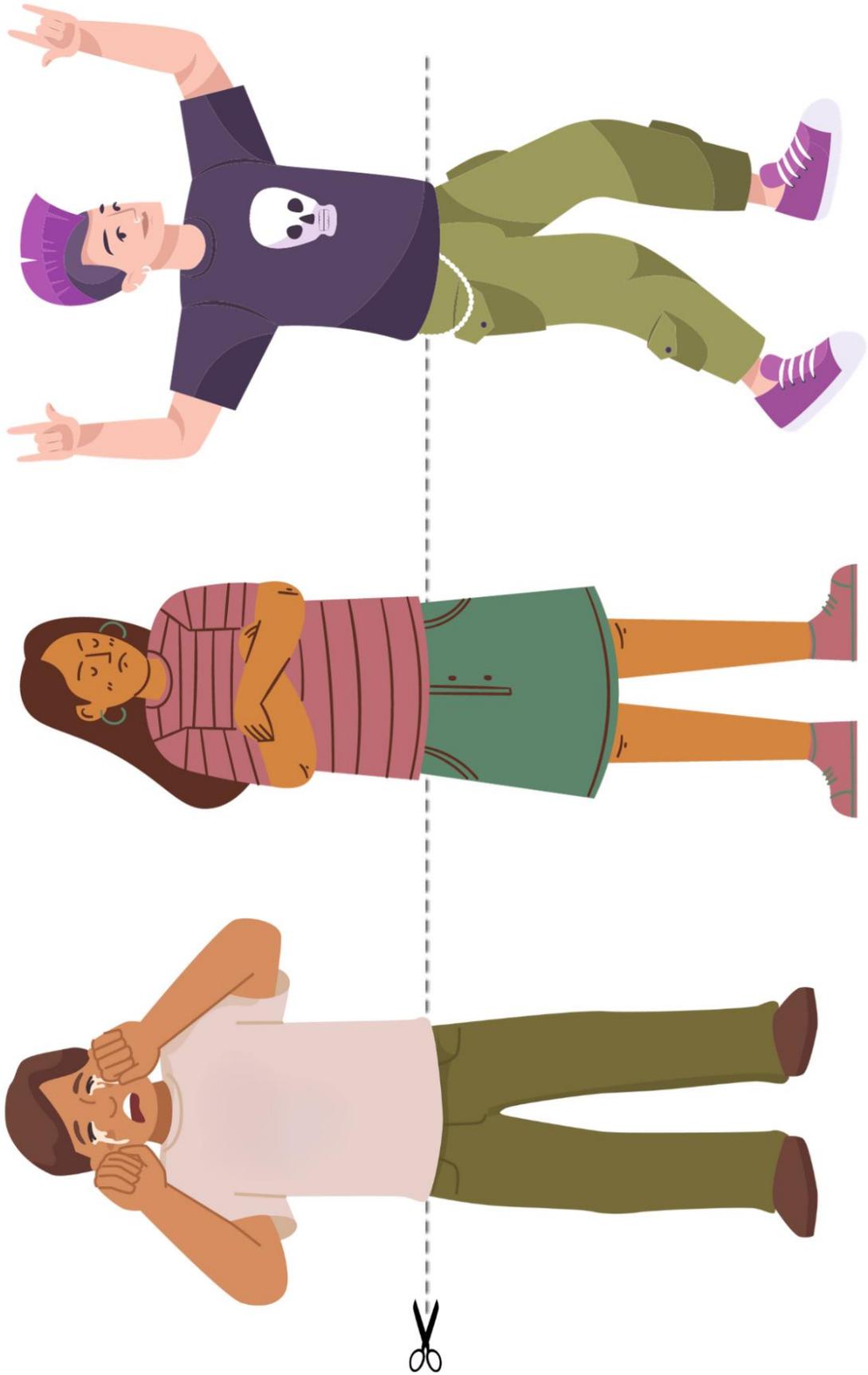
- GENITALIA
- VULVA
- TESTICLES
- KNOB
- VAGINA
- FANNY
- PENIS
- WILLY
- BALLS
- DICK
- CLITORIS



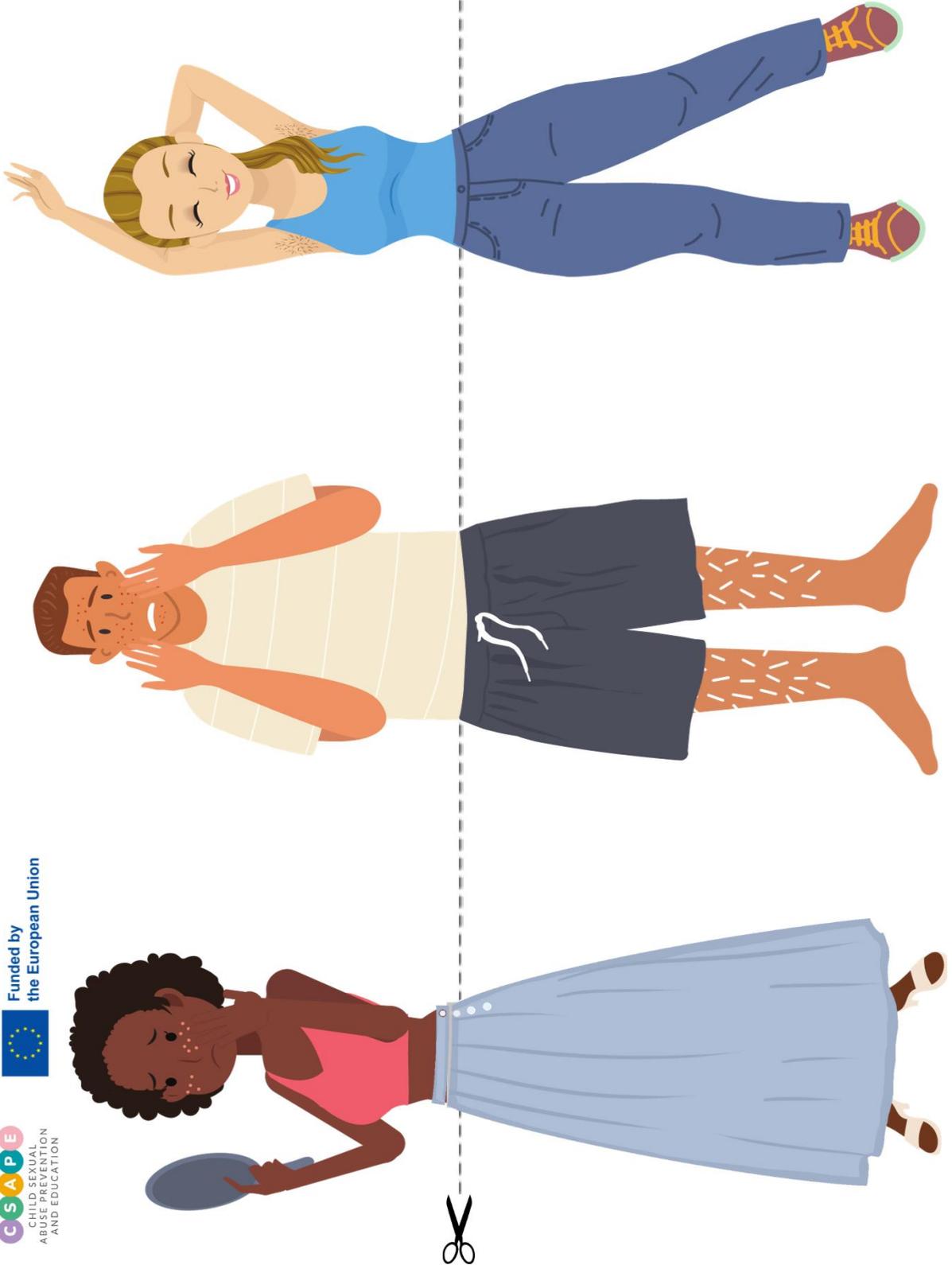
Annex 8: Mix and match puzzle











Annex 9: Puberty changes- worksheet

Puberty changes - worksheet

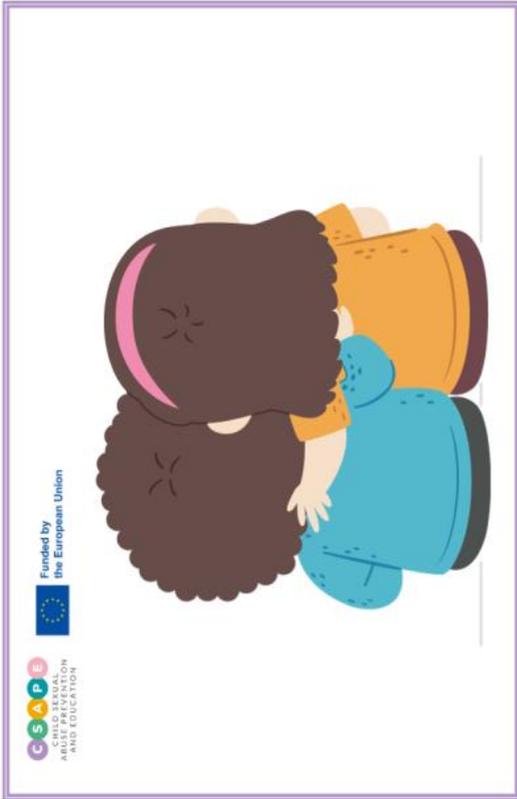
1. Which puberty changes do you find in the characters?

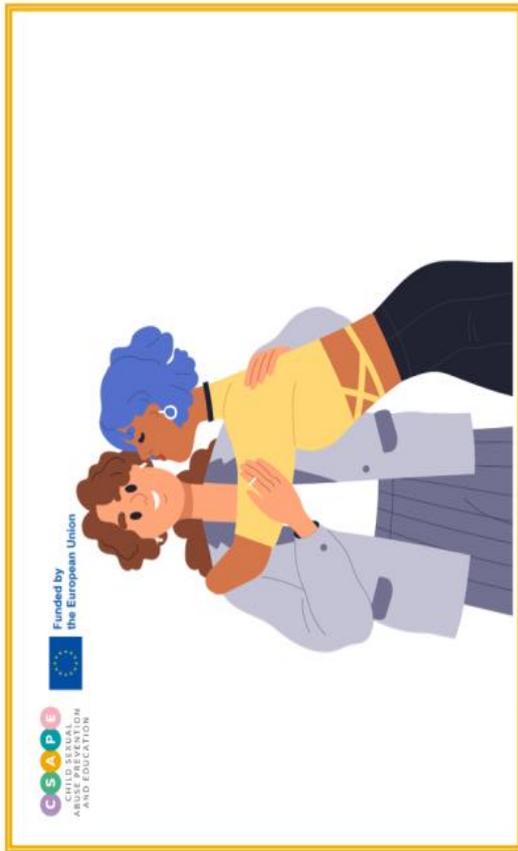
2. What are typical puberty changes? List them below.

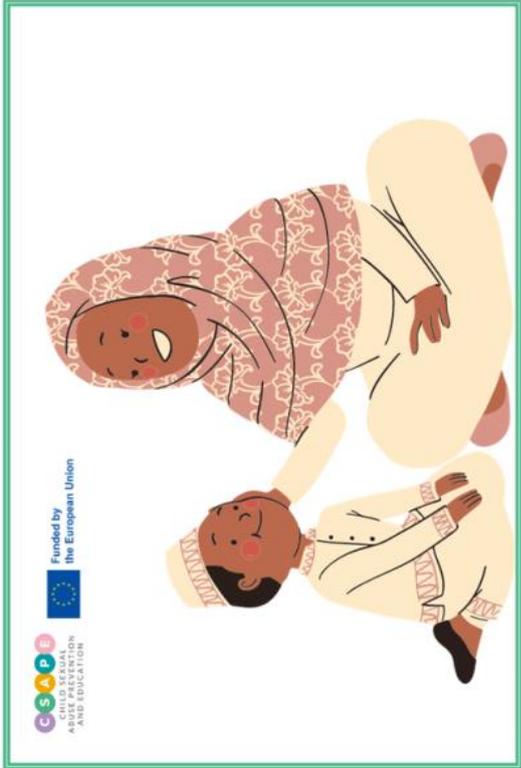
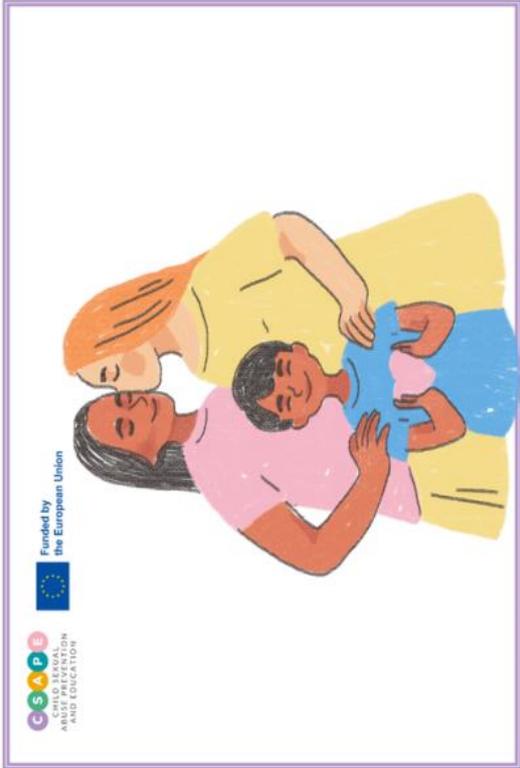


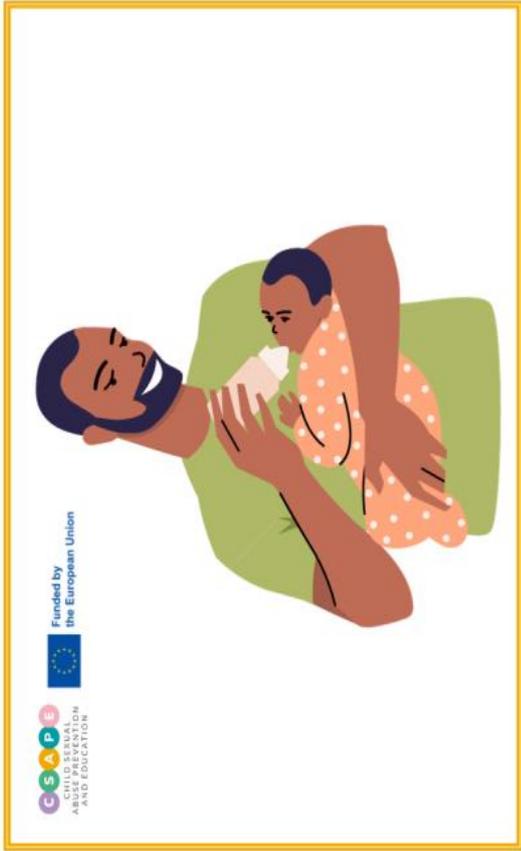
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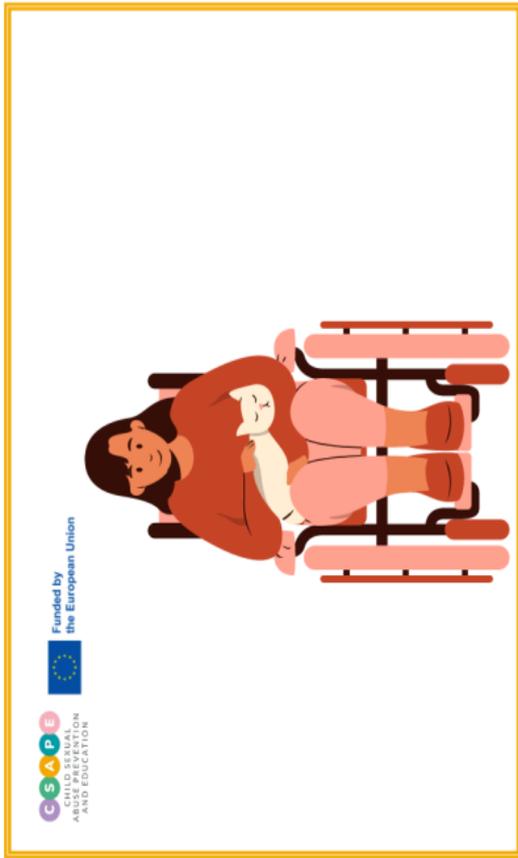
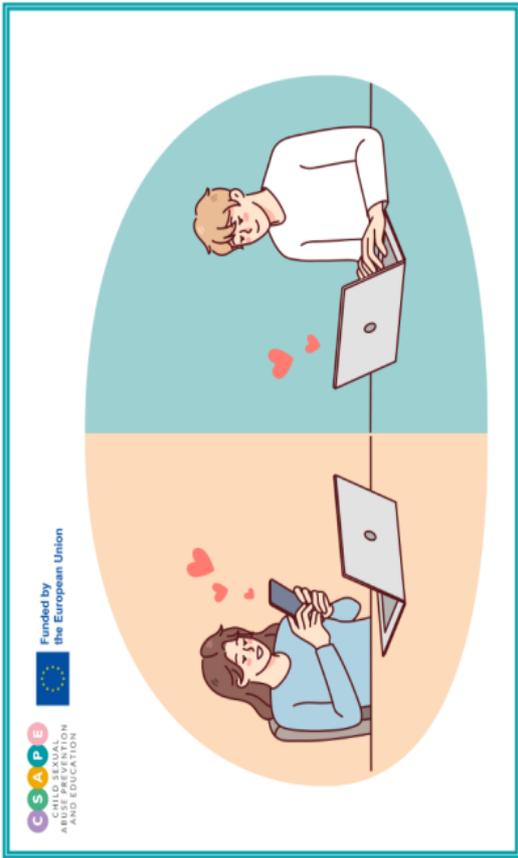
Annex 10: Positive touch- cards for 5-8-year-old children

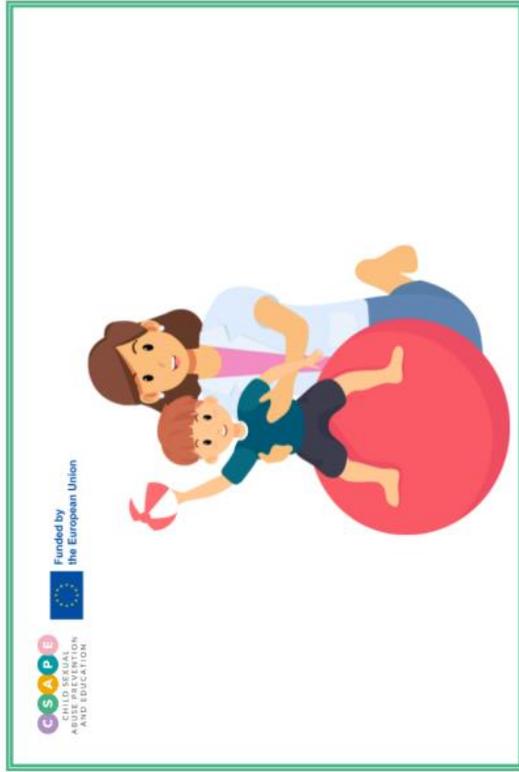
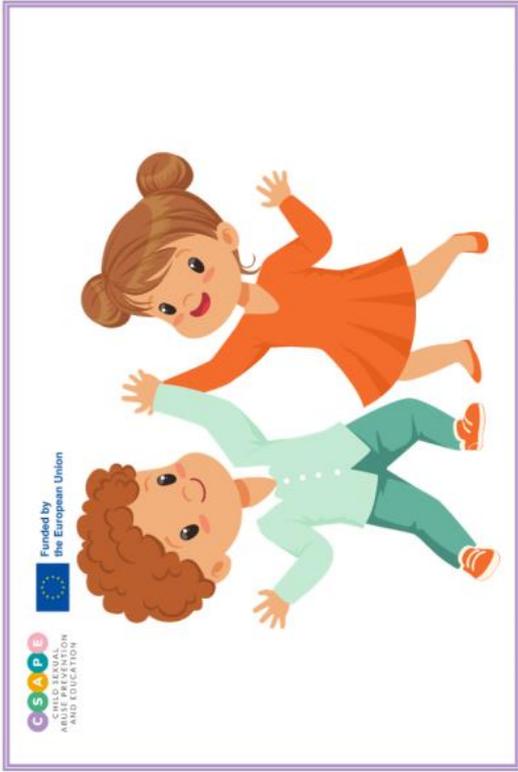


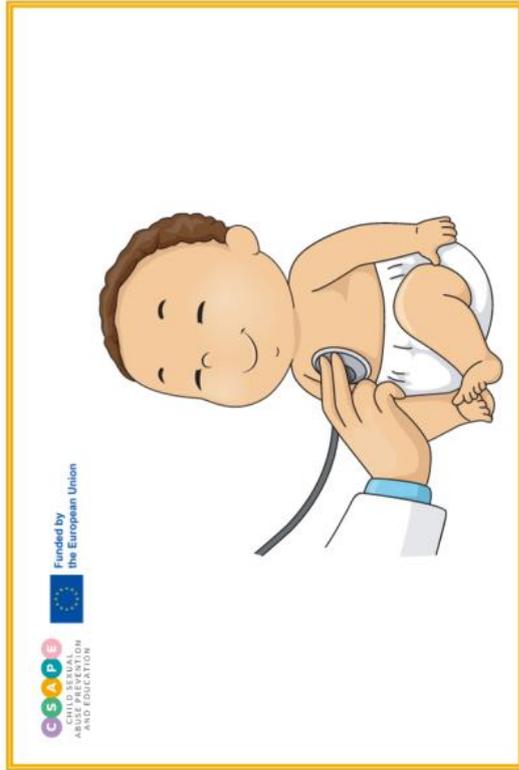








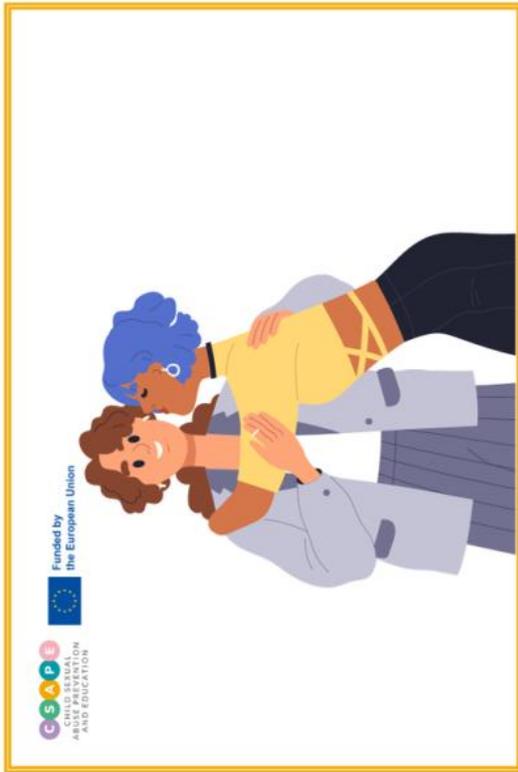
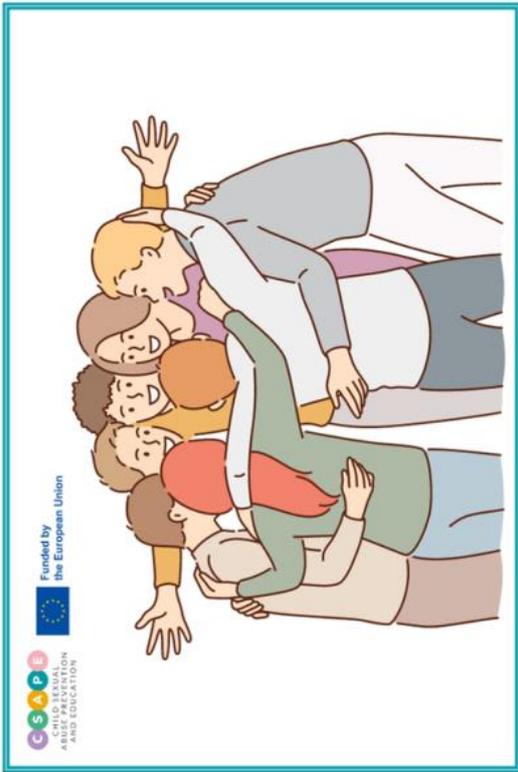
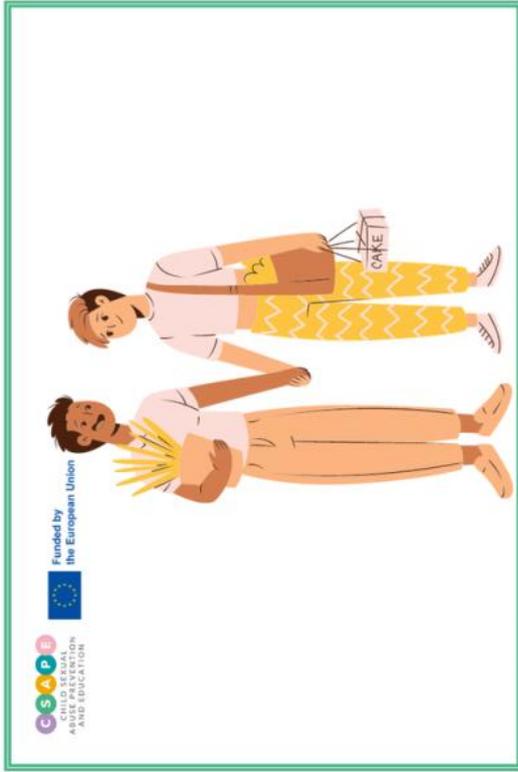
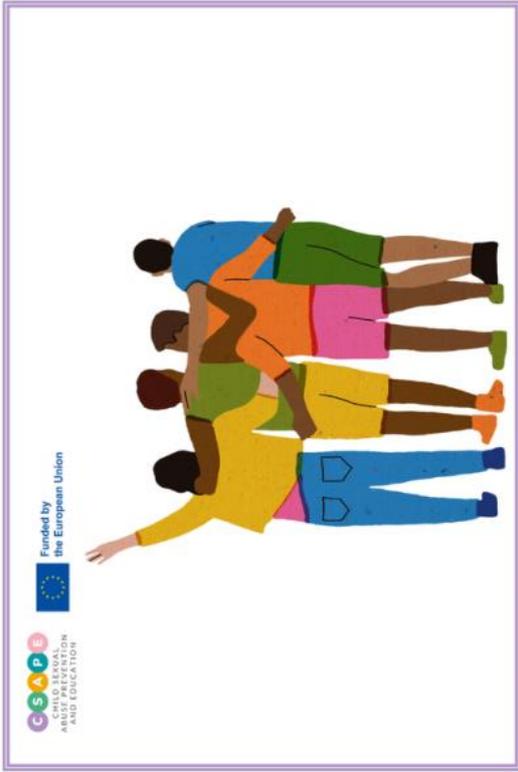


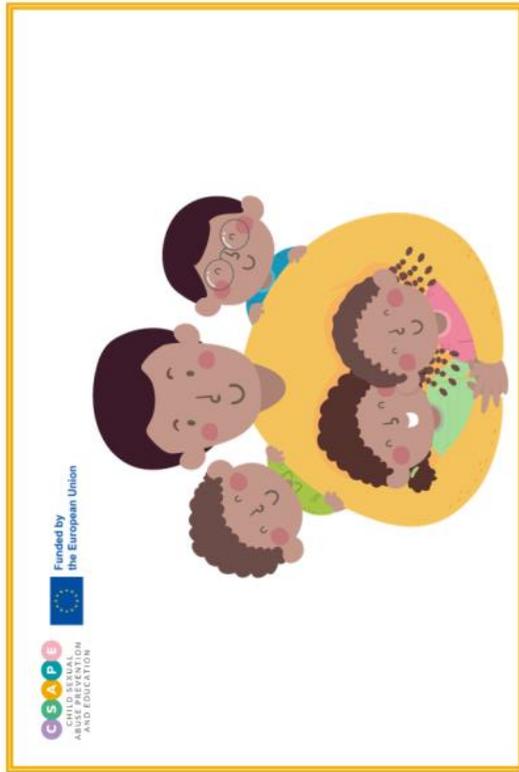
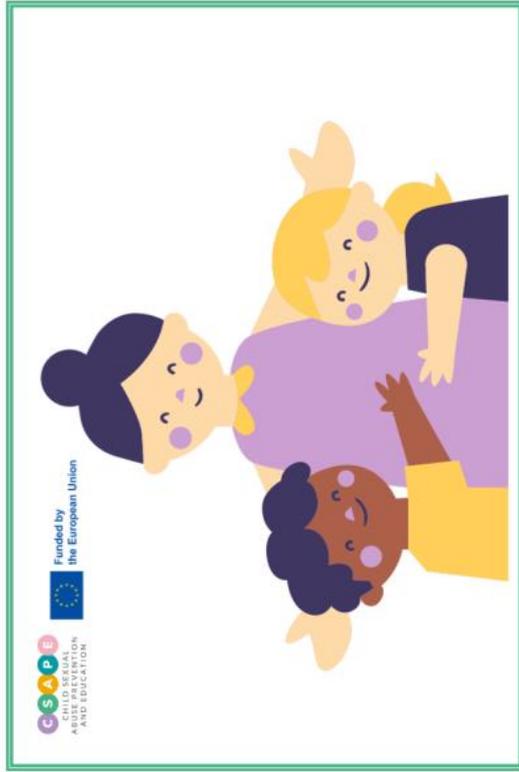


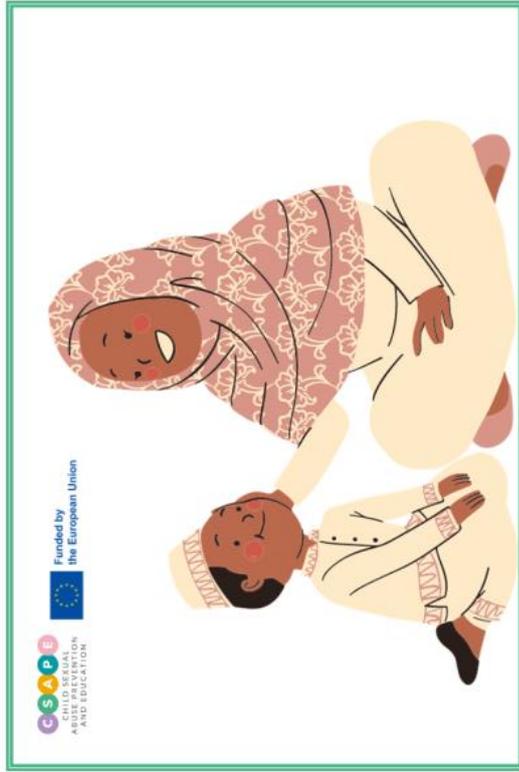


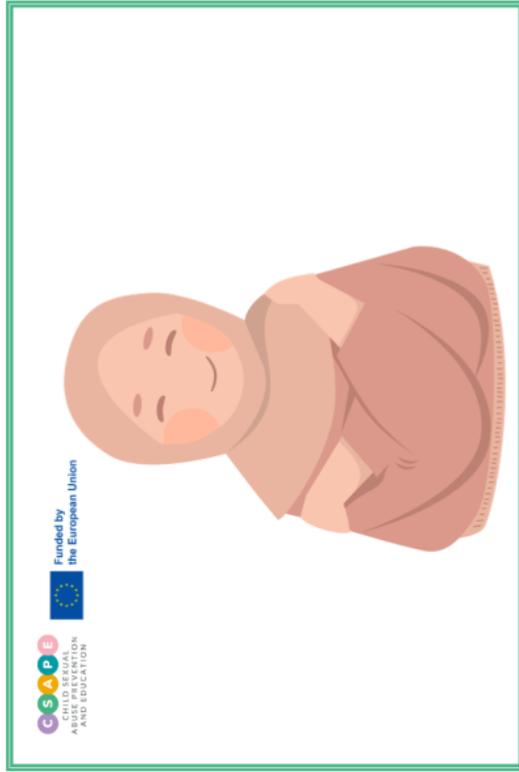
Annex 11: Positive touch- cards for 9-11-year-old children



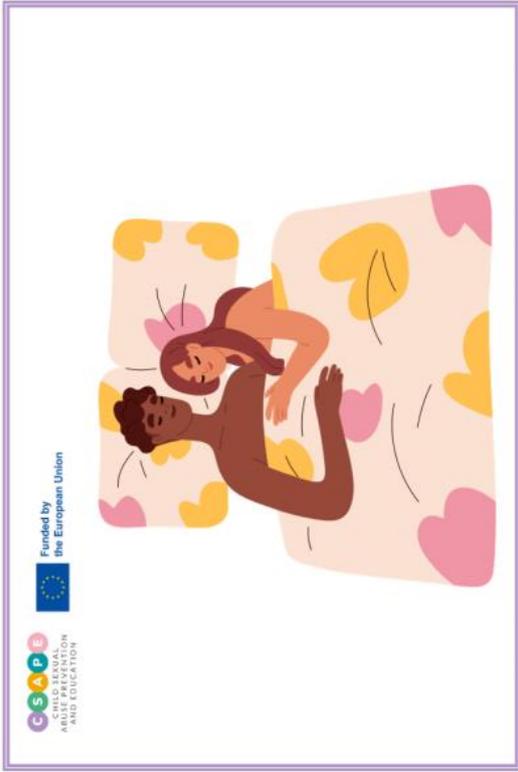


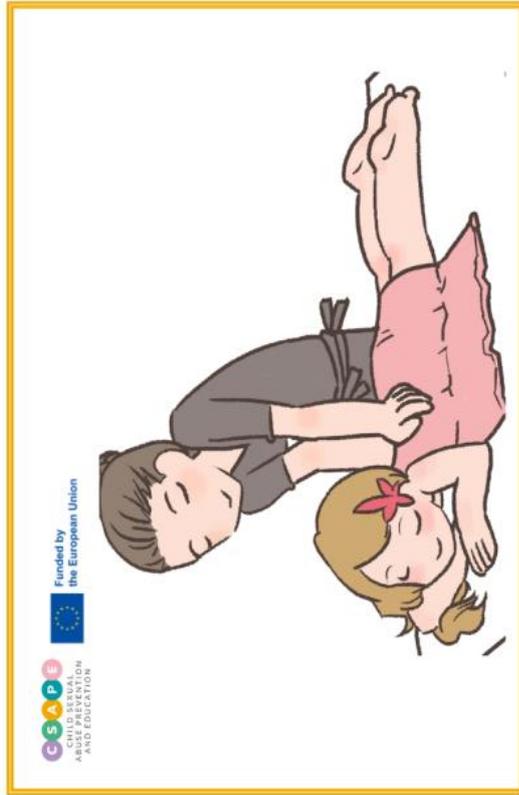














Annex 12: Positive touch- worksheet

Module 3: Emotional and Communication skills

Annex 1: Emotion Cards



Disappointment



Excitement



Anger



Bravery



Happiness



Feeling Hurt



Fear



Love



Sadness



Surprise



Embarrassment



Jealousy



Worry



Nervousness



Frustration



Pride



Calmness



Hope



Confusion



Discouragement

Annex 2: 'Guess the emotion' stories

'Guess the emotion' stories

- Aunt Lily has found a new partner and they are kissing very much and that makes her children and their friends giggle.
- Jill's favourite moment of the day is in the evening when she gets to snuggle under her father's arm and listen to her favourite fairy tale.
- Dan has a friend in kindergarten. Pat. He likes to hug his friend Pat. Sometimes Pat does not want to hug.
- When Aladdin saw Jasmine, his eyes lit up and he started to run towards her.
- Jane and George sit in the same bench and play together in the recess. Lately, Jane started playing also with Henry during recess and George does not like it.
- Mira, Ana, and Amy are friends that do everything together. Mira discovered that Ana and Amy went to the movies together during the weekend without inviting her and she did not like it.
- Jim was running during recess. He fell on the ground and hurt his knees. The boys of his kindergarten group that were standing close by, started laughing and teasing him.

Annex 3: Family Cards



Same sex parents



Adoptive family



Stepfather, stepmother, two children



Single mother



Extended family



Mother, grandmother, child



Mother, father, two children



Single father



Foster families



Mother, father, one child



Husband, wife, no children

Annex 4: Relationship Cards



Friends



Neighbours



Romantic couple



Teacher – pupils relationship



Community relationship



Family/relatives relationship



Work relationship



Relationship with self

Annex 5: 'How do they feel?'

'How do they feel?'

- John wanted to hug Mira, but she did not want to be hugged.
- The girls said that Eva kissed Jim and Eva did not like that they were talking about the kiss.
- Ana is sitting too close to Evan and he is trying to keep some distance, but she keeps getting closer.
- Rob is tickling Henry and he is pushing him.

Joy and Ellen sit together in the classroom, but today Joy went to sit with another girl, without saying anything to Ellen

Module 4: Boundaries and consent

Annex 1: Scenarios for children to learn setting boundaries

Scenarios for children to learn setting boundaries

-Print and cut one-by-one

1	Your best friend wants to hold your hand while you walk to the park together, and you do not want to. You can say: <i>"Can we walk together without holding hands?"</i>
2	Your grandmother wants to hug and kiss you on the cheek and you do not want to. You can say: <i>"I do not want a hug right now, maybe later".</i>
3	A friend of yours wants to play with your favorite toy, and you do not want to because you want to play with it. You can say: <i>"I would like to play with it right now, but maybe we can take turns later".</i>
4	Your uncle tickles you, and you do not want to. You can say: <i>"I do not want to be tickled right now, please stop".</i>
5	A classmate of yours keeps interrupting you while you are talking. You can say: <i>"I want to finish what I am saying first, and then it is your turn".</i>
6	You are feeling tired or need alone time. Let your family know by saying <i>"I need some quiet time now, please".</i>
7	A friend of yours wants to see your drawing but you are not ready to share. You can say: <i>"I do not want to share it now, maybe later".</i>
8	A friend of yours is being too rough when you are playing. You can say: <i>"I do not like it when we play so rough. Let's find another game"</i>
9	A friend of yours wants to borrow your crayons, but you are using them. You can say: <i>"I am using them right now, but I can share when I am done".</i>
10	Your brother/sister keeps coming into your room without asking. You can say: <i>"I need my space, please knock before you come in".</i>
11	You are playing a game and want to set rules. You can say: <i>"Let's agree on some rules so everyone has fun".</i>
12	A friend tries to take your turn in a game. You can say: <i>"It is my turn now, but you will get your turn soon".</i>

13	You are feeling sad and do not want to talk. You can say: <i>"I am feeling sad right now, I will talk when I am ready"</i> .
14	A classmate tries to take your chair. You can say: <i>"I am using this chair. Can you find another one?"</i>
15	A friend of yours wants to come over to your house but you are not in the mood. You can say: <i>"I would like some time alone today, maybe another time"</i> .
16	A friend of yours is using too loud of a voice. You can say: <i>"I prefer it when we talk more quietly, please"</i> .
17	You are doing your homework and need focus and your brother wants to play together. You can say: <i>"I need quiet time to finish my work, can we play later?"</i>
18	A friend of yours wants to look through your backpack. You can say: <i>"I would rather keep my things private, thanks for understanding"</i> .
19	A friend of yours keeps asking you for snacks. You can say: <i>"I only have enough for myself, I wish I could give you"</i> .
20	A friend of yours is using your art supplies without asking. You can say: <i>"I would like you to ask before using my things, please"</i> .
21	Your father stands too close to you while you are playing a game. You can say: <i>"I need some space to play comfortably, can you move back a bit?"</i>
22	A classmate keeps asking about your personal things. You can say: <i>"I would rather not talk about that, let's talk about something else"</i> .



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Annex 2: Worksheet on personal boundaries

Worksheet on personal boundaries

Please, fill in the following sentences with situations where people of each of your circles are included:

Small Circle. Whom have you included?

❖ I do not like it when

❖ I like it when

❖ It makes me feel happy when

❖ It makes me feel sad when

Medium Circle. Whom have you included?

❖ I do not like it when

❖ I like it when

❖ It makes me feel happy when

❖ It makes me feel sad when

Large Circle. Whom have you included?

❖ I do not like it when

❖ I like it when

❖ It makes me feel happy when

❖ It makes me feel sad when



Annex 3: Stories about consent for 5-8-year-olds

Stories about consent for 5-8-year-olds

Story 1

Sophia and Raul are both 5 years old and they are in the same kindergarten class. They are playing together in the sand pit and Raul is building a sandcastle. Sophia would like to use the bucket that Raul is using and she gets frustrated when Raul does not give it to her. Sophia pinches Raul and it leaves a red mark. Sophia tells Raul to keep it a secret, because she is afraid that she will get in trouble.

Discussion points:

- What do you think about how Sophia acted?
- Did she receive consent from Raul to take the bucket?
- Is it ok for Sophia to ask Raul to keep the pinching a secret?
- What could have been a better way to solve this situation rather than pinching?

Story 2

Anna and Susan are 5 years old and are in the same kindergarten class. They often play together during playtime and like to practice plaiting each other's hair. Today Anna has the idea of playing nurse and patient with Susan. The girls go to the bathroom together so they can play in peace. In the bathroom Anna, who is playing the nurse, asks Susan to take off her trousers and underwear. Susan playing the patient does what Anna asks her. Anna looks at Susan's genitals and buttocks from a close distance and touches Susan's buttocks.

Discussion points:

- Is it ok to look at another child's naked body if they are willing to show you it?
- Is it ok to touch another child's body without asking for permission first?
- Is it ok to touch one's own body?

Story 3

Thea is 6 years old. She often goes and visits her grandparents as they only live a 10-minute walk away from Thea's home. Thea loves her grandparents very much as they always play with her for as long as Thea wants. Grandad also makes very good blueberry muffins; they are Thea's favourite treat. However, when Thea goes to visit her grandparents, grandad always picks Thea up to hug her and squeezes her very tightly without asking if this is ok first. Thea feels uncomfortable when grandad picks her up and hugs her tightly. Thea would like to be able to choose when she wants to hug grandad and when she does not.

Discussion points:

- What do you think about Thea's grandad's behaviour? Is grandad allowed to pick Thea up in his arms and hug her?
- How could grandad get consent from Thea to hug her?
- What could Thea do in this situation?

Story 4

Oliver is 6 years old, and he has an older brother called Samuel, who is 9 years old. Oliver often plays football with his brother and their friends after school. Today when they get to the football pitch all the other kids are gathered around one boy who is holding up his phone. On the phone he is showing a video to the other kids. When Oliver and Samuel approach the group, Oliver sees at a glance that in the video they are watching there are two naked people. Oliver feels uncomfortable watching the video.

Discussion points:

- What should Oliver do in this situation?
- Is it ok for children to watch videos with naked people in them? (Discuss further: No one should show intimate videos to others without their consent.)

Watching pornographic material is illegal for under 18-year-olds and sharing nude images/videos of children is always illegal.)

- Is it possible to get consent from all the children in this situation to show a video like this? (responsibility of the one showing)
- Who should Oliver speak to about what he saw?

Story 5

Sarah is 7 years old and is in the first grade at school. She has made a few friends in her class that she enjoys spending time with during recess. However, one of Sarah's classmates Brian has been bothering her. He has slapped Sarah's buttocks a few times in the playground. Brian has also slipped Sarah some pieces of paper during class with rude words written on them. Sarah has felt uncomfortable about Brian's behaviour.

Discussion points:

- What do you think about the way Brian is behaving? (slapping, rude words)
- Has Brian received consent from Sarah to touch her or give her rude messages?
- What should Sarah do in this situation?

Story 6

Stacey is 7 years old. She takes the bus to go to school every day. Usually, she sits next to her sister Lydia on the bus. Today Lydia is ill, and Stacey is going on the bus alone. There are plenty of free seats on the bus, but Stacey chooses to ask if she could sit next to Sabri, her classmate from school. However, Sabri says no because he wants to sit by himself.

Discussion points:

- What should Stacey do in this situation?
- Did Sabri give consent to Stacey to sit next to her?
- Would the situation be different if all the other seats in the bus were already taken, and Stacey had no other place to sit?
- Is it ok to not allow someone to sit next to you?

Story 7

Sally and Tom are 8 years old and are in the second grade at school. They have liked each other since the beginning of school and play with each other during recess almost every day. Sometimes they kiss each other in private when no one is watching, and they have both said to each other that they like doing this. However, Tom has started to try to kiss Sally when other classmates are watching. Sally does not like to kiss in public and feels uncomfortable about it.

Discussion points:

- Is it ok for Tom to kiss Sarah in public?
- Did Tom receive consent from Sarah to kiss her in front of their classmates?
- What should Sarah do in this situation?

Story 8

Greg is 8 and he is in second grade at school. He likes playing with his friends at school and especially loves playing with the skipping rope during recess. Greg sometimes finds it a bit hard to concentrate in class. He sometimes doodles in his workbook or plays with his pencil. Sometimes Greg also touches and plays with his penis during class. He tries to do it discreetly but today his classmate noticed.

- Is it ok for Greg to touch his own penis?
- Is the classroom an appropriate place to do this?
- In what situations is it ok for a child to touch their own body?

Annex 4: Stories about consent for 9-11-year-olds

Stories about consent for 9-11-year-olds

Story 1

Thea is 8 years old. She often goes and visits her grandparents as they only live a 10-minute walk away from Thea's home. Thea loves her grandparents very much as they always play with her for as long as Thea wants. Grandad also makes very good blueberry muffins, they are Thea's favourite treat. However, when Thea goes to visit her grandparents, grandad always picks Thea up to hug her and squeezes her very hard without asking if this is ok first. Thea feels uncomfortable when grandad picks her up and hugs her tightly. Thea would like to be able to choose when she wants to hug grandad and when she does not.

Discussion points:

- What do you think about Thea's grandad's behaviour? Is grandad allowed to pick Thea up in his arms and hug her?
- How could grandad get consent from Thea to hug her?
- What could Thea do in this situation?

Story 2

Oliver is 8 years old. Oliver often plays football with his friends after school. Today, when Oliver gets to the football pitch, all of the other kids are gathered around one boy who is holding up his phone. On the phone he is showing a video to the other kids. When Oliver approaches the group, Oliver sees at a glance that in the video they are watching there are two naked people. Oliver feels uncomfortable watching the video.

Discussion points:

- What should Oliver do in this situation?
- Who should Oliver speak to if he continues to feel uncomfortable about what he saw?

Story 3

Greg is 9 years old and he is in third grade at school. He likes playing with his friends at school and especially loves playing with the skipping rope during recess. Greg sometimes finds it a bit hard to concentrate in class. He sometimes doodles in his workbook or plays with his pencil. Sometimes Greg also touches and plays with his penis during class. He tries to do it discreetly but today his classmate noticed.

- Is it ok for Greg to touch his own penis?
- Is the classroom an appropriate place to do this?
- In what situations is it ok for a child to touch their own body?

Story 4

Sarah is 9 years old and is in the third grade at school. She has made a few friends in her class that she enjoys spending time with during recess. However, one of Sarah's classmates Brian has been bothering her. He has slapped Sarah's buttocks a few times in the playground. Brian has also sent her rude messages online. Sarah has felt uncomfortable about Brian's behaviour.

Discussion points:

- What do you think about the way Brian is behaving? (slapping, rude messages)
- Has Brian received consent from Sarah to touch her or send her rude messages?
- What should Sarah do in this situation?

Story 5

Sally and Tom are 10 years old and are in the fourth grade at school. They have liked each other since the beginning of school and play with each other during recess almost every day. Sometimes they kiss each other in private when no one is watching and they have both said to each other that they like doing this. However, Tom has started

to try to kiss Sally when other classmates are watching. Sally does not like to kiss in public and feels uncomfortable about it.

Discussion points:

- Is it ok for Tom to kiss Sarah in public?
- Did Tom receive consent from Sarah to kiss her in front of their classmates?
- What should Sarah do in this situation?

Story 6

Simon has just turned 11 and is in 5th grade at school. He has just received his own mobile phone as a birthday present and is just learning how to use it. He has been added to a group chat with five of his closest classmates and they chat daily after school. They often send pictures of themselves to the group chat from different activities they are doing with their families during the weekend. Simon likes one of the girls in his class called Amanda. Simon and Amanda often chat and send pictures to each other as well. Yesterday Amanda sent Simon an intimate picture of herself without a shirt on. Simon decides to share this picture in the group chat with his friends.

Discussion points:

- Is Simon allowed to share Amanda's photo with others without Amanda's consent?
- Did Simon receive consent to send the picture from his friends in the group chat?
- What would you do if you were one of Simon's friends receiving the photo of Amanda from Simon?

Story 7

Theodor is 10 years old, and his best friend Leo is also 10. They both like to play video games together after school at Leo's house. Leo has a little sister, Emma. She's only 4 years old. Theodor thinks Emma has a little crush on him, because every time he's at

their house, Emma starts hugging him and trying to get his attention. All Theodor wants is to play video games with Leo. Today Emma dressed up in her princess dress and started hugging Theodor and even gave him a kiss on the lips. This made Theodor really uncomfortable, and he didn't know what to do.

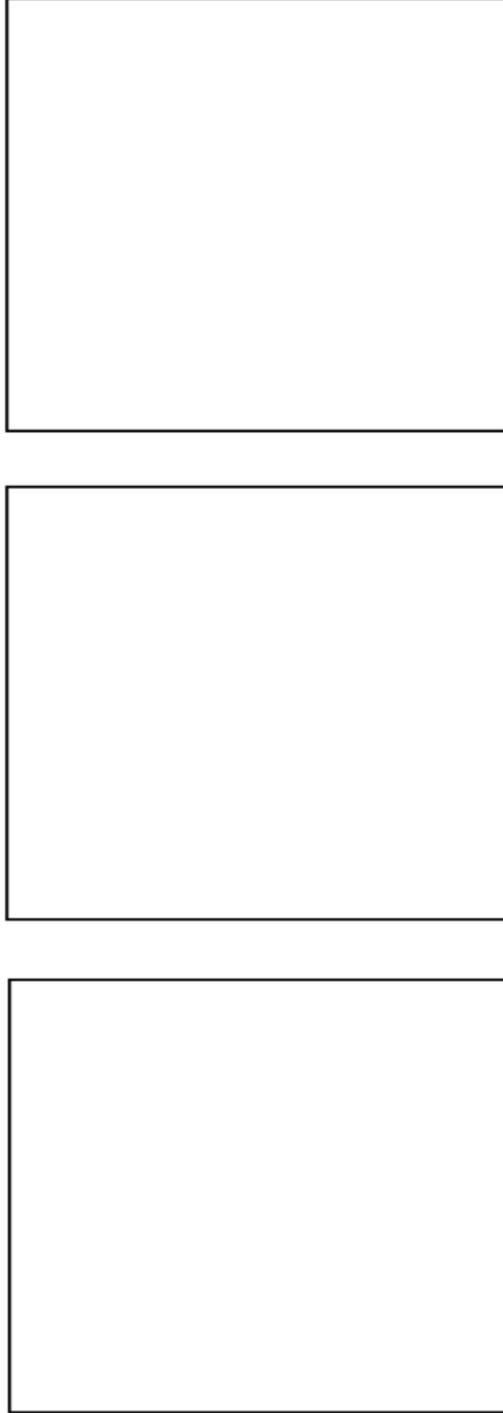
Discussion points:

- What should Theodor do?
- Can Theodor say that he does not want to hug Emma or receive kisses from Emma?
- Should Emma ask for consent?
- Is there an age which is considered too young to have to ask for consent?



Annex 5: Comic strip template worksheet

Comic strip

Three empty rectangular boxes arranged horizontally, intended for drawing a comic strip.

Annex 6: Scenarios about safety

Scenarios about safety

- ❖ Another child is tickling you
- ❖ Another child is tickling you a bit too roughly and it hurts a little bit
- ❖ Another child asks to hug you
- ❖ An adult you know asks to hug you
- ❖ Another child shows you a video showing violence on their phone
- ❖ An adult you don't know shows you pornographic material on their phone
- ❖ Someone that you know sends you a message online where they ask personal information (for example your address)
- ❖ Someone that you don't know sends you a message online asking you to video chat
- ❖ An unknown adult comes to talk to you when you are walking home from school and asks you to come with them to see something exciting (e.g., an exciting toy or a little kitten)
- ❖ Your friend calls you to come over and see their new puppy
- ❖ You have run out of battery on your phone and you cannot call your parents to tell them that you are late to come home
- ❖ Your friend posted a photo on social media of you two together
- ❖ Someone has posted a picture of you online without asking if you were ok with it
- ❖ Your classmate is making fun of the jumper you are wearing
- ❖ You go to the same bathroom stall together with your friend and they show you their genitals
- ❖ An adult is showing you their genitals but asks you not to tell anyone
- ❖ The doorbell rings at home and you are home alone
- ❖ You notice that someone starts following you on your way home from school
- ❖ Your friend asks you for your address because you invited them to your birthday, but they lost the invitation with the address written on it
- ❖ An unknown person asks you for your address in an online gaming chat

- ❖ Another child living in your neighbourhood asks you if you want to go play at the playground together
- ❖ Another child you have met online asks you to meet up in person



Annex 7: Traffic lights handout



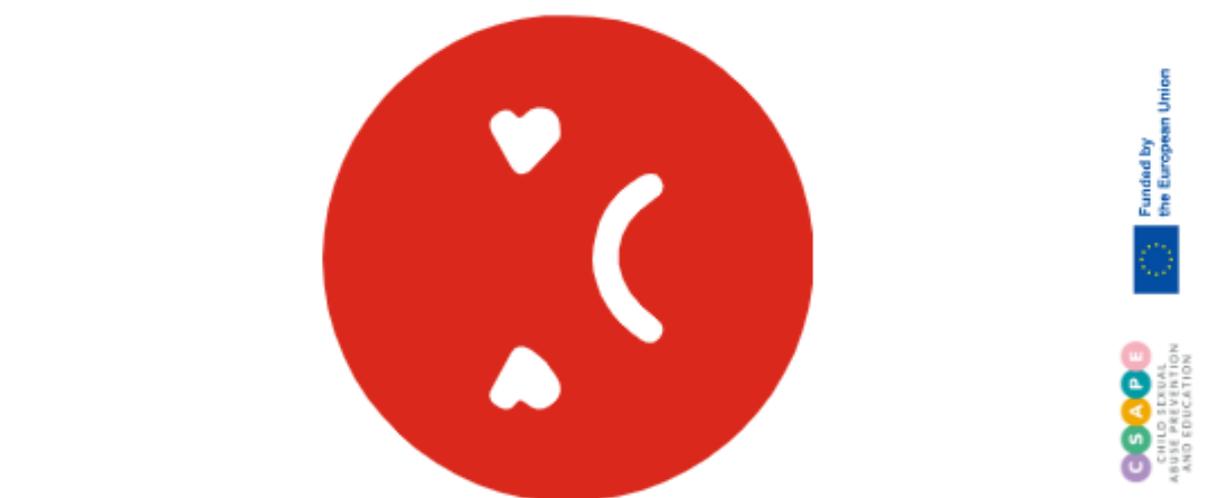
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Annex 8: Traffic light emojis





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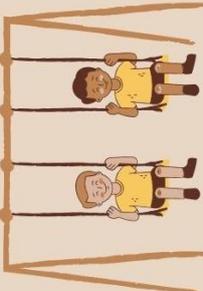




Module 5: Protection of children from sexual abuse

Annex 1: Cards with safe and unsafe situations

- Print, laminate (if possible) and cut the cards

  Someone you don't know offers you candy  Funded by the European Union	  You are being isolated and asked to keep an inappropriate secret from parents or legal guardian  Funded by the European Union	  You meet a new friend at the playground  Funded by the European Union	  You play in the backyard with your friends  Funded by the European Union
  A stranger on social media asks you to go out with them  Funded by the European Union	  A stranger asks you to video chat with them late at night  Funded by the European Union	  You receive inappropriate messages or images  Funded by the European Union	  You are scared or uncomfortable around someone specific  Funded by the European Union



You are being given unexplained gifts like toys, clothes, electronics and you are asked to keep it a secret from your parents or legal guardian



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You are being given presents by your friends for your birthday



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You are being allowed or encouraged to do things that parents do not permit



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You visit a museum with your grandparents



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Someone excessively touches you - hugging, kissing, tickling, holding- even when you do not want



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A friend of yours asks you to draw together



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You are invited to a party by your friends



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Someone discussing inappropriate adult topics with you



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Annex 2 (i): Handout to be given to children



Which of the following are signs of child grooming?

A person:

- Giving unexplained gifts or special attention to a child, making the child feel special or indebted to an adult
- Controlling a child through threats, force or use of authority making the child fearful to report unwanted behaviour
- Encouraging a child to have an honest relationship with their parents
- Giving a child a birthday present
- Using excessive physical touching with the child – hugging, kissing, tickling, holding – even when the child does not ask for it
- Telling a child that they have grown up since the last time they have seen them
- Openly exposing or pretending to accidentally expose the child to nudity, sexual material and sexual acts
- Asking a child how their day was
- Sending inappropriate messages or images to the child
- Complimenting the child's appearance or asking whether the child has ever been kissed
- Offering to help the parents or legal guardians to gain alone time with the child



Annex 2 (ii): Handout's responses for the educators

Which of the following are signs of child grooming?

A person:

- Giving unexplained gifts or special attention to a child, making the child feel special or indebted to an adult (S)
- Controlling a child through threats, force or use of authority making the child fearful to report unwanted behaviour (S)
- Encouraging a child to have an honest relationship with their parents
- Giving a child a birthday present
- Using excessive physical touching with the child – hugging, kissing, tickling, holding – even when the child does not ask for it (S)
- Telling a child that they have grown up since the last time they have seen them
- Openly exposing or pretending to accidentally expose the child to nudity, sexual material and sexual acts (S)
- Asking a child how their day was
- Sending inappropriate messages or images to the child (S)
- Complimenting the child's appearance or asking whether the child has ever been kissed (S)
- Offering to help the parents or legal guardians to gain alone time with the child (S)

Annex 3: Personal Safety Superheroes/Superheroines Certificates



CSAPE
CHILD SEXUAL
ABUSE PREVENTION
AND EDUCATION

PERSONAL SAFETY
SUPERHERO/SUPER
HEROINE

(CHILD'S NAME)

Has earned this certificate.
Keep up the great work!



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Annex 4: Story



A neighbour bringing a mobile phone

Tom is being given a new mobile phone that he wanted for quite some time by a neighbour and he is asked to keep it a secret from his parents. It is neither his birthday nor his name day.

Discussion

Do you think Tom should take it? What are the safety guidelines Tom should remember?



Annex 5: Personal Safety Scavenger Hunt Checklist



Personal Safety Scavenger Hunt Checklist

- Saying “No” Station

Task: Four volunteers will be selected to act out at the two scenarios found there.

- “Getting Away” Station

Task: Navigate through the obstacle course quickly to reach the safe zone.

- “Asking for Help” Station

Task: Approach the teacher and try to ask to help you for something you need.



Annex 6: Personal Safety Certificate



Personal Safety Certificate

(Child's name)

Has earned this certificate.

Keep up the great work!



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CHILD SEXUAL
ABUSE PREVENTION
AND EDUCATION



Save the Children



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