

## INTRODUCTION

This Toolkit is developed under the “**Xse - comprehensive emotional and sexuality education from primary school**” project (nr. 2021-2-IT02-KA210-SCH-000048153), supported by the Erasmus+ programme of the European Union.

This project result has been produced by a partnership that includes five European educational institutions from 4 countries: Libelà aps, Italy (project coordinator); The Apartment APS, Italy; Ouriço Voador, Portugal; DESA-Dubrovnik – Croatia; and Ålands Feministparaply, Finland.

The present Toolkit is based on the guidelines of the “international technical guidance on sexuality education” UNESCO (2019) and compiles activities within the scope of comprehensive sexuality education for primary school students.

*Views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency INDIRE. Neither the European Union nor INDIRE can be held responsible for them.*

### **What is comprehensive sexuality education?**

- ✓ Is a curricular process based on teaching and learning the cognitive, emotional, physical and social aspects of sexuality.
- ✓ It aims to develop in children and young people knowledge, skills, attitudes and values that enable them to: achieve their health, well-being and dignity.
- ✓ develop respectful social and sexual relationships;
- ✓ Reflect on how your choices affect your well-being and that of other people;
- ✓ **And understand and ensure the protection of their rights throughout life.**

### **Why sexuality education is important?**

- ✓ Receive confident & clear information about relationships and sexuality as they transition from childhood to adulthood.
- ✓ Living in a world where gender-based violence and inequality, early and unwanted pregnancy, HIV and other sexually transmitted infections still pose serious risks to your health and well-being
- ✓ Empower young people to make informed decisions about relationships and sexuality.
- ✓ Prevent children and young people from becoming vulnerable to harmful sexual behaviors and sexual exploitation.



## TOOLKIT ORGANIZATION - OVERVIEW

### 4 UNITS

			
<b>RELATIONSHIPS</b>	<b>EQUALITY, DIVERSITY AND GENDER</b>	<b>VIOLENCE AND STAYING SAFE</b>	<b>HUMAN BODY &amp; SEXUALITY AND SEXUAL BEHAVIOR</b>
2 WORKSHOPS (30-90 MIN)	2 WORKSHOPS (30-90 MIN)	2 WORKSHOPS (30-90 MIN)	2 WORKSHOPS (30-90 MIN)
5 ACTIVITIES	3 ACTIVITIES	6 ACTIVITIES	3 ACTIVITIES

### Tips to use this toolkit


- ✓ Small groups (maximum 12) will be better for the activities displayed
- ✓ The activities are dynamic and informal
- ✓ Some activities request some materials and non conventional resources, but you can change and add it as you think is useful for the activities
- ✓ The order of the units are optional which best fits the goals of your intervention
- ✓ For workshops in each unit the order can be change, and more than 1 workshop exist so than you can choose which best fits the goals of your intervention
- ✓ For the activities in each workshop the order can be change, and you can choose which best fits the goals of your intervention.

# Unit 1. Relationships

## Workshop 1. Families

### Topics

There are many different kinds of families that exist around the world. Family members have different needs and roles, through which values are transmitted to children. Relationships involve different kinds of love (e.g. love between friends, love between parents, love between romantic partners) that can be expressed in many different ways.

 40-60 min

### Activity 1. Families: Extended family

**Material:** Scenario paper, Crayons or color markers, Lego blocks (duplo); lego duplo bricks, Camera or smartphone for taking photos

**Local:** Room with space for kids work on the floor

#### Activity development description

##### Preparation (15 min)

While distributing materials, ask each participant to draw their nuclear family on the paper and let them introduce their family to us.

Distribute the following materials: pencils or colored markers; paper; lego bricks

##### Realization (20 min)

Explain that a family is a group of people who are related to each other. Explain that relatives such as grandparents, aunts, uncles, and cousins are extended family. Mention that friends can also be like extended family, especially for people who do not have many people who are related to them (relatives).

Tell the children that they need to plan a family gathering for their family and extended family. Ask them to think about where they would have the gathering (barbeque, piknik), who would be there, what everyone would do, and what they would bring.

Divide the children into pairs and ask each pair to work together to build a scene with lego bricks of a family gathering.

##### Reflection (15 min)

Ask each pair of children to present their scene. Ask the other children to tell what they like about each family gathering scene. After the presentations, give the children some time to improve their scenes. Encourage them to trade and share elements. Consider asking questions like:

- Where is the family gathering? Who is at the family gathering? What is everyone doing?
- Does anyone have an idea for how we can make this scene even more interesting?

### Activity 2. Parenting – long term commitments

**Material:** Animals Set LEGO or kinder surprise animal figurines/any kind of animals (mother and baby) Camera or smartphone for taking photos

**Local:** Room with space for kids work on the floor

#### Activity development description

### **Preparation** (15 min)

Ask the children if they have ever seen a baby animal and have them visualize the animal in their heads. Have the children say the name of this animal to a friend. Discuss the characteristics of babies. How can children tell if an animal is a baby or an adult?

- Facilitate a discussion on what baby animals need such as food, shelter, water, protection, etc. How can baby animals communicate to their parents that they need something?
- Ask the children to think about who takes care of them. Is it a mum, dad, aunt, grandpa, etc? Talk about how this person is usually bigger, older or more experienced. Introduce the word “adult” and discuss its meaning. Tell the children that baby animals need adults to take care of them too. Introduce the idea of families and talk about how animals have families just like people

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### **Realization** (20 min)

Have the children create and build an animal family by matching a baby and a parent with common characteristics. Then create and build an environment for the animal family that includes everything they need.

- As the children build, ask them about the different families. Which family is the fastest? Which family swims? What does each family need in their environment?
- Encourage the children to role play situations where a baby animal needs something and the adult animal provides it.

### **Reflection** (15 min)

Talk about what human babies need. How are human babies and animal babies alike? How are they different?

- Animals are alike and different in a variety of ways. Brainstorm different ways to sort the animals, and then allow children to demonstrate.
- What happens when a baby animal gets lost? How does it feel? Ask the children to build solutions to help the baby animal get back to its parent

\* Whats is a family? What is the role of a family ? Could different types of family function?

## Workshop 2 . Making friends



### **Topics**

There are different kinds of friendships

Friendships are based on trust, sharing, respect, empathy and solidarity

There are healthy and unhealthy relationships



**40-60 min**

### **Activity 1. Making friends**

**Material:** Build Me “Emotions” LEGO® DUPLO® Brick Set, Creative LEGO® DUPLO® Brick Set, Camera or smartphone for taking photos

**Local:** Room with space for kids work on the floor

### **Activity development description**

#### **Preparation** (15 min)

Facilitate a discussion on friends and friendship. Talk about what friends are and how we treat them. Consider asking questions such as:

- What kinds of activities do you do with friends?
- How do we make new friends?
- How can we be good friends?

Divide children in group of 4 – 6, deliver lego bricks to them and tell the children that today they are going to build a group of friends!

**Realization** (20 min)

Combine Build Me “Emotions” and the Creative LEGO DUPLO Brick Set. Ask the children to work together to build a group of friends. Encourage them to consider how these friends feel when they are together. Perhaps they feel silly or happy when they have fun together. Or perhaps they feel angry when they have a disagreement. Prompt the children to role-play various scenarios with their builds and come up with resolutions for the times when friends feel sad, angry, or embarrassed.

**Reflection** (15 min)

Ask the children to discuss the role-play that took place. Consider asking questions such as:

- Who are the friends you built?
- How is each one feeling?
- Why is each one feeling this way?

## Workshop 3. Tolerance, inclusion & Respect



### Topic

Every human being is unique, can contribute to society and has a right to be respected



40-60 min

### Activity 1. Inclusiveness

**Material:** LEGO minifigure or cards with different minifigure

**Local:** Room with space for kids to work on the floor

#### Activity development description

**Preparation** (5 min)

While distributing materials, ask each participant to imagine being on a playground and they see a new kid on the playground. Let participants choose a minifigure from the box (no peeping).

Distribute the following materials: lego minifigure in a box.

**Realization** (25 min)

Instruct each child to get to know this new character and answer at least one question:

- describe their new friend. What qualities do you want your new friend to have? What things would your new friend like to do?
- Tell how you would greet your new friend. How would you say hello or communicate? What adaptations might you need to make for your friend?
- Describe your friend’s habitat. Look at the characteristics of the friend you have chosen. What needs might this friend have to survive and be healthy? How can you prepare for this?
- Describe your new friend’s expressions. How does your friend feel? How do you know this? What evidence supports this?
- Is your new friend different than you are?

**Reflection** (15 min)

Ask each participant to share their new friend with a classmate.

- Explain about your friend.
- Listen to your classmate about his or her friend.
- Find at least three ways that your new friends are alike and three ways that your new friends are different.

## Unit 2. Equality, diversity and Gender

### Workshop 1. Understanding Gender



#### Topic

Families, individuals, peers and communities are sources of information about sex and gender



40-60 min

#### Activity 1. About Gender

**Material:** board, ball

**Local:** Room with space for kids work on the floor

#### Activity development description part 1

##### Preparation (1 min)

Sit the learners in a circle, the educator will be in the center of the circle with a ball.

##### Realization (10 min)

Throw the ball at one of the learners saying randomly 'girls are' or 'boys are'. The learner who catches the ball says the first word that comes to mind. Make sure all children participate. Write down learners' words in the respective column. Finish the activity when you think there are enough words for discussion.

##### Reflection (20 min)

Do you think girls and boys have to behave according to the words written on the board? Is it possible that boys and girls can do things from the opposite list? Do you think girls and boys can do the same things and behave similarly?

Ask the learners to raise a hand if they agree with the following statements: some girls like football, some boys like baking, some girls are natural leaders, some boys are sensitive and emotional, etc.

- Explain what gender stereotyping is (e.g. boys are noisy, girls like to play with dolls), focusing on the importance of seeing people as individuals rather than through the lens of stereotypes and judging people by their group membership (e.g. as 'girls' or 'boys').

#### Activity development description part 2

**Material 3:** chairs, 3 sheets of paper, each labeled "man", "woman", "both man and woman"

**Local:** Room with space for kids work on the floor

##### Preparation (1 min)

If it is a small group, sit in a circle. If it is a large group, ask students to sit in small groups of 5 students.

##### Realization (20 min)

Select 2 locations in the room and put a chair in each one with a paper in it saying „MAN“ on the other chair the sheet saying “WOMEN”. Select a spot in the middle to put the third chair with paper “BOTH MEN AND WOMEN”.

EXPLAIN: “I will say a word. Move to the chair where you think that word belongs.

Strong	A good communicator	Responsible for family	Sacrificing	Financially successful
Violent	Teacher	Cooking	Police officer	Nurse
Takes care of children	Decision-maker	Loving	beauty	Tall

After each word and selection, ASK one or two students to explain their choice. Encourage the others to share as well. Repeat the steps for each word.

EXPLAIN that some people believe that only men can be strong, brave and make decisions for the family. But if we look closely, we can find examples of men who are caring and kind, and even men who can cook! And we can find examples of women who are strong and financially successful. There are some differences between men and women that are due to biology. For example, only women can give birth to a child. But most differences between men and women are due to society's expectations. This means that the differences are learned, and that we can change what is harmful.

**Reflection (10 min)**

CONCLUDE by explaining that it is not fair or beneficial for only women to sacrifice for the family, or to put pressure on men only to provide for the family. In fact, there are many benefits to the family and community when men and women share responsibilities and work together.

## Workshop 2. Values, Rights, Culture and Sexuality



### Topic

Everyone has human rights

All persons are equally valuable, regardless of their gender



40-60 min

### Activity 1. Who does what?

**Material:** List of chores (annex 1) or handouts including illustrations of the chores; sheet of paper and pencil for each student

**Local:** Room with space for kids work on the floor

#### Activity development description

##### Preparation (5 min)

Learners sit in groups of four, with a similar number of girls and boys in each group.

List of chores to read out loud in class (annex 1). If learners cannot write yet, prepare handouts including illustrations of the chores.

##### Realization (20 min)

Ask the learners to make a little drawing of each of the family members including themselves.

List the most common household chores provided in annex 1: List of chores and ask the learners to write under each family member the chores that they usually do.

If the learners cannot write yet, you can prepare visual material. For example, you can instruct learners to draw the chores in advance or prepare handouts including illustrations of the chores and have learners match them to the family members as a map.

Learners compare the results in their groups.

##### Reflection (10 min)

Discuss the following questions:

- Who does the most chores in your family?
- Do your parents do chores equally? Are there chores specifically done only by your one of your parents? Which one?
- If you live with only one parent, who else helps with the chores?
- Do you help with the chores? Do your sisters and brothers help in the same way?
- Do your parents have free time for their hobbies? Do any of your parents or family members have more free time than the other/s?



## Activity 2. Statues

**Material:** none

**Local:** Room with space for kids work on the floor

### Activity development description

#### Preparation (1 min)

Learners are divided into groups of four, with a similar number of girls and boys in each group.

#### Realization (20 min)

Educators give a small introduction about gender-based violence (understanding that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence) and recognize that it can take place in different locations (e.g. school, home or in public);

Ask each group to make a living statue using all the elements of the group representing a situation where they have seen another person experiencing violence. Each group takes turns showing their statue. In each show, the other elements of the class comment on what they see. Afterwards, the group that made it comments on their own statue, what they did and its meaning.

#### Reflection (10 min)

Discuss the following questions in the big group:


- How did you feel making the statue and seeing the others?
- How would you feel if you were experiencing any of the situations?
- How would you react if your friend was experiencing the situation?
- What can one do to help a friend that is affected by gender-based violence? (could be important to refer name of institutions, services, persons that can help in these situations)

## Unit 3. Violence & staying safe

### WORKSHOP 1 – Consent, integrity & communication

#### Topics

Everyone has the right to decide who can touch their body, where, and in what way  
Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others

 40-60 min

#### Activity 1. Yes and No game

**Material:** Scenario paper

**Local:** Room with space for the children to move around

#### Activity development description

##### Preparation (1 min)

Tell the children that they are going to try different ways of meeting others and making decisions. The exercise will be done in three rounds.

##### Realization (10-15 min)

The first round everyone reacts negatively to various suggestions, the second time positively and the third time it is a free choice.

Everyone stands freely in the room. You who lead the exercise give an invitation, for example: "Everyone jumps like frogs!" Then everyone answers "no!" and does nothing.

Continue with a few more prompts such as:

- Everyone runs to the door!
- Everyone spins around!
- All yodelling!

The children keep saying no.

In round two, you as the leader come up with new proposals, but now everyone shouts "yes!" and performs the action. Start by making some suggestions. If the children want, they can give more suggestions.

In the third round, the children can do whatever they feel like doing.

##### Reflection (10-15 min)

Ask the following questions:

- How did it feel to say no to something they wanted to do?
  - How did it feel to say yes to something they didn't want to do?
  - Why can it be like that for real sometimes? That you do something even though you don't want to? (e.g., peer pressure – you do what your friends do, or an adult decides that you should do something)
  - When might you have to do something, you don't want to? (e.g., be polite, say thank you and hello, wear a seatbelt, brush your teeth)
  - When do you have the right to speak up? (If someone makes you sad, makes you hurt, if something doesn't feel right)
  - How can you say no if someone tries to force you to do something you don't want to?
- Remember to point out that it is important to respect when someone says no. It is also a no when someone does not give you an answer.

#### Activity 2. Draw my consent

**Material:** Scenario paper, Picture with the body (annex 2), Crayons or colour markers

**Local:** Room with space for the children to move around

### Activity development description

#### Preparation (1 min)

Hand out paper and crayons to the children.

#### Realization (15 min)

Let the children think for a while and feel which places on the body it feels okay for someone else to touch them, and which places it doesn't feel okay.

The places where others are allowed to touch you are coloured with the green chalk.

When everyone is coloured in green, you go around where everyone gets to show their picture and talk about where it feels because it feels okay to be touched. You can also give examples of touching that felt good. If you don't want to show your picture, you don't have to. The adult is welcome to start the round, show his picture and give an example.

After that, everyone uses the red crayon to colour places on the body where you don't want others to touch you and go around in the same way where everyone shows their picture and gets to give examples of touching that felt bad.

#### Reflection (14 min)

Point out that since everyone likes to be touched in different ways and in different places on the body, one needs to ask if it's okay before touching the other. This is what's called consent. It can also feel different on different occasions, sometimes a lot of closeness and touch can feel nice, while at other times you don't want anyone close at all. You decide when and where someone is allowed to touch you or take a picture of you.

Ask the following questions:

- What can you do if someone touches the parts of your body that you don't want them to touch?
- How can you ask someone for their consent?
- How can you show that you don't accept someone touching you?
- Can you change your mind even if you said yes at first?
- What do adults get to decide when it comes to your body?
- What do children get to decide?

The exception to the rule is if you need to be examined by a doctor, if you have fallen ill or injured yourselves. Then it is good if one's guardian is there. You can also need help when you are taking a bath or whipping your butt after being at the toilet.

### Activity 3. The line – who decides?

**Material:** String or tape

**Local:** Room with space for the children to move on the floor

### Activity development description

#### Preparation (1 min)

In this exercise, you can either use an invisible line or you can lay out a line using, for example, string or tape.

#### Realization (10 min)

Decide that one wall in the room means "strongly agree" and the opposite wall means "strongly disagree". In between there is an invisible line and in the middle of the line you neither agree nor disagree. Read one statement at a time and let the students take a stand by standing on the line. Feel free to collect them in the middle before the next statement. Emphasize that everyone is entitled to an opinion, but you cannot express yourself however you like and offend others. After each

statement, ask the children why they changed or didn't change places/stand where they are and ask them to elaborate on their thoughts

May I decide:

- if I should wear a seat belt
- what clothes should I wear
- when I'm full
- what I should play
- if I want a hug
- if I want to sit in someone's knee
- if I should help at home (e.g., clean up my toys)
- if others can touch me
- if I want my picture taken

### **Reflection (10 min)**

Reflect on how the children chose to answer when you did the exercise. If there was, for example, something that they thought very much the same about, raise it, discuss and reflect. Feel free to bring up if there is any part where the children were more engaged when they answered or if something seemed more difficult to choose.


Feel free to interweave this exercise with the previous ones by talking about what they took away from this workshop.

## **WORKSHOP 2 – Internet & violence prevention**

### **Topics**

The Internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people, including children, at risk of harm.

Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others.

 40-60 min

### **Activity 1. The Internet**

**Material:** Scenario paper, A board or big papers

**Local:**

#### **Activity development description**

##### **Preparation**

##### **Realization (20 min)**

The Internet is a big part of children's lives. They play online, chat, watch movies and videos, etc. Therefore, it is important that children and young people are allowed to talk about what is happening and what kind of boundaries there are when they are active online.

Ask the following questions and write on the board or on papers what the children say.

- What do you do on the internet?
- What are good things about the internet?
- What are bad things about the internet?
- What to watch out for on the internet?

Make sure that the following things gets mentioned in the discussion:

- Some fake their profiles, so you can't be sure that the profile shows who you actually write with. For example, the profile of a 12-year-old girl can turn out to be a 60-year-old man. There are a lot of adults online, often behind fake profiles, who are out to get nude pictures of children and

young people, or want to meet them and do grown-up things, even though it is prohibited. Many come with a lot of flattery to get what they want.

- To be safe online, you must not disclose personal information such as surname, home address, payment details. If you're meeting someone you don't know from before, bring an adult with you (at least an older sibling), and meet out in the town where there are other people around. Always tell an adult about the meeting.
- If someone threatens you online, you should ALWAYS tell an adult and get help. Also, about you have done something that you know you were not allowed to, such as giving out personal information or sending a naked picture of you.

## Activity 2. Good and bad secrets

**Material:** Scenario paper, Paper with questions (Annex 3), Pens

**Local:**

### Activity development description

#### Preparation (5 min)

Distribute the paper with the answer boxes to everyone in the group.

#### Realization (5 min)

Tell them that sometimes it can be difficult to tell if you have been involved in something difficult or if someone has told you that you are not allowed to tell about something that has happened. It can feel like you are tattle or revealing secret things. But then what is a good secret that is okay to keep quiet about and what might be a bad secret? A good secret is something that makes you and others happy. A bad secret is something that makes you feel bad, makes you feel scared or sad or just weird inside your body, usually your stomach. You are always allowed to tell the bad secrets!

Explain that you will read out different situations where you are asked to keep something secret. You must tick on your paper if it is a good or bad secret. The green thumb is a good secret, and the red is for a bad secret. Then read each situation aloud and let the children cross their papers.

#### Reflection (15 min)

Read each situation again and ask if it is a good or bad secret. Have the children call out their answers. Also ask why they answered the way they did.

## Activity 3. Who can help?

**Material:** Scenario paper, Crayons or colour pens, Drawing papers

**Local:**

### Activity development description

#### Preparation

Hand out or let the children collect paper and or drawing materials.

#### Realization (20 min)

Pair with the exercise on good and bad secrets. When someone tries to get you to keep something bad a secret, you should, and you are always allowed to tell an adult you trust.

Ask the children who would be a safe adult to tell.

Only mom and dad are not enough, because there are children who are abused by their parents or are so unsafe at home that the family cannot help. Ask the children for more options such as a grandmother, or uncle, a friend's parents, a coach, a teacher or after-school leader.

Then have the children draw one or more people they could ask for help.

#### Reflection (10 min)

## Unit 4. Human Body

### WORKSHOP 1 - The Human Body and Body image



#### Topics

Everyone has a unique body that deserves respect, including people with functional diversities. All bodies are special and unique and people should feel good about their bodies.



40-60 min

#### Activity 1. My body

**Material:** Mirror, Sheets and pencils/ pens, **Illustrated book "La nudità"**; Optional: **images** to be projected on the wall or on a digital board; Modeling clay

**Local:** A room with a blank wall for projecting and space for children to be able to work on the floor

#### Activity development description

##### Preparation (1 min)

A person-sized mirror is positioned in the room, allowing all participants to see themselves when entering and enabling them to do it whenever is necessary.

##### Realization (55 min)

###### Individual Self-Perception (5 min)

Upon entering the room, participants gather in a circle and engage in a guided exercise to explore self-perception and connect with their bodies. They begin by moving individual body parts one by one, starting from the feet, while focusing on listening to each part. Next, participants use their hands to touch each body part in various ways, such as caressing, tapping, massaging, or pinching.

###### Observation in Pairs (10 min)

Participants pair up and face each other, either sitting or standing. The group then spends five minutes observing each other, noting both similarities and differences between partners.

###### Characteristics Comparison (5 min)

Participants write down the distinct and shared characteristics of their partner(s) on a piece of paper. Anonymously, the group reads out some of the descriptions, allowing for guessing who is being described, if possible.

###### Exploring "La nudità" Illustrated Book (15 min)

Images from the book "La nudità" are displayed, and selected content is read aloud. The group collectively observes the diverse depictions of naked bodies, representing various shapes, ages, genders, and more.

###### Body Representation (20 min)

Using clay or plasticine (depending on availability), participants have the opportunity to create a representation of their own body.

##### Reflection (10 min)

The group gathers to examine all the created body representations, carefully observing if they are complete in all their parts.


Debriefing questions:

- Did you enjoy shaping your body?
- What sensations did you experience during the process?
- Which body parts did you choose to represent? Is your body representation complete?

## WORKSHOP 2 - Development of Human Body and Puberty

### Topics

It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs

 40-60 min

### Activity 1. Changing body

#### Activity development description

**Material:** Sheets and colors, **Illustrated book "Okay for you?"**; Optional: images to be projected on the wall or on a digital board; Light tables\* and acetates with prints of human bodies of different ages, genders, types, colors.

**Local:** A room with a blank wall for projecting and space for children to be able to work on the floor

#### Preparation (10 min)

Starting by reading the book "Okay for you?"

#### Realization (40 min)

##### Group work about Contact (10 min)

Group debate on choice and consent following the proposals made by the book just read together.

"Do we want to try a work of perception and contact all together?" - Respecting everyone's answers, the group sits in a circle so that everyone can place their hands on the back of the partner in front and we "massage" the partner's back following various contact possibilities. Then the group turns to the opposite side to experience the difference in contact between two different colleagues.

Group reflection on the different types of contact and also on the parts of the body where one wants or doesn't want to be touched.

##### Drawing my body (10 min)

Everyone is given a piece of paper and pencils to be able to draw their own body (10 min). At the end individuals are asked to mark on the sheet the parts of the body that are intimate and private for them (5 min).

##### Body Change and Puberty (10 min)

Selection, among paintings and statues, the representation in art of the human body in its evolutionary phases, both male and female bodies.

The group observes them and describes their changes together: "What do you/I like and dislike about these changes?"

##### I change my body (10 min)

Learners use the light tables to create new bodies, make them evolve over time, modify them, experiment with new solutions. People can place it on the light table by superimposing various acetates with different prints on them; people can also start from the drawing of the body they made on the A4 sheet to superimpose printed acetates on top of it and thus change their body.


#### Reflection (5 min)

Verbal discussion on how one feels and how one imagines him/herself when grown up.

## WORKSHOP 3 - Sexuality

### Topics

It is natural for humans to enjoy their bodies and being close to others throughout their lives  
People can show love for other people through touching and intimacy

 40-60 min

## Activity 1. The body: sensations and pleasure

**Material:** Illustrated book: "What is sex?"; Optional: images to be projected on the wall or on a digital board; Projector; Crayons and sheets; Felt-tip pens; Pencils, erasers, sharpeners; Billboards

**Local:** A room with a blank wall for projecting and space for children to be able to work on the floor

### Activity development description

#### Preparation (5 min)

##### Introduction to the topic (5 min)

Reading the book "What is sex?" by Francesca D'Onofrio and Silvio Montanaro, Momo editions. It can be projected on the wall so that everyone can see them big.

#### Realization (45 min)

##### What is Sex? Debate and comparison (15 min)

The group is guided in the reflection over the projection of some images from the illustrated book. The group reflects together with the children on topics such as relationships, pleasure, consent and reproduction which have not yet been covered in the lessons. The focus will be to highlight that when talking about sexuality, we are not talking only about reproduction but also about an entire emotional and relational sphere that is very important for the human being.

Facilitators provide anatomic-physiological information of the body, the genital organs and, thanks to the contribution of a sexologist, facilitators can leave room for questions.

The group creates a poster of the human body with the children paying particular attention to the male and female organs.

##### Places of Pleasure and Pain (15 min)

Together on the body depicted the group identifies the areas of our body that cause us pleasure and pain, and we talk about it together.

##### Pleasure (15 min)

The group creates a collective design that represents pleasure.

#### Reflection (10 min)

Observing the drawing in which everyone has expressed their idea of "pleasure", the group shares and compares the respective views starting from the needs coming out from the children.



## **Annex 1. LIST OF CHORES**

Wash the dishes

Take the garbage out

Wash the clothes

Do the ironing

Cook the meals

Make the bed

Set the table

Do the vacuum-cleaning

Dust the furniture

Clean the bathroom

Do the shopping

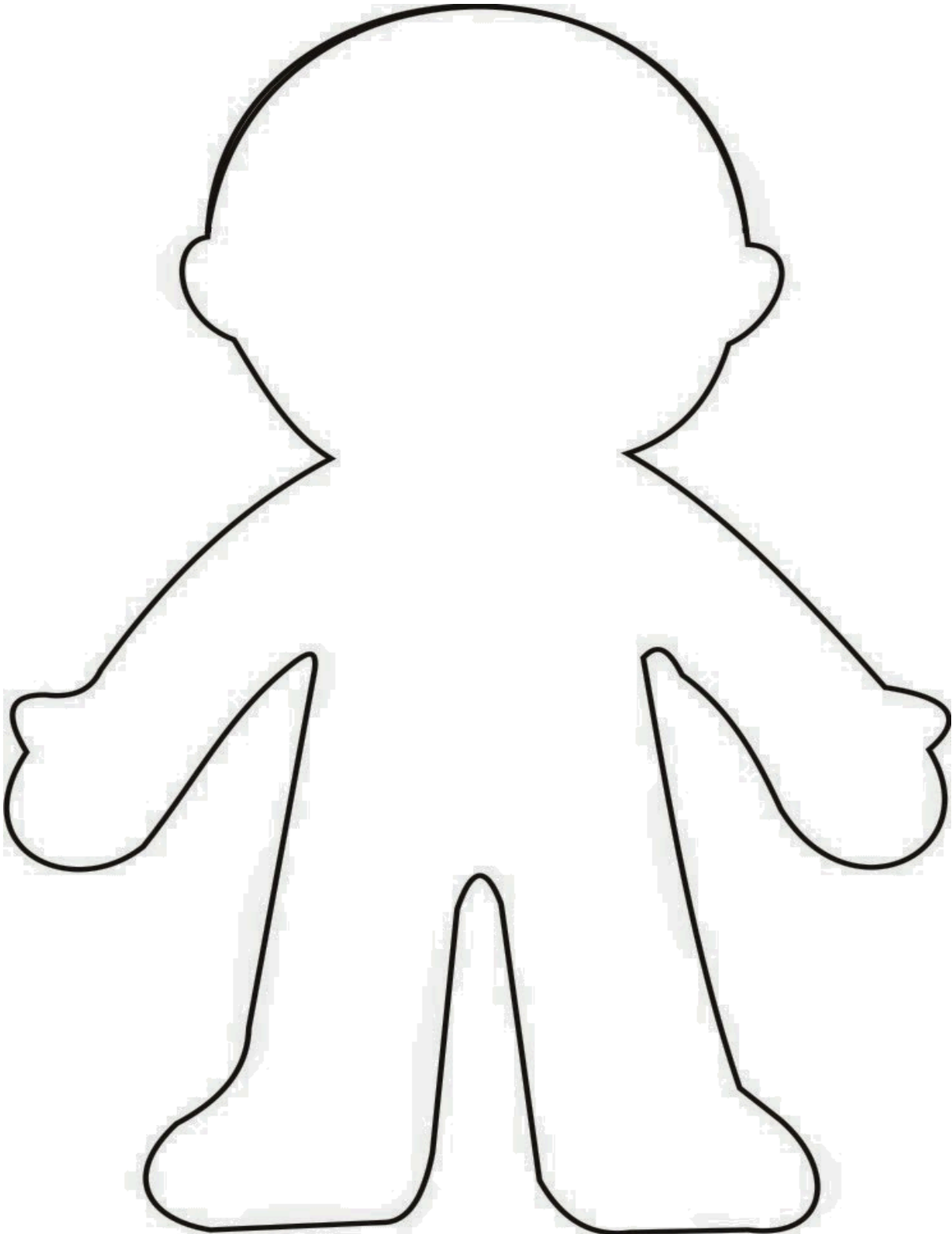
Clean the kitchen

Tidy the house

Repair things

Babysit

**Annex 2. Body**



## Annex 3. Good or bad secrets



You know what your sibling is getting for their birthday and your parents have said it's a secret.

You are sad because an adult at school said something mean to you. The adult says you can't tell it at home because then you're tattle .

You're going to have a sibling but can't tell anyone yet.

You see a friend being teased and beaten and those who beat your friend tells you not to tell because then they will beat you too.

You have eaten your siblings sweets and have a very bad conscience.

Someone writes to you in a game. At first the person seems very nice, but then they start asking you for pictures of your body. The person tells you that if you tell anyone, your parents will get hurt.

A classmate took a picture of you in the locker room and said that you couldn't say anything because then...

You know what your teacher has planned for a surprise for Friday fun. She asks you not to tell the others