

*Methodology*

# It's my body

## Female





Education material for children with an intellectual disability or neurological disorder. To this training module belongs: an assessment, a workbook for the students, a puppet family (from Rutgers WPF), human growth posters (male / female), pictogram booklet and the storybooks of Joya & Bijoy

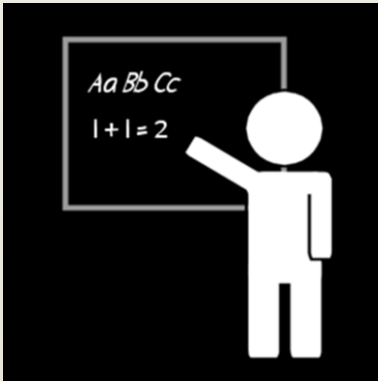
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 With special thanks to : Niketan ([www.niketan.nl/en](http://www.niketan.nl/en))

With the acknowledgement of Rutgers WPF, The Netherlands. Parts of the education material 'Me and You' from Indonesië are used.  
 And with the acknowledgement of Freda Briggs, parts of the book 'Developing personal safety-skills in children with disabilities' are used.

With special thanks to: Silvia van den Berg, educator and trainer Reproductive health at Ipse de Bruggen, the Netherlands. Syed Nuruddin trainer and consultant Reproductive health in Bangladesh.

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## Note for the teacher and or caregiver

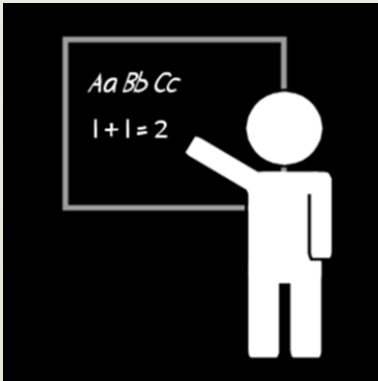
A person disabled or non disabled need to know about the functioning of their own body. Some persons have no understanding of what their bodies are. They know that they have arms and legs and other appendages, but they have no concept of the body as a whole. Persons with severe disabilities are unlikely to realize that they have any responsibilities for their own body. They become so accustomed to other people handling their bodies that they have no sense of control or ownership. It is important to remember that youngsters benefit from a open, honest information about their bodies and their rights. Boys need to know about wet dreams before they reach puberty. We are not suggesting that they should be taught about adult reproduction before they are capable of understanding it. But people with disabilities have the same desires and needs as everyone else.

It is important to model and explain social norms. For example, if we hug a person with an Intellectual Disability because they did a chore around the house but we do not explain the connection, they may learn that it is appropriate to hug people without reason.

Reproductive health education in the classroom breaks a social norm, because private issues are being talked about in a public space. This can sometimes result in a students leaving a reproductive health education class and doing something inappropriate in the corridor. It is important to keep reinforcing the appropriate social norms and the difference between private and public places.

This training module consist of:

1. Workbook It's my body male / female
2. Puppet family (Rutgers WPF)
3. Booklet Pictograms It's my body
4. Posters It's my body male / female
5. Storybooks Joya and Bijoy



## What does sexual development and relationship mean?

Sexual development of a child begins as soon as they are born. As soon as a child enters school age, they face various rules regarding their sexual development. During this age, children have a large need of physical contact. Hugging, being hugged, kissing and being kissed are some ways for them to express and receive emotions.

### ***Relationship: Friendship and Falling in Love***

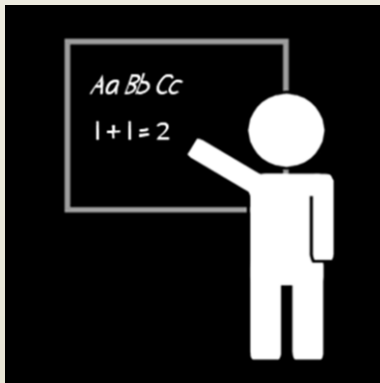
Friendship is a type of relationship that will start to develop at young age. They will start to understand the differences between a general friendship and a more intense friendship known as “in love” even though they are still not able to explain more detail about how it is to be “in love”. This also means that they can fall in love with their mothers, fathers, uncles, aunts, teachers and friends, etc.

### ***Curious about sex***

They recognize two types of different sex; boy and girl. They also understand to which sex they belong. This knowledge triggers their curiosity to know more about the characteristics of each sex. Throughout their expression to learn more about this, they also discover their sexual feelings.

### ***Development of shyness***

Slowly the feelings of shyness or embarrassment start to develop. For some certain groups/class (probably effected by upbringing) children start to use foul language in order to show their superiority or strength and attract other people's attention even though they do not understand the meaning of the words they use.

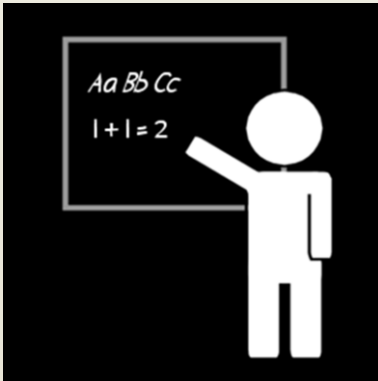


## Things to consider when teaching reproductive health education to intellectually disabled youth:

- Lack of knowledge about reproductive health issues. Any info may come from misinformed peers rather than reliable sources like books, parents or teachers. Parents and teachers have been traditionally less likely to speak about sex with youth who have disabilities;
- Generally, youth with disabilities are not considered as sexual being in society.
- Mental age may be lower than their physical age;
- They may learn at a slower rate;
- May be at greater risk for sexual abuse because of their willingness to place total trust in others & their tendency to be overly compliant. May also be more dependent on parents and caregivers;
- May be overprotected from parents or caregivers.
- May have difficulty with abstract thinking (ex: what is love?) or understanding the long term consequences of pregnancy or some sexually transmitted infections;
- Youth with intellectual disabilities may have trouble distinguishing between private and public behaviours, or private and public body parts.

## General guideline for the teacher

- Remember that, regardless of the physical, mental, or emotional challenges they face, young people have feelings, sexual desire, and a need for intimacy and closeness. In order to behave in a sexually responsible manner, each needs skills, knowledge, and support.
- Understand that youth with disabilities are far more vulnerable to sexual abuse than are their peers. Youth who live with developmental disabilities are especially vulnerable. Sex education must, therefore, encompass skills to prevent sex abuse and encouragement to report and seek treatment for unwanted sexual activity.
- Remember that youth who confront disabilities feel the same discomfort and suffer the same lack of information that hampers many of their peers regarding sexuality and sexual health.
- Repeat, repeat and repeat again. It is important to use repetition when teaching youth with intellectual disabilities. You can repeat the same concept from a few different angles to maximize the potential for understanding. Each lesson should begin with a review of the previous lesson(s)
- These themes require a safe environment inside a classroom. Students must feel safe and free to speak up but this doesn't mean freedom to walk around freely, laughing and constant talking. It is essential to make agreements about rules.



- Confession about childhood experience can be a good icebreaker activity. However, teachers should set boundaries for themselves. Students are allowed to ask personal questions but teachers do not always have to answer those questions. In occasions where teachers refuse to talk about their personal matters, make sure that the students are aware of that boundary.
- Not every child and adult is able to speak casually about sexuality. Make sure that students have an equal opportunity to speak and their right of silence is respected (refuse to tell/answer).
- The changing situation between school and home often make students confused. Even though they deny this, they cannot completely omit this. It can make them mature early. Sexuality in some families and cultures is considered taboo to be talked about. This program emphasizes on the difference of cultural norms in different regions about ways to see sexuality.
- The execution of this teaching should be made to achieve goals that are appropriate with a child's level of ability.
- The expected goal is to be achieved throughout implementation of the themes, sub-themes and other activities that support that goal.

Explanation of the pictograms:



Note for the teacher



Group discussion / information



Activity

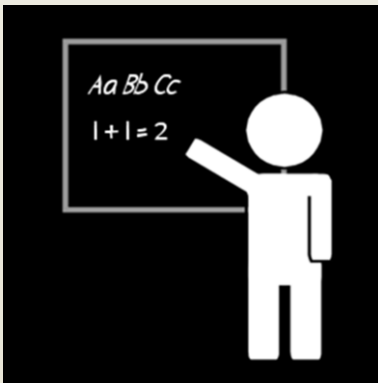


Question for the student

*Blue*

Text in blue have to be read out loud by the teacher.





#### Goal:

Students know their parts of body such as: head, body, legs, arms and senses.

To introduce the concept that we own and must take responsibilities for our bodies.

To develop a positive self image by emphasizing that each person is different, has different abilities and is valuable.

## Module 1: It's my body

### Our bodies are all different.

*We all have bodies.*

*I have a body.*

*And (name youngsters in turn), you have a body.*

*Your body start at the top of your head.*

*And goes down to the tips of your fingers.*

*And the end of your toes.*

*All our bodies are different.*

When possible encourage the youngsters to touch their bodies, first moving their hands lightly from the feet upwards towards their heads and second, from the head down to the fingers and / or toes.

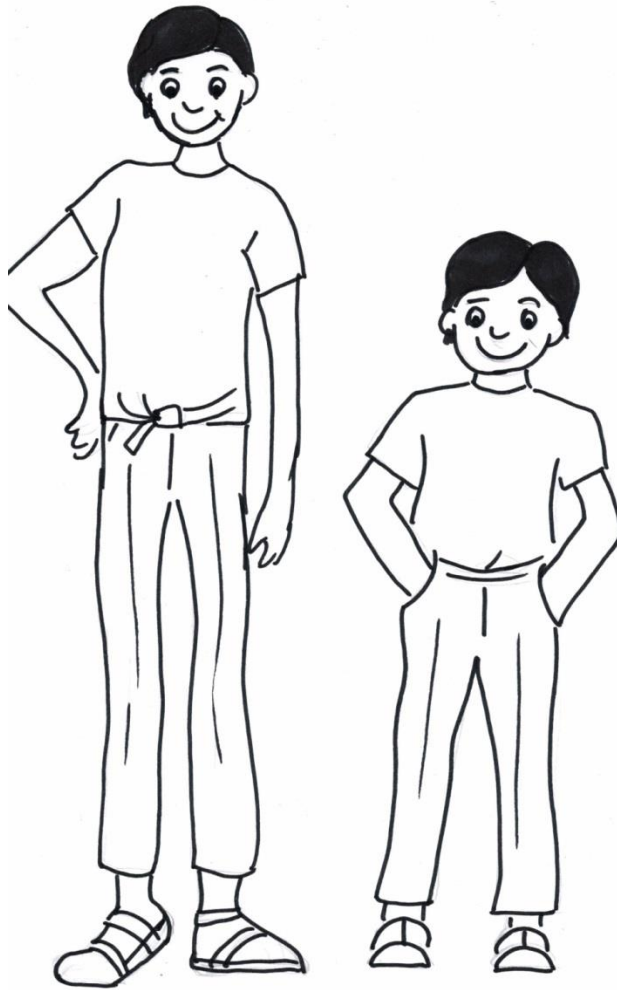
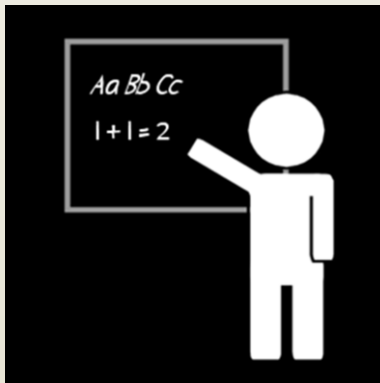
*Some of us look a little bit like our mums.*



*Some of us look a little bit like our dads.*



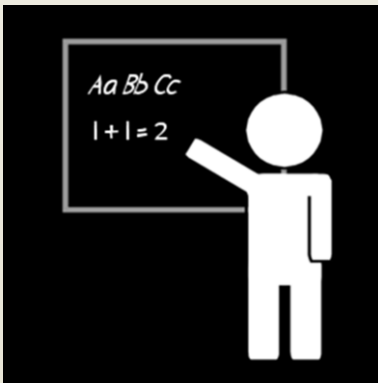
*Some of us even look a little bit like our brothers and sisters. But no two people are exactly the same. All our bodies are different.*



*Some bodies are tall.  
And some are short.*

*Some people have straight hair  
And some have curls.*



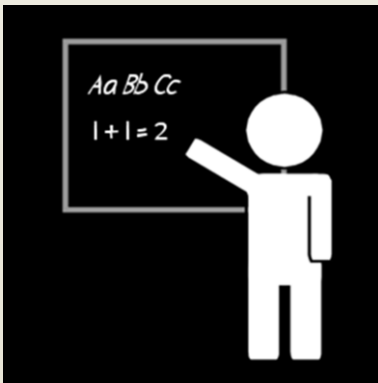


*All our bodies are different!*



*Some walk with crutches and some with a walking frame.*





Tools and Material :  
 Story book : 'Joya & Bijoy' and 'The friendship of Joya and Bijoy' from the Joya & Bijoy series



## We are all special people.

Read and discuss:

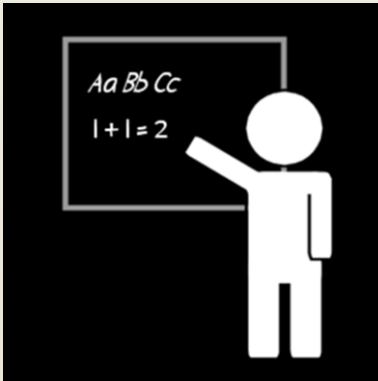
*We are special people.  
 We are all good friends.  
 (name) ... here is special.  
 (name)... is special too.  
 Off all the people in the world, there's no one just like you.*

(repeat until every persons name has been used).

*We are special people.  
 We are all good friends.  
 I am very special, and you are special too.  
 No one in the whole world looks just like me or you.  
 ..... You are a very special person.  
 (refer to several or all people in the group).  
 And you are a very special person, and you... and you.... And you.*

Take the story book: Joya & Bijoy and read out loud the story. After reading it, ask the students to tell about their personal identities. Explain to the students that differences are something that is unique, special and belongs to every child. Children should respect each other even though everyone is different. Difference should not be something to make fun of.

Also read out loud the story 'The friendship of Joya and Bijoy' After reading the story, ask the students to re-tell the story based on what they remember, using their own language and interpretation about the friendship of Joya and Bijoy. Highlight the importance and benefit of friendship to the students. Besides that, make sure that they understand that in friendship, friends must respect one another.



Goal:  
The students will see that everybody is different.

Tools and Materials:  
Workbook (page 6)  
Mirror  
Scale  
Measuring tape

### Exercise : *This is me*

We learned that our bodies are different. What do you see when you look in a mirror? What is your weight and length? What makes you special?

When I look in the mirror I see:

.....

.....

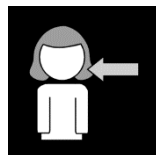
.....

.....



The color of my eyes are:

.....



The color of my hair is:

.....



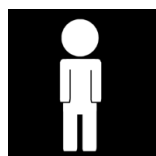
The color of my lips are:

.....



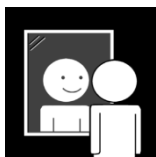
My weight is:

.....



My length is:

.....



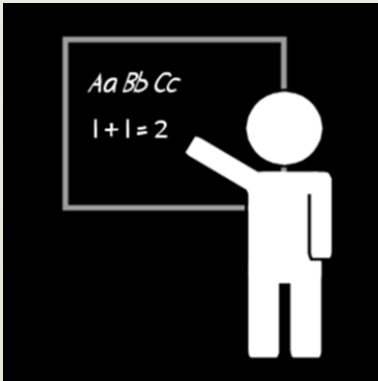
What do you like about yourself?

.....



What are you proud of

.....



Tools and materials:  
 Large mirror  
 Photo of each student in  
 the class  
 Box

This makes me special:

.....

.....

.....

.....

After discussion, highlight that differences are something that is unique, special and belongs to every person. They should respect each other even though everyone is different. Difference should not be something to mock.

### *Exercise ; This is my body*

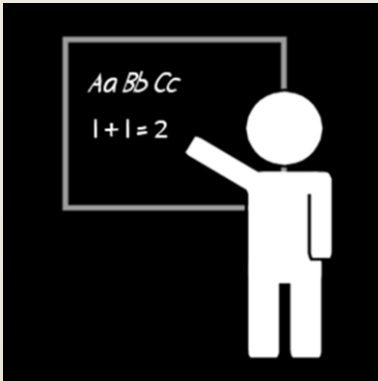
Use a large mirror to look and describe their bodies in a positive way. Give each student the opportunity to appear in front of the mirror.

Let the student say:

*Look, this is my body.*  
*It belongs only to me.*  
*I'm the boss of my body.*  
*I tell my body what to do.*

### *Exercise : Who am I ?*

Divide the participants into groups of 5 students. Prepare one box to put in the photos of all the group members. One by one every student takes one photo (not their own photo). The student then must give descriptions based on the photos they see. The other team members try to guess whose picture is it.



#### Goal:

The students will see that everybody have another handprint.

#### Tools and Materials:

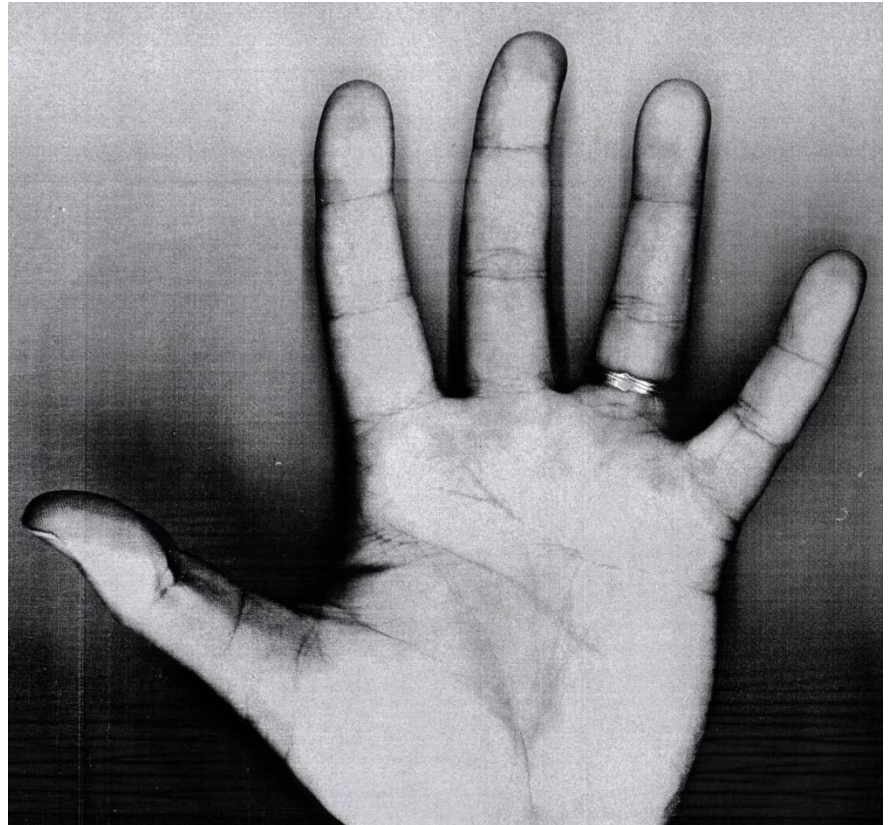
Different materials can be used to make a finger and or handprint. Paint can be used or a copy machine.

Workbook (page 8)

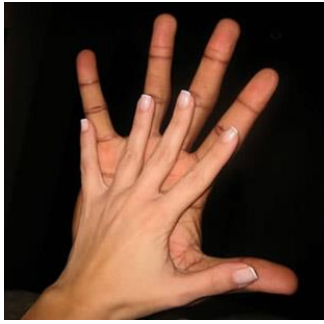
### *Handicraft: Make your handprint.*

We learned that our bodies are different.  
Even our fingerprints and handprints are different.  
Today we are going to make our own finger and handprint.

After making the finger and handprint discuss with the students the differences they see.  
Some people have small tall fingers, other have stocky fingers.  
Which other differences do they see?



## Exercise



Choose a partner, put your hand on the hand of your partner. Compare the hands. Which hand is bigger, which hand is small, or do they have the same size?

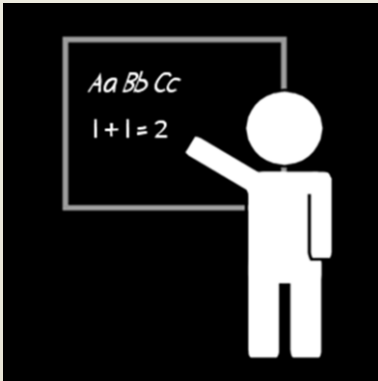


Maybe you see more differences. Maybe the other persons have short fingers, thin fingers, fat fingers.

Compare the hands of the people in your group. Discuss the differences.

It is not important whether you have big hands or small hands, size doesn't bother to do work efficiently, it is all about the difference between person to person. So it is all fine. But in this way you can see everyone is different, everyone has his own outer characteristics.





Tools and Materials:  
Big mirror  
Paper, pencil

### *Exercise: This is my body.*

Students sit in a circle. One large mirror placed where everyone can see it clearly. Three or four students stand and queue in front of the mirror. They should look into the mirror and tell what they see. After that, ask students to tell their personal identities and something about themselves that they are proud of. Help them by asking these following questions:



*Q: What can you see in yourself, your hair, your skin, your eyes, lips?*

*Q: Can you tell us about yourself? (name, age and home address)*

*Q: Are you a boy or a girl?*

*Q: How can other people recognize you?*

*Q: What do you like about yourself?*

*Q: What are you proud about?*

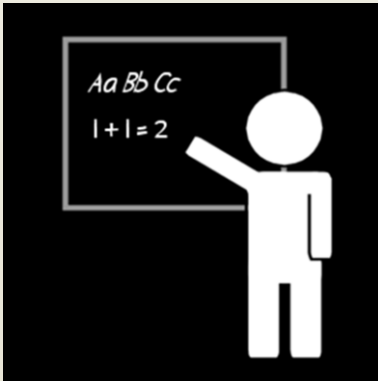


Highlight that differences are something that is unique, special and belongs to every person. People should respect each other even though everyone is different. Difference should not be something to mock.

### *Exercise: Drawing my body.*

Take a big piece of paper and ask a student to lay down on it. Another student draw the person on paper. After that, let them draw the eyes, nose, mouth, ears, hair, nipples, breasts, pubic hair.

It's up to the teacher if he ask the students to include the genitals. It is possible to save the drawing and to add the genitals when they do the exercise on page 22 'it's my body'.



After every student has told something about themselves continue to ask in a group with these following questions:



*Q: What else can you see about (name)?*

*Q: How can you tell that this is (name) and not (name)?*

*Q: What is different from (for example) (name)?*

*Q: Look at (name) and (name). What do they have in common? What are the differences?*

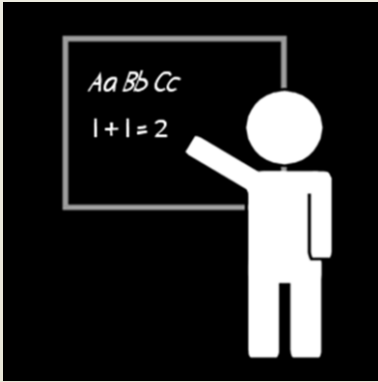
*Q: What do (name) and (name) have in common? What are the differences?*

*Q: What do we have in common? What are our differences?*

Characters that are most likely to be mentioned are size, shape, hair color, hair length, skin tone, type and color of clothing, boy or girl.



After discussion, highlight that differences are something that is unique, special and belongs to every person. People should respect each other even though everyone is different. Difference should not be something to mock.



Remind the students that they and their bodies are special.

Give the students the:  
'Worksheet things I can do with my body.'  
(workbook page 10)  
Let them tick what they can do by themselves and by what they need help.

Tell the students that it doesn't matter when they cannot do everything themselves. Every person learns throughout his life.



## You're the boss of your body

*'You're certainly special  
Because you're so special, how about giving yourself a big hug!*

*There's no one quite like you...take a look around.  
No one has hairs just like yours.  
No one has a face just like yours.  
You are a very, very special person.  
And your body's special too.  
Your body can do fantastic things.  
But it won't do fantastic things all by itself.  
It needs you to tell what to do.  
It won't sit down by itself  
It won't stand up by itself.  
You're the boss.  
You have to tell your body what to do.*

*Let's think of all different things you tell your body to do.*

If they cannot provide their own suggestions, the following song might be useful.

*I can shake my body.  
I can turn it round and round.  
I can wriggle with my body.  
I can stand it on the ground.*

*I can curl my body.  
I can roll it on the floor.  
I can lift my hand.  
And do lots more.*

*I can turn my body round.  
And I can bend it too.  
I can move across the floor.  
What can you do?*

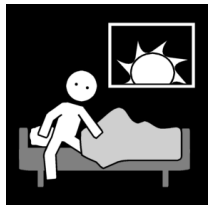

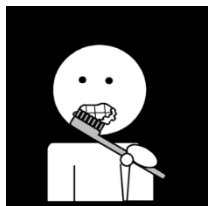




*We can all do fantastic things with our bodies.  
Let's see what you can do with your body.*





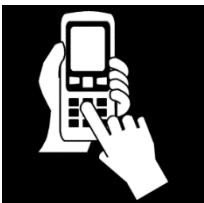





# Worksheet : Things that I can do with my body.

Please tick what you can do.

	By yourself	With help
 get out of bed	<input type="checkbox"/>	<input type="checkbox"/>
 use the toilet	<input type="checkbox"/>	<input type="checkbox"/>
 brush my teeth	<input type="checkbox"/>	<input type="checkbox"/>
 wash myself	<input type="checkbox"/>	<input type="checkbox"/>
 eat by myself	<input type="checkbox"/>	<input type="checkbox"/>
 tell my name	<input type="checkbox"/>	<input type="checkbox"/>
 go to town on a bus	<input type="checkbox"/>	<input type="checkbox"/>

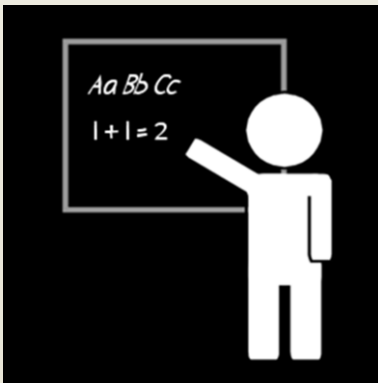
		By yourself	With help
	go shopping	<input type="checkbox"/>	<input type="checkbox"/>
	write a letter	<input type="checkbox"/>	<input type="checkbox"/>
	cook	<input type="checkbox"/>	<input type="checkbox"/>
	read a book	<input type="checkbox"/>	<input type="checkbox"/>
	make a phonecall	<input type="checkbox"/>	<input type="checkbox"/>
	ask people to help me	<input type="checkbox"/>	<input type="checkbox"/>

And these are things I want to learn:

.....

.....

.....



Tools and Materials:

Doll family



Workbook page 12



Cut worksheet 2, so that each pictogram with word are separated and can be combined as in the example.

### Exercise: This is my body.

Take the female doll from the doll family, undress him and use the doll to tell them all the correct biological names of all parts of the body. Give the doll to one of the students and let him recall all the body parts. (Give all the students the chance to do this).

Naming body parts:

*I have a body.*

*You have a body.*

*We all have bodies.*

*Our bodies have a lots of different parts.*

*We have two eyes, two ears and a nose.*

*We have two legs, two feet and ten toes.*

*All the parts of our bodies are important.*

*They have important jobs to do.*

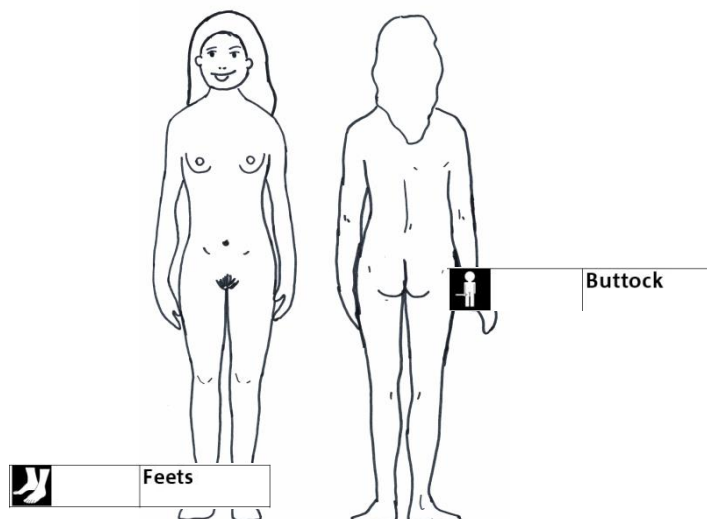
*Let's see if you can remember the names of the parts of your body and we will write them down or point them out.*

Give all students the worksheet: This is my body.

Use the worksheet and let them identify and use the correct biological names for all parts of the female body.

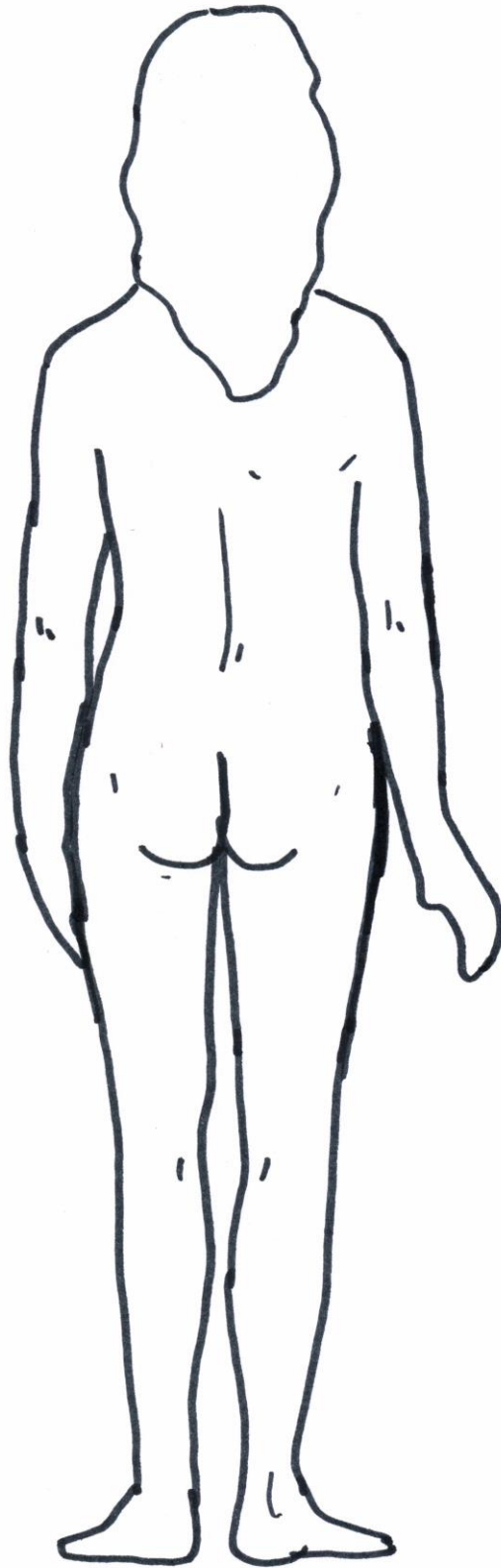
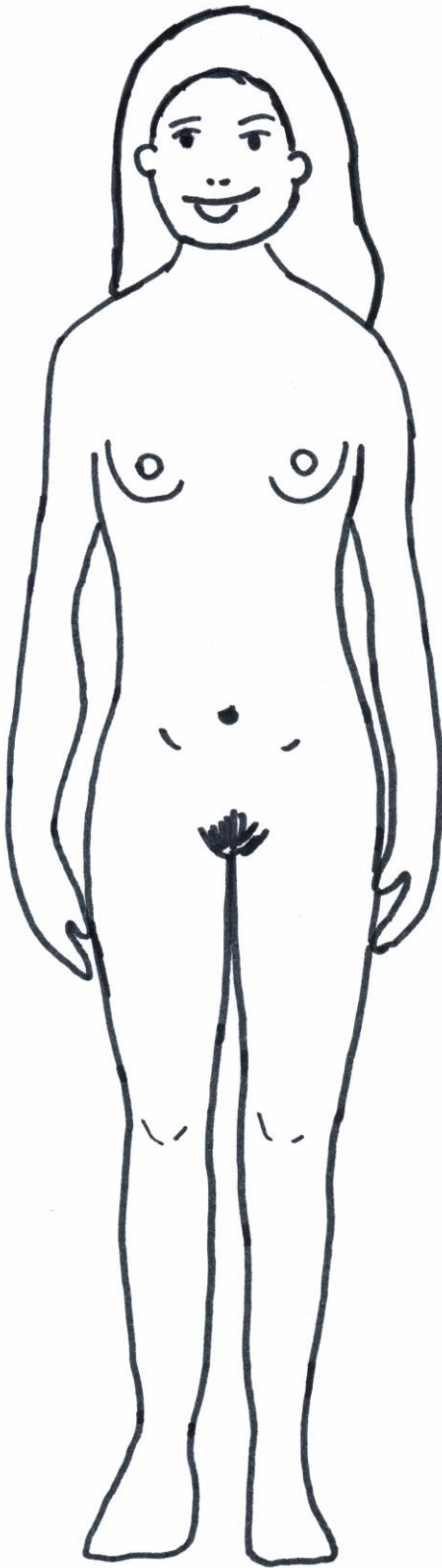
When they cannot write or read, they can combine the pictogram with the right body part on the worksheet.

Example:






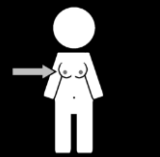

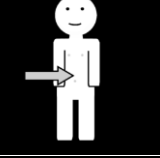
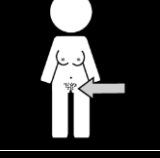
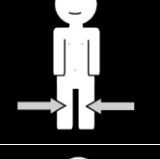
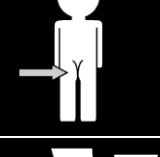
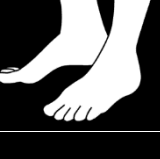

*Worksheet 1: This is my body.*



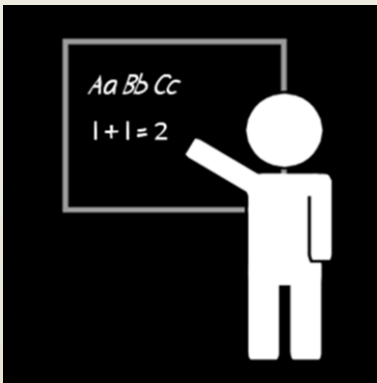




## Worksheet 2: This is my body.

		<b>Head</b>
		<b>Breasts</b>
		<b>Arms</b>
		<b>Belly</b>
		<b>Vulva</b>
		<b>Legs</b>
		<b>Buttock</b>
		<b>Feets</b>
		<b>Hands</b>

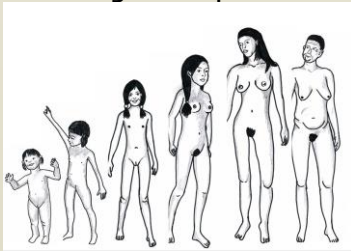




### Goal:

Students discover that the body grows and develops since in the womb.

Tools and Materials:  
Human growth posters



Pictures

Scissors

Glue

Blank paper

Doll family

Children with Autism Spectrum Disorder (ASD) might understand what happens to other people, but find it hard to apply this understanding to themselves. It can help to make clear statements like, 'As you change into an adult, you'll also have underarm hair'.

## Module 2: My body's growth and development

Show the students the human growth posters starting from the baby until old age. Using those posters, ask the students to explain parts of the body that experience change caused by growth and development. Showing the posters ask them : Who are you? Discuss the picture with the students and ask these following questions:

(When students find the posters too difficult to understand, use the doll family to explain the changes caused by growth).



*Q: Who are you on those posters?*

*Q: What has changed in you? Have you grown?*

*Q: Who is the biggest in your house? Who is the smallest?*

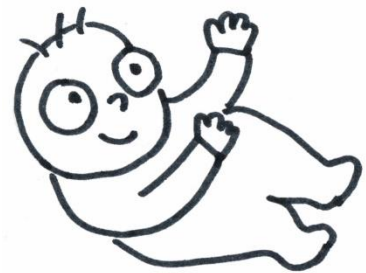
### Exercise: "Growth and Development"

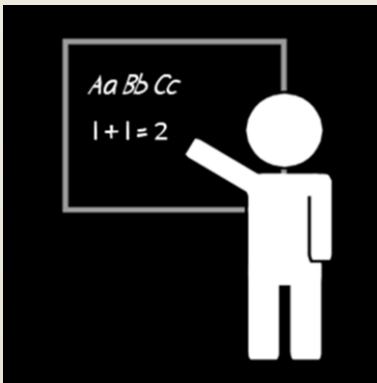
Hand out the worksheet "Growth and Development" containing pictures of human growth and development series. Then, ask the students to cut out the pictures and glue them onto the blank paper according to the correct order of growth (from womb until old age)





Worksheet : Growth and Development





### Goal:

Students discover that their body change during puberty.

The student know that each body develops in a different way and understand that this is normal.

Tools and materials:  
Doll family



## Puberty

The differences between a man and a woman become more visible when they get in puberty.

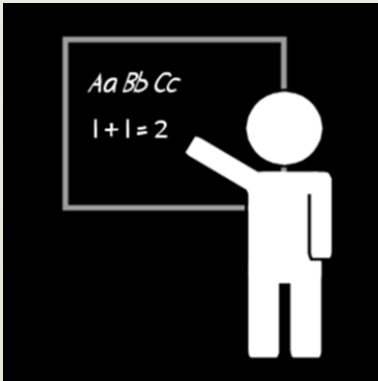
*In puberty a lot of things are happening with you. Sometimes you feel shy and sometimes tough. You do not really know what you want. And you think: What's wrong with me?*

*In puberty your body is going to change, when you reach the age of 12 years, you will get breasts, body hair and menstrual cycle. A boy also change in his puberty he will get facial and breast hair, hair under your armpits and above his penis. His voice will change and he will grow more muscles..*



*Boys and girls grow and change at puberty in many respects. That is because of their sex hormones. But fortunately not from one day to the next. Most occurs slowly over the years. Some things go fast.*

*Often your feelings change in puberty too. This is tricky, because only you are aware of it. Others often can not recognize your mood. You do not know what you want, you're arguing, you're doing tough, but you feel insecure. It makes sense that you feel insecure. Your body grows, your voice changed, many things happen and you have no control over it.*



**Goal:**

Student understand that in puberty also emotions and feelings change.

Students know various types of feelings

Students are able to express their feelings

**Tools and Materials:**

Workbook page 21  
Emotions pictures  
Colour pencils

## *Exercise recognizing emotions*

*Angry, frightened, in love, happy, sad, nervous, jealous, disappointed .... these are all feelings.*



Ask the students to choose one feeling and to show this feeling to the other students.

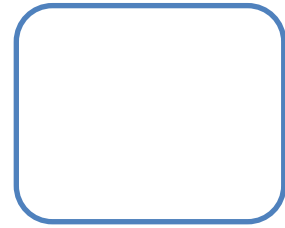
When the students have problems with recognizing the different emotions, make use of the emotions pictures and use examples / situations from daily life.

## *Exercise : colour your emotions*

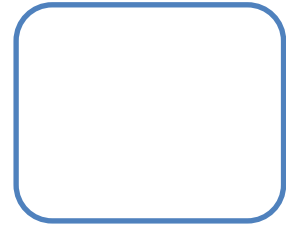
Give the students the worksheet 'colour your emotions' and colour pencils. Ask them to use their favorite colour to colour nice feelings, and with another colour the not so nice feelings.



# Angry



# Happy



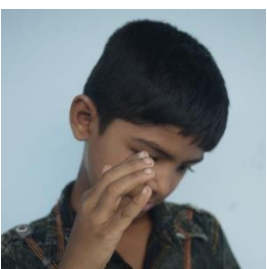
# Jealous



# Loved

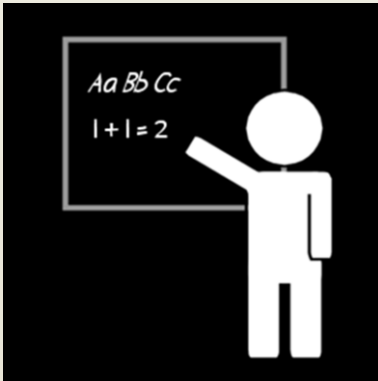


# Guilty

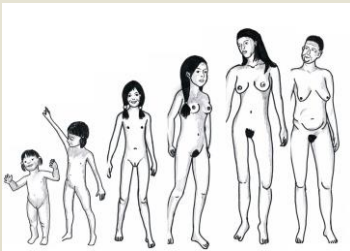


# Shy





Tools and Materials:  
Posters Human Growth



Doll family



Take the human growth posters 3, 4 and 5 to show the differences between a girl and a woman. When the student have problems with the posters, undress the girl and woman of the doll family.

Name the particular parts of the bodies:

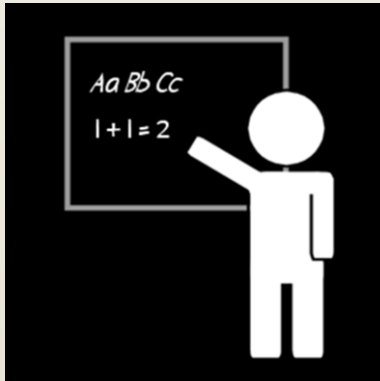
1. woman's hand.
2. Girl's navel.
3. Woman's shoulder.
4. Woman's nipples.
5. Girl's feet.
6. Woman's vulva.
7. Girl's breasts.
8. Woman's pubic hair.
9. Girl's breasts.

Let the student point and identify at least 8 above mentioned parts of the body.



Discuss the differences between a girl and a woman. As trainer be confident in your responses. Use proper terminology for the human anatomy and clarify misconceptions.





## What happens in puberty?

*A lot of changes happen as you grow up, especially as you reach puberty, the name for the time when your body begins to develop and change. Boys start developing muscles and their testicles are going to make sperm - signs they are growing into men.*

*Puberty generally starts earlier for girls, some time between 8 and 13 years of age. For most girls, the first evidence of puberty is breast development, but it can be the growth of pubic hair. As her breasts start to grow, a girl will initially have small, firm, tender lumps (called buds) under one or both nipples; the breast tissue will get larger and become less firm in texture over the next year or two. Dark, coarse, curly hair will appear on her labia (the folds of skin surrounding the vagina), and later, similar hair will begin growing under her arms.*

*The first signs of puberty are followed 1 or 2 years later by a noticeable growth spurt. Her body will begin to build up fat, particularly in the breasts and around her hips and thighs, as she takes on the contours of a woman. Her arms, legs, hands, and feet will also get bigger.*

*The culminating event will be the arrival of menarche, her first period (menstruation). Depending on the age at which they begin their pubertal development, girls may get their first period between the ages of 9 and 16.*

### **Sexual feelings**

When a girl reach puberty she also start to get sexual feelings.

*Sometimes I feel excited in a different way.*

*Sometimes I watch TV and see a handsome boy.*

*I feel excited in a different way – feeling sexy.*

*When I feel sexy:*

*I can't stop looking at the boy.*

*I want to giggle.*

*I get a nice tingly feeling in my tummy.*

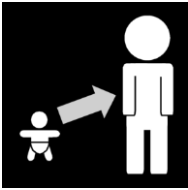
*I want to be near him.*

*I want to touch myself.*

*I go to a private place.*



Discuss if they recognize this feeling.

***What happens in puberty?***

Body grows fast



Curves – your hips will widen and your body will get curvier.



Hair growth – your hair will start to grow around the pubic area and under the arms.



Breasts growth



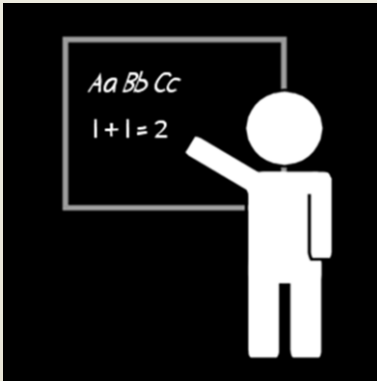
Vaginal discharge – you may start to get a clear or whitish discharge from the vagina.



Periods – menstrual periods will start.



Period pain – you may start to have pain or cramps just before or at the start of your period.



Tools and Materials:  
Workbook

Goal:

To accept her menstruation (that is, to experience menstruation without anxiety or distress).

To be as physically comfortable as possible during periods, while those assisting manage pad changing, bathing and washing tasks for her.

To behave in a generally acceptable way during her menstruation (e.g. to leave her pads in place).

To participate in some, or all, menstrual management tasks.

To know by a set routine when pads need changing.

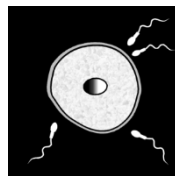
## Menstruation

*Getting your period is a rite of passage surrounded by whispered rumor and mystery. Some girls dread it. Others can't wait. But all girls menstruate, and it helps to understand what's going on.*

*The average age to start your period is 12, but many girls start younger, and others start later. When you first start to get breasts and some pubic hair, you can usually jump forward two years and guess that's when you'll start. It might take up to two years for your period to get regular because the hormone surges are uneven. At first, it's common to have one period, and then not another for a few months. But even if you don't have a period every month, you can still get pregnant.*

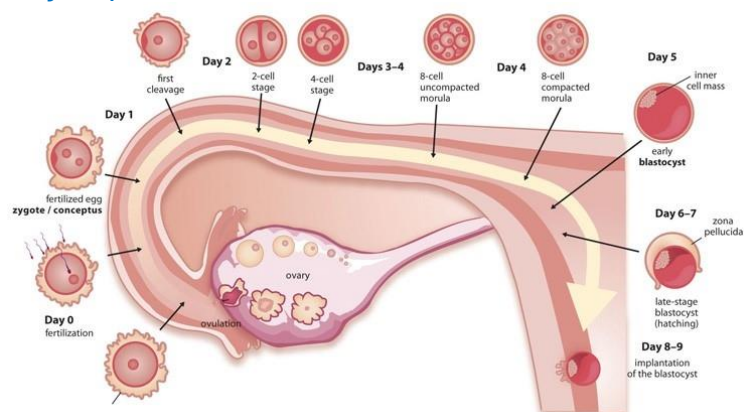


*The blood and tissue leaves the body because it's no longer needed. It comes from the uterus, the organ inside a woman's body where a baby grows. Each month, blood and tissue build up in the uterus in case the woman becomes pregnant.*

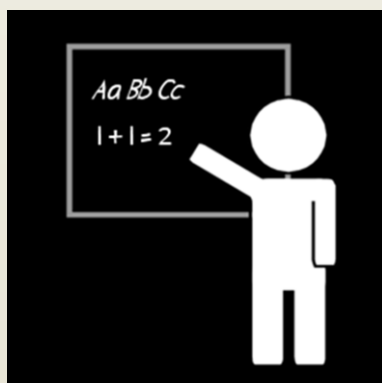


*That lining would be needed if the woman's egg was fertilized by a man's sperm cell. A fertilized egg attaches to that cushiony lining and begins growing into a baby. But most of the time, the egg does not get fertilized, the lining is shed, and the girl or woman has her period.*

*Let's talk for a minute about eggs. They're not the kind you buy at the store! Girls and women have two ovaries. Each of these ovaries holds thousands of eggs, which are tiny (each no bigger than the tip of a pin). During the menstrual cycle, an egg is released from one of the ovaries and begins a trip down one of the fallopian tubes to the uterus, also called the womb.*



*If a sperm cell does not fertilize the egg, the unfertilized egg and the lining from the uterus leave the body. In other words, a girl has her period. The cycle then begins again. The lining of the uterus will start building up, and about 2 weeks after the last period, another egg will be released.*



Tools and Materials:  
Workbook (page 23 to 26)

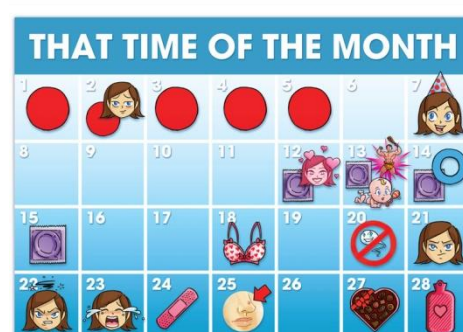
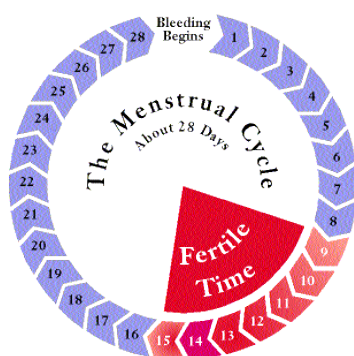
Young women without disability who have not received preparation for their menstruation have been found to experience menstrual difficulties more frequently and more severely than young women who have received preparation. This may also be relevant for young women with intellectual disability.

Responses of family members, staff members, and friends towards menstruation can influence the reactions of a young woman who has a disability.

Show them page 23 and 24 of the workbook and explain the menstrual cycle.

*When people talk about the menstrual cycle, they usually mean the days when blood and tissue (menstrual fluid) leaves the body through the vagina. That's the most visible part of the process, and the part that girls and women need to manage. But the monthly cycle is exactly that — a process that takes about a month. A normal menstrual cycle for girls and teens ranges from 21 to 45 days. At most, only a week of the cycle involves menstrual fluid exiting the body. A normal period lasts from 2 to 7 days.*

*The rest of the time, the girl doesn't have any bleeding but other stuff is happening, like the lining building up and the egg being released.*



### **Basic explanation about menstruation**

(use the pictograms on page 25-26 in the workbook, or page 12 of the pictogram book)

*Most girls menstruate.*

*To menstruate means blood comes from inside your body and flows out through an opening between your legs.*

*This opening is called a vagina.*

*When you menstruate, you will need to use a pad.*

*You leave the pad in your pants.*

*A pad stops the blood from getting onto your clothes.*

*It is good to menstruate. It means you have a healthy body.*

*You will have a period every month.*

*You will bleed for a few days.*

*Sometimes you can feel the blood coming out.*

*Sometimes your tummy (or breasts) might feel a little sore.*

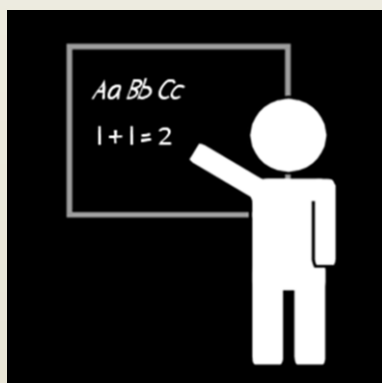
*Sometimes you might feel a little cranky.*

*Sometimes you might feel really great.*

*The blood is not dirty- it is clean.*

*You always change your pad in a private place, like the bathroom or toilet, with the door closed."*

*Menstruation is a private thing- it's best to talk about your pads with someone you know very well.*



Tools and Materials:  
Workbook (page 27,28,  
29)

When speaking about menstruation, the tone of voice, as well as the words used, will be very influential: if the person speaking is not comfortable, then the young woman is likely to sense this and react accordingly.

Learning sometimes depends on repeating opportunities to practice: some young women with high support needs may need a lot of repetition in order to learn new skills. As menstruation only occurs every few weeks, regular practice opportunities very probably won't occur often enough for effective learning to occur- hence the idea of "practice periods".

### **How to deal with your period?**

*Be prepared (have pads or cloths with you at all times)*

*Have some medicine ready to alleviate menstrual pain*

*Know when to expect your period*

*Learn to recognize your body's signals*

*During your period: Change your pad regularly*

*Take a shower daily.*

### **Where to buy pads?**

Menstruation pads can be bought in supermarkets and pharmacy's. Pads are made in different price classes and of different quality. There are reusable pads and disposable pads. Pads come in several different thicknesses and absorbencies for heavier or lighter menstrual periods or for day or nighttime use.



### **How to clean your reusable pad?**

*Remove your used pad.*

*Put it in a bucket and turn on the cold water.*

*Rinse it and wring it gently until the blood is removed or the water is running clear. You can put a little hand soap on the pad to help get the blood out.*



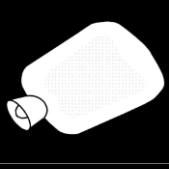
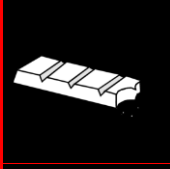



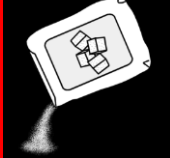







*Hang to dry.*

The pictographs used on page 27 of the workbook can be used as tool to learn the different steps in cleaning a disposable pad. (page 14 of the pictogram book).

### **How to deal with period pain?**

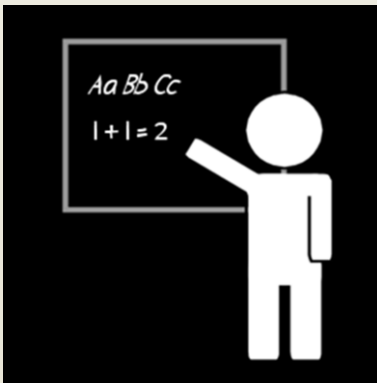
Period pain is common and a normal part of your menstrual cycle. It's usually felt as painful muscle cramps in the tummy, which can spread to the back and thighs. It may also vary with each monthly period. To manage your pain, a list of do and don'ts.

## Do and Don'ts during period pain

Do	Don't
	
Take ibuprofen and aspirin after your meal	Take tea, coffee, coke.
	
Put a heat pad or hot water bottle (wrapped in a towel) on your tummy.	Take chocolate.
	
Take a warm bath or shower.	Drink cold water.
	
Take a light, circular massage around your lower abdomen.	Take sugar.
	
Take lemonade or herbal tea.	Take salt.
	
Eat leafy greens.	Eat spicy food.
	
Eat whole grains.	
	
Eat bananas.	
	
Move your body.	

Why are sugar, salt, tea and coffee bad? Sugar spikes your blood sugar which can actually make you more irritable. Salt can cause you to feel even more bloated, and caffeine elevates estrogen production, which can cause more extreme menstrual symptoms.





#### Goal:

Students know how to take care and protect their body and genital in healthy way.

While discussing, keep in mind that the topics of personal care can be sensitive for individuals. Discuss the topics in general and never refer to an example in the group. When it is important that a student are held accountable for her personal care, discuss this individually after class and refer back to the lesson. Always discuss the issue with the individual student positive and stimulating.

## Personal Care

*When you get your period, you'll need to use something to soak up the menstrual blood. Often reusable or disposable pads are used.*

*Pads are rectangles of absorbent material that attach to the insides of a girl's underwear. They're sometimes also called sanitary pads or sanitary napkins. Some pads have extra material on the sides (called "wings") that fold over the edges of your underwear to help hold the pad in place and prevent leakage. Pads come in several different thicknesses and absorbencies for heavier or lighter menstrual periods or for day or nighttime use. That way, girls who have a lighter flow don't need to feel like they're wearing a pad that's bigger than they need — and girls with a heavy flow don't need to worry that they'll leak through their pad.*

*Once you've removed the used pad, wrap it in toilet paper and put it in the trash can or when it is a reusable pad in a plastic bag. Don't try to flush a pad down the toilet — even the lightest kind of pad may back up the toilet and make a huge (embarrassing!) mess.*

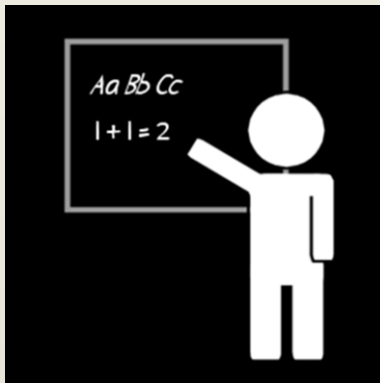
*It's best to change pads every 3 or 4 hours, even when your flow isn't very heavy. Regular changing prevents buildup of bacteria and eliminates odor. Naturally, if your period is heavy, you should change pads more often because they may get saturated more quickly.*

### **Washing the genitals of a woman.**

Take in mind that most people find it difficult to discuss washing the genitals. But when the students doesn't learn that it is necessary to wash the genitals, sores and bad smell can exist.

*You should not only wash your face, arm and feet's, also your belly, buttock and genitals need to be washed gently with water.*

*Gently washing your vulva once a day with warm water is sufficient to maintain good hygiene. If you want to use soap, choose a mild or non-perfumed soap to reduce the risk of skin irritation. Don't forget to clean the base of the vulva, where sweat and hair can combine to produce a strong smell, just as unpleasant as in your armpits. These areas need frequent washing to stop sweat from accumulating, especially as they are enclosed in underwear for most of the day. Make sure the area between the base of the vulva and the anus is also clean and odour-free.*



**Goal:**  
Students know how to take care and protect their body and genital in healthy way.

Pictograms Workbook (page 30). Or use the pictogram book page 16.

Show page 40 to the students and discuss with them what to wash while taking a shower. Show them all pictures of the body parts, and ask the students to point out the body part on their own body.



Discuss with the students what kind of consequences poor washing can have. Please take into account individual situations of students. (Discrete subject, shame, etc. ..)

Think of possible consequences:

- Difficult to get in touch with others / friends through bad hygiene.
- Friends take distance of you, because of poor hygiene. (You're often sit alone during break, others do not join you during the break.)
- Difficult to find a job.
- Loss of job / work, if the employer find personal hygiene necessary to fulfil your job properly.

**Caution!**

Tell that it "often sit alone", not always has to do with a bad hygiene. It can also belong to a person's attitude or extreme shyness.



## Taking a shower



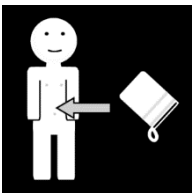
Take a shower, at least every two days.



Use soap to wash your:



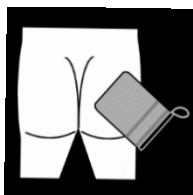
Arm pits



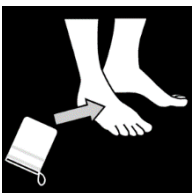
Belly



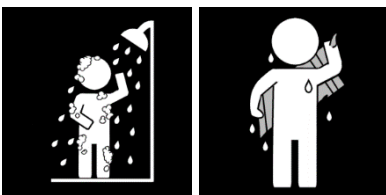
Genitals



Buttock

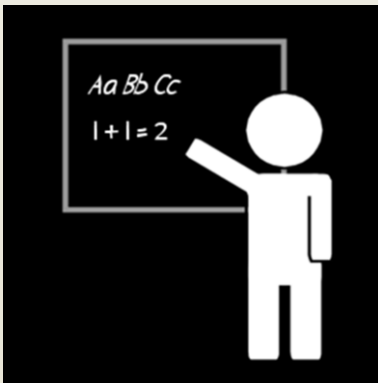


Feet



Rinse the soap from your body.  
Dry yourself with a towel.





#### Goal:

Students know the similarities and differences between boys and girls.

Students know their parts of body such as: head, body, legs, arms and senses.

Students recognize the name and function of boy's genital, girl's genital and breasts.

## Module 3: The difference between a man and a woman.

### Introduction:

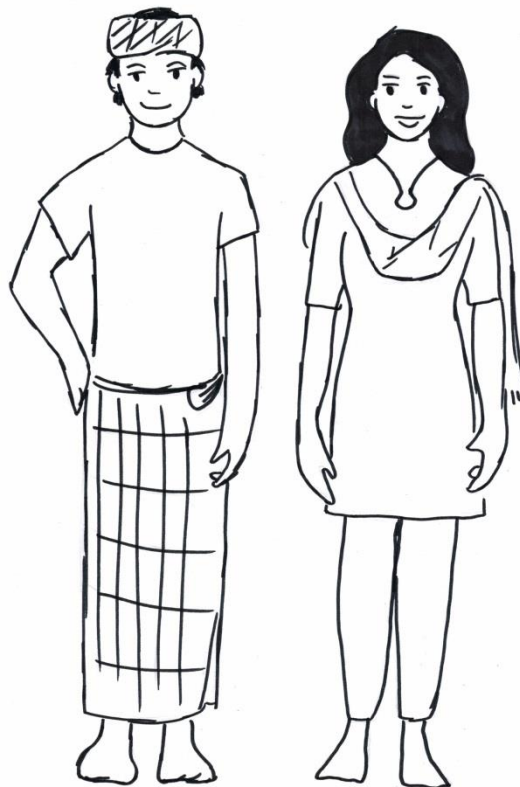
A man and a woman are different.

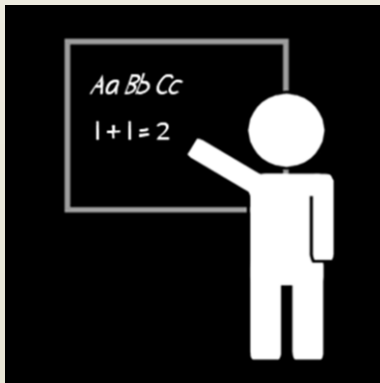
*A man have short hair,  
a woman most of the time long hair.*



*A woman often have a nose pin and/or earrings.*

*A man is wearing a lounghi or a trouser,  
a woman is wearing a salwar kamij or a sari.*





**Goal:**  
Students know the  
potency of boys and girls.

**Tools and materials:**  
Booklet: 'I am a boy and I  
am a girl' from the Joya &  
Bijoy series.  
Pictures of various  
housework.

*But beside of the cloths and hair, there are more differences  
between a man and a woman.*



Ask the students if they know some more differences.

Use the "I am a boy and I am a girl" book from the Joya & Bijoy series. This book describes about the differences and similarities of the role of boys and girls. Read the story out loud.



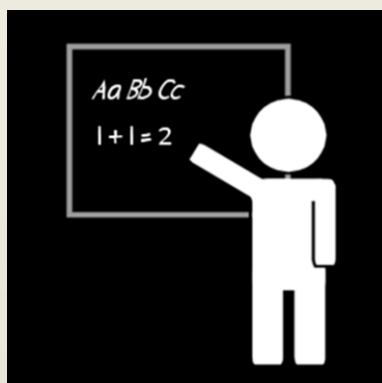
Ask the students to try to remember the story and re-tell it in their own words. Highlight that boys and girls should respect each other. Boys and girls are different but do not discriminate how you treat them.

### *Exercise: Various types of housework*

With help of a visual aid (pictures) the teacher shows various types of daily housework such as: sweeping the floor, washing cloths, washing the dishes, ironing, cooking, watering plants, repairing the house, fixing electricity, working in the field etc. Ask the boys what kind of work that is usually done by boys and what kind of work is usually done by girls. Normally the boys will choose work like repairing the house or electricity and working on the field. On the other hand, girls normally choose cooking, washing and ironing. Ask why they chose those types of housework.



Discuss whether boys are able to do the work that the girls chose such as washing the dishes and cooking, and are girls able to do work that the boys chose. At the end of the discussion, explain to the students that even though they have different sexes they are able to do any kind of housework both alone and together. Highlight that boys and girls must respect each other and work together to do the housework. Boys and girls are different but do not discriminate how you treat them.



#### Tools and Materials:

Give the worksheet 1 and 2 of : 'The similarities between man and woman'. (workbook page 32)

Cut worksheet 2, so that each pictogram with word are separated and can be combined as in the example.

Pictures of various professions.

### *Exercise : Various professions*

Use pictures that illustrate various types of profession such as teacher, doctor, engineer, secretary, rickshaw driver, researcher, police officer, chef, receptionist etc. Ask the students what kind of profession they would like and ask them their reasons. Usually the girls will choose to be a teacher, doctor, secretary and receptionist. Boys usually choose to be an engineer, pilot, police officer etc.



Discuss whether boys are able to do the professions that were chosen by the girls and are the girls able to do the professions chosen by the boys? At the end of the discussion, explain to the students that even though they have different sexes, they are able to have any kind of profession they want and like. If necessary, teachers can show a picture that shows women can be pilots, astronauts, engineers, police officers etc. Also show the boys picture of male doctors, fashion designers and teachers.

### *Exercise: The similarities between a man and woman.*

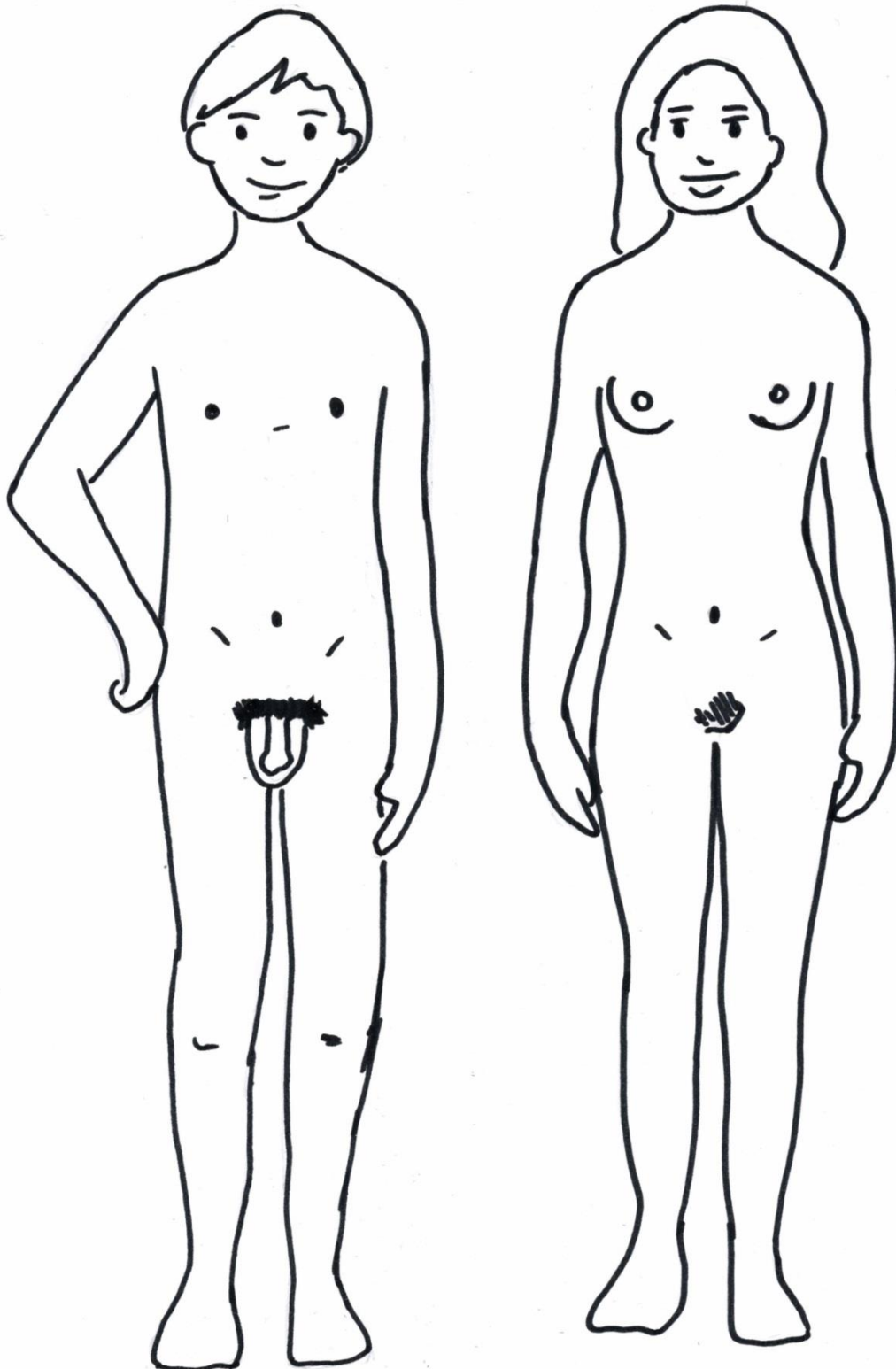
Give all students the worksheet 1 and 2: The similarities between man and woman. Tell them again all the correct biological names of all parts of the body.

Let them use the worksheet and let them identify and put the correct biological names at the male and female body.

When they cannot write or read, they can combine the pictogram with the right body part on the worksheet.


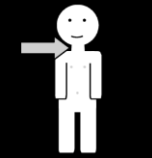

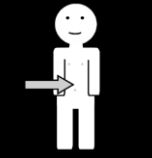

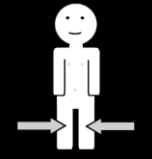


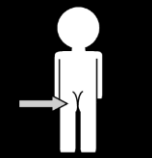


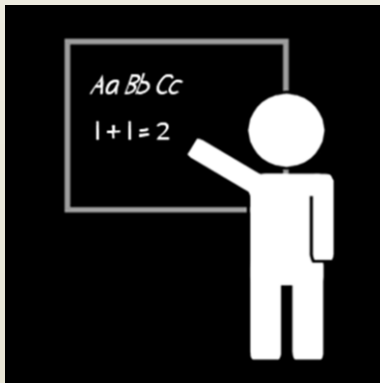
*Worksheet 1: the similarities between a man and a woman.*





*Worksheet 2: The similarities between man and woman.*

		<b>Head</b>
		<b>Neck</b>
		<b>Arms</b>
		<b>Belly</b>
		<b>Hands</b>
		<b>Legs</b>
		<b>Mouth</b>
		<b>Feets</b>
		<b>Buttock</b>



#### Tools and Materials:

Give worksheet 3 to 5 of 'The differences between man and woman'.  
Workbook (page 38-39)

Cut worksheet 5, so that each pictogram with word are separated and can be combined as in the example.

Pictogram of the genitals of man and woman.

Doll family: mother and father.



### *Exercise: The differences between a man and woman.*

Give all students the worksheet 3 and 4: The differences between man and woman. Tell them again all the correct biological names of all parts of the body.



#### *Discussion:*

(for this discussion you need the doll family)

What are the differences between the body parts of a boy and a girl? Also ask about the genitals. With help of the woman from the doll family discuss how to say the name of a female genital and then the male genital. They are expected to mention the words actively.

Where is the vulva located? Teacher point out the certain body part (which is the vulva)

How do you say the word?

Do boys also have a vulva?

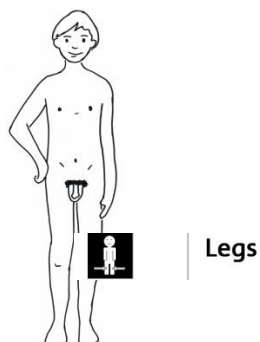
Ask the same thing about the male genital (use the doll father)

What do boys have? How do you say the word? (penis)

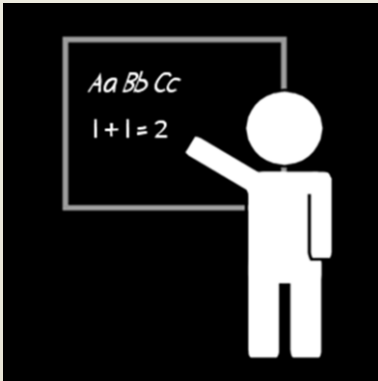
Where is the penis located? (or choose another word)

At the end of the discussion, highlight that the genital is an important part of the body, just like every other part of the body. Let them use the worksheet and let them identify and put the correct biological names at the male and female body. When they cannot write or read, they can combine the pictogram with the right body part on the worksheet.

#### Example:







Tools and Materials:  
Doll family



Distribute worksheets 3 and 4 for each student, a drawing of a man and a woman.

While distributing the worksheets, tell the students: "It's okay for you to share this information with parents, teachers and staff. But it's not appropriate to share these pictures with students in school or children (under 18 years) because their parents have not given us permission to do so. It's not appropriate to share with people you don't know."

Undress the woman and man of the doll family and use them to show the differences between man and woman.

Name the particular parts of the bodies in the picture:

1. Man's hand.
2. Woman's navel.
3. Man's shoulder.
4. Man's nipples.
5. Woman's feet.
6. Man's penis.
7. Woman's breasts.
8. Man's pubic hair.
9. Woman's vulva.
10. Woman's pubic hair.

Distribute Worksheet 3 and 4 of Differences between man and woman.

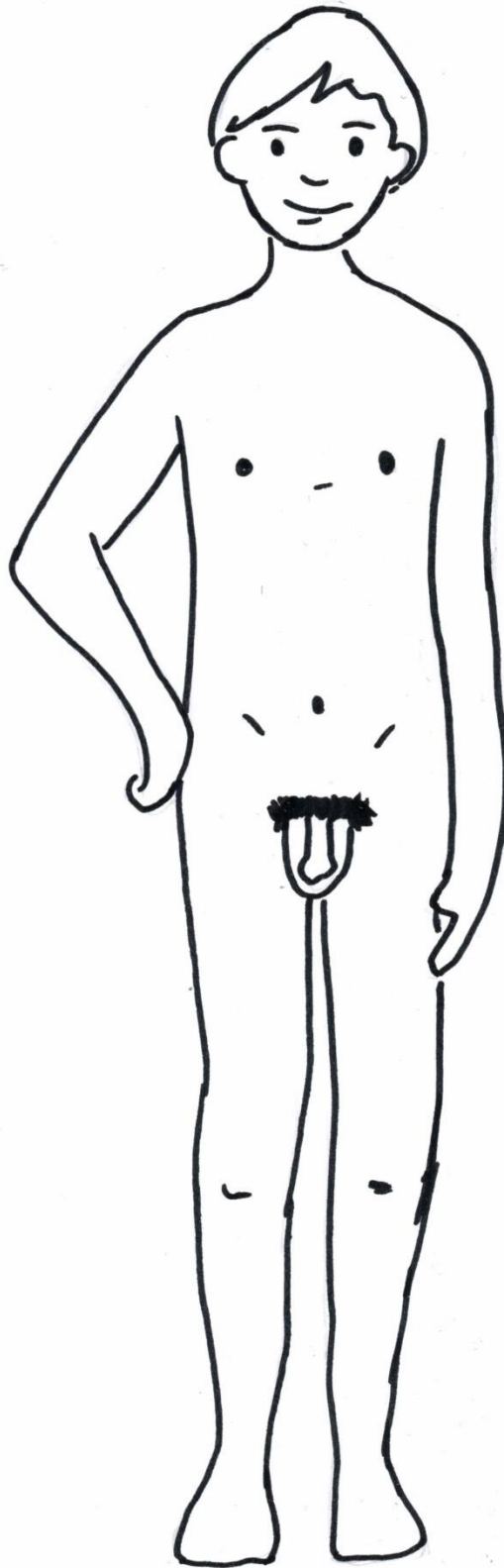
Let the student point and identify at least 10 above mentioned parts of the body.

As trainer be confident in your responses. Use proper terminology for the human anatomy and clarify misconceptions.

Tell the students that It's okay to have different breasts sizes and for men to have different size penises. As we learned in module 1, everyone is unique, everyone is special. If your breasts size is small or big, if your penis size is small or big. Everything is fine.

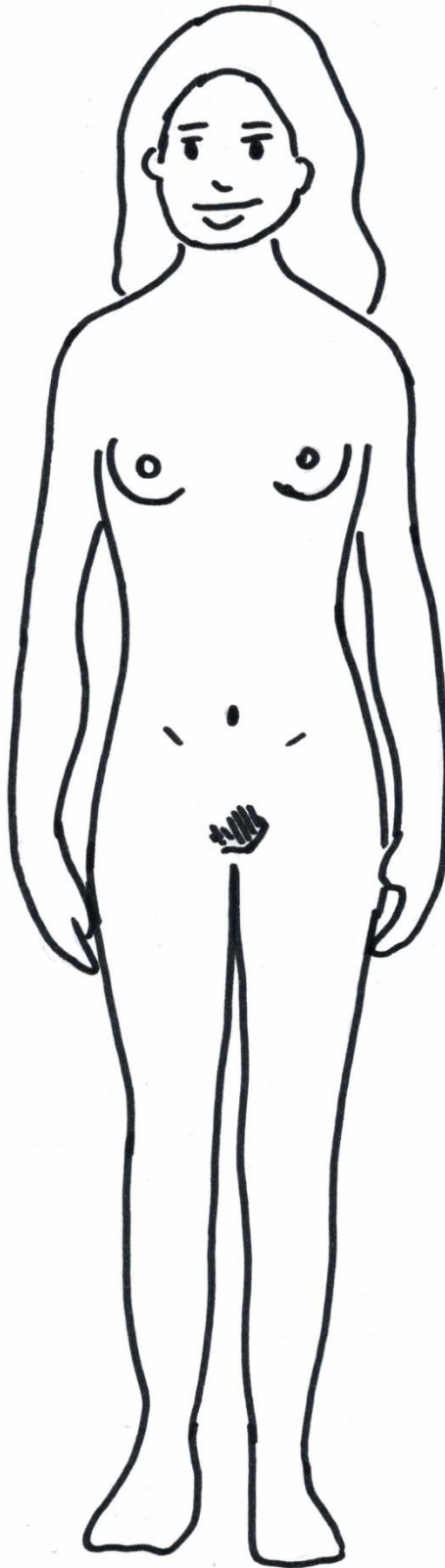


*Worksheet 3: the differences between a man and a woman.*




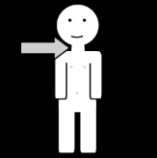


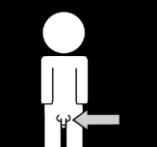
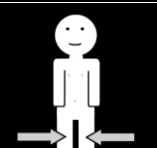
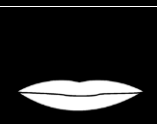
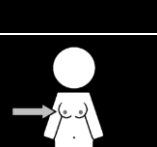
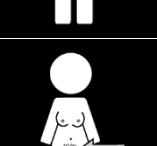


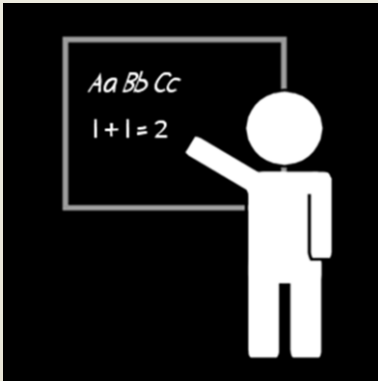
*Worksheet 4: the differences between a man and a woman.*





*Worksheet 5: The differences between man and woman.*

		<b>Head</b>
		<b>Neck</b>
		<b>Arms</b>
		<b>Belly</b>
		<b>Penis</b>
		<b>Legs</b>
		<b>Mouth</b>
		<b>Breasts</b>
		<b>Vulva</b>



## Discussion:

Discuss about similarities and differences.

For example:

Q: What are the similar body parts of a girl and a boy?

Q: What are the similarities on the stomach part?

Q: What do they think are similar from the stomach and the head?

Q: What are the similarities between boy and girl?

Q: What are the differences between boy and girl?

Q: How can you tell whether this person is a boy or a girl?

*“I’m the boss of my body”.*

*I have a body.*

*You have a body.*

*We all have bodies.*

*My body is my body.*

*It’s nobody else’s body.*

*My body belongs only to me.*

*And I’m the boss of my body.*

*Sometimes I like sharing my body with someone else.*

*Sometimes I like to give someone a hug.*

*Sometimes I like someone to hug me.*

*But I don’t always want to be hugged.*

*I don’t always want to be cuddled or kissed.*

*And I don’t want to share my body with somebody,*

*I can say ‘NO’.*

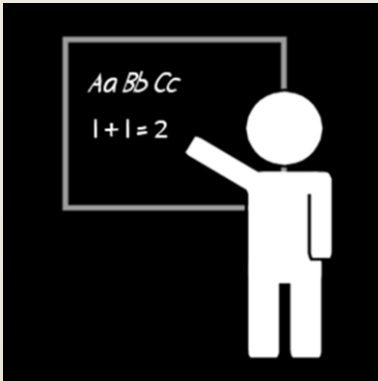
*It’s my body and I’m the boss.*

*Let’s all say ‘NO’ together.*

# NO

*And louder! As if we really mean it.*



**Goal:**

To make them aware that certain parts of their body are 'private', namely their genitals, buttocks, anus and mouth.

To help them to differentiate acceptable and unacceptable touching.

Please note that the mouth must be included as a private body part because of the tendency of child molesters to use children and youngsters with disabilities (of both sexes) for oral sex.

**Tools and Materials:**

Story book: 'I am the boss of my body' from the Joya & Bijoy series.

## Module 4: Some parts of our bodies are private.

**Introduction:**

Revise what was learned in earlier sessions. Take the booklet: 'I am the boss of my body' from the Joya and Bijoy series. Read out loud the story and show the students the pictures.

**Discussion:**

Are there any parts of your body that is very private? (Not allowed to be touched by other people). Name that particular body part! Discuss about which body parts are allowed and not allowed to be touched by random people. Help them by asking these following questions:



Q: Are other people allowed to touch all parts of your body?

Q: Why?

Q: Which body parts do you think are ok to be touched by other people?

Q: Which ones are not?

Q: How do you touch the friends you like? Demonstrate how you touch a body part that is allowed to be touched!

Q: How do you refuse when you dislike the way your friend or someone else is touching you? Demonstrate how you refuse!

**What is private?**

*In this context Private means something what exclusively belongs to you.*

*A private body part is a body part which you can hide from another persons eyes / the public. There is one exeption, the mouth. The mouth is a private part of the body, but most people does not hide/ cover their mouth for other person's.*

*The private body parts of a woman are:*

*Her breasts*

*Her vulva*

*Her buttock*

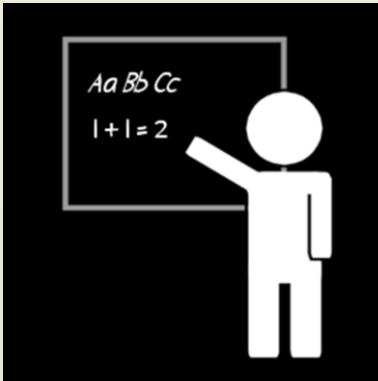
*Her mouth*

*The private bodyparts of a man are:*

*His penis*

*His buttock*

*His mouth*



*But the word private is widely used and in other context it does not always means that it exclusively belongs to you.*

*Examples in which 'private' is used:*

*Private communication means: not for public knowledge.*

*Private tutor means : a teacher who only educate you*

*Private school means: school run by parents or an organisation.*

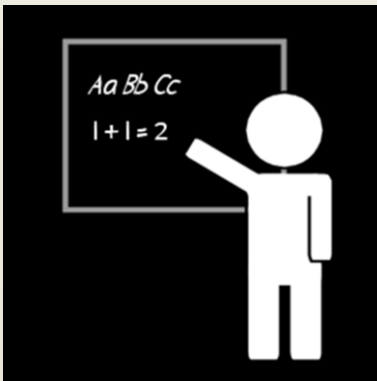
*Private property means: property belongs to a particular person.*



*What will it mean when I put the word 'private' on my bedroom?*

*It means that I want to be alone, that I want to have some privacy, that I do not want other people to walk in.*





Tools and Materials:  
Pictures of touches  
Doll family



## Parts of our body are private

*I have a body. You have a body.*

*We all have bodies.*

*Our bodies are made up of lots of different parts.*

*Did you know that some parts of our bodies are private?*

*Can you remember what private means?*

*Private means,*

*Keep out*

*Don't touch*

*It's very special*

*Private means 'it's mine and I'm the boss'*

*Our private body parts are so special that we keep them covered up most of the time.*

*We don't show them to the neighbours.*

*We don't show them to people on the street.*

*We don't ask people to touch them.*

*We don't even share them with our friends and relatives.*

*Our private parts are ours.*

*I'm the boss of my private parts.*

*And you're the boss of your private parts.*

*They're yours and nobody else's.*

## Exercise: Pleasant and unpleasant touching

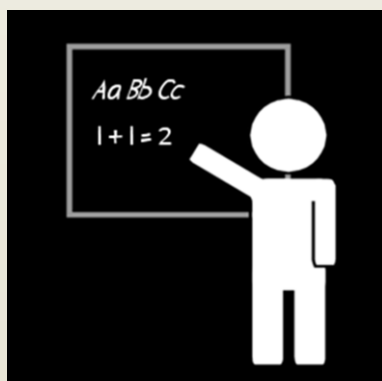
Demonstrate good, safe, touches that people obviously enjoying and touching that is obviously not enjoyable. Ask the students what is happening: 'What kind of touching is it? How can you tell?'. Encourage the students to relate touching to feelings.

To make it more visible and to provide examples of touches (kisses, hugs, strokes, pats) use the doll family.

The boy doll pulls the girls doll hair and call her rude names. The students is asked how the girl doll might feel. Does she want to be touched like this? Does the girl doll have to put up with it? What can she do?

The boy doll is having a drink and spills some drink on his cloths. The girl doll starts wiping it off, touching private places of the body. Is this allowed? What can the boy doll do?

The girl doll tells the class that some big boys put their hands up her pants and she asks the class what to do.



## Our mouths are private places

*The special private parts of your body start at your mouth and go down to your knees. Your mouth is private. It has important work to do.*



*Why is your mouth so important?*

Answers:

You need your mouth to eat.

You need your mouth to drink.

You need your mouth to take medicines.

You need your mouth to kiss your beloved ones.

### **Remember:**

*No one is allowed to mess around with your mouth.*

*No one is allowed to kiss you if you don't want to be kissed.*

*And just as important; you musn't kiss other people if they don't want to be kissed.*

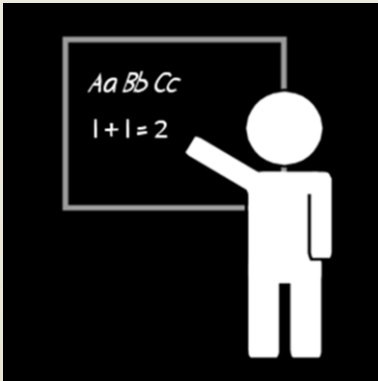
*No one is allowed to put things in your mouth (unless you have to take medicines and can't manage by yourself)*

*When someone tries to put something yucky in your mouth and you don't want it, say NO and move away.*

*Your mouth is private. That means, 'Keep out'.*

*You can put good food in your mouth. You can put your toothbrush and toothpaste in your mouth. You can put medicine in your mouth. But other people must keep out.*

*Private means, 'keep out'. Don't let anyone put anything in your mouth. Take good care of your mouth, it's an important part of your body.*



When the questions belonging to this story are too difficult, help the students by giving answers.



*Your mouth is private.*

*Mukta was sitting on the muddy street next to her house. She looked around. All the girls of her village were busy, they were playing chasing games.*

*Mukta can't run very fast. She wished that she could.*

*She was feeling a little bit sorry for herself when along came Zahid. Zahid is a much older boy from another class. He looked around and call out, 'Hey, Rakib, Roby. Here's Mukta. Come over here'.*

*The three boys huddled together, whispering and laughing. Mukta sensed that they were laughing at her. Then they came over.*

*'Mukta, would you like to play with us?' Zahid asked.*



How do you think Mukta felt?

Was it a good feeling or bad one?

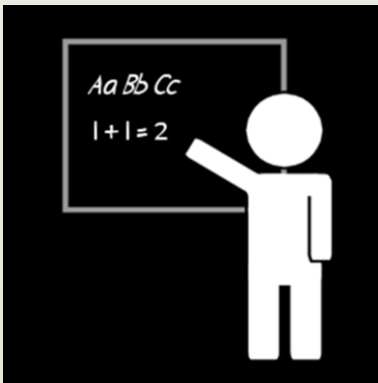
*Mukta couldn't understand why these big boys had chosen her. They could run very fast and play games that she couldn't play. But she was so pleased that they wanted to play with her that she said, 'yes please. Which game are you playing'.*

*'It's a new game', said Zahid. 'You never played it before'. Rakib and Roby both giggled. Zahid told them to shut up. Rakib and Roby turned away to try to stop laughing.*

*Mukta felt a little bit uncomfortable and a little bit worried. She didn't know why she felt like that. She was so pleased that the big boys wanted to play with her that she didn't take any notice of her feelings.*

*'The first thing you have to do is to close your eyes', said Zahid. 'And then you open your mouth very wide. You keep it open until I tell you to close it. And then you get a special surprise. Promise you'll do that'.*

*'I promise', said Mukta.*



When the questions belonging to this story are too difficult, help the students by giving answers.

Materials:  
Workbook (page 44)

*She closed her eyes. She opened her mouth. But now she was feeling very uncomfortable indeed. Her heart was beating faster and she held her breath. Do you know why she felt worried? Zahid came closer to Mukta. She heard the other two boys squealing with laughter. She now had such a bad feeling that she opened one eye and peeped just a teeny weeny bit. Her mouth was still wide open. Out of the corner of her eye, Mukta saw that Zahid was just about to put a big, fat, slippery, wriggling garden worm into her mouth.*



Q: How do you think she felt?

Q: Was it a good feeling or a bad one? Why?

Q: Which part of her body told her that she was having a bad feeling?

Q: What should Mukta do?

Q: Who should she tell?

Q: What should she say?

Q: Why do you think those boys played that nasty trick on Mukta?



Ask the students to say “no” in various ways (loud, soft, whisper, cry, etc) when their body is touched in a rude/rough manner.

### Secrets those are pleasant and unpleasant



Discuss with the students about ‘pleasant secrets’ and ‘unpleasant secrets’.

*A pleasant secret is a secret you can either tell or not tell to someone else (for example when you receive a gift from your mother) and an unpleasant secret is a secret about something unpleasant that you must tell (for example when someone treats you bad and wants you to be silent about it)*

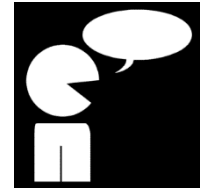
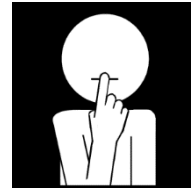
### Exercise: Pleasant and unpleasant secrets

Give the students the Worksheet Pleasant and unpleasant secrets and let them mark which secret they will not tell and about which secret they should talk .



## Worksheet: Pleasant and unpleasant secrets

Questions:



Mukta stole a bisquit for you

☐
☐

Rakib always ask if you like to join him to the toilet

☐
☐

Mukta hide the EID gift for her mother under her bed

☐
☐

Tomorrow grandmother will come and only you know it

☐
☐

Your sister is pregnant, but you are not allowed to tell it

☐
☐

At night your father often comes to you and caress your private body parts

☐
☐

Your brother and his friend often show their penis to you

☐
☐

You made some cake for your grandmother

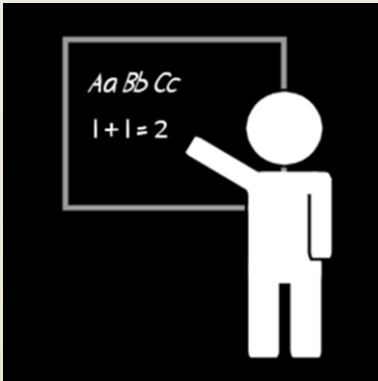
☐
☐

Your employer mention that you are exactly his daughter and therefor he is allowed to kiss you.

☐
☐

Mohammed, your uncle, always take you on his lap

☐
☐



## We have other private places

*You know that your mouth is private  
Did you know that breasts are private too? Some people call them boobs or tits, but we call them breasts.  
Everybody has breasts. When girls grow up, their breasts change shape ready for feeding babies. When boys grow up, their breast don't change.  
Breasts are private part of your body.*

*Our other private parts are tucked away out of sight between our legs, We cover them up with pants, a lounghi or sari.*

*Do you know what they are called?*

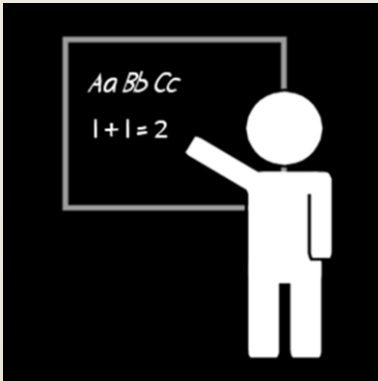
*A boy have a penis and testicles between his legs. They are very special and private things to have if you are a boy.  
A girl have a vulva between her legs, it protects what's inside, the vagina. The vulva and vagina are very special and private for a girl.*

*Remember, private means that those parts of your body belongs to you. You're the boss of your special, private places.*

## Rules for your private places.

*No one is allowed to play around with your private places.  
No one is allowed to tickle you in your private places.  
No one is allowed to look at your private places just for fun.  
And we don't show our private places to other people.*

*Even though it's sometimes unpleasant, we need to have a doctor or nurse touch our bodies, including the most private areas, in order to keep us healthy. However, just like care givers and personal support helpers, health care professionals also need to be respectful of personal body space.*



Cut worksheet 2, so that each pictogram ; 'private, do not touch' can be put on the body as in the example.

Tools and Materials:

Scissor

Glue

workbook (page 45 to 49)

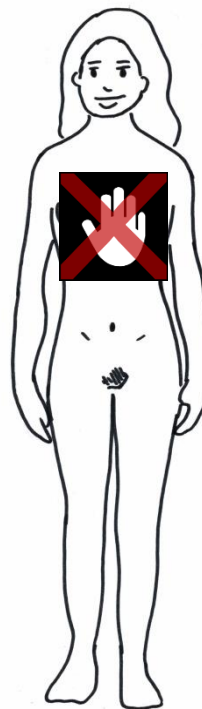
### *Exercise: My private body parts*

Give all students the worksheet 1 to 3: 'My private body part'. Let them use the worksheet and let them identify the private body parts of the male and female ask them to put the pictogram 'private, do not touch' at all private body parts.



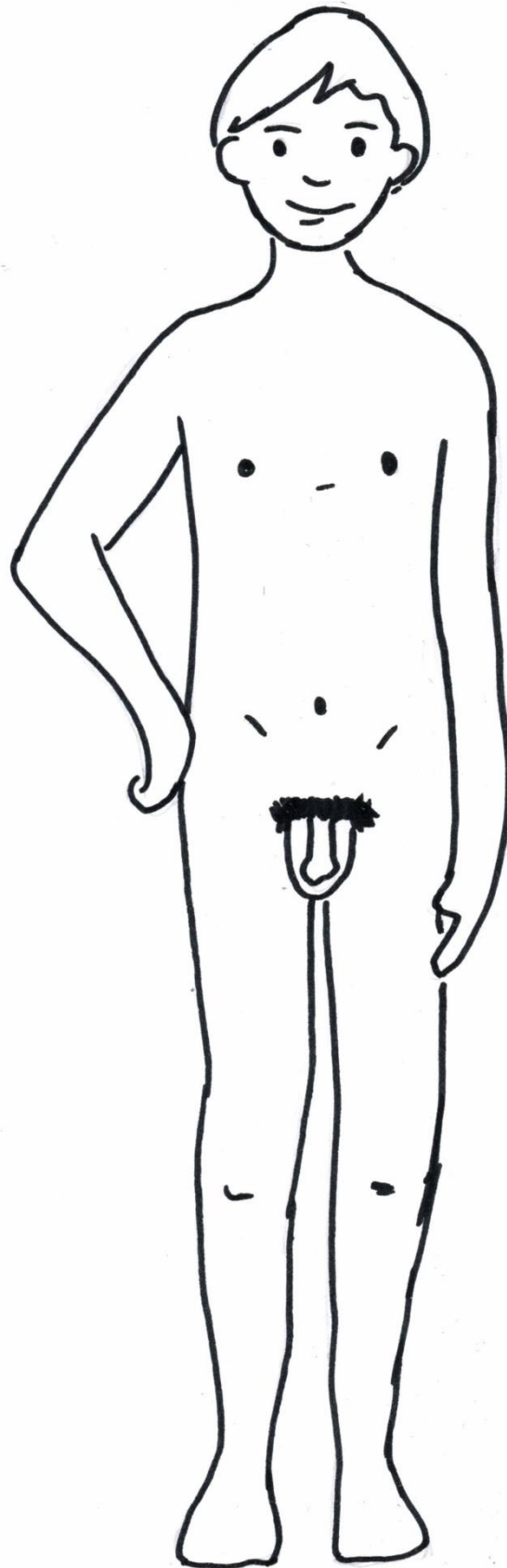
Pictogram: private, do not touch.

Example:





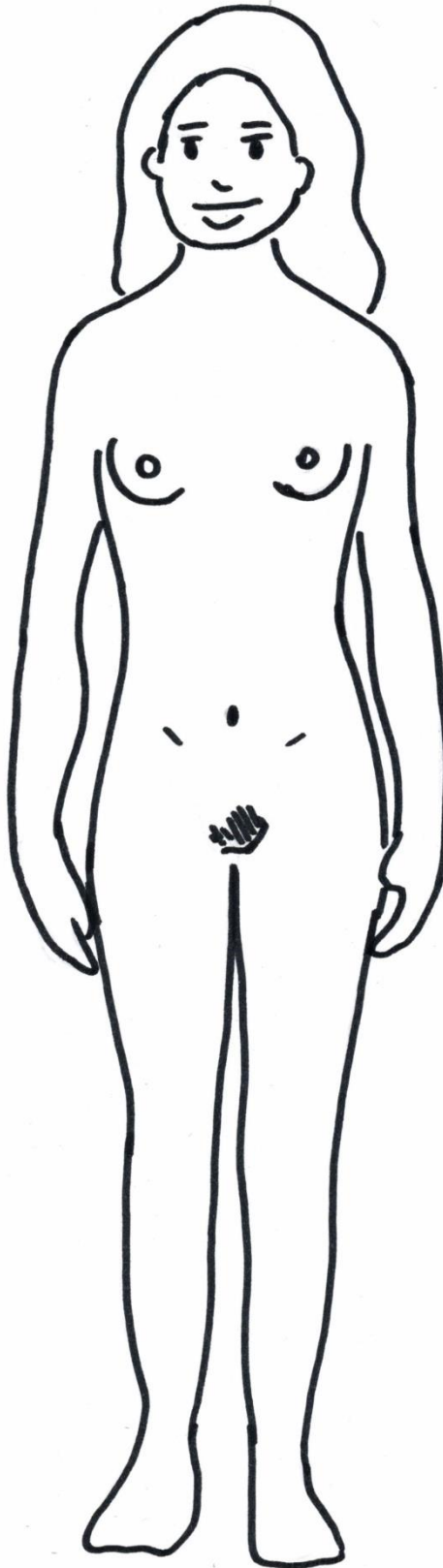
*Worksheet 1: The private body parts of a man.*







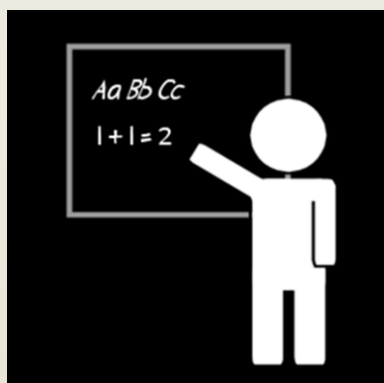
*Worksheet 2: The private body parts of a woman.*





*Worksheet 2: My private body parts.*



**Goal:**

Student understand the different kind of relationships.

The student understand what is appropriate behaviour in different relation settings.

The student learn if he/she is ready to marry.

**Tools and Material:**

Storybook: 'The friendship of Joya and Bijoy' from the Joya & Bijoy series.

## Module 5: Friendship and relationships.

*You can have relationships with different kind of people. Beside of your family, you can have a relationship with a friend, a girl/boyfriend and with a community or personal supporter. In this module we will learn more about friends, girl or boyfriends and community and personal supporters.*

### What is a friend?

Take the storybook 'The friendship of Joya and Bijoy' Ask the students if they remember the story from early lessons. Can they re-tell the story based on what they remember, using their own language and interpretation about the friendship of Joya and Bijoy. After the re-cap from the students read out loud the story.

Highlight the importance and benefit of friendship to the students. Besides that, make sure that they understand that in friendship, friends must respect one another.

*Friendship is a type of relationship between two people who care about each other. A friend is a person who understand your jokes, even when they are silly. A friend always make time for you to hang around and to have small talks.*

*A friend will help you with the most boring tasks you have to fulfill and make them seem fun. A friend is someone who u can rely on or depends on, who u can believe. who dont make u disappointed and distressed*

*You can make friends at school, work, mosque, or in your community.*



Ask the students:

*Q: Who are your friends?*

*Q: Why it is nice to have friends.*

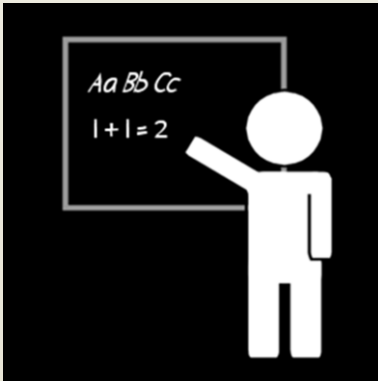
*Q: What does it mean to have a friend.*

*Q: Is it possible to have more friends?*

*Q: What is the difference between a normal friend and a girl or boyfriend?*

*Q: What do you say/do if you dislike something your friend is doing.?*

*Q: What are the benefits of friendship?*



## Girlfriend / boyfriend

*We talk about girlfriend or boyfriend when you feel romances for this friend. When friendship became love and when you like to make love with him or her.*

*The closest, most intimate relationships are with a spouse, partner, boyfriend, or girlfriend. They are the only relationships that are appropriate for love, romance and sexual contact.*

Go back to the story 'The friendship of Joya and Bijoy' ask the students what kind of friendship Joya and Bijoy have? Is it an intimate relationship or are they just friends?



Ask the students if they want to have a boyfriend or girlfriend, get married, or have children.

Nearly all will say they want to get married; and a few might say they want to some day have children. The point here is that their responses demonstrate that individuals with disabilities are already thinking about the desire to have intimate relationships.



Ask them to raise their hands to respond to the following questions:

*Q. How many of you have or want to have a boyfriend or girlfriend?*

*Q. How many of you want to someday get married?*

*Q. How many of you would like to someday have children?*

A. Direct discussion based on their responses.

*Q. How old does someone need to be to get married?*

*Q. How would you know if you are "ready" to get married?*

(show the pictures of page 63 and 64)

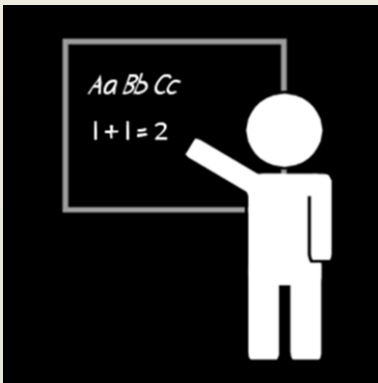
*When people have an intimate relationship, they can show casual affection in front of others: hug, holding hands, a kiss good-bye. You can have intimate affection in the most private areas in a private place as long as both say that it is okay.*

*BUT: You should never be forced into being touched or touching private areas of someone else. Showing affection by touching should not be hurtful or cause pain.*

*Pictures belonging to boy / girlfriend.*

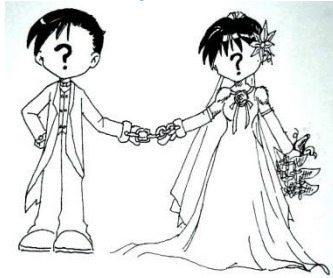






## Marriage

*In Bangladesh a marriage between two people is often arranged by the parents. When the parents choose an appropriate candidate, the boy and girl can agree and marry of their own free will.*



*You can also marry someone out of love, this we call a love marriage. In a love marriage two people find and select their own spouses.*

## When are you ready to marry?

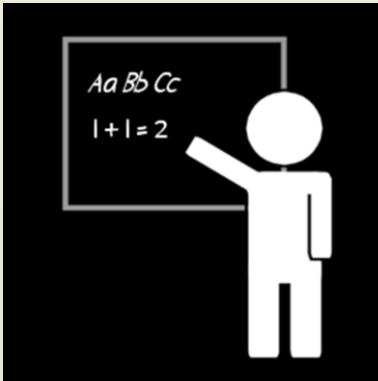
*You are ready to marry when you can live independently, without the support of a family member, caretaker or personal supporter. To marry you need to be able to take care of someone else. So beside of taking care of yourself, you also need to be able to take care of someone else. You have to understand the emotions of your partner and should be able to socialize with him or her. To do so, good communication skills are necessary. To run a household you should earn money, understand finances and plan a future.*

Take page 20 and 21 'Things what I can do with my body' and ask the students to open this page in their workbook. When they had to color boxes 'with help' it is obvious that they are not yet able to marry. Tell the students in a positive way that they still have to learn skills before they are able to marry.

## Personal and community supporters

*Social interactions with friends are different from the social interactions with personal support helpers or community support helpers. Personal support helpers are "people who are paid to be with you." Unlike a family member or friend, a personal support helper is paid to perform specific functions, like teach you new skills, help with personal care, shopping, and recreational activities.*

*Some relationships with personal support helpers may continue for many years and could turn into friendships. It is not appropriate to date or have a sexual relationship with someone who is paid to be with you.*



When the student is not able to write. Pictures can be taken and used in this exercise.

Workbook (page 54)

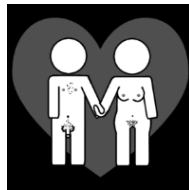
## Exercise: Make a friends and family circle.

*Today we are going to make a personal friends and family circle.*

Tell the students:



*Put your name in the center circle. You are in the center circle. This circle tells us that you are the most important person in your life. This is the safe zone. You are the only one who decides who is allowed to come into your safe zone. Remember; it's your body.*



*The next circle is for our most intimate relationships with a husband or wife, girlfriend, or boyfriend. Your most intimate relationship is with the person with whom you want to have a romantic relationship. In this circle, write in the name of the person who is your most intimate relationship. If you don't have an intimate relationship, write in the word boyfriend or girlfriend (or use a picture) in the space where an intimate relationship would be the most appropriate.*

Discuss why each student chose that person.



*The next closest circle is for family and close friends. Choose the family members who you like and who make you feel safe. Choose the friends who are people you know well. In this circle, write in the names of your family and relatives and your best friends.*

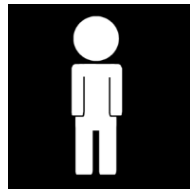
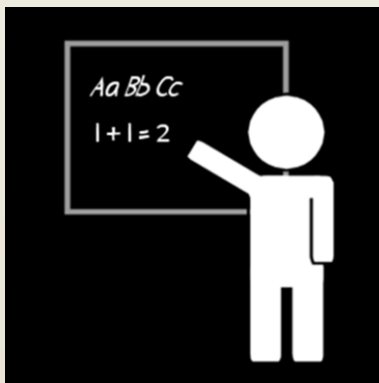
Discuss who each student chose for that circle.



*The next circle is for the personal support helpers who you like and make you feel safe. Write their names in the next circle.*

Discuss who each student chose for this circle.

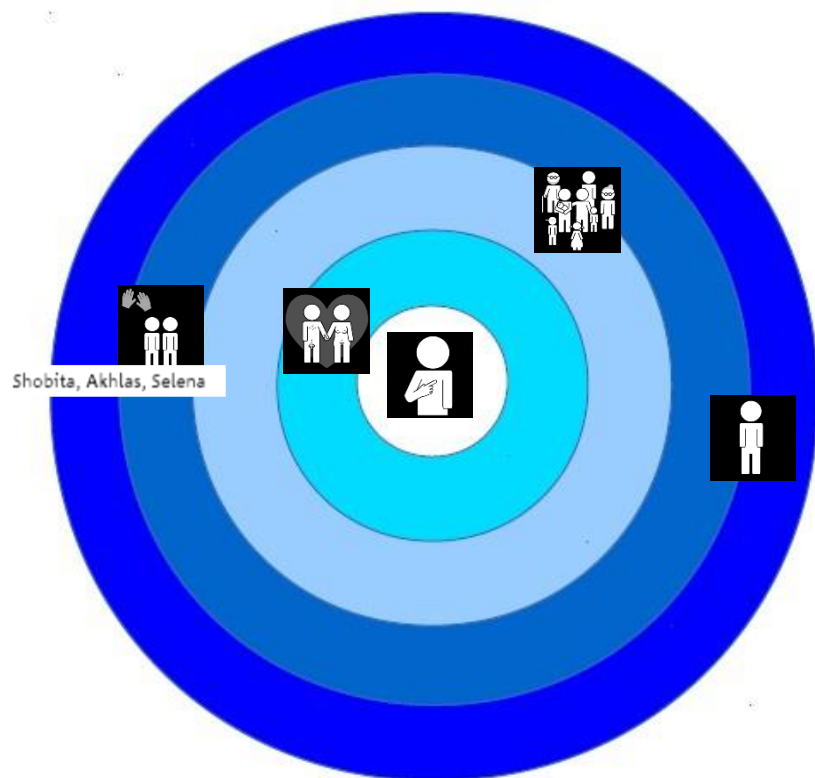




*The last circle is for strangers. Strangers should be the farthest away from the center of your safe zone because you don't have any type of relationship with them. While you will need to deal with them in your life, always use caution when interacting with strangers.*

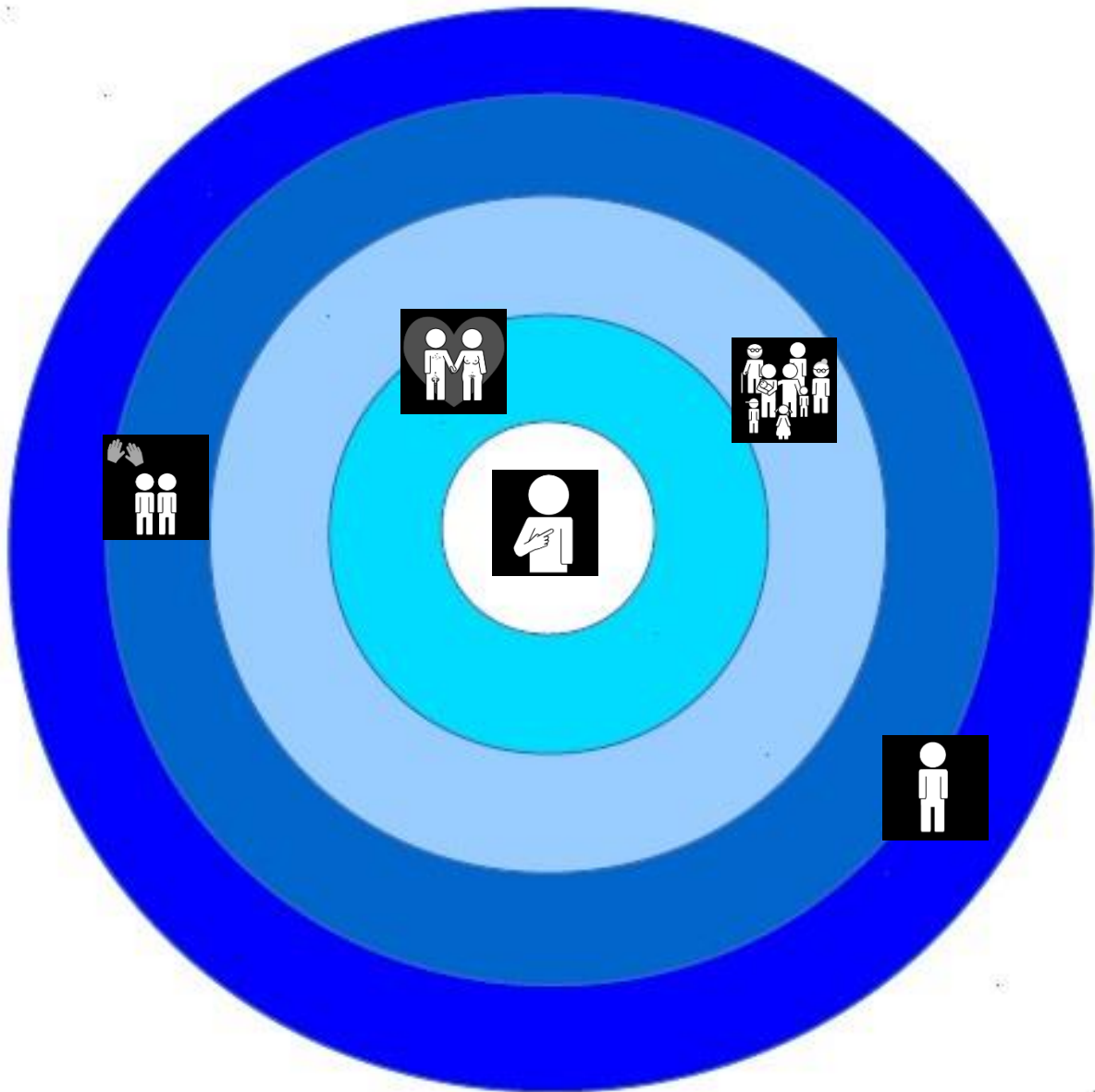
*A stranger can be: rickshaw puller, bus driver, shop keeper, foreign volunteer, etc.*

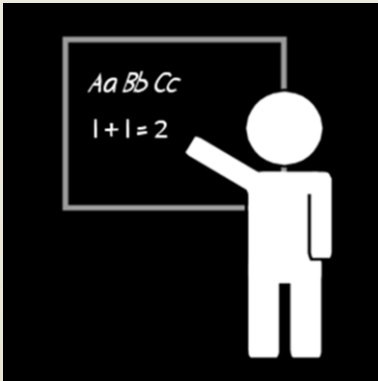
Example:





*Worksheet: Make your friend and family circle.*





### Goal:

The student understand what is appropriate behaviour in different relation settings.

### Material and Tools:

Pictograms  
workbook (page 56 to 60)

## Exercise : Who is it okay to .....?

Give the students the worksheet 1 and 2 of: Who is okay to...?  
Tell the students to cut the pictograms in worksheet 2.

*In a moment I'm going to ask a question that begins "Who is it okay to...?" and I'll fill it in.*

*Then you look at your worksheet 1 and use the pictograms of worksheet 2 to put the pictogram to the person who best answers the question. I will show the pictogram belonging to the question.*

*Some of the answers will vary and you may choose more than one person to answer some of the questions.*

Who is it okay to \_\_\_\_\_?



*Give a close embrace?*



*Give a passionate kiss on the mouth?*



*Put your arm around?*



*Hold hands with when going for a walk (two man)?*



*Hold hands with when going for a walk (man-woman)?*



*Give a kiss on the cheek?*



*Greet by waving and saying "Hi"?*



*Shake hands with after being introduced for the first time?*



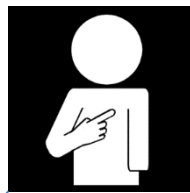
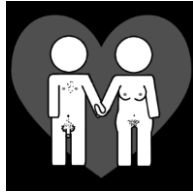
*Touch your breasts?*



Discuss the worksheet of each student. Why did he put the pictogram at a certain person / situation?

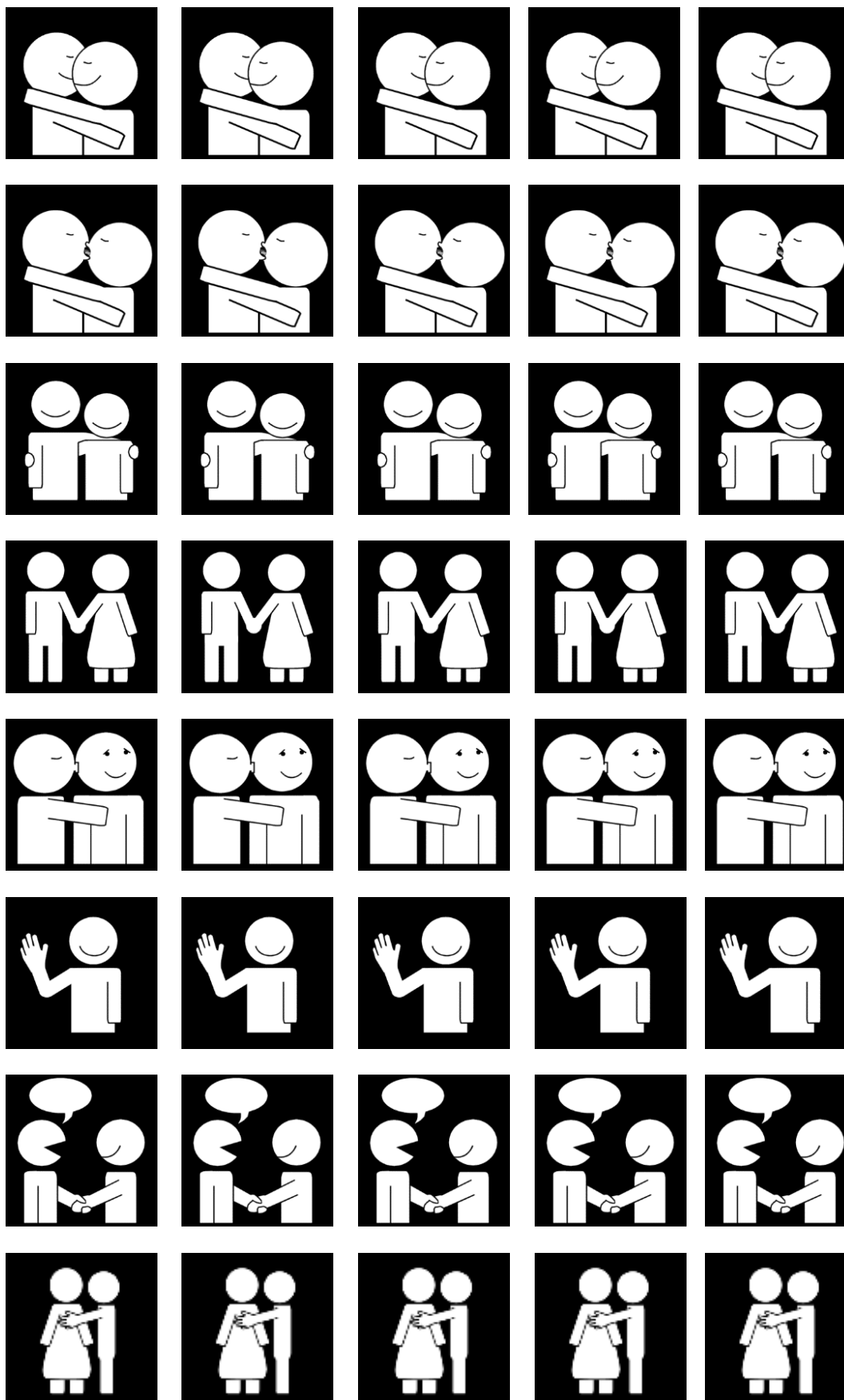


*Worksheet 1: Who is it okay to....?*

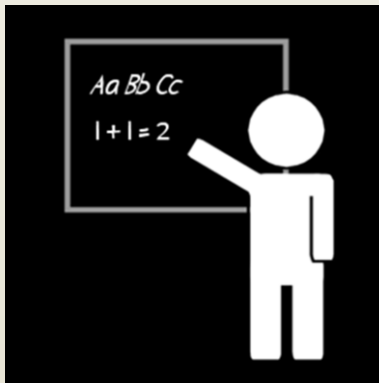




## Worksheet 2: Who is it okay to....?







#### Goal:

The student knows that a man and a woman can get a child.

The student has some basic knowledge about reproduction (a baby grows in the womb of a woman)

Tools and Materials:  
Storybook "Where I came from" from the Joya & Bijoy series.

#### Doll family



Pictures of a pregnant woman.

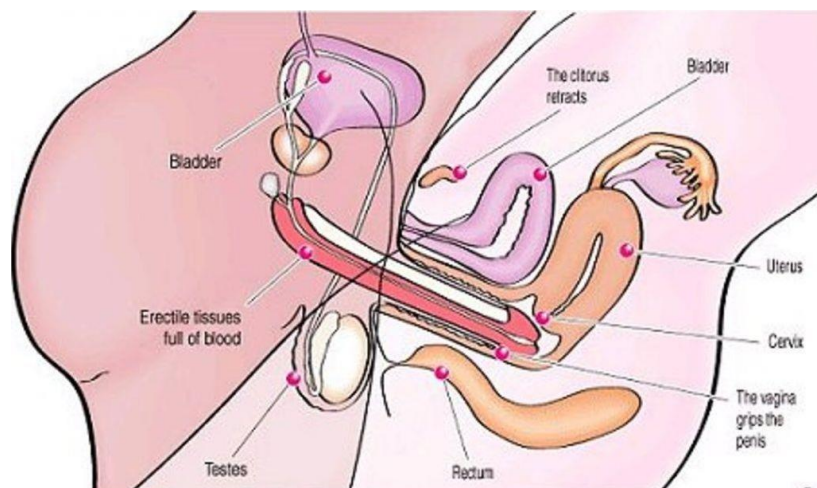
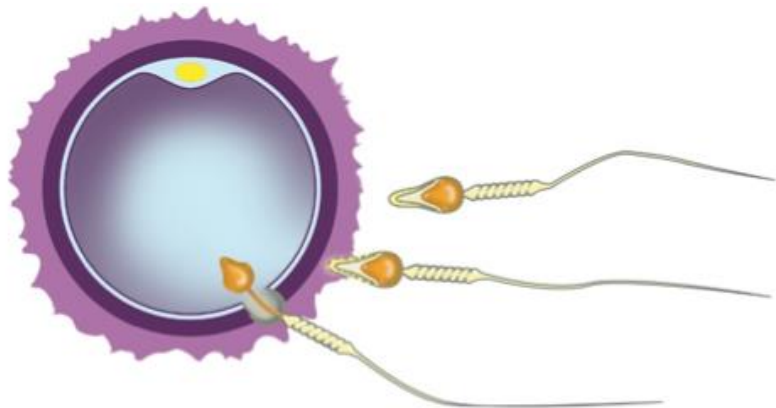
## Module 6: Reproductive health

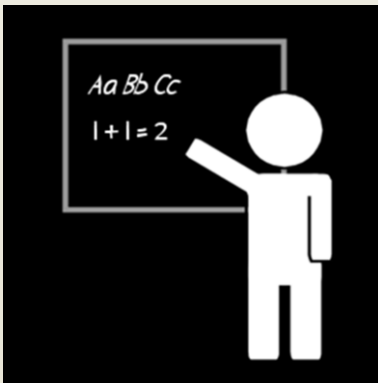
*In the first 5 modules we learned about the differences between a man and a woman. We also learned about relationships. We even discussed about marriage. In this module we will learn more about reproductive health.*

### How does a girl become pregnant?

Tell this story about the fertilization process that happens inside a mother's belly. Use the Joya & Bijoy storybook series with the title: "Where I Came From" to provide an easier explanation for the students to understand the fertilization process. Use the female and male doll to show how the sperm meet the egg.

*A pregnancy occur if an egg (a very small egg cell) and sperm (a very small cucumber seed) meet each other. A woman has eggs that are stored in her uterus and a man stores his sperm in his testicles. When a sperm cell meets an egg cell then a baby will grow. A baby inside the mother's belly needs a long time to grow and develop until it is ready to be born.*





#### Goal:

The student knows that a man and a woman can get a child.

The student has some basic knowledge about reproduction (a baby grows in the womb of a woman)

Tools and Materials:  
Storybook "Where I came from" from the Joya & Bijoy series.  
Pictograms  
Workbook (page 62 to 65)

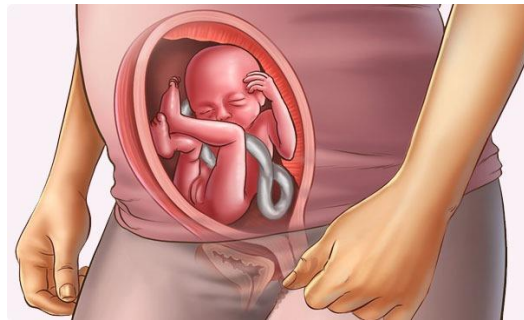
#### Doll family



Pictures of a pregnant woman.

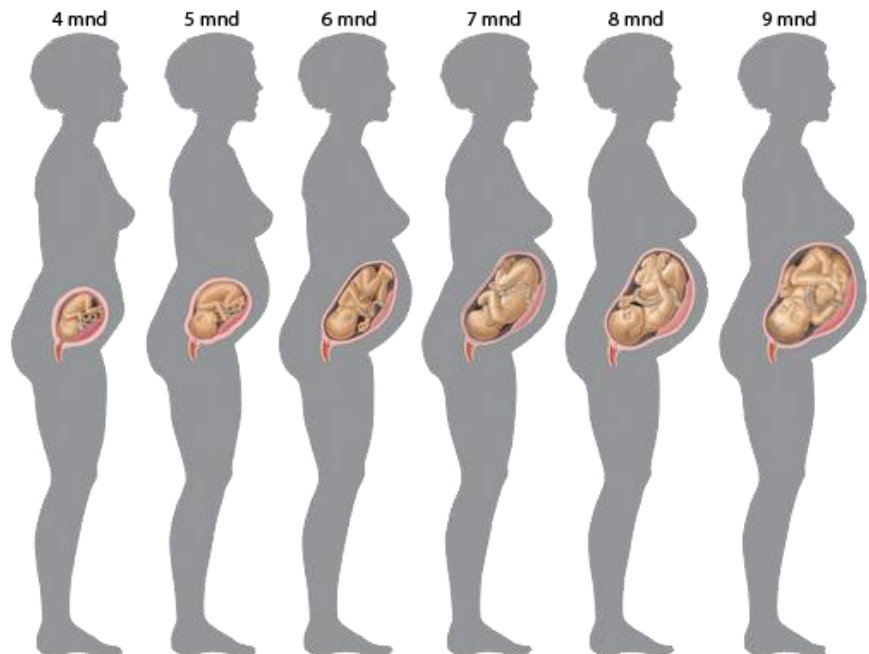
At first, a baby is very small and looks like a round grain (teacher demonstrate with tip of finger). Slowly this grain will grow bigger and bigger. First, the baby will only consist of a head, heart and back. Then it grows bones, arms, legs and hands in a very small size.

A baby gets its food and drink from the umbilical cord. An umbilical cord is a small channel that is connected from mother's to the baby's. Food is provided directly to the stomach. A baby cannot eat and drink using their mouth yet.



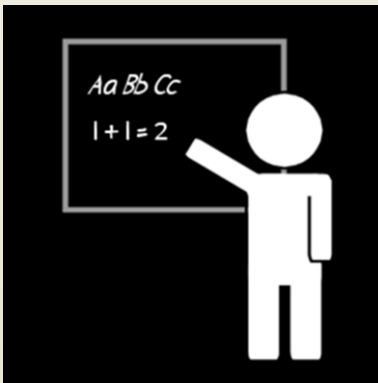
Inside the mother's belly, a baby is already able to suck its thumb, turn the head. It can also sleep sometimes. The heart is beating and sometimes the doctor listens to it with a special medical tool.

Babies can also hear sounds inside the mother's belly. By the time it can hear, the growth process starts. After 9 months inside the uterus, a baby grows quite big (around 45-55 cm) and is big enough to be born.









Tools and Materials:  
Workbook (page 66)

Doll family (mother)



Make sure the students understand how this growth process occurs.

When the students like to gain more knowledge about how a woman become pregnant use the pictograms of 'Reproductive health'.



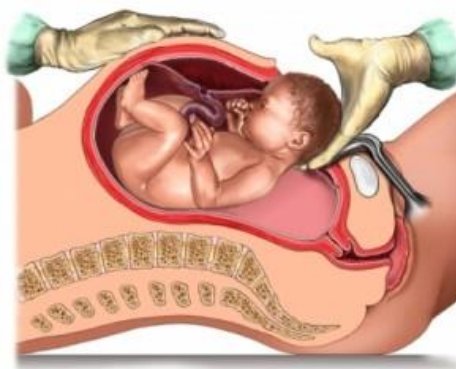
Ask the students whether they know how they were born. Give them a chance to tell their friend the things they know about the delivery process. Let them give reactions to the stories they hear.

Use the book from the Joya & Bijoy series titled "Where I Came from" to provide an easier explanation for the students to understand the process of baby birth. Explain that usually babies are born from the mother's vagina. Use the woman doll from the doll family and show how the baby comes out through the vagina.

*At first, a mother will feel pain in her belly This pain is called contraction. It is a sign that the baby is slowly being pushed outside.*

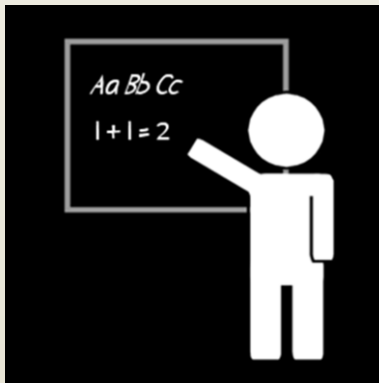


*A mother has to try very hard pushing the baby out. After a couple of hours the baby is born. The first body part of the baby that comes out from the mother's vagina is the head, next comes the shoulder and the rest of the body.*



*Some babies are born through a caesarian operation (C-section). The doctor opens the mother's belly and takes the baby out. Not all babies are born easily. Sometimes babies are delivered too soon, not grown and developed enough.*

*Some babies are born with physical defect. These babies will grow with the possibility to not be able to walk properly, blind, deaf or cannot think in the same way that normal children do.*



#### Goal:

To provide opportunities for students to prevent pregnancy.

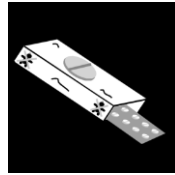
To teach students that they can decide themselves to get pregnant or not.

Use the pictograms on page ... in the pictogram book to learn them how to place a condom on a penis.

## How to prevent pregnancy?

Before you consider having sex, you need to know how to protect yourself. There are three ways to protect yourself to become unwillingly pregnant.

### *Birth control pill*



The birth control pill (also called "the Pill") is a daily pill that contains hormones to change the way the body works and prevent pregnancy. Hormones are chemical substances that control the functioning of the body's organs. In this case, the hormones in the Pill control the ovaries and the uterus. Most combination pills come in either a 21-day pack or a 28-day pack. One hormone pill is taken each day at about the same time for 21 days. Depending on your pack, you will either stop taking birth control pills for 7 days (as in the 21-day pack) or you will take a pill that contains no hormones for 7 days (the 28-day pack). A woman has her period when she stops taking the pills that contain hormones. Some women prefer the 28-day pack because it helps them stay in the habit of taking a pill every day.

### *Birth Control shot*



The birth control shot is a long-acting form of progesterone, a hormone that is naturally manufactured in a girl's ovaries. The shot is given as an injection in the upper arm or in the buttocks once every 3 months to protect a girl from becoming pregnant.

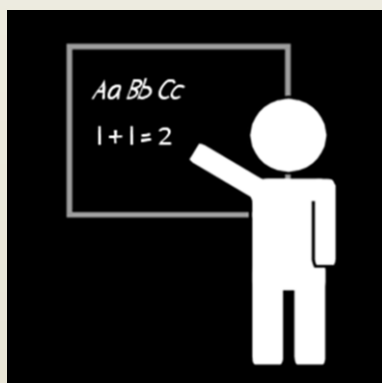
### *Condoms*



Condoms are a barrier method of contraception. A male condom is a thin sheath (usually made of latex, a type of rubber) that is worn on the penis. Condoms work by keeping semen (the fluid that contains sperm) from entering the vagina. The male condom is placed on a guy's penis when it becomes erect (and before any sexual contact). It is unrolled all the way to the base of the penis while holding the tip of the condom to leave some extra room at the end. This creates a space for semen after ejaculation and makes it less likely that the condom will break.

After the guy ejaculates, he should hold the condom at the base of the penis as he pulls out of the vagina. He must do this while the penis is still erect to prevent the condom from slipping off when he gets soft. If this happens, sperm could enter the vagina.





#### Goal:

To provide opportunities for students to practice saying 'NO' to unwanted touching.

To teach students that they can tell a responsible adult if someone touches them sexually or if they are confused about the appropriateness of touching.

## Module 7: Sexual abuse

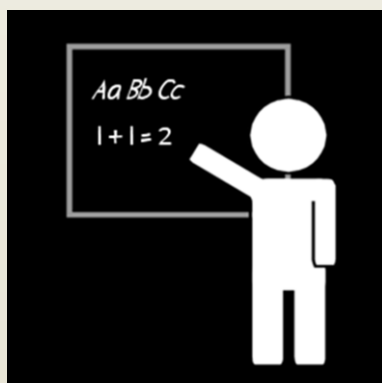
Children with disabilities are three times more likely than children without them to be victims of sexual abuse, and the likelihood is even higher for children with intellectual disabilities.

Youngsters with a physical/intellectual disability often have little control over decisions directly affecting them, particularly those relating to health care and education. This lack of control over basic aspects of life has the effect of confirming—for both the potential victim and the potential abuser—that persons with a disability are externally controlled, and therefore helpless to stop abuse or maltreatment. Young persons with a disability may grow up with the sense that their body is controlled, even 'owned,' by others. If abuse occurs, they are more likely to perceive it as a continuation of how they are usually treated. It can also make the youngsters unsure of whether they want the behaviour to continue or not. It is very difficult for youngsters to stop this kind of behaviour once it is established. Touching is worrying when it does not match our values and expectations. If the behaviour has never happened before, it may create a mixture of pleasant and unpleasant feelings. Worried feelings are especially likely to appear when youngsters are excited by stroking in the genital area but sense that is wrong or fear that they will get into trouble if the behaviour is discovered by other adults. Touching becomes worrying when we are not really sure of the abuser's intentions. Confusion is especially likely when the abuser is saying something that contradicts the behaviour; for example, the abuser assures the victim that 'everyone does it' but, simultaneously, asks the victim to promise secrecy. There is also confusion when the perpetrator causes pain but assures the victim that what is happening is enjoyable. The victim is apt to think 'there must be something wrong with me'.

### Talking about abuse ...

*People can force each other in all sorts of ways of doing things that another not want. It may be that people doing this gives you a present first. For example: "if you do that, you get some sweets from me." Often these are people who are nice to you and promise you all sorts of things if you do what they want. It is difficult to say NO, because when people do nice to you, you want to be nice too. But never let you force to do things you do not want, even when the other person is your neighbor or family member.*

*It's never your fault if someone does rude or dirty things to you. Some kids do it. Some adults do it. They know it's wrong, but they do it just the same. No one is allowed to touch the private places on your body.*



### Tools and Materials:

Story book: 'I'm the boss of my body' from the Joya & Bijoy serie.

*No one is allowed to touch your breasts if you are a girl.  
No one is allowed to put their hands in your pants.  
No one is allowed to put your hand in their pants.  
Private parts are private and we keep them covered up.*

*Remember, it's your body. You are the boss.  
So, if someone's rude (or does wrong things) to you, tell your teacher. Tell an adult who will listen and help.  
And keep on telling until they listen and help.  
You will feel much better if you tell.  
Who could you tell?*



Ask the students to whom they will go when someone does wrong things with them.

*It is almost weekend and the supervisor want to leave early. He ask you to finish a bulk of clothes and to clean up, while the other girls may leave, when they finished their work. The supervisor ask if it is OK. Since the girl is afraid to say no, she finished the bulk of clothes and cleaned the whole unit. Two hours later than planned she leaves her work. She have to walk home while it is dark and without a flashlight she feels afraid. Suddenly some boys are behind her, they make fun of her and try to touch her breasts, they shout that they want to feel if her breasts are disabled too. The boys tickle and hit her. Finally she reached home, her father want to know why she is so late, but she directly go to bed and fall asleep, crying softly.*

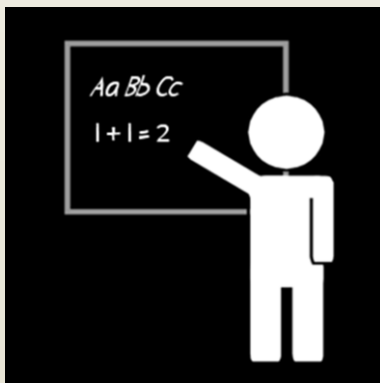


Discuss the whole story, what should be the reaction to her supervisor, when he asked her to clean the whole unit alone? What should the students do in this situation. What would they do when boys are making fun of them and try to touch their breasts? What would they do when they reached home? To whom will they go to tell this story?

Take the booklet: 'I am the boss of my body' from the Joya and Bijoy series. Ask the students if they remember this story. Can they give a short re-cap? Read out loud the story and use the story of the girl who had to clean the unit to help them understand what they should do when they found themselves in situation like that.



Ask the students to say "no" in various ways (loud, soft, whisper, cry, etc) when their body is touched in a rude/rough manner



## Pleasant and unpleasant touches



Discuss if the situations mentioned below are pleasant or unpleasant. Learn the student to say 'No, stop' when he think that the behaviour is not appropriate or when it is unwanted.

*You're sitting in a bus and the stranger sitting next to you, put his hand on your lap.*

*You are busy with your work and someone you know gives a friendly slap on your butt.*

*You are swinging, but someone pushes you too high, you get afraid.*

*It is your birthday and your mother gives you a kiss on your cheek.*

*Your sitting outside and a stranger put his hand in your pants and touch your private parts.*

*You are laying in bed and your brother gives you a night kiss and tickle you under your clothes.*

*You are taking a shower in a shared bathroom and your neighbour peeps in to watch you.*

*Your good looking teacher gives you a hug and a kiss on your head.*

*Your uncle who's living next to you, likes to watch you when you dress up yourself.*

*A neighbour like to talk with you about sex, but you are not interested.*

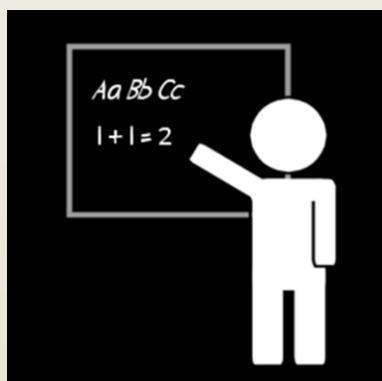
*Your best friend asked you to touch his penis.*

*Your caregiver gives you a hug, because you passed your exam.*

*Your caregiver take any chance to give you a firm hug.*

*You and your team won a game, simultaneously you are in the middle of a group hug.*





### *Exercise: What to do if.....*

*When someone hurts you, touch you unwanted or inappropriate, or tells you to keep a bad secret, you should inform an adult about it. In a moment I'm going to ask a question that begins "What to do if..." and I'll fill it in.*

*What to do if:*

*You want to tell your mum something, but she is not at home. Who would you tell?*

*What to do if:*

*Something happens at school, but you don't want to tell your teacher about it, because you don't like him. Who would you tell?*

*What to do if:*

*Your father, grandfather or brother touched you unwanted. Then it is not easy to tell your mother about it. Who would you tell?*



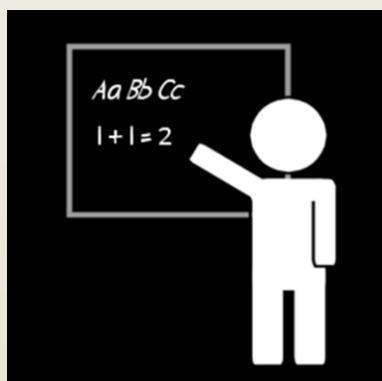
Discuss after each example with the students what they should do and to whom they can go when they find themselves in such a difficult situation.

### **What to do when you detect signs of sexual abuse.**

The first sign that something is wrong usually is a change in behavior. Youngsters with intellectual disabilities may not tell us when they've been sexually hurt. They may not understand that what occurred is abuse. They may have been threatened or bribed. They may be protecting someone they love who crossed a line. They may simply not get it. So they act out their distress. You won't find what you don't ask for. It's important that we trust our own instincts if we feel that something just isn't right and then ask. Fortunately, most youngsters with intellectual disabilities will answer a direct question as long as they feel supported.

If you detect that a youngster suffered from sexual abuse, it can be hard to know what to do. It's important to remain calm and supportive. Make eye contact, ignore your phone, and give them your undivided attention. They need to know that you are listening, and that you are taking them seriously. Make it clear that you believe them, even if you don't understand everything they say or aren't sure it adds up. Let them take their time. Don't push for them to talk, show your empathy and say that they don't need to tell you every detail right now if they don't feel comfortable with it. They've already experienced a loss of control, so you can help by allowing them to control the pace of the narrative. It is *extremely* unlikely that a youngster would lie about this.





Reassure them that they are safe, and that you'll work hard to keep their abuser away from them. The victim may feel guilty and confused about abuse. If they voice guilt, make it clear that abuse is abuse, and nobody could ask for that. Make it absolutely clear that abuse is the fault of the abuser, and it doesn't matter how he looked or what they did.

When the victim need professional support contact:

NGO Ain o Shalish Kendra: cell phone: 01714025069

NGO Blast : cell phone: 02-8391970-2, 8317185

NGO Naripokkho : cell phone : 8119917 / 8153967

Govt . Women & Child Affairs Dept. has a Hot line : 10921

BNWLA: cell phone: 0171180040

Acid Survivors Foundation: cell phone: 01713 010461

### What to do when the abuser is a victim herself

The abuser can be a victim herself when she is manipulated by another person or group of persons. Youngsters with an intellectual disability are an easy prey to manipulate. They have a lack of control over basic aspects of life and are used to follow orders. They are therefore helpless to stop abuse or maltreatment. When the abuser is a victim, treat her as a victim. Listen to her and discuss the lessons learned in module 4.

Try to keep the manipulators away from her. The abuser may feel guilty and confused about her abuse. If she voice guilt, make it clear that she was maltreated by others, and that she didn't ask for that. Make it absolutely clear that her behaviour was the fault of the manipulator.

### What to do with problematic sexual behaviour

People with intellectual disabilities sometimes have a lack of impulse control regarding their sexual feelings. Those drives, can lead to inappropriate, even dangerous, encounters. If they don't know what is normal, they can't protect themselves. If they don't know how to express their sexuality appropriately, they can get themselves into trouble. Youngsters with an impulsive sexual drive are difficult to handle. Medicines can help them to become less sexual driven. But those youngsters needs professional help. Inappropriate sexual behaviour may include physical, verbal or psychological coercion.

Take care that youngsters with an impulsive sexual drive are **always** externally controlled by a supervisor. Make a behaviour intervention and treatment plan, including an identification of risk factors.



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Familt Planning Victoria: Sex education for children with intellectual disabilities, tips for parents

Sclera pictograms : [www.sclera.be](http://www.sclera.be)