

Records and Analyses of 'sex och samlevnad' (sexuality and personal relationship) lessons in the seventh and ninth grade at Dalarö skola in Sweden

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スウェーデン王国ダーラレ基礎学校7学年及び9学年における
「性と共生」の授業の記録と分析

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要 約

本研究は、日本学術振興会科学研究費補助金の交付を受けた共同研究「共生社会における性教育の現代的意義—スウェーデンの先進的事例に学ぶ—」(2007~2009年度 基盤研究(B)(海外学術調査) 課題番号19402048 研究代表者:佐藤年明 研究分担者:児玉克哉三重大学人文学部教授)の中間的な研究成果公開の一環をなすものである。2008年8月30日~9月6日に通算6度目のスウェーデン王国における研究調査を行った。このうち9月4日に訪問したStockholm近郊のDalarö skolaにおいて、筆者の過去の研究調査史上初めてスウェーデンにおける「性と共生」(sex och samlevnad)の授業のビデオ撮影を行なうことができた。本稿では当日の合計5時間の授業参観(7学年男子2クラス、同女子1クラス、9学年男子・女子各1クラス)の概要を記録するとともに、そこに見られる特徴を分析する。授業参観を承諾してくれた同校教師と今後とも共同で実践研究を進めていくため、本稿は英語で執筆する。

Foreword

This article is one of the progress reports of the study titled "A Study on Significance of Sexuality Education in Modern Convivial Society through Examining Some Progressive Examples in Sweden," financed by Grant-in-Aid for Scientific Research of Japan Society for the Promotion of Science (The area of Scientific Reserch (B) - especially for oversea reseach -, No. 19402048, 2007-2009, cheif researcher : Toshiaki Satou, collaborative investigator : Prof. Katsuya Kodama in Faculty of Humanities, Law and Economics, Mie University).

1. My self history of research on 'sex och samlevnad' education in Sweden

I visited Sweden in 1997 for the first time. Since then I've been interested in sexuality education in Sweden and eagerly desired to visit Swedish grundskola and observe 'sex och samlevnad' lessons. The first time I visited swedish grundskola was in February, 2002. That was Alvikskolan in Bromma, Stockholm. Since then I visited the school for four times.

On Feb. 11th, 2008, I observed at Alviksskolan Mr. Patrik Gottfidsson's lesson of 'sex och samlevnad' in eighth grade. It was my very first time to observe 'sex och samlevnad' lesson in Swedish schools. But unfortunately I couldn't record it by video camera because of not being approved by all the parents of the class.

In the next week I also visited Banslöttsskolan and observed 'sex och samlevnad' lesson in the fifth grade, and again I was not permitted to use video camera. Teachers at that school said to me that 'sex och samlevnad' education is very delicate matter so they dare not ask parents for approving visitors' using video camera. I asked them whether they record their own lessons and analyse the facts in the lesson by watching the motion picture. They answered that it's an interesting way of research but they had never tried it.

So it took me eleven years to get the first chance to observe 'sex och samlevnad' lesson, and still at the period of my fifth visit to Sweden in Feb., 2008, I couldn't get any audio-visual record of 'sex och samlevnad' lesson. But during that stay I could encounter with Ms Jenny Dufberg and Ms Agneta Lewerth of Dalarö skola.

2. The encounter with Ms Jenny Dufberg and Ms Agneta Lewerth

Since my second visit to Sweden in Feb., 2002, I got acquainted with Mr. Hans Olsson who belongs to RFSU (Riksförbundet för sexuell upplysning). At my fifth visit, Hans introduced me two schools (and teachers) which are active in 'sex och samlevnad' education. One is Banslöttsskolan which I already mentioned above. Another is Dalarö skola. At the time of my fifth visit, there was no lesson on 'sex och samlevnad' in Dalarö skola, but Ms Jenny Dufberg, a teacher, and Ms Agneta Lewerth, a school nurse at Dalarö skola accepted my interview. We met at the office of RFSU in Stockholm. In the interview Jenny said that the next period for 'sex och samlevnad' lesson would be veckan 36 (the 36th week = the first week of September), so I reserved visiting Dalarö skola and observing 'sex och samlevnad' lessons in September.

And at last I visited Dalarö skola in Sept. 4th, 2008. I could observe five lessons of 'sex och samlevnad' from morning to afternoon. After all the lessons were over Jenny said to me that usually she doesn't have so tight schedule in one day. I express pretty much thanks to Jenny and Agneta, and also to Hans who introduced Jenny and Agneta to me.

3. Records of 'sex och samlevnad' lessons in Dalarö skola (on Sept. 4th, 2008)

3- 1. 1st period : male group in 7th grade (7 members)

3- 1- 1. Introduction

[08 : 50]

All the students assemble in the room.

Jenny asks Satou to introduce himself.

Jenny says to students that they have to keep secret on all the comments in this lesson and never tell about them to others including student's families.

3- 1- 2. Exercise for wearing various kinds of condoms

[08 : 51]

Agneta delivers a realistic model of a penis (made by plastic ?) to each students.

Students laugh and look like a little shy when they are handed an imitated penis.

[08 : 53]

Jenny delivers a condom in a package to each student.

Jenny opens a package and takes out a condom. She demonstrates how to wear it by using two fingers as a model of a penis.

Jenny says that all the students should exercise for mastering how to use condom.

Jenny says why you have to use condom is to prevent STD and HIV.

Jenny says rubber will deteriorate quality so you should not use old condoms.

Jenny says you have to be careful for : 1. checking expiration date first
2. searching for cut area of a package
3. never keeping a condom in a refrigerator or in a wallet

[08 : 55]

Students begin to exercise how to wear a condom using an imitated penis. Some students laugh.

Jenny says that you have to keep small bubble on the top of a condom (=teat) to stock semen.

Jenny says that you have to wear a condom fully down to the butt of penis for fear of its coming off.

[08 : 57]

Jenny asks students to take a condom off.

Jenny says after taking a condom off you should tie the mouth of a condom and cast it to a garbage can, and you should never cast it into a lavatory bowl.

[08 : 58]

Then students try another five types of condoms. There are different sizes and different colors. Some condoms have fruity flavor. Among them there is the most popular condom for teenagers.

Agneta supplies paper towels and students use them because their hands get adhesive while treating condoms. Jenny repeated that you should cast condom into a garbage can after usage.

A red color condom is thinner. Jenny explains that it is for a person who prefers a thinner condom.

A student asks where you can get condom.

Jenny answers that she and Agneta can get condoms because they teach about them, so students can get condoms from Jenny and Agneta but they must not give them to others.

Jenny stresses that students should not layer two condoms so that they are not slipped and dropped.

Jenny says intake capacity of a condom is as large as about seven or eight liters of water or milk.

Jenny says that each condom is examined on safety.

[09 : 09]

Students terminate the exercise and Agneta picks imitated penises up.

3- 1- 3. Exercise for lining up 20 cards in the right order concerning sexual intercourse with wearing condom

[09 : 10]

Students stand up, move and line up sideways.

Agneta delivers one or two sheets for each student. In each sheet is written a step in the whole process of sexual intercourse using condom as follows :

- To agree with using condom
- To get condom
- To hug, kiss and caress for each other
- To be excited
- Erection
- To take out condom
- To open package
- To unroll condom a little bit to check to how much length it can be unrolled.
- To squeeze air out carefully from small receptacle of condom as much as possible.
- To leave space on the top for ejaculation.
- To draw foreskin back - if one has foreskin - a little.
- To roll condom all the way down.
- Intercourse
- Orgasm / Ejaculation
- To hold condom with the root of penis.
- To draw penis out.

- To take condom off.
- To scrap condom.
- Erection goes down.
- To hug, kiss and caress to each other.

[09 : 11]

Jenny makes sure that it is very important for both partners of a couple to agree with using condom. Students begin to put all the sheets on the table in the right order, having a head-to-head together.

[09 : 15]

Jenny checks whether the order is right and correct the turns of some sheets.

[09 : 17]

Jenny asks students to read each sheets in the right order and also correct the order by herself.

[09 : 20]

Jenny asks students to move over to sofas and talks with them about using condom.

Jenny asks who should come to hand condoms and students answer both man and woman.

Jenny asks whether you can buy condoms in a supermarket.

Students say they are sold together with food and it's disgraceful to be watched by others when you buy it.

Jenny says you can get free condoms at Ungdomsmottagning (youth clinic).

Jenny asks why you should use condom and students answer because of preventing STD. Only one student answers because of preventing unwanted pregnancy.

..... (I couldn't catch up with the rest of the dialogues' content and meaning.)

[09 : 25]

The lesson ends and students go out the classroom.

3- 2. 2nd period : male group in 7th grade (11 members)

3- 2- 1. Introduction

[09 : 59]

All the students assemble.

[10 : 00]

Jenny introduces Satou.

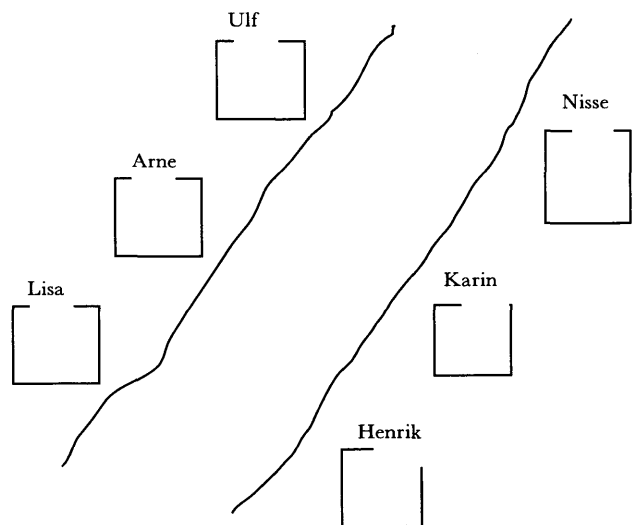
Jenny says to students that they have to keep secret on all the comments in this lesson.

3- 2- 2. Floddilemma (The dilemma of a river)

[10 : 01]

Jenny post a sheet of paper, on which a map same as one on the right side is written.

Jenny tells a story :
LISA and HENRIK are lovers. They haven't met for two month. LISA wants to meet HENRIK but she can't cross the river rowing a boat by herself. So she asks ARNE to take her over. ARNE says, "OK, but you must lay for me in return." LISA doesn't want to sleep with ARNE, so she asks ULF to take her over. But ULF says he has no confidence in rowing a boat and he doesn't like to put his nose into others' affair. He doesn't understand LISA's problem. LISA thinks for a long time and at last accepts



ARNE's request. As fast as LISA meets HENRIK she tells him what happend. KARIN lives next to HENRIK and she can watch and hear what LISA and HENRIK are talking. NISSE lives next to KARIN. He can see LISA and HENRIK but can't hear what they are talking. HERIK gets so much angry and beats LISA's face. NISSE sees HENRIK beating LISA, so he goes to HENRIK's house and beats him.

*ref. On the papers of lesson plan which Jenny gave me, the story was written as follows (in Swedish):

Lisa is in love with Henrik. They haven't met for two months. Lisa wants to cross the river but she isn't strong enough to row a boat by herself so someone else must row a boat for her. Lisa gets in touch with Arne and asks. He can do that but he has one claim : Lisa must sleep with him for him letting do so. Lisa gets heartbroken. She doesn't want to accept his claim. She goes to Ulf and asks. But he knows that he isn't strong enough, doesn't want to get involved and doesn't understand Lisa's problem. So he withdraws.

After much agony Lisa determines to accept Arne's claim.

Arne takes Lisa over. Lisa goes directly to Henrik and talk with him.

Karin is out beside her house and she both sees and hears Lisa and Henrik. Nisse is outside his house and sees Lisa and Henrik but he can't hear them.

As soon as Lisa meets Henrik, she tells him what she was forced to do for crossing the river. Henrik was overcome by anger and hits Lisa's face hardly for many times.

Your task is to list those different characters. Number from the first to the sixth where the first is the person who you think attracts you worst and the sixth is who attracts you best.

After you did your private election, now you must UNITE a list in group.

[10 : 04]

Jenny asks students to fall into two groups and decide the order, "Who is the worst person in the story?"

[10 : 17]

Both groups arrive at conclusion and Jenny writes down the order each group decides.

The ranking of each group is ...

1. LISA	1. HENRIK
2. ARNE	2. LISA
3. HENRIK	3. NISSE
4. KARIN	4. ARNE
5. NISSE	5. KARIN
6. ULF	6. ULF

Students who declair each order also tell the reason but Jenny doesn't discuss about those comments.

3- 2- 3. What are boys like ? What are girls like ?

[10 : 21]

Jenny asks to two groups for listing up the characteristics of boys and girls.

[10 : 27]

Jenny asks students to list up boy's characteristics and writes what they say as follows down to a sheet of paper :

football	to be delight in playing computer game
dustup	to be concerned about hair style
leadership	to play sports
to save money	cooking
to feel frustrated	
to dawdle	

[10 : 30]

Jenny asks students to list up girl's characteristics and she writes what they say as follows down to a sheet of paper :

make-up (6 persons) cleaning cleanliness (3 persons) to be gentle cooking pretty	to bear a child (2 persons) soccer sunbath (2 persons) washing overspend
---	--

3- 2- 4. What are boys talking about ? What are girls talking about ?

[10 : 32]

Jenny asks to each group of students for enumerating the best five topics which boys or girls mention.

[10 : 43]

Both groups finished listing up. Jenny and Agneta shows both sheets of their lists to all the students.

They are as follows :

*one group

Boys favorite topics

1. girls
2. cumputer game
3. gossip
4. soccer
5. food

Girls favorite topics

1. appearance
2. weight
3. catalog shopping
4. crudity
5. boys

*another group

Boys favorite topics

1. sex
2. cumputer
3. free time
4. music
5. movie

Girls favorite topics

1. boys
2. chattering
3. gossip
4. make-up
5. movie

3- 2- 5. Exercise for lining up 20 cards in the right order concerning sexual intercourse with wearing condom

[10 : 43]

*It's the same exercise as 3- 1- 3., so I skip recording.

3- 3. 3rd period : male group in 9th grade (11 members)

3- 3- 1. Introduction

[10 : 58]

All the students assemble.

[10 : 59]

Jenny introduces Satou.

3- 3- 2. Exercise for wearing various kinds of condoms

*It's the same exercise as 3- 1- 2., so I skip recording.

[11 : 15]

Students moves to sofa.

3- 3- 3. Förälskelse och sex (Love and sex)

[11 : 16]

Jenny delivers green, red and yellow card to each students.

Green means 'yes', red means 'no' and 'yellow' means one doesn't know the answer or doesn't prefer commitment.

Agneta reads questions.

1. One can fall in love with more than one persons at the same time. (majority : green)
2. It is important that parents approve ones' living together. (majority : red)
3. It is difficult to make love with someone when one gets drunk. (majority : yellow)
4. It will be / is embarrassing to buy condoms at a shop or a pharmacy. (majority : yellow)
5. It is forbidden / under taboo to speak of masturbation. (majority : red)
6. It is important that one is in love when one has intercourse. (majority : yellow)
7. Girls expect in most cases that boys will take initiative toward having sexual behavior. (majority : yellow)
8. There are many persons who have difficulty to say no to their partner when they have sexual behavior. (majority : yellow)
9. One must wait for having sexual behavior until he or she is married. (all : red)
10. The circumstance between persons of the same sex can go as deep and warm as love between man and woman. (green and yellow)
11. Pornography injures human view on sex. (majority : yellow)
12. I'm anxious about HIV / Aids. (majority : red)

Jenny takes over the role of reading sentences.

13. Boys who don't want to have sexual behavior are strange. (majority : red)
14. It is boys who will take initiative for sexual behavior. (red, yellow)
15. Relation of friendship has priority over that of love. (red, yellow)
16. Boys have as much feelings as girls. (all : yellow)
17. Boys are often unbelieving. (majority : red)
18. Girls who have sexual behavior many times have a risk to have bad rumour. (majority : yellow)
19. Boys who have sexual behavior many times have a risk to have bad rumour. (red, yellow)
20. It can be felt flattering when one who is in love becomes jealous. (green, yellow)
21. Boys have stronger sexual drift than girls. (many green, some red and yellow)
22. Homosexuals who appear their love openly are courageous. (majority : green)
23. It is difficult to say no to one you like. (majority : green)
24. In certain situation it is OK to determine one is in love. (majority : yellow)
25. It will be embarrassing to see one would like to engage in sexual behavior. (Some raises yellow)
26. Alcohol can be good for sexual life. (Some raises red)

3- 3- 4. Porr (Porno)

[11 : 45]

Jenny asks to students :

1. What is porno ?
2. Why does one watch pornography ?
3. Is it most usual that one watches alone, or one watches in group ? On watching in group, are boys and girls mixed at that time ?
4. Is it equally usual among boys and girls to watch porno ?
5. What kind of advantage does one have from porno ?
6. Can one learn something from it ?
7. Do you believe that youth people's risky behavior increase if they watch porno ?

Jenny asks students to indicate an answer by colored cards again.

1. Porno is good sexual education. (some red, a few yellow)
2. Porno is degrading. (some red, some yellow)

3. It is easy to distinguish erotic picture and pornographic picture. (all : yellow)

Some student answers that in erotic pictures persons wear thin clothes but in pornographic pictures they are naked.

3- 3- 5. Alkohol (Alcohol)

[11 : 51]

Agneta asks students to raise colored card to the following statements :

1. It is easy to quit smoking when one is young. (many red, a few yellow and green)
2. Smokers are often doubtful persons. (many yellow, a few red)
3. Spirits give courage. (some green)
4. Adults often becomes pleasant when they have drunken. (all red)
5. Young people often becomes pleasant when they have drunken. (some red, some yellow)
6. Children of alcoholic can often have much penalty. (many green, a few yellow)
7. It would be good if there were not alcohol. (some red and yellow, a few green)
8. Boys drink mostly for being more courageous. (many yellow, a few red)
9. Girls drink mostly on account of group pressure. (recording disk ends, so no record)
10. One should be allowed to buy alcohol in usual shop. (almost all are red)
11. Many young people drink much. (many green, a few yellow)
12. All can be alcoholic. (many green, a few yellow)
13. It is entirely right that parents offer their teenage children alcohol. (some red, some yellow)

[11 : 58]

The lesson ends and students go out the room.

3- 4. 4th period: female group in 9th grade (21 members)

3- 4- 1. Introduction

[13 : 02]

Students enters into the room and sit in circle.

[13 : 04]

Jenny introduces Satou and the purpose of his visit.

3- 4- 2. Förälskelse och sex (Love and sex)

[13 : 06]

Jenny delivers green, red and yellow card to each students.

Green means 'yes', red means 'no' and 'yellow' means one doesn't know the answer or doesn't prefer commitment.

Jenny reads questions.

(I couldn't check colors of cards of students sitting showing their back.)

1. One can fall in love with more than one persons at the same time. (green, red, yellow)
2. It is important that parents approve ones' living together. (green, red)
3. It is difficult to make love with someone when one gets drunk. (majority is yellow and some are red)
4. It wil be / is embarrassing to buy condoms at a shop or a pharmacy. (majority is red and some are yellow)

Agneta reads in turn.

5. It is forbidden / under taboo to speak of masturbation. (majority is red and some are yellow)
6. (I couldn't catch the question.)
7. (I couldn't catch the question.)
8. Girls expect in most cases that boys will take initiative toward having sexual behavior. (green, red, yellow)

9. There are many persons who have difficulty to say no to their partner when they have sexual behavior. (majority : red)

Again Jenny reads.

10. One must wait for having sexual behavior until he or she is married. (all red)
11. The circumstance between persons of the same sex can go as deep and warm as love between man and woman. (majority : green)
12. Pornography injures human view on sex. (red, yellow)
13. I'm anxious about HIV/ Aids. (some : red / Girls are slow to raise cards.)

Jenny explains that numbers of HIV sufferers between age 16 and 20 are increasing.

14. Boys who don't want to have sexual behavior are strange. (many red, some green)
15. It is boys who will take initiative for sexual behavior. (many red, some yellow)
16. Relation of friendship has priority over that of love. (green, yellow)
17. Boys have as much feelings as girls. (all : green)
18. Boys are often unbelieving. (many red, some yellow)
19. Girls who have sexual behavior many times have a risk to have bad rumour. (all : green)
20. Boys who have sexual behavior many times have a risk to have bad rumour. (majority : red)
21. It can be felt flattering when one who is in love becomes jealous. (majority : green)
22. Boys have stronger sexual drift than girls. (many red, some yellow)
23. Homosexuals who appear their love openly are courageous. (majority : green)
24. In certain situation it is OK to determine one is in love. (majority : green)
25. It will be embarrassing to see one would like to engage in sexual behavior. (many red, some yellow)
26. Alcohol can be good for sexual life. (red, yellow)

3- 4- 3. Genus (Gender)

[13 : 18]

Students disserve into six groups.

Jenny asks each group for listing up three or four characters of both male and female.

[13 : 27]

Agneta asks students of each group for enumerating characters.

Characters enumerated are :

<female>	<male>
shopping	macho
mode	childish
care about her own style	no feeling
complex	technical

3- 4- 4. Vad innebar jämlikhet for er? (What does equality mean for you?)

[13 : 29]

Jenny asks students of each group to talk about what equality is.

[13 : 31]

Jenny asks one group to report.

Then student keep discussing.

[13 : 34]

Jenny stops discussion and asks each group to express opinions.

Opinions are :

- Everyone has some value.
- The traditon that women are at home is going to disappear.
(I couldn't record other several opinions.)

3- 4- 5. Porr (Porno)

[13 : 36]

Jenny asks students, "What is porno ?"

Students discuss in group.

[13 : 37]

Jenny warns a student about her attitude to learn.

[13 : 38]

Jenny stops discussion and students in each group answer.

[13 : 40]

Jenny asks why one watches porno.

Students discuss in group.

[13 : 41]

Jenny stops discussion and students in each group answer.

[13 : 42]

Jenny asks what porno can realize.

Students discuss in group.

[13 : 43]

Jenny stops discussion and students in each group answer.

3- 4- 6. HBT (Homosexuality, Bisexuality and Transsexual)

[13 : 44]

All students stand up. One who answers that it is wrong to the following questions will sit down :

1. HBT is a shortening which means homosexual, gay and transsexual. (wrong) → one stands.
2. ? (I couldn't record.) → almost all stand.
3. A condom is 0.4 mm thick. (wrong, 0.04 mm thin.) → no one stands.
4. ? → three stands.
5. ? → more than five stand.
6. Pridefestival is a festival which only homosexual can join. (wrong) → almost all stand.
7. Sweden is the first in the world which introduced sexual education at school. (true) → many stand.
8. It was 1961. (wrong, 1955) → more than half stand.
9. Dragking is a woman who thinks that it's funny to get dressed like others. (true) → most stand.
10. A transsexual person feels that one belongs to other sex than that one has. (true) → one stands.
11. A transvestite is homosexual. (wrong) → almost all students stand.
12. To be heterosexual means that one is moved to a person of opposite sex. (true) → a few stand.
13. Homofob is a person who fights for homosexual's right in society. (wrong) → almost all stand.
14. Sweden is before Denmark for allowing homosexaul pair enter into marital relation. (wrong) → a few stand.
15. RFSL has been founded since at the beginning of sixties in Sweden. (wrong, 1950) → none stands.
16. Homosexual is one who is moved to person of the same sex as oneself. (true) → one student stands but sit immediately.
17. A dragqueen is a man who thinks it's a fun to be dressed as a woman. (true) → none stands.

[13 : 53]

The lesson ends and students go out the room.

3- 5. 5th period : female group in 7th grade (11 members)

[13 : 56]

Eleven students enters the room.

Jenny delivers papers.

3- 5- 1. Introduction

[13 : 58]

Jenny tells students not to speak of what students learn today to anyone other than this class.

[13 : 59]

One more student comes in lately.

3- 5- 2. Floddilemma (The dilemma of a river)

*It's the same exercise as 3- 2- 2., so I skip the content of the story.

[14 : 06]

Students begin to discuss on ranking in three groups.

[14 : 13]

Each group states the ranking and the reason. Jenny writes only the ranking down on a large paper.

1. HENRIK	1. ARNE	1. ARNE
2. NISSE	2. HENRIK	2. HENRIK
3. ARNE	3. NISSE	3. NISSE
4. LISA	4. LISA	4. LISA
5. KARIN	5. KARIN	5. KARIN
6. ULF	6. ULF	6. ULF

3- 5- 3. What are girls good points ? What are boys good points ?

[14 : 18]

*Almost the same as 3- 2- 2.

Jenny asks each student to tick off three good points of girls and those of boys.

[14 : 23]

Jenny asks each student to state one good point of girls, and then those of boys.

The answers are as follows :

〈GIRLS〉		〈BOYS〉	
makeup	to control oneself	soccer	? (couldn't record)
overspend	forgiving of flirtation	not to be ashamed	basketball
cooking	spruce-up	get drunk	? (couldn't record)
shopping	cleaning	to widdle standing	
figure	calumny	technical	
cross-legged	motherhood	annoying during	
to have a piss in a	to reveal one's feeling	lesson	
lavatory	hard laughing	unable to cook	
beautician		clacking tongue	

After girls report, Jenny and Agneta reads out the answers of the boys' group.

3- 5- 4. What are boys talking about ? What are girls talking about ?

[14 : 30]

*The same lesson as 3- 2- 3.

Four groups choose the best five topics.

The students answers are :

〈BOYS〉		〈GIRLS〉	
girls	sex	?	outfit
datum	nude	?	school
sports	breast	clumny	makeup
clumny	sex	figure	

After the report Jenny introduces boys' answer.

Jenny gathers papers on which students wrote the ranking.

3- 5- 5. Exercise for lining up 20 cards in the right order concerning sexual intercourse with wearing condom

[14 : 38]

*The same exercise as 3- 1- 3. and 3- 2- 4.

Students are laughing many times but all are concentrated on setting out cards in the right order.

After setting out is finished Jenny reads each card and checks the order, sometimes counterchanging cards.

[14 : 46]

The lesson ends and students go out the room.

4. Q & A between Jenny by e-mail

Q 1 : You said at the beginning of each lesson that students should not tell what they learn today to others or at other places. Is the reason that every child or every class has its own time suitable for learning contents you taught so it is not good to be informed on the matter at other time than they should learn ?

And do you think students will keep promise of secrecy ?

→A 1 : No, the reason is that every person in the group should feel safe to speak and know that no one will tell anyone outside the room what that person said. We call it “tystnadsplikt”, I think you have it too for example if you work at a hospital you can't speak with your friends about a patient, often you sign a paper that says that you promise not to speak. They can of course speak about the lesson but not about what a person told or said. I hope you understand what I mean.

Q 2 : “tystnadsplikt” means responsibility to keep secret of other person's privacy, isn't it ?

Now my second question is :

Students left their paper in the classroom and you put them in the garbage. Don't you keep those papers as results of learning ?

Japanese teachers usually let students write their name on the paper for learning and gather all the papers at the end of lesson. After all the lessons are over, or at free time between lessons, or when children are doing drills or something in other lesson, teachers read through all the papers and write down some short comments on each of them and hand them each by each later.

Does it relate to “tystnadsplikt” why you throw away papers students used ?

→A 2 : That's right about tystnadsplikt.

No we don't save the papers, since the students talk we don't feel that we have to make a comment, we don't put a grade on their work in Sex och samlevnad, some of the students have something to say and some don't or don't feel comfortable so it wouldn't be fair to grade them or comment their work.

Q 3 : At the end of 3- 2- 2. I wrote as follows :

“Students who declare each order also tell the reason but Jenny doesn't discuss about those comments.”

It's a pity that I myself can catch few words and sentences of you and your students' communication during lesson, but I could understand that there was no discussion on orders of three men and three women in the FLODDILEMMA story.

Perhaps students have various points of view to evaluate the order (from No. 1 to No. 6), and I understand each student's value should be paid regard. But I also think that it is good for students to exchange opinions on how they evaluate six persons' activity.

I thought FLODDILEMMA story was very interesting but I was not satisfied a little on the process the

dilemma was treated in the whole class (in small groups, students exchanged opinions and I think that was good).

What do you think of my opinion ?

→A 3 : You have a point in your opinion, of course it's a good thing to discuss how they evaluate the persons, but sometimes the discussion can "go off to nowhere" and that can be good and fun but at that time I was more focused that we should be able to show you many different things, different exercises, and the time was not on our side. But I really think you are right, you should always let the student discuss and give them a chance to change their minds, that's why my and Agnetas plan of a lesson never goes as we think from the beginning, the students always want to discuss more than we think. And I think they really enjoy it and they have a need to say why they think as they do.

5. Analyses of five 'sex och samlevnad' lessons

5- 1. Difficulty to compare

It is very difficult to analyse 'sex och samlevnad' lesson in Sweden for a few reasons.

(1) School curriculum in Sweden has been become outlined much since 1994, so each school has quite different plan on 'sex och samlevnad' education. I observed that of Dalarö skola. Jenny and Agneta are really dedicated promoters of sexuality education. But I don't know yet how other teachers and other staffs of the school think of practicing sexuality education and how they act about that. I also don't know how teachers in other schools treat sexuality education. So I can never state, for example, that in Sweden teacher in general teaches how to use condom by using real condom and realistic model of penis. That's the case of Jenny and Agneta and I don't have any substantial reason to state that Jenny's practice is the national standard.

Jenny said that in Dalarö skola they hold 20 hours 'sex och samlevnad' lessons per year for students from seventh to ninth grade, but there also ARE schools where lesson is only one hour per year. In Sweden sexuality education has been compulsory since 1955, so zero hour is not permitted, but there ARE thermal differences among Swedish schools.

Conclusion : I think Jenny and Agneta's lessons are very interesting but I can't find ways to locate them in Swedish sexuality education in general.

(2) This is a very important point also for education in general. Jenny and Agneta have some kind of general plan of 'sex och samlevnad' lesson (of course it should have been changed and will keep changing). I got a scenario of some exercises from them. But when and how they use the scenario is case by case. For instance, as written above one seventh grade male group did an exercise to wear condom and also the ninth grade male group did the same exercise. I misunderstood that ninth graders have already had the same experience in the seventh grade and this is the second time. But Jenny said no. She explained that the ninth graders were not mature enough to do this exercise until recent time. Jenny changes period or grade to give the same content of sexuality education case by case. It is very important to evaluate each student's maturity, readiness, concern, willingness to learn about sexuality. And also it is important to modify the content of lesson according to the information on students.

But to think of this point from a different aspect, for a temporary visitor from foreign country like me, it is very difficult to get a chance of observing 'sex och samlevnad undervisning' in some grundskola in Sweden.

5- 2. Meaning of comments by teacher on students' opinion

From Q & A between Jenny, I can understand deeply how they stress on free circumstances during the time of learning on 'sex och samlevnad.' Jenny's consideration is appeared when she forbids students from mentioning what classmates said in the lesson. It is for the reason that every student can feel free when

they express their own opinions.

And also to my second question Jenny expresses the same reason. The reasons why Jenny doesn't add comments to papers students wrote are :

- (1) Jenny thinks it is no need to put a grade on students in the study of 'sex och samlevnad,' so comment is not necessary.
- (2) Not all the students express their comments, so it's not fair that Jenny gives comments to only part of the students.

To the first reason, I almost agree with Jenny. Issues on 'sex och samlevnad' are mostly related to individual's value, so it is not appropriate to grade them.

But commenting on students sayings and writings has more important meaning other than grading. It can encourage students will to express themselves before eyes and ears of classmates. It also has a meaning that teacher him / herself joins the discussion as a colleague of students.

And to the second reason, I partly agree. Some students actively participate in the discussion, some negatively and some hate to join. If teacher is viewed as praising only active students in spite of he / she admits active, passive and other various attitude to the lesson, it looks like unfair from the viewpoint of students.

But I dare to say that in Japanese schools many teachers believe that commenting to students sayings or writings, especially to some statement by a student who usually is looked as passive, has important function of encouraging.

Perhaps it concerns the fundamental role of teacher. And of course in another subjects than 'sex och samlevnad undervisning', we can discuss on teacher's role in other aspects.

5- 3. Embarrassment during 'sex och samlevnad' lesson

As I wrote above, I couldn't understand the detail of communication in the classroom directly. I couldn't catch each word and sentence in Swedish. So of course I couldn't know delicate feelings of students while they learn. But in fact that is very important when we analyse effect or implication of 'sex och samlevnad' lesson to their daily life.

Among them I'm quite interested in embarrassment when students face sexual issues in the classroom.

At the exercise of wearing condom in seventh grade male group and ninth grade male group, I could hear someone laughing without a break. Though I can't exactly know the feeling running through their mind, I try to guess.

They are about thirteen to fifteen years old. I heard that sexual intercourse is banned under the age of fifteen, but there may be someone who already experienced sexual intercourse in the classes I observed. And other students yet may have no experience. But those are all their private matter. In the really daily life, it is not meant to be that boys sit together and wearing condom on each one's penis. So it's impossible activity in real individual life and therefore such an embarrassing situation. So some students laugh in embarrassment. Perhaps there must be an additional reason that I and Ms Ohashi observed the lesson as visitors.

But in fact, I cannot figure out to what degree they were ashamed and embarrassed.

For instance, is the degree almost the same as presenting speech in public ?

Or is it the degree that they want no one to watch their face ?

Or do they feel as if they were seen their naked body ?

Although it is fundamentally impossible to grab what they really feel inside, I try to record what students said as in detail as possible with the help of Ms Ohashi, the Japanese interpreter who observed those lesson with me, to trace minds and feeling of the students.

I think children's hesitation or embarrassment is very tall wall for promoting sexuality education in Japan. It is a negative moment for student to learn human sexuality. But on the other hand, it is very

natural feeling : embarrassment on sexual matter. So to beat it up is not a good way of leading.

Then how should we treat students' embarrassment ?

Are content or characteristics of the embarrassment of Swedish students and those of Japanese students the same, or does it differ ?

I will continue to examine this question.

5- 4. Sexually devided learning group, sexually mixed learnig group

I observed lessons of three male groups (two seventh graders and one ninth graders) and two female groups (one seventh graders and one ninth graders). Jenny said female students also learn to wear condom as the same way as male students.

I can imagine that both male and female students feel more comfortable to do that exercise in a group of the same sex than in a group of mixed sexes.

But perhaps there may be also lessons on 'sex och samlevnad' which all classmates including male and female students join. I anticipate that Jenny will say that it is up to leaning content and students' condition to decide whether learning group should be devided to single sexes or mixed. If I will be able to have a chance in the future, I'd like to observe lessons of sexually mixed groups on 'sex och samlevnad' in Dalarö skola.

In a mixed class, perhaps condition of embarrassment may change subtly. On the other hand, if male and female students discuss on FLODDILEMMA together, discussion may be more active and enjoyable.

5- 5. Some issues left

First of all I must complete the record of each five lessons including detailed analects of conversation between teachers and students.

And in this article I couldn't compare the reaction of male and female students to the same question concerning sexual matter. Of course they are only evidences in single classes, but some differences between sexes are interesting. And of course the detailed record of dialog mentioned above is necessary for this analysis.

Also I would like to discuss with Jenny and Agneta on how we construct the whole program of one lesson. In the case of Jenny and Agneta, there are about two to five units of learning activitiy in one lesson. Sometimes each unit was isolated and sometimes they are chained or related. Of course I know they choose exercises case by case, but I'd like to talk with them in the future what kinds of construction of learning units are effective for students.

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And I also express my thanks to Ms Noriko Ohashi, interpreter who lives in Stockholm. During the observation of 'sex och samlevnad' lessons this time, she was beside me and made memoranda on what is going on in the classroom. I myself can't catch words and sentences in live conversation in the lesson yet, so I couldn't restore the process of learning without her help.