

ISAWP: Inclusive Sexuality a World of Possibilities

Didactic Guide - Inclusive Sexual Education

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Acknowledgement

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INTRODUCTION

Sexuality is an intrinsic part of human life, encompassing physical, emotional, social, and cultural dimensions. Ensuring that young people with intellectual disabilities receive inclusive, rights-based, and scientifically accurate sexuality education is essential to fostering their well-being, autonomy, and dignity. The Didactic & Good Practices Guide for the Inclusive Sexuality - A World of Possibilities (ISAWP) project is designed to support educators in implementing activities that promote comprehensive sexuality education (CSE) for youth with intellectual disabilities.

This guide is inspired by the key principles outlined in the International Technical Guidance on Sexuality Education, a globally recognized framework developed by UNESCO, the Joint United Nations Programme on HIV/AIDS (UNAIDS), the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and the World Health Organization (WHO). These organizations emphasize an evidence-based, human rights-centered, and inclusive approach to sexuality education, ensuring that all young people, including those with disabilities, receive the knowledge and skills necessary to make informed decisions about their health, relationships, and personal development.

The ISAWP project adopts a holistic and inclusive methodology, recognizing that young people with intellectual disabilities have the same rights as their peers to understand and express their sexuality in a safe, informed, and consensual manner. The activities and strategies presented in this guide are tailored to address the unique learning needs of these individuals, fostering self-awareness, confidence, respect, and inclusion.

Objectives of the Guide

- Provide practical, adaptable, and interactive activities that educators can implement with young people with intellectual disabilities.
- Ensure that sexual education is accessible, age-appropriate, and culturally sensitive, while aligning with international best practices.
- Empower educators with tools to create safe and non-judgmental spaces for discussion and learning.
- Promote positive attitudes toward sexuality, gender equality, consent, diversity, and healthy relationships.
- Enhance the understanding of bodily autonomy, reproductive health, and protection from harm, including abuse prevention and digital safety.

Activity name: My World, My People

UNESCO key concept tackled: 1. Relationships

Objectives:

- **Objective 1:** Help people with intellectual disabilities recognize and understand the different types of family structures, highlighting the role of family in emotional support and ensuring that individuals feel safe and valued in their relationships.
- **Objective 2:** Support the development of clear communication skills within social environments, encouraging individuals to express their feelings, needs, and boundaries effectively to build stronger and more positive friendship, love and romantic relationships.
- **Objective 3:** Promote awareness of emotional bonds within the family and social environment, as well as the different types of relationships that can exist, fostering tolerance, respect and inclusion regarding diversity.

Materials:

- Printed and laminated pictograms to represent the different family types
- Concentric circles: a figure with three concentric circles. The largest outer circle in blue, the middle circle in orange, and the smallest inner circle in green.
- Printed and laminated images of the faces of the necessary people for the third session, "Circle of Trust."
- Velcro to attach both the images and the circles.
- Computer and projector to display the pictograms needed for the fourth session, "How Do I Feel?"
- Printed and laminated icons of the basic emotions (joy, sadness, anger, and fear): sets of all four for each participant.

Duration: This activity lasts two hours (2h) to ensure that all objectives are fully addressed. These two hours are divided into different sessions within the same activity, allowing participants to progressively explore key concepts in a structured and engaging way.

Each session focuses on a specific aspect: Ice Breaker (10 min) to create a comfortable and inclusive environment, Types of Families (30 min) to understand different family structures, Circle of Trust & How Do I Feel? (30 min) to identify various relationships and emotional responses, and Debriefing (10 min) to reflect on the learning experience.

This division ensures a balanced pace, providing enough time for comprehension, interaction, and discussion while keeping participants actively engaged throughout the activity.

Number of participants:

The number of participants should be between 2 and 10 to ensure adequate attention and allow everyone to complete the session and achieve the objectives according to their abilities. A small group facilitates participation and learning.

Instructions:

This activity is structured into four key moments to ensure the achievement of its objectives.

First, the Ice Breaker (10 min) allows participants to introduce themselves in an inclusive way, fostering comfort and social engagement

Next, the Types of Families activity (30 min) helps them recognize and understand different family structures, reinforcing the idea that all families, regardless of their composition, provide emotional support.

Finally, The Circle of Trust (30 min) & How Do I Feel? (30 min) activities guide participants in identifying different types of relationships, understanding emotional bonds, and recognizing appropriate social interactions

1. Ice Breaker

For the introduction session, all participants will form a circle, standing next to each other. Each person will introduce themselves individually, adapting their introduction to their abilities.

Depending on their skills, they may say their name out loud and accompany it with a gesture or sound that represents them and makes them feel identified. In the case of individuals who are unable to verbalize their name, the facilitator will say it on their behalf to ensure that the rest of the group knows it.

The facilitator should be attentive to provide support to those who need it, ensuring that all participants can take part in the activity comfortably and equitably.

This introduction activity will last 10 minutes, and it will help the participants to get to know each other and the facilitator to have an initial idea of the characteristics of the group.

2. Family Types

For this second session, which will last 30 minutes, printed and laminated pictograms representing different family types will be presented, focusing on the nuclear family and its variety. These will include:

- Traditional families (mother, father, and child/children).
- Single-mother families (mother and child/children).
- Single-father families (father and child/children).
- Families with two mothers or two fathers and their child/children.

Participants will be able to observe and explore the pictograms with the facilitator's support. The facilitator will swap and mix the figures to form and display the different family types mentioned.

The facilitator will guide the activity, adapting to the group's level of understanding. This activity promotes the identification and recognition of different family structures, fostering respect and acceptance of diversity.

3. Circle of Trust

Based on the book *My Mom is Green, My Neighbor Orange*, the Circle of Trust dynamic will be introduced to participants. This session will last 30 minutes and consists of a diagram with three concentric circles representing different types of relationships and levels of closeness with others:

- Outer Circle (Blue): Represents people unknown to the participants.
- Middle Circle (Orange): Includes people with whom participants maintain a cordial relationship, such as neighbors, teachers, or doctors (acquaintances).
- Inner Circle (Green): Represents the participant's closest relationships, including family, friends, and romantic partners.

Each participant will receive printed and laminated images of the faces of people of their environment, including family members, friends, acquaintances, and strangers. This last group will also include public figures or individuals admired by the participants.

With the facilitator's guidance, each participant will place their images in the appropriate circle according to their relationship with each person. To facilitate the activity, both the circles and the figures will have velcro, allowing the images to stick easily and be visually clear.

The goal of this activity is to help participants recognize different types of relationships and understand the level of closeness or trust they can have with each person in their environment. Additionally, it will help reinforce classification skills and socialization within the group.

4. How Do I Feel?

For the third session, which will last 30 minutes, pictograms representing different social and emotional situations will be used. Each pictogram will be accompanied by different icons representing types of relationships, which the facilitator must first explain to the participants:

- 🏠 House → Represents family.
- 🤝 Holding hands → Represents friends.
- ❤️ Heart → Represents romantic partners.
- 🙋 Waving hand → Represents acquaintances.
- ❓ Question mark → Represents strangers.

Additionally, printed and laminated icons representing basic emotions (happiness, sadness, anger, and fear) will be created and distributed. Each participant will receive a set of four emotion icons to express how they would feel in each situation.

The facilitator will display the pictograms on a screen and explain each scenario, indicating who is represented and their relationship type:

- One person touching another with the ? symbol → Represents a stranger.
- One person hugging another with the 🤗 symbol → Represents two friends.
- One person hugging another with the ? symbol → Represents a stranger.
- One person hugging another with the 🏠 symbol → Represents a family member.
- One person hugging another with the 🤝 symbol → Represents an acquaintance.
- One person kissing another with the ❤️ symbol → Represents a romantic partner.
- One person kissing another with the 🤝 symbol → Represents an acquaintance.

The facilitator will ask to the group or to each participant, one by one, how they would feel in the given situation. To respond, each participant, with the facilitator`s help if necessary, will select and display the emotion icon that best represents their feelings about the scenario.

This session will help improve communication skills in social and family environments, understand relationship diversity, and reflect on the importance of setting boundaries in interactions with others.

Debriefing:

This final part of the activity will last 20 minutes and will serve as a closing discussion. The facilitator will ask open-ended questions to the participants to assess what they have learned and encourage reflection on the topics covered.

The facilitator will guide the conversation, adapting to each participant's level of understanding and ensuring that their responses are related to the experiences gained from the activities.

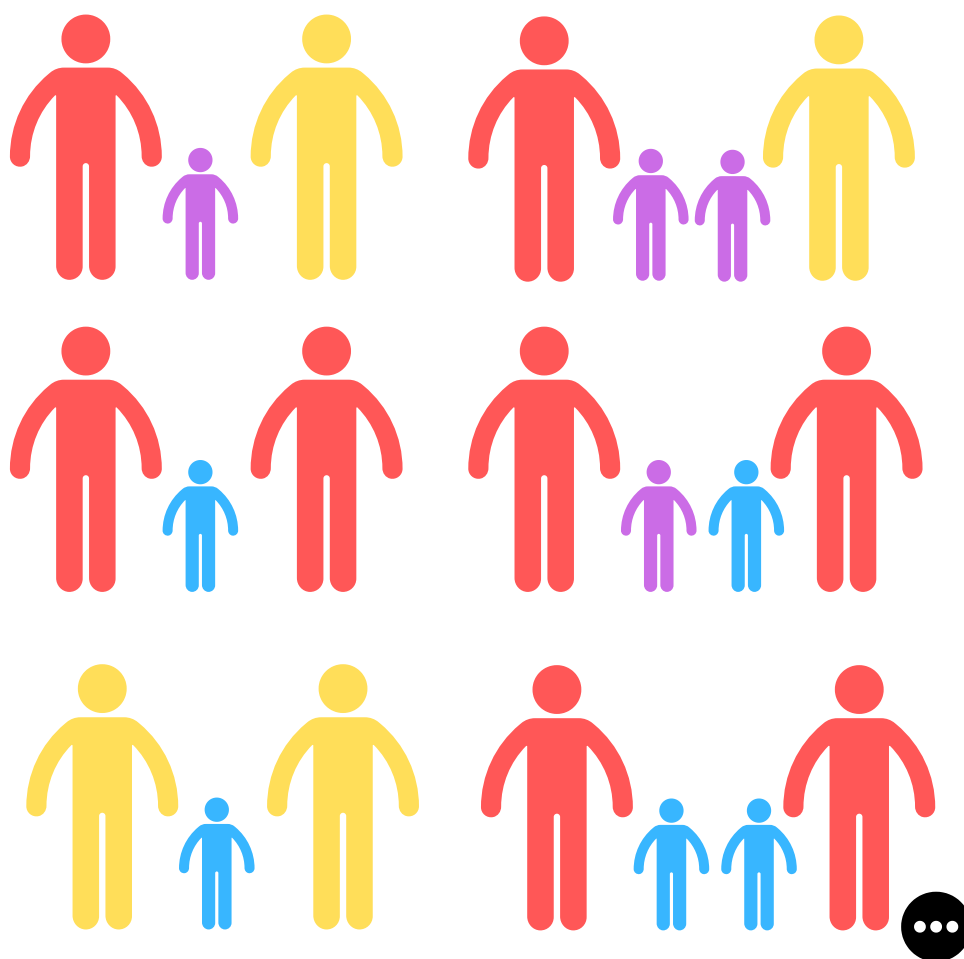
1. What do you think about families that are different from yours?
2. If I need help or want to approach someone, how could I communicate it?
3. How do I feel when a known person touches me without asking?
4. How do I feel when a stranger touches me without asking?

Annex:

- Book: Mi madre es verde, mi vecino naranja
<https://www.amazon.es/verde-vecino-naranja-Cuento-Contigo/dp/8478696814>
- Materials for the sessions:
https://drive.google.com/file/d/1yeb2_OOMl87b8JAjRm6aGqb2XTT7IMpx/view?usp=sharing

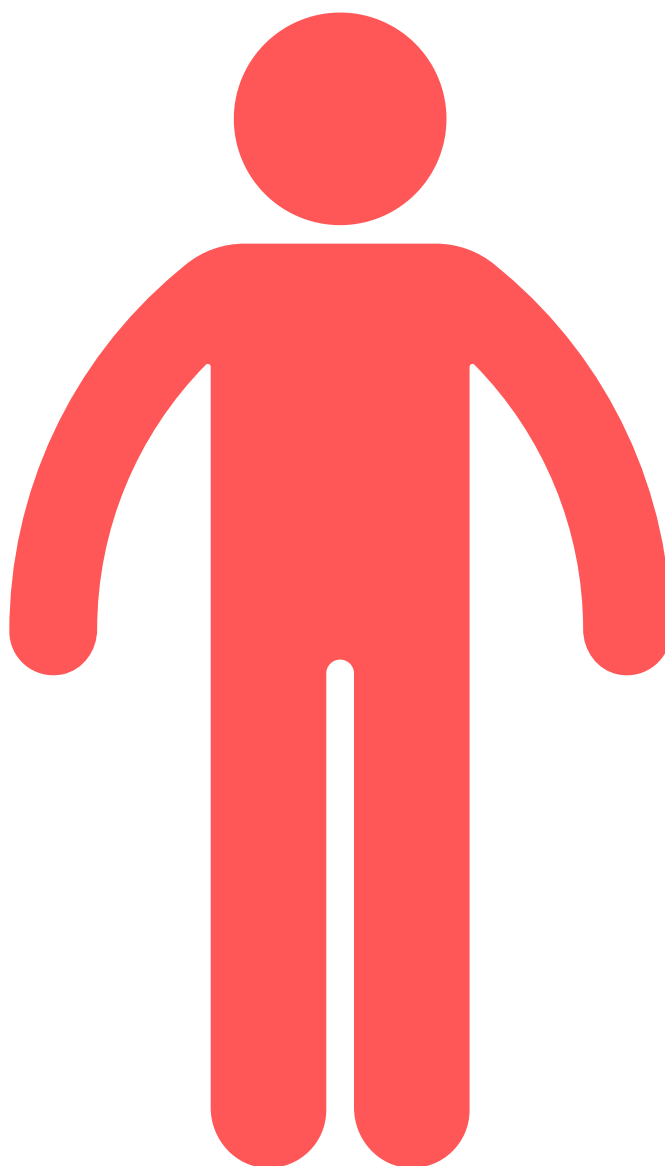
ANNEX 1

SESSION 2: FAMILY TYPES



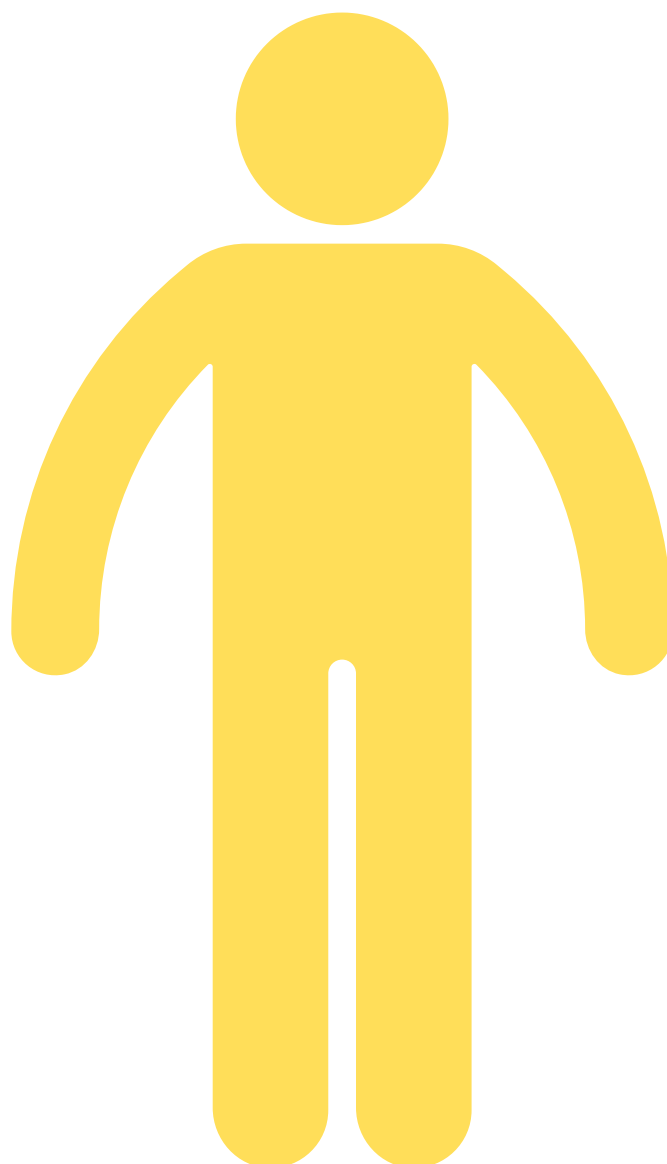
ANNEX 1

SESSION 2: FAMILY TYPES (MUM)



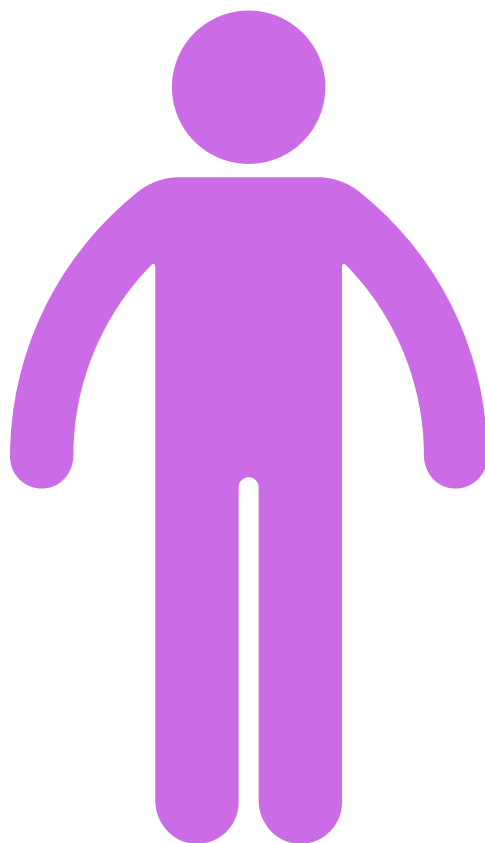
ANNEX 1

SESSION 2: FAMILY TYPES (DAD)



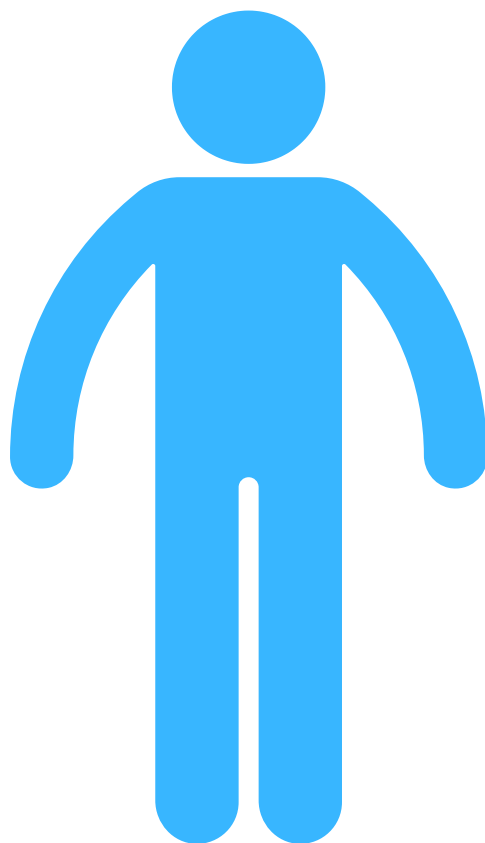
ANNEX 1

SESSION 2: FAMILY TYPES (SON)



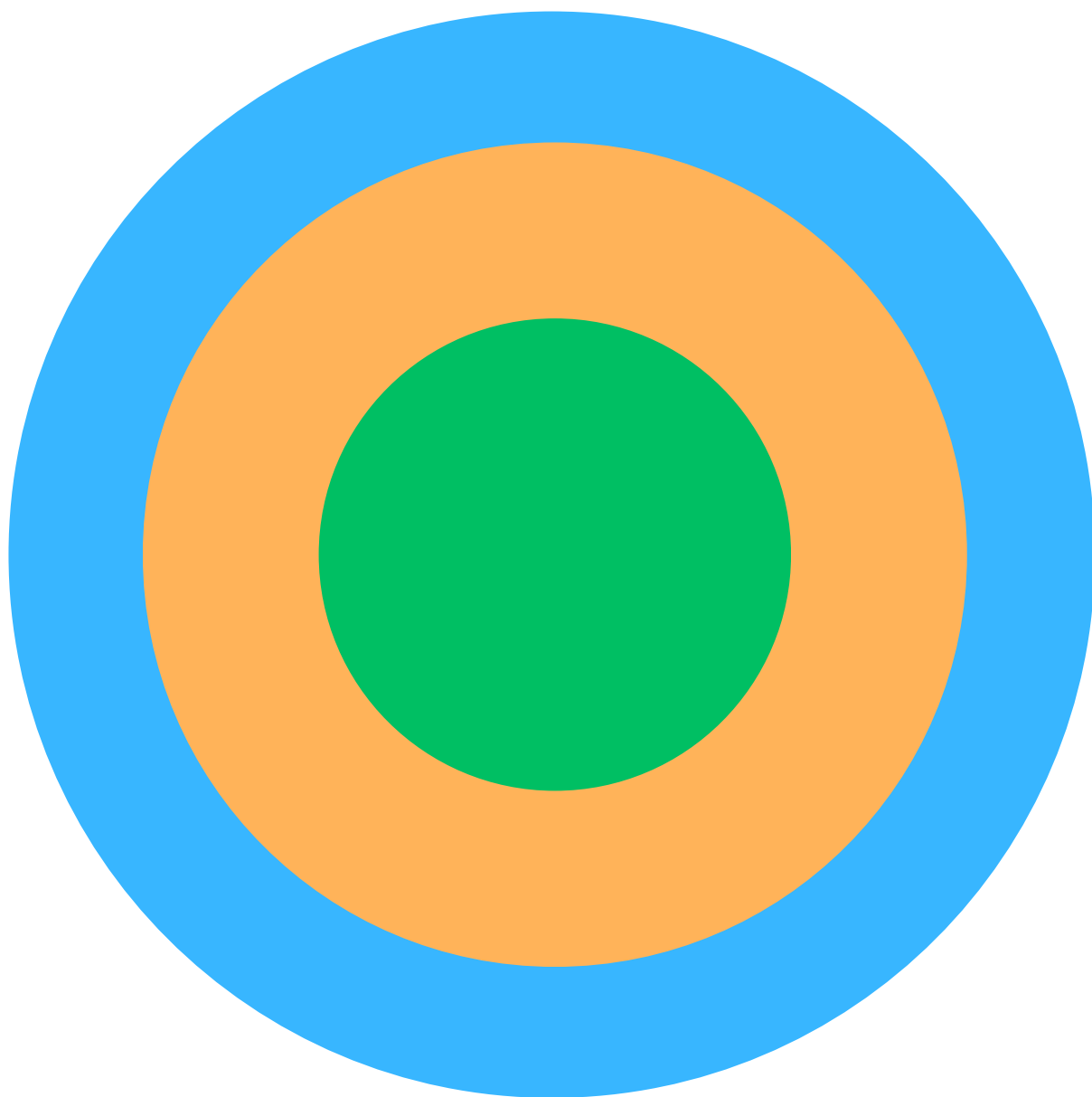
ANNEX 1

SESSION 2: FAMILY TYPES (DAUGHTER)



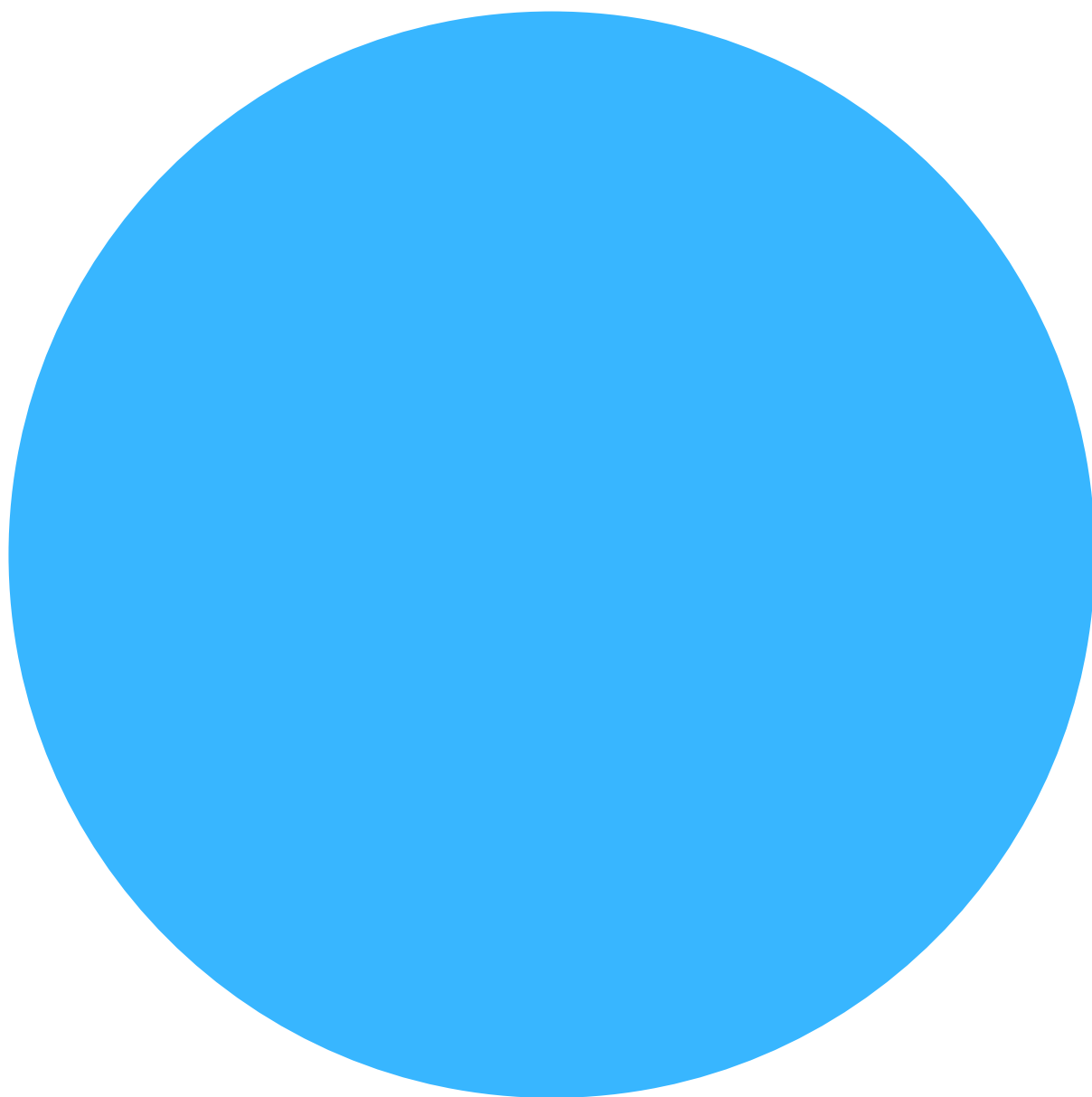
ANNEX 1

SESSION 3: CIRCLE OF TRUST



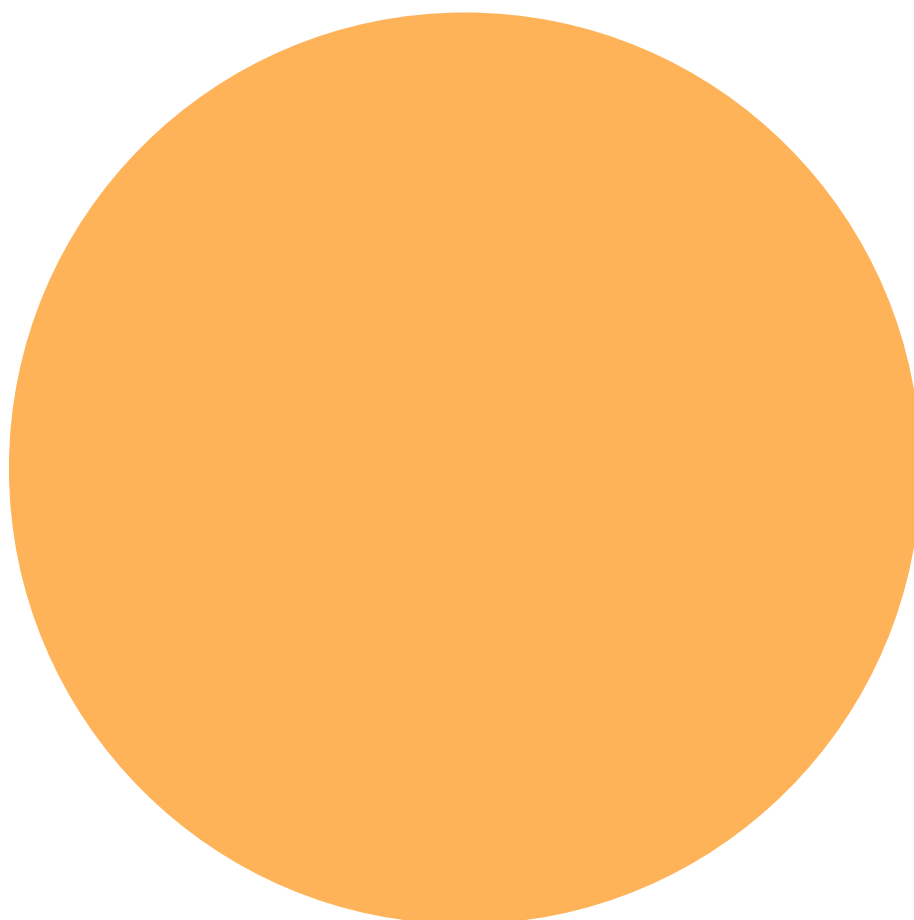
ANNEX 1

SESSION 3: CIRCLE OF TRUST (UNKNOWN PEOPLE)



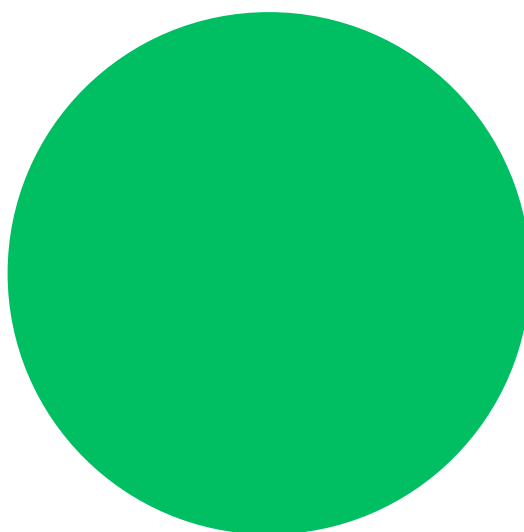
ANNEX 1

SESSION 3: CIRCLE OF TRUST (ACQUAINTANCES)



ANNEX 1

SESSION 3: CIRCLE OF TRUST (CLOSE RELATIONSHIPS)



ANNEX 1

SESSION 4: HOW DO I FEEL? (HAPPY FACE)



ANNEX 1

SESSION 4: HOW DO I FEEL? (SAD FACE)



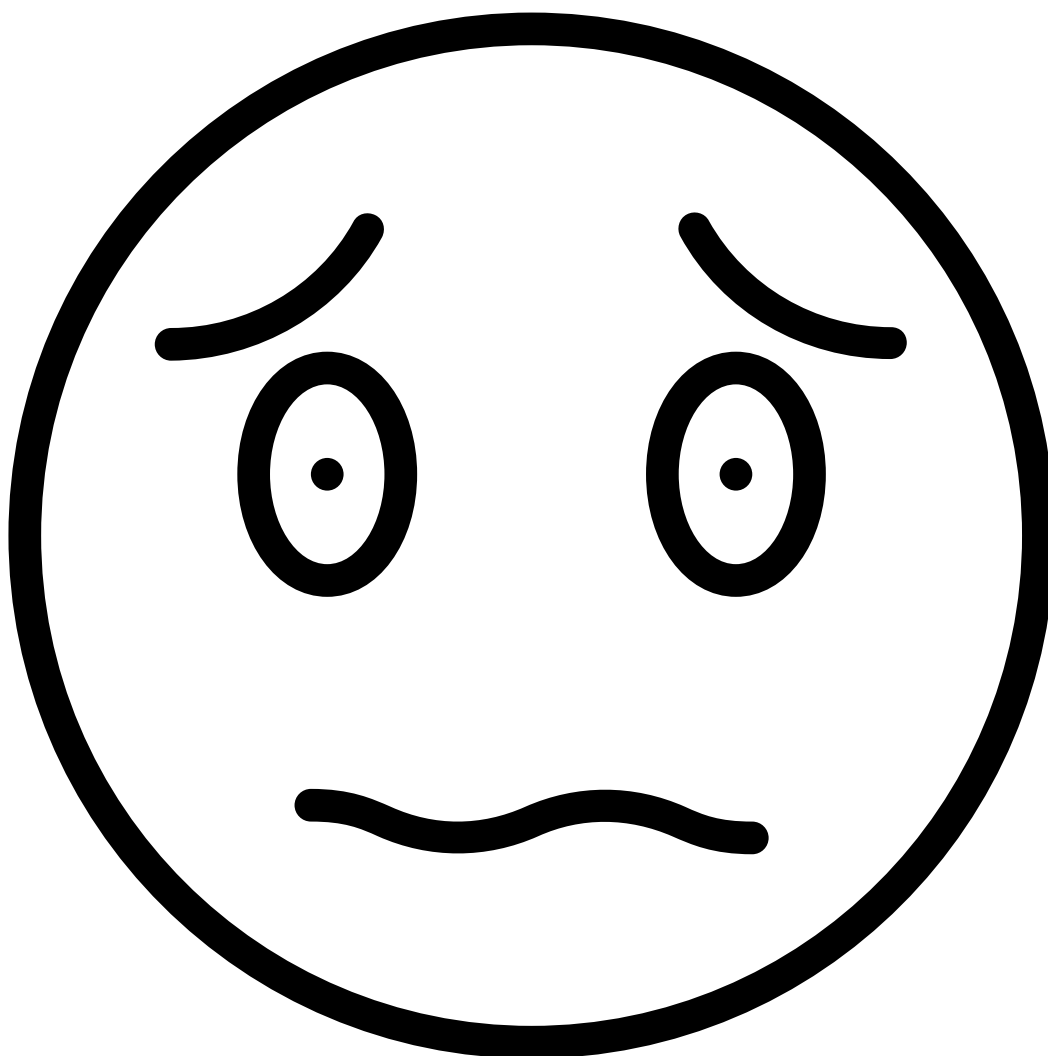
ANNEX 1

SESSION 4: HOW DO I FEEL? (ANGRY FACE)



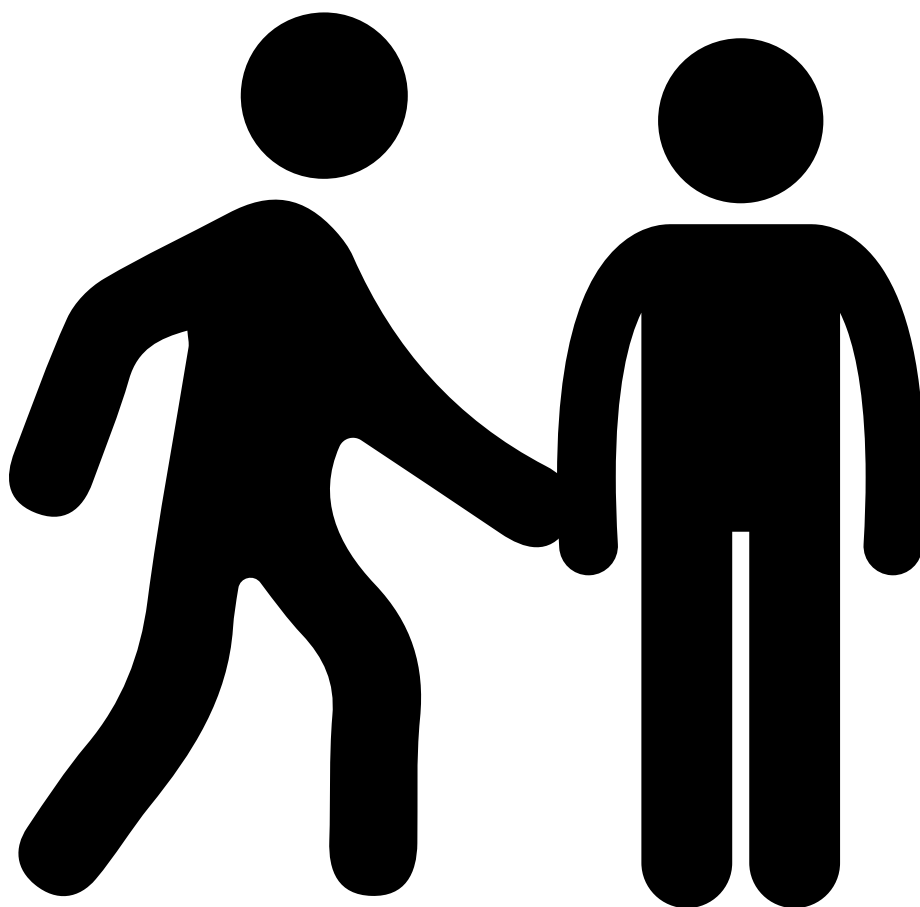
ANNEX 1

SESSION 4: HOW DO I FEEL? (FEAR/WORRY FACE)



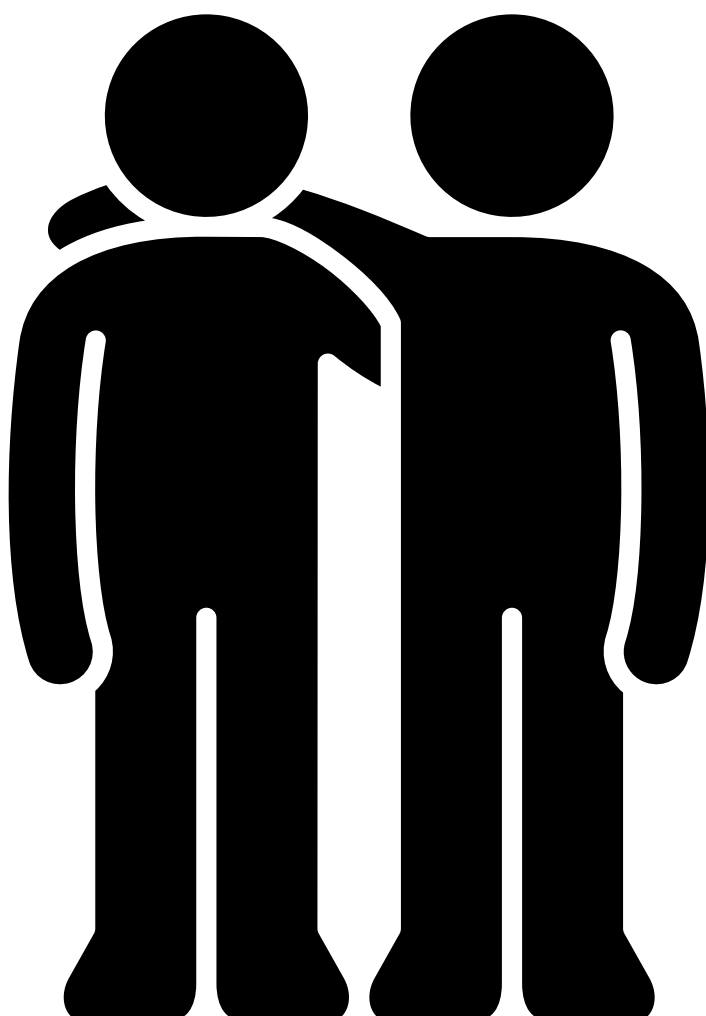
ANNEX 1

SESSION 4: HOW DO I FEEL? (STRANGER TOUCH)



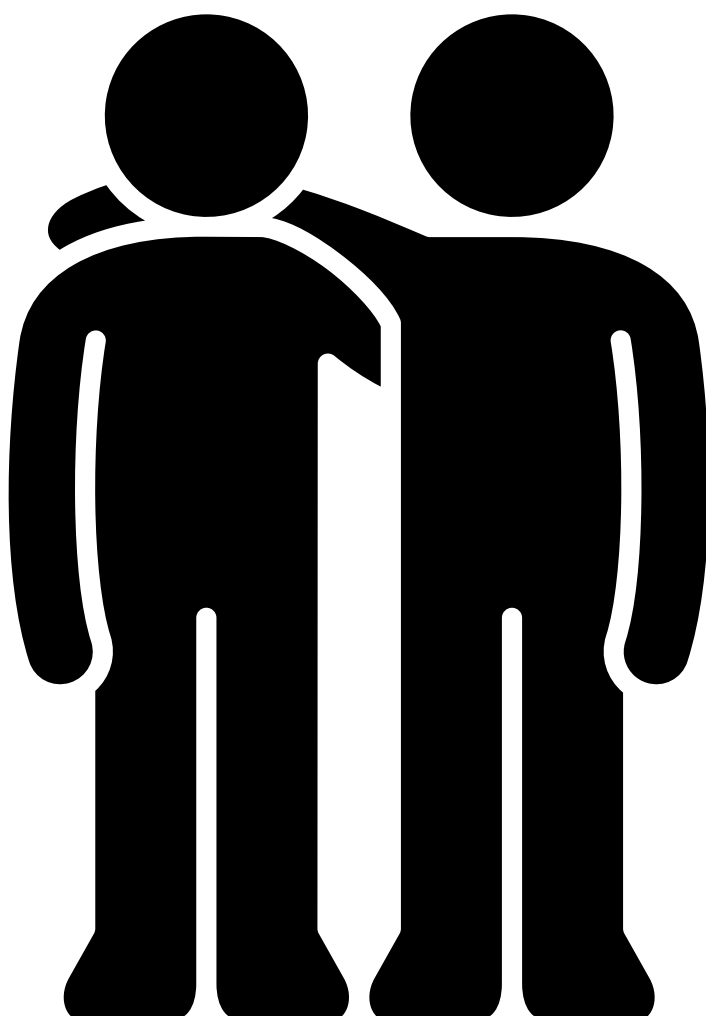
ANNEX 1

SESSION 4: HOW DO I FEEL? (FRIENDS HUG)



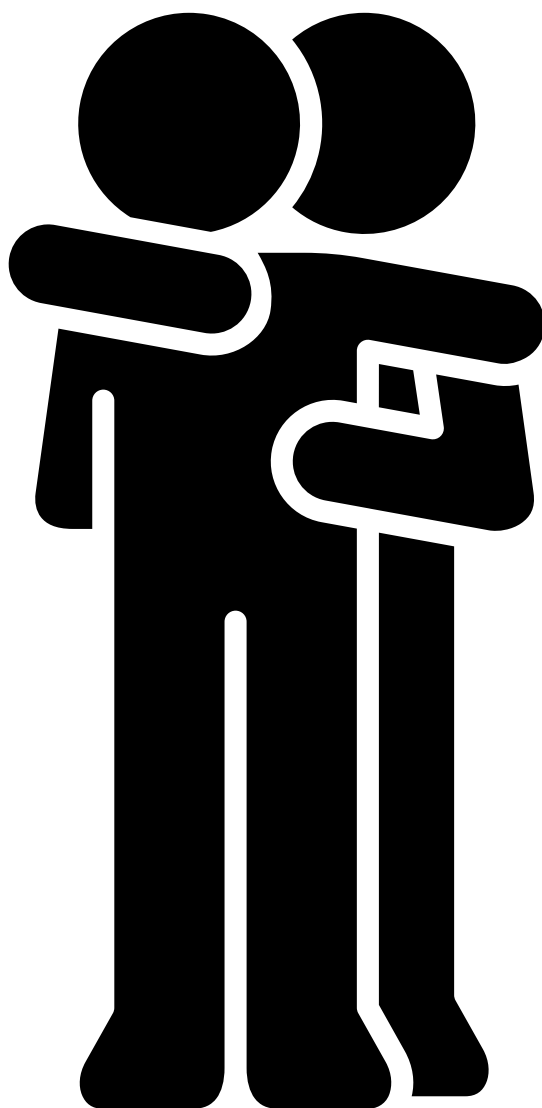
ANNEX 1

SESSION 4: HOW DO I FEEL? (STRANGER HUG)



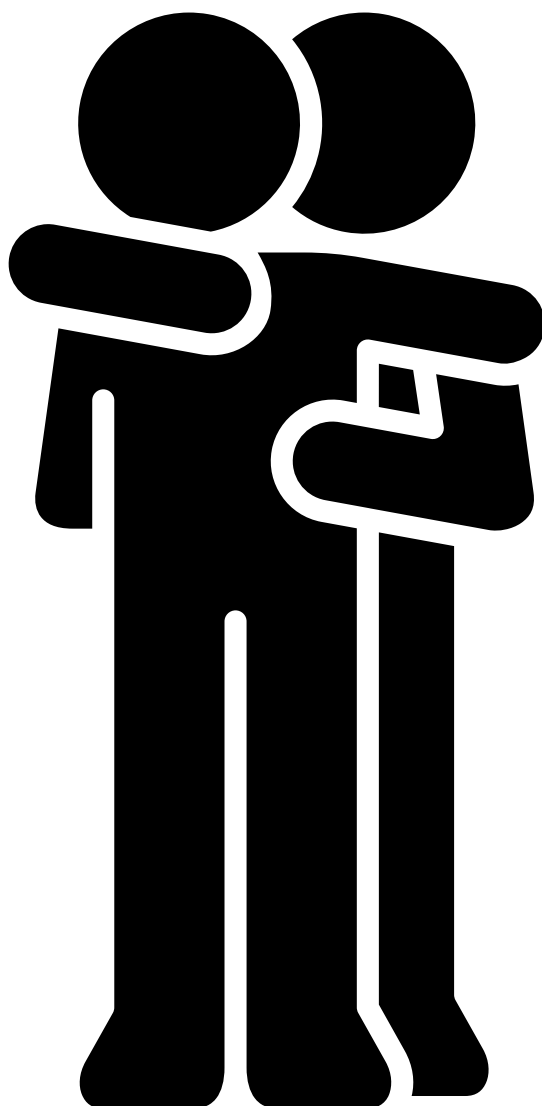
ANNEX 1

SESSION 4: HOW DO I FEEL? (FAMILY HUG)



ANNEX 1

SESSION 4: HOW DO I FEEL? (ACQUAINTANCE HUG)



ANNEX 1

SESSION 4: HOW DO I FEEL? (PARTENER HUG)



ANNEX 1

SESSION 4: HOW DO I FEEL? (STRANGER KISS)



Activity name: What Do I Value? Exploring Personal Beliefs

UNESCO key concept tackled: 2.1 Values and Sexuality

Objectives:

- Help participants recognize their personal values related to sexuality.
- Show how values can influence behaviors and decisions in relationships.
- Foster respect for others' values, even when they differ.
- Support participants in managing value differences within families and social circles.

Materials:

- Annex 2.1A: Value Cards
- (Each with a simplified sentence expressing a belief, e.g., "Everyone should love who they want.").
- Annex 2.1B: Scenario Sheets
- (Visual or written scenes showing value-based decision-making)
- Flipchart or board
- Markers
- Emotion cards (optional for reflection)

Duration:

50 minutes total, divided into three sessions:

- Introduction: 10 minutes
- Values Sorting & Discussion: 20 minutes
- Scenario Exploration: 20 minutes
- Group Reflection & Debriefing: 10 minutes

Number of participants:

2 to 10 participants (to ensure individual support and meaningful discussion)

Instructions:

Introduction (10 min): Define “values” with simple visuals and examples; invite participants to name one value they find important in friendships or relationships.

Value Sorting (20 min): Learners sort 6-8 statement cards into Agree, Disagree or Not Sure piles, then briefly share why—emphasising that all views are valid.

Scenario Discussion (20 min): In small groups, discuss 2-3 illustrated stories, identify the values shown, state agreement or disagreement, and say what they would do, using YES/NO/UNSURE cards as needed.

Group Reflection (10 min): Sit in a circle and answer “What did I learn?” and “Is it OK to have different values?” using emotion cards or gestures to express how they feel.

1. Introduction - What Are Values? (10 minutes)

The facilitator explains that values are personal beliefs that guide what we think is right or wrong, especially in relationships and sexuality.

Examples are shared using simple sentences and visuals:

- “I think it’s important to tell the truth in relationships.”
- “I believe it’s okay to hug people I love.”
- Participants are invited to share (with support) something they believe is important in friendships or relationships.

2. Value Sorting - What Do I Think? (20 minutes)

Each participant receives 6-8 Value Cards (Annex 2.1A).

Cards contain statements such as:

- “It’s okay to kiss someone if you like them.”
- “Everyone has the right to choose who they love.”
- Participants place each card in one of three piles:
-  Agree
-  Disagree
-  Not Sure

Facilitators guide a simple discussion:

- “Why did you choose Agree for this card?”
- “Can two people have different answers and still be friends?”
- Emphasis is on respect and openness. There are no wrong answers.

3. Scenario Discussion - How Do Values Guide Us? (20 minutes)

Participants are shown 2-3 scenario cards (Annex 2.1B) with visuals and short stories.

Example:

- Who should I tell if I go on a date with someone special?
- A boy tells his friend it's okay to have a girlfriend and a boyfriend.

In small groups (or as one group), participants discuss:

- What does the person in the story value?
- Do you agree or disagree?
- What would you do?
-

Facilitators ensure a supportive environment for sharing personal thoughts. Learners can use YES/NO/UNSURE cards if verbalizing is difficult.

4. Group Reflection & Debriefing (10 minutes)

Facilitator gathers all participants in a circle. Key questions are asked:

- Did you learn something new about yourself today?
- Is it okay for people to have different values?
- What would you do if someone didn't agree with your beliefs?

Use emotion cards or simple gestures to help participants reflect on how they felt during the activity.

Debriefing:

- Values are personal and can be different for each person.
- Knowing your own values helps in making respectful, safe decisions.
- We can respect others even if their values are not the same as ours.
- Talking openly about values can help when there are disagreements.

ANNEXES

ANNEX 2.1 A

VALUE CARDS

1. Everyone can choose who they like or love.
2. Learning about the body and feelings is important for everyone.
3. Saying “yes” or “no” is important in every kind of relationship.
4. People show feelings in different ways, and that’s okay.
5. You can talk about private things with people you trust.
6. Good relationships include trust, respect, and kindness.

ANNEX 2.1 A

VALUE CARD 1

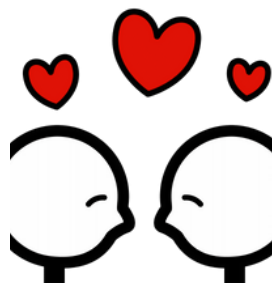
Everyone can choose who they like or love.



Everyone



Free



Love

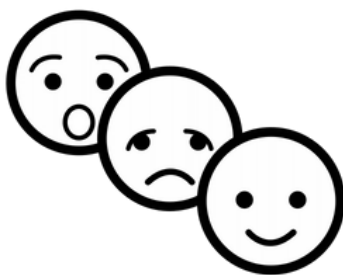
ANNEX 2.1 A

VALUE CARD 2

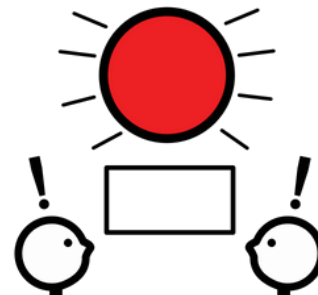
Learning about the body and feelings is important for everyone.



Learning



Feelings



Important

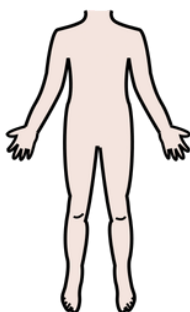
ANNEX 2.1 A

VALUE CARD 2

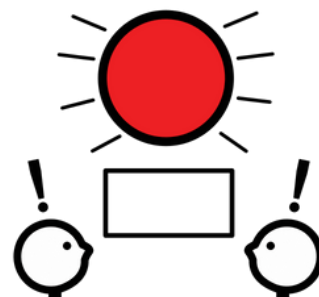
Learning about the body and feelings is important for everyone.



Learning



Body



Important

ANNEX 2.1 A

VALUE CARD 3

Saying yes or no is your choice. You can choose what feels okay.



Saying yes

no



Hug



Relationship

p

You can say yes or no when someone wants to hug

ANNEX 2.1 A

VALUE CARD 3

Saying “yes” or “no” is important in every kind of relationship.



Saying yes

no



Hold Hands



Relationship

p

You can say yes or no when someone wants to hold your hand

ANNEX 2.1 A

VALUE CARD 3

Saying “yes” or “no” is important in every kind of relationship.



Saying yes

no



being close



Relationship

p

You can say yes or no when someone wants to close to you

ANNEX 2.1 A

VALUE CARD 4

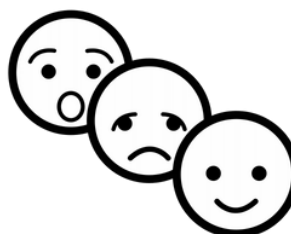
People show feelings in different ways, and that's okay.



People



Show



Feelings



Different

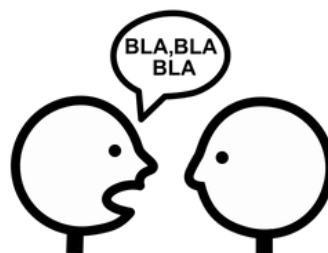
ANNEX 2.1 A

VALUE CARD 5

You can talk about private life with people you trust.



You



Talk



Private Life



People who you trust

ANNEX 2.1 A

VALUE CARD 5

Good relationships include trust, respect, and kindness.



Good



Relationships



Have

p



ANNEX 2.1 B

SCENARIO 1: "FATIMA LEARNS SOMETHING NEW"

Scenario Title: Being Kind When Someone Is Different

Story:

1- Maria and Fatima are best friends.

2- One day, Maria says: "Sometimes I like boys. Sometimes I like girls."

3- Fatima listens quietly. She thinks for a moment and then says:

"That's okay. You are my friend."

 Trainer Prompts:

- What did Maria share with her friend?
- Did Fatima listen kindly? (Yes )
- How can we show respect when someone is different?
- Is it okay for people to have different feelings? (Yes )

ANNEX 2.1 B

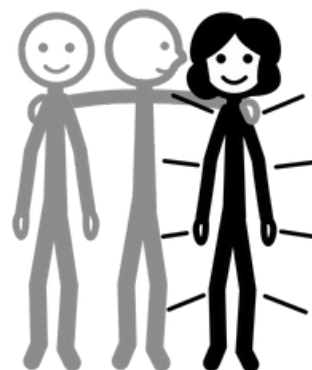
SCENARIO 1



Maria



Fatima



Best Friends

1

ANNEX 2.1 B

SCENARIO 1

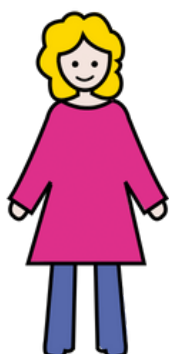
2



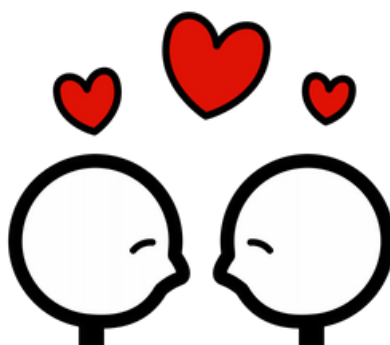
Maria



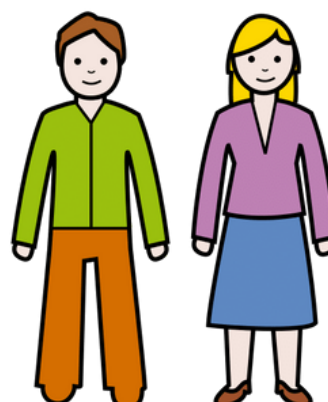
Fatima



Maria



Love



Man and Woman

ANNEX 2.1 B

SCENARIO 1

3



Fatima



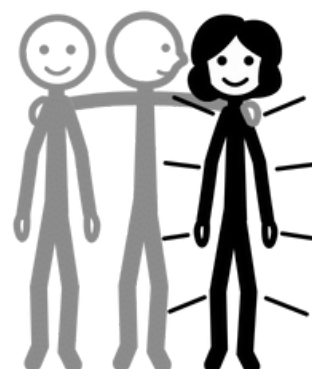
Think



Fatima



Say



Best Friends

ANNEX 2.1 B

SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"

Sara prefer jeans and a T-shirt to a school party.

Her aunt says, "Girls should wear dresses."

Her best friend says, "Wear what you like!"

Sara feels unsure.

She talks to her older sister.

Her sister says, "You should wear what makes you feel good."

Sara chooses the jeans and T-shirt.

She feels happy and says,

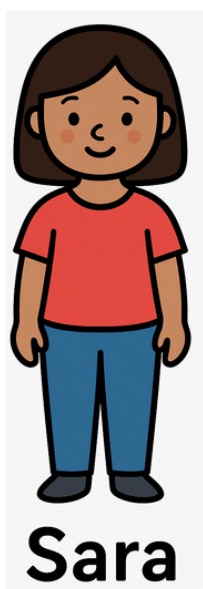
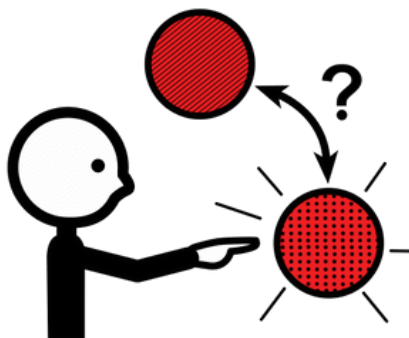
"This is my choice. I feel like myself."

Trainer Prompts:

- What did Sara want to wear?
- What did other people say?
- Who helped her?
- Is it okay to choose clothes that feel right for you? (Yes )

ANNEX 2.1 B

SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



prefer to wear



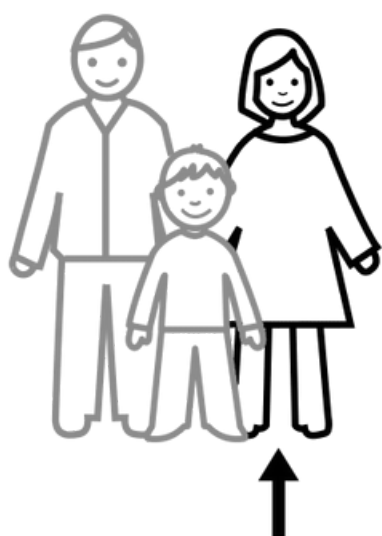
jeans and t-shirt



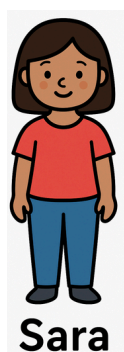
At the school party

ANNEX 2.1 B

SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



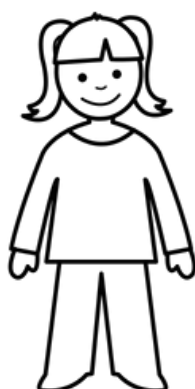
Sara's Aunt



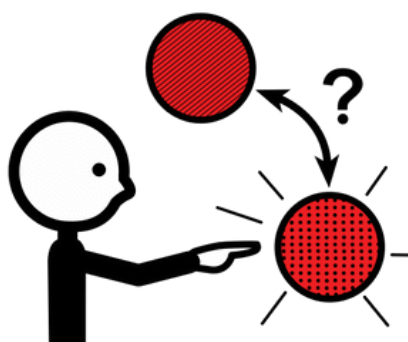
Sara



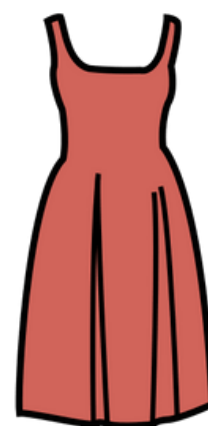
Say



A Girl



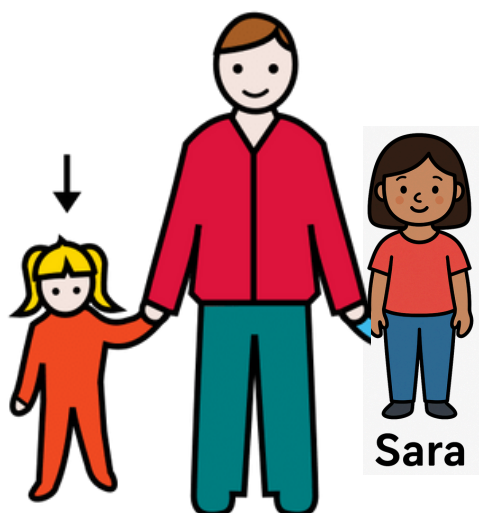
prefer to wear



dress

ANNEX 2.1 B

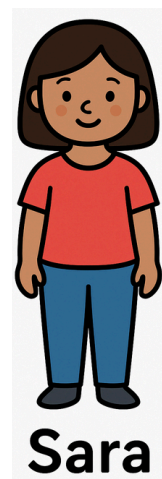
SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



Sara's Sister



Say



To Sara

ANNEX 2.1 B

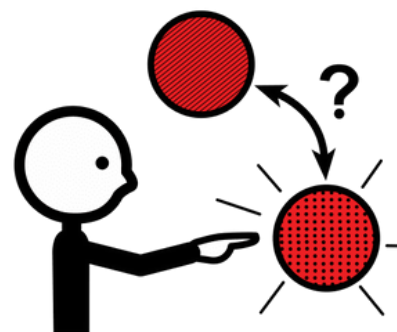
SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



You



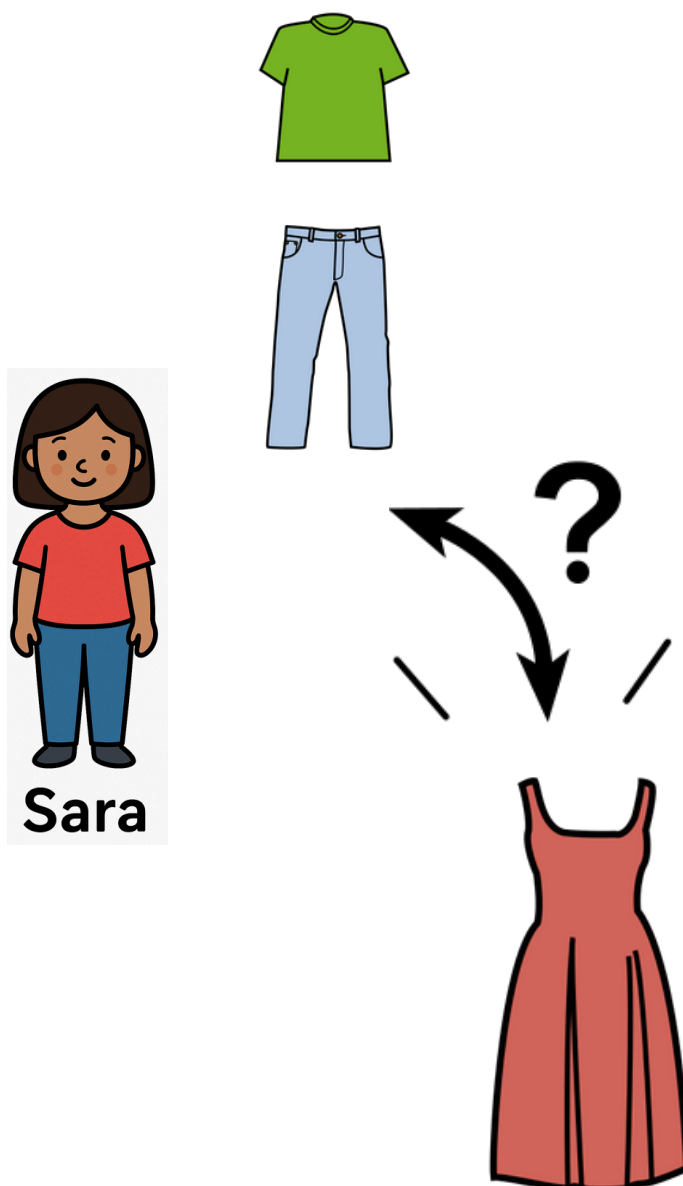
can



decide

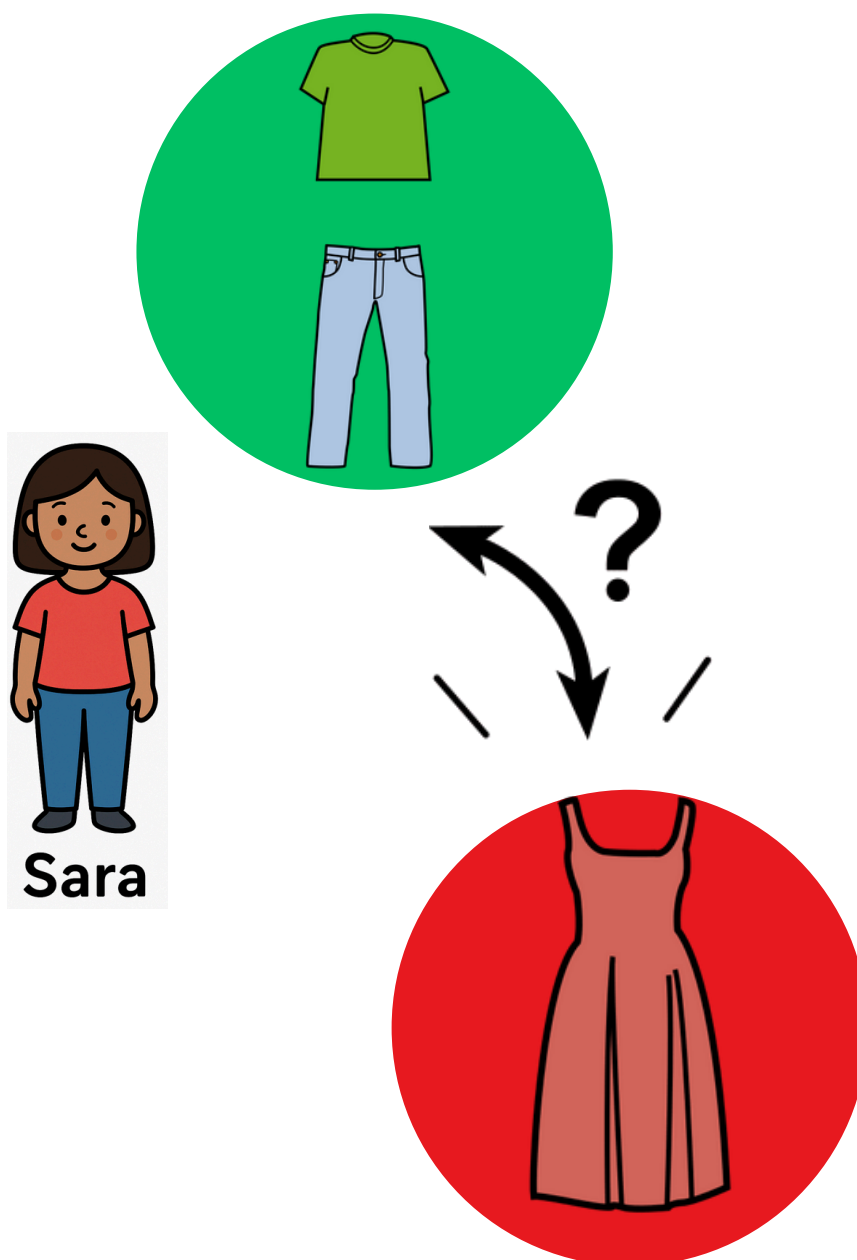
ANNEX 2.1 B

SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



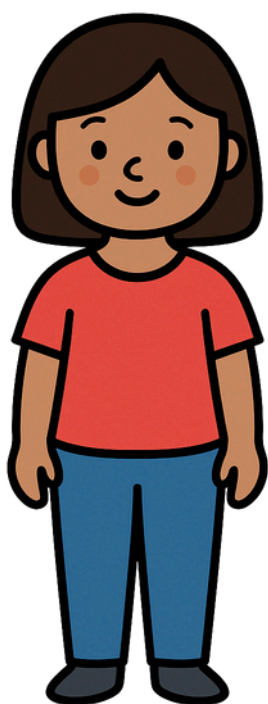
ANNEX 2.1 B

SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



ANNEX 2.1 B

SCENARIO 2: "SARA CHOOSES WHAT SHE WEARS"



Sara



HAPPY

ANNEX 2.1 B

SCENARIO 3: "DANIEL LIKES TO DANCE"

Scenario Title: Being Yourself Is Okay

Story:

Daniel likes to dance and wear bright colors.

Some classmates laugh and say, "That's not for you."

Daniel feels a little sad.

Then he says: "I like what I like, and that's okay."

Daniel keeps dancing and smiling.

 Trainer Prompts:

- Is it okay to like different things? (Yes )
- How did Daniel show he was proud of who he is?
- What can you say if someone laughs at something you like?

ANNEX 2.1 B

SCENARIO 3: "DANIEL LIKES TO DANCE"



Daniel



Like



Dancing



Daniel



Like



Colorful Clothes

ANNEX 2.1 B

SCENARIO 3: "DANIEL LIKES TO DANCE"



Laughing face with



(peer pressure)

ANNEX 2.1 B

SCENARIO 3: "DANIEL LIKES TO DANCE"



Heart (confidence, self-love)

Activity name: My Body, My Rights

UNESCO key concept tackled:

2.2 Human Rights and Sexuality

Objectives:

- Help participants understand basic human rights related to sexuality, especially the right to bodily autonomy, information, privacy, and consent.
- Support learners in recognizing their right to say "yes" or "no" in situations involving their body, relationships, and intimacy.
- Teach strategies to seek help and protection when rights are not respected.
- Promote confidence and self-advocacy in expressing needs and boundaries.

These objectives are based on the UNESCO ITGSE learning goals which emphasize the ability of young people to recognize and assert their rights related to sexuality, including consent, access to information, protection from violence, and privacy.

Materials:

- Annex 2.2A - Human Rights Statements
- (E.g., "I have the right to say no to a hug." / "I have the right to get help if someone touches me without permission.")
- Annex 2.2B - Role-Play Cards
- (Simple scenes representing rights being respected or violated)
- Visual YES / NO / NOT SURE cards
- Emotion face cards (optional for reflection)
- A printed or pictorial "Help Map" - local services, trusted adults, or hotlines

Duration:

60 minutes, divided into four sessions:

- Introduction to Human Rights: 15 minutes
- Rights Recognition: 15 minutes
- Roleplay & Reaction Practice: 20 minutes
- Resource Sharing & Debriefing: 10 minutes

Number of participants:

2 to 10 participants, ensuring everyone has time and support to express themselves.

Instructions:

This activity is divided into four key moments to ensure the achievement of its objectives.

The first session, "What Is Gender?" (35 minutes), helps people with intellectual disabilities understand that gender and gender norms are social constructions, highlighting the many ways to express gender identity and fostering acceptance and empathy toward different gender expressions.

The second session, "What Do I Like?" (35 minutes), focuses on recognizing common gender stereotypes and biases, providing tools to challenge them in everyday situations, thus promoting equality, inclusivity, and a discrimination-free environment.

The third and last session, "Is That Okay?" (35 minutes), teaches participants to identify situations of gender-based violence and explore ways to protect themselves and others, fostering a safe and healthy environment.

1. Introduction - What Are My Rights? (15 minutes)

Facilitator explains that human rights are promises that everyone in the world has, just for being human.

Use simple language and images:

- "You have the right to feel safe."
- "You have the right to say NO to things that make you uncomfortable."
- "You have the right to love who you want, and to ask questions about your body or feelings."
-

Focus on:

- Right to say yes or no
- Right to be informed
- Right to privacy
- Right to seek support

UNESCO Reference: These rights align with the ITGSE principle that "all young people... have the right to accurate information and skills to make informed choices."

2. Rights Recognition Activity (15 minutes)

Distribute Human Rights Statement Cards (Annex 2.2A).

Examples:

- “I have the right to say ‘no’ to kissing.”
- “I have the right to get medical help about my body.”
- “I have the right to be treated with respect, even if I say no.”

Read statements one by one. Learners respond with:

- ☒ YES = This is my right
- ☒ NO = This is not a right
- ☒ ? NOT SURE = I’m unsure

After each card, explain clearly whether it is a right and why. Use real-life examples and affirming language.

Facilitator tip: Use visuals and gestures to reinforce each right. Repetition is key for retention.

3. Role-Play Practice - Respect or Violation? (20 minutes)

Distribute Role-Play Cards (Annex 2.2B), showing short scenes. Examples:

- A nurse asks before touching someone’s body = ☒ Respect
- A classmate shares private information without permission = ☒ Violation
- A friend respects “no” when someone doesn’t want a hug = ☒ Respect
-

Participants act out (or observe) the scenes and use cards to respond:

- ☒ “This is a right.”
- ☒ “This is not okay.”

Facilitator discusses each scene:

- “What did you see?”
- “What could the person do to protect their right?”

Encourage practicing responses like:

- Please stop.”
- “I don’t want that.”
- “I want to talk to someone I trust.”

4. Resource Sharing & Debriefing (10 minutes)

Show a "Help Map" with trusted adults, doctors, school staff, or helplines.

Talk about:

"Where can I go if I feel unsafe?"

"What words can I use to ask for help?"

Facilitator ends with reflection questions:

What is one right you learned about today?

What would you do if someone crossed a boundary?

Who can help you when you feel unsafe?

Use YES/NO cards, emotion icons, or drawings to support answers.

Debriefing:

Everyone has rights related to their body and feelings.
Saying "no" is a right - and it must be respected.
Help is available - it's okay to ask for support.

Understanding rights helps keep ourselves and others safe.

These principles are grounded in UNESCO's CSE framework: "Sexuality education should equip young people with knowledge, skills, attitudes, and values that empower them to realize their health, well-being and dignity."

ANNEXES

ANNEX 2.2 A

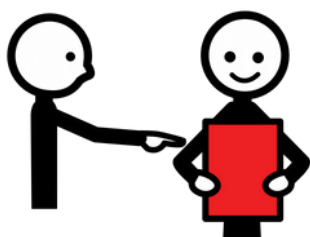
HUMAN RIGHTS STATEMENTS

1. You have the right to say what happens to your own body.
2. You have the right to say “no” if someone tries to touch you and you don’t want it.
3. Everyone has the right to access sexual and reproductive healthcare.
4. Sexual violence and harassment are against human rights.
5. Hurting someone or touching them without asking is not okay.
6. You have the right to ask for help if someone hurts you or makes you feel unsafe.

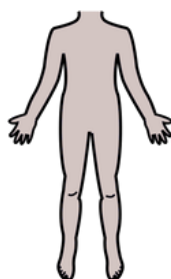
ANNEX 2.2 A

HUMAN RIGHTS STATEMENTS

You have the right to say what happens to your own body.



Your



Body



Privacy

Point to each pictogram one by one, while reading the matching word aloud:

Point to the first image and say:

“Your - This means you. You are in charge of your body.”

Point to the body outline:

“Body - This is your body. Everyone’s body is their own.”

Point to the lock image:

“Privacy - This means private. Your body is private. You choose who can touch it.”

ANNEX 2.2 A

HUMAN RIGHTS STATEMENTS

You have the right to say “no” if someone tries to touch you and you don’t want it.



You



Free



Say



No



Unwanted touch

Explain each visual in order, pointing to it:

You - “This means you. You are important.”

Free - “You are free. You can choose what happens to you.”

Say - “You can say something out loud, like NO!”

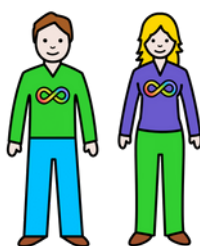
No - “This red X means No. You can say No at any time.”

Unwanted Touch - “This means someone touching you when you don’t want it. That is not okay

ANNEX 2.2 A

HUMAN RIGHTS STATEMENTS

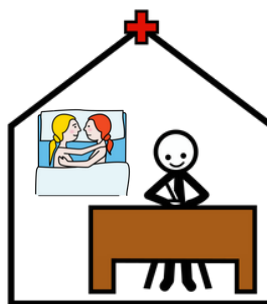
Everyone has the right to access sexual and reproductive healthcare.



Everyone



Right



Reproductive Healthcare

Everyone -

“This means all people – children, adults, boys, girls, people with disabilities. Everyone is included.”

Right -

“A right means something you are allowed to have. Healthcare is a right.”

Reproductive Healthcare Building -

“This is a health center or clinic. You can go here to learn about your body, get medicine, or ask a doctor questions.”

ANNEX 2.2 A

HUMAN RIGHTS STATEMENTS

Sexual violence and harassment are against human rights.



Sexual Violence and Harrasment



Against



Human Rights

ANNEX 2.2 A

HUMAN RIGHTS STATEMENTS

Sexual violence and harassment are against human rights.

1. Show the image calmly and explain the sentence slowly:

“Hurting someone, touching them without asking, or making them feel scared or uncomfortable is wrong.”

“This is called harassment or violence – and it is never okay.”

2. Explain each part of the visual:

 Unwanted touch or yelling -

“This shows someone touching or shouting at another person when they don’t want it. This is wrong.”

“We must always ask before touching. If someone says ‘no,’ we must stop.”

 Red Cross or STOP symbol -

“This means: STOP. These actions must not happen.”

 Human Rights (raised hands) -

“All people have rights. That means we should be safe, respected, and treated kindly.”

 Against -

“This means: it goes against the rules and rights. Harassment breaks those rules.”

3. Ask questions to support understanding:

“Is it okay to touch someone without asking?” (No )

“What should you do if someone touches you and you don’t like it?”

Let them answer with: “Say No” / “Tell a trusted adult” / “Ask for help.”

4. Key Message to Repeat:

“Your body is yours.”

“No one can hurt you or touch you without asking.”

“If this happens, tell someone you trust.”

 Trainer Tips:

Speak in a calm, serious tone to avoid fear, but emphasize safety.

Avoid graphic explanations; focus on clear behavior rules (e.g., “Ask before touching.” “No means No.”)

Use emotion cards or YES/NO cards for learners to express how they would feel in each image.

Always end with what the learner can do:

“Say ‘No.’ Move away. Tell someone.”

ANNEX 2.2 B

ROLE-PLAY CARDS

Use these role-play situations to practice how to assert rights.

Scenario: Saying No

- Someone touches your shoulder without asking. How do you respond?

Scenario: Asking for Help

- You feel uncomfortable because someone keeps asking personal questions about your body. Who can you talk to?

Scenario: Reporting a Violation

- A friend tells you they are being pressured into a relationship they don't want. What can you do?

ANNEX 2.2 B

SCENARIO 1: SAYING NO



Touching Without Asking



Say



No

ANNEX 2.2 B

SCENARIO 2: ASKING FOR HELP

You feel uncomfortable because someone keeps asking personal questions about your body. Who can you talk to?

Asking For Help



ANNEX 2.2 B

SCENARIO 2: REPORTING VIOLATION

A friend tells you they are being pressured into a relationship they don't want. What can you do?



Speaking with Teacher / Parent

Activity name: Different Cultures, Different Views

UNESCO key concept tackled:

2.3 Culture, Society, and Sexuality

Objectives:

- Help participants recognize how cultural and social norms shape ideas about sexuality, gender roles, relationships, and identity.
- Support participants in understanding that norms and traditions can change across time and cultures.
- Encourage respect for diverse beliefs, while empowering learners to form their own opinions and values.
- Foster skills to reflect on how social influences affect their thoughts and feelings about sexuality and relationships.

These objectives directly align with UNESCO's CSE learning outcomes for 15-18+ learners, emphasizing critical reflection, self-awareness, and respect for diversity.

Materials:

- Annex 2.3A - Visual Cards
- Annex 2.3 B - Timeline of Change
- Large printed or projected World Map
- Flipchart or board
- Markers
- Optional: YES / NO / UNSURE cards, emotion face cards

Duration:

60 minutes total, divided into four sessions:

- Introduction to Culture & Sexuality: 10 minutes
- Cultural Perspectives Discussion: 20 minutes
- Personal Reflection & Mapping Activity: 20 minutes
- Group Debriefing: 10 minutes

Number of participants:

2 to 10 participants for personalized support and group interaction

Instructions:

- **Intro (5 min):** Define culture with visuals; ask “What does culture mean to you?”
- **Pair Talk (7 min):** Use emotion or YES/NO cards to discuss if cultural rules feel right or different at home.
- **Values Share (5 min):** Each draws/shares one rule learned; facilitator notes “Taught” vs. “Believe.”
- **Debrief (3 min):** Circle Qs: “What did you learn?” “Is it OK to think differently?” using cards to reply.

1. Introduction - What is Culture? (10 minutes)

Begin by asking participants:

- “What does culture mean to you?”
- “Have you heard different rules in other families, schools, or countries?”

The facilitator explains that culture includes traditions, beliefs, and behaviors that people learn from family, religion, media, and community.

Some cultures have specific views about:

- Dating and love
- Talking about sex or showing affection
- LGBTQ+ identities

Make sure to use clear examples and visuals. Emphasize that:

“Different cultures believe different things, and that’s okay. We can learn from others and still decide what feels right for us.”

In pairs or small groups, participants answer:

- “How do you feel about this situation?”
- “Would this be the same in your family or community?”
- “Do you agree or disagree? Why?”

Use visual tools (emotion cards, YES/NO/UNSURE) to support responses.

Encourage critical thinking and respectful listening:

“We may all have different answers, and that’s okay. What matters is listening and learning together.”

Then invite learners to share or draw one value or rule they’ve learned from:

- Their family
- School
- Religion
- Social media

Facilitator writes or illustrates these answers on a flipchart under two headings:

- “What I’ve Been Taught”
- “What I Believe Now”

This process supports the development of personal perspectives while recognizing external influence, as encouraged by UNESCO’s guidance.

Debriefing:

Facilitator asks open questions to reinforce learning:

- What did you learn about other cultures today?
- Is it okay if people in other places think differently than us?
- What cultural ideas do you want to keep? What would you change?

Support responses with YES/NO cards or emotion visuals.

Reaffirm that:

“You have the right to think for yourself while still respecting others. Understanding our culture helps us choose our own values.”

Debriefing Points:

- Cultural and social norms influence how people think about sexuality and relationships.
- These norms are not the same everywhere and can change over time.
- We can respect others' views while forming our own healthy beliefs.
- Thinking critically helps us make choices that match our own values.

ANNEX 2.3 A

“DIFFERENT IDEAS” SORTING GAME

Visual Cards



Couple Getting Married

ANNEX 2.3 A

“DIFFERENT IDEAS” SORTING GAME



Couple living together without marriage

ANNEX 2.3 A

“DIFFERENT IDEAS” SORTING GAME



Person wearing traditional clothes

ANNEX 2.3 A

"DIFFERENT IDEAS" SORTING GAME



Person dressing differently

ANNEX 2.3 A

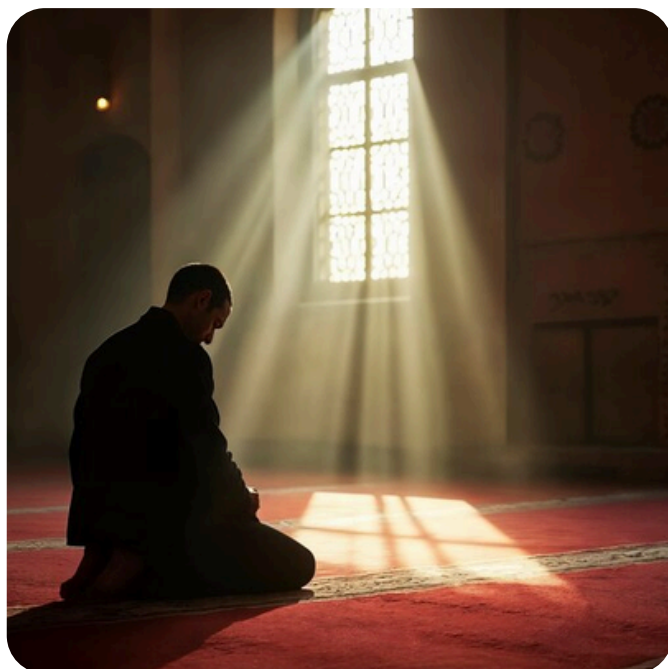
“DIFFERENT IDEAS” SORTING GAME



Young person dating

ANNEX 2.3 A

“DIFFERENT IDEAS” SORTING GAME



Person Praying

ANNEX 2.3 A

“DIFFERENT IDEAS” SORTING GAME



Pride Parade

ANNEX 2.3 B

TIMELINE OF CHANGE



Old Wedding



Current Wedding

ANNEX 2.3 B

TIMELINE OF CHANGE



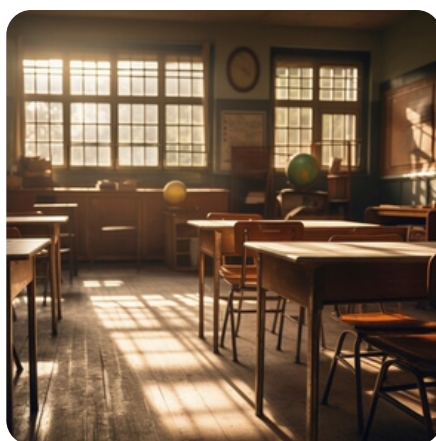
Traditional Clothing



Modern Clothing

ANNEX 2.3 B

TIMELINE OF CHANGE



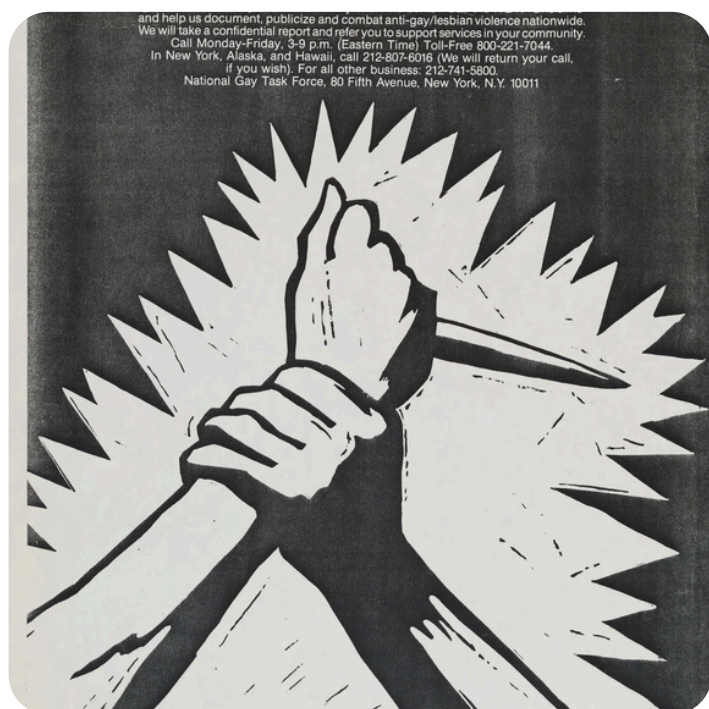
Old Classroom



Today's Classroom

ANNEX 2.3 B

TIMELINE OF CHANGE



LGBTQ POSTER PAST



LGBTQ POSTER NOW

Activity name: I Am How I Feel

UNESCO key concept tackled:

3. Understanding Gender

Objectives:

- Objective 1: Help people with intellectual disabilities understand that gender and gender norms are a social construction and that there are many ways to express gender identity, fostering acceptance and empathy toward different gender expressions.
- Objective 2: Guide individuals in recognizing common gender stereotypes and bias, providing tools to challenge them in everyday situations, promoting equality, inclusivity, and a discrimination-free environment.
- Objective 3: Teach individuals to identify gender-based violence and explore ways to protect themselves and others, fostering a safe and healthy environment for everyone.

Materials:

- Computer and projector to display the pictograms.
- Print and laminate two figures of the pictograms designed with bodies and sexual organs.
- Print the different clothing items designed to be placed on the body figures.
- Velcro to attach the clothing items to the body figures.
- Print and laminate the three silhouettes for each participant with symbols representing different genders (♀, ♂, 🏳️‍🌈).
- Objects (based on the number of participants) such as: basketball and soccer balls, tennis racket, cooking spoon, computer, broom, hairbrush, doctor's stethoscope, toy tools, etc.
- Print and laminate figures of two hands (green with a thumbs-up and red with a thumbs-down) for each participant.

Duration: This activity lasts two hours (2h) to ensure that all objectives are fully addressed. These two hours are divided into different sessions within the same activity, allowing participants to progressively explore key concepts in a structured and engaging way.

The first session, What is Gender? (35 min), focuses on understanding the difference between biological sex and gender.

The second session, What Do I Like? (35 min), explores gender roles and stereotypes through activities and discussions.

The third session, Is That Okay? (35 min), addresses gender-based violence through videos and reflection.

Finally, the Debriefing (25 min) session allows participants to reflect on the concepts covered and evaluate their learning. This division ensures a balanced pace, providing enough time for comprehension, interaction, and discussion while keeping participants actively engaged throughout the activity.

Number of participants: The group should consist of 2 to 10 participants to ensure each person receives adequate attention and can complete the session while achieving the objectives based on their abilities. A smaller group encourages active participation and enhances learning.

Instructions:

This activity is divided into four key moments to ensure the achievement of its objectives.

The first session, "What Is Gender?" (35 minutes), helps people with intellectual disabilities understand that gender and gender norms are social constructions, highlighting the many ways to express gender identity and fostering acceptance and empathy toward different gender expressions.

The second session, "What Do I Like?" (35 minutes), focuses on recognizing common gender stereotypes and biases, providing tools to challenge them in everyday situations, thus promoting equality, inclusivity, and a discrimination-free environment.

The third and last session, "Is That Okay?" (35 minutes), teaches participants to identify situations of gender-based violence and explore ways to protect themselves and others, fostering a safe and healthy environment.

1. What is Gender?

In this first session, the facilitator will start by showing a pictogram with two human figures: one with female genital (vulva) and the other with male genital (penis). It will be explained that these images represent biological differences, but that sexual organs do not determine the gender with which a person identifies. In other words, gender is a social construct that does not depend on the body but on how each person feels and identifies.

The facilitator will also point out that there are different types of gender with which people identify. In addition to the traditional genders (female and male), there are those who define themselves as non-binary, gender fluid, agender, among other identities. Each form of expression is valid and reflects the diversity and complexity of the human experience, promoting inclusion and respect for all identities.

To put this explanation into practice and help participants better understand the concept of gender, these two figures will be shown in printed and laminated form, along with cutouts of different clothing items (pants, skirts, t-shirts, dresses, shoes, etc.). Both the body figures and the clothing pieces will have velcro so they can be easily attached and removed. The facilitator will ask the participants what clothes they think should be put on each figure, guiding them to understand that clothing has no gender and that anyone can wear whatever they like, regardless of whether it is labeled as "for girls" or "for boys" in stores.

This session will last 35 minutes and will help participants understand the difference between the concepts of gender and biological sex, as well as explore the different forms of gender expression. Participants will also learn that all ways of expression are equally valid and that everyone can be and dress however they wish.

2. What Do I Like?

In this second session, the facilitator will begin by showing images or pictograms that represent everyday activities, games, sports, or professions. The choice of images will be adapted to the participants' comprehension levels to ensure that everyone can easily understand them. After showing each image, the facilitator will ask the participants whether they think the activity can be done by a girl, a boy, or both.

To respond, each participant will be given three silhouettes with symbols representing different genders, which will be explained before starting the activity:

- The symbol ♀ represents the female gender.
- The symbol ♂ represents the male gender.
- The symbol 🧑 represents both genders or any gender identity.

With the facilitator's support if needed, participants will raise or point to the symbol they believe is correct, indicating whether they think the activity can be performed by a girl (♀), a boy (♂), or anyone (🧑), regardless of gender.

After this dynamic, the facilitator will show different objects representing some of the activities seen in the images (for example, a ball for a sport or a paintbrush for painting). Each participant will choose the object they like the most or one that represents an activity they would like to do.

Finally, if possible, the facilitator will invite participants to explain why they choose that object. They can say whether it's because they enjoy that activity or if they'd like to do it but don't because they think it's not possible/allowed for their gender.

This session will last 35 minutes and will help participants identify gender roles and stereotypes present in society. The goal is to help them understand that these roles are social constructs and should not limit their interests, preferences, or activities. All options are equally valid for anyone, regardless of gender.

3. Is That Okay?

For the final session, the facilitator will show participants three short videos representing different situations of gender-based violence. These videos will be adapted to be easily understood based on the group's abilities, clearly depicting situations that reflect this type of violence.

After each video, the facilitator will ask the participants whether they think the situation they just saw is good or bad. If necessary, the facilitator can ask the question individually to ensure everyone can participate. To respond, participants will be given two cards:

- A green hand with a thumbs-up (👍) to represent a positive response (something good).
- A red hand with a thumbs-down (👎) to represent a negative response (something bad).

Participants will raise or point to the card they think best represents their opinion based on what they saw in the video.

After this dynamic, the facilitator will ask if participants think they would have acted differently if they had been in that situation. To respond, they will use the green or red hand cards again, and if possible, they will be invited to explain how they would have reacted or what they would have done differently.

Finally, the facilitator will emphasize the importance of asking for help if they ever find themselves in a situation that makes them feel uncomfortable or unsafe. Participants will be reminded that they can talk to trusted people, such as family members, close friends, or caregivers, to share what's happening and seek support.

This session will last 35 minutes and will help participants identify situations of gender-based violence, understand that these situations are not okay, and learn that they should always communicate if they feel bad or unsafe in any situation.

Debriefing: This final moment, which will last 25 minutes, will serve to conclude the activity. The facilitator will show images representing situations related to the themes explored in the three sessions: the concept of gender, gender stereotypes, and gender-based violence.

After showing each image, the facilitator will ask participants whether they think the situation is correct/possible or incorrect/not possible.

To respond, each participant, individually and with the facilitator's support if needed, will raise or point to one of the two cards already used in the last session:

- The green hand with a thumbs-up to indicate that the situation is correct or possible.
- The red hand with a thumbs-down to indicate that the situation is incorrect or not possible.

This dynamic will help participants respond to the final questions that the facilitator will ask them to evaluate what they have learned during the sessions and encourage reflection on the topics covered in previous sessions:

- What do you think defines the gender with which a person identifies?
- What things do you think only boys or girls can do?
- What do you think you could do in a situation that makes you feel bad or uncomfortable?

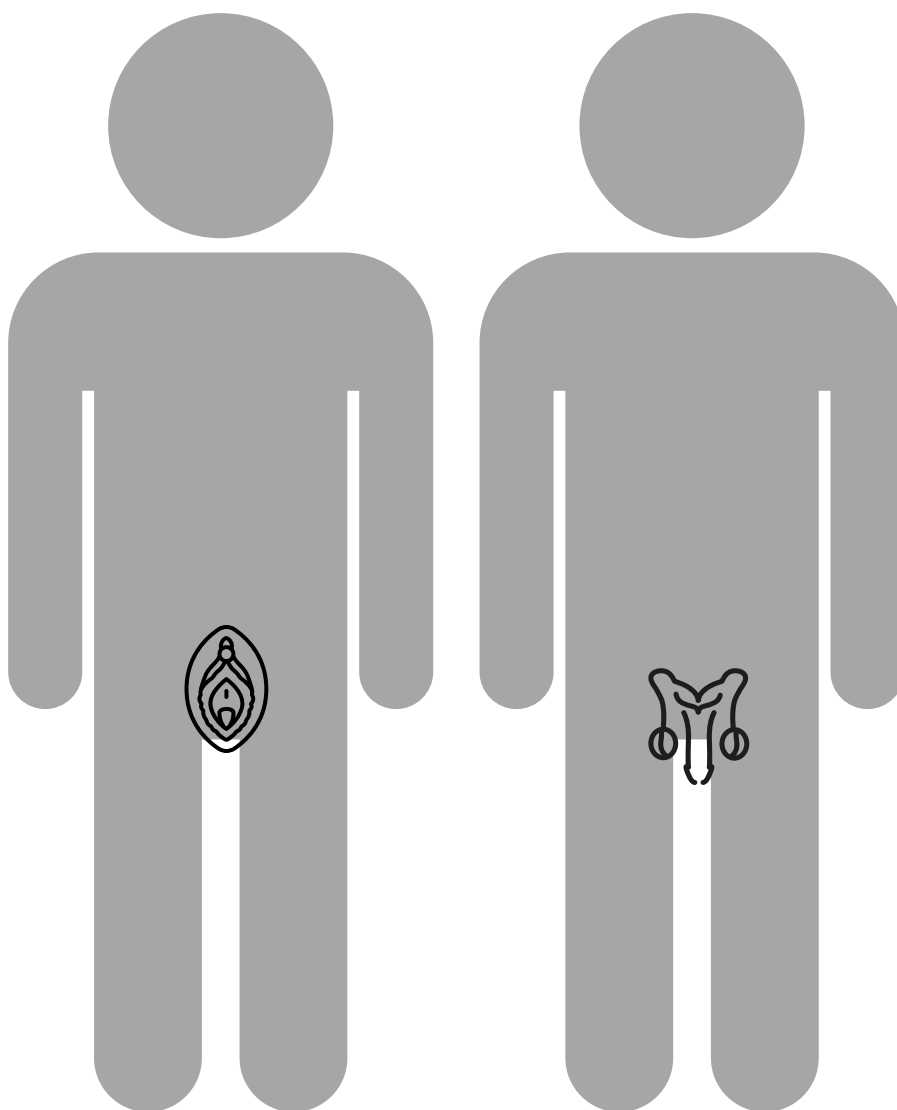
This final activity will help consolidate the knowledge acquired, allowing participants to express their ideas and reflect on how to apply what they've learned in their daily lives.

Annex:

- **Materials for the sessions:**
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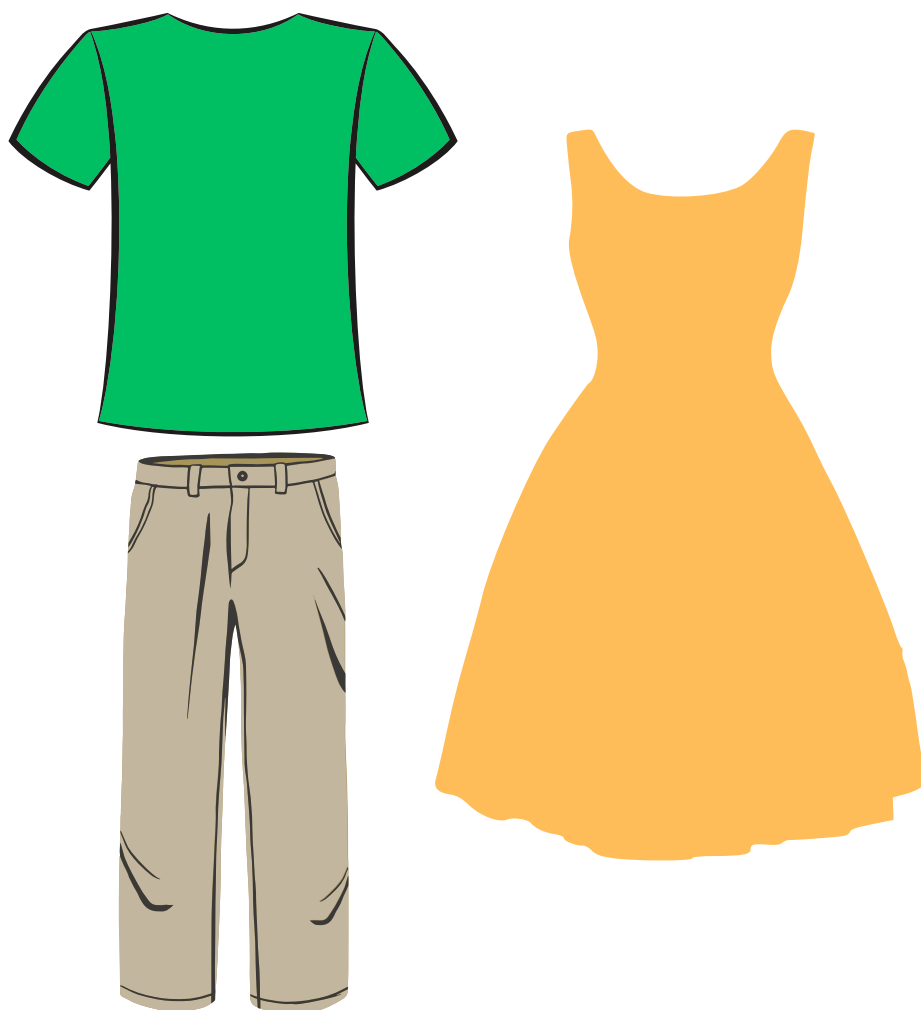
ANNEX 3

SESSION 1: GENITALS



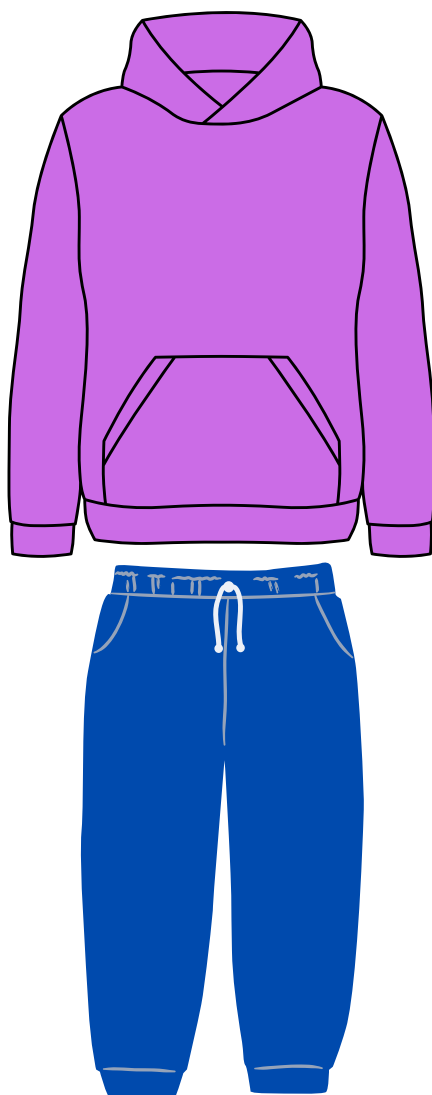
ANNEX 3

SESSION 1: CLOTHES



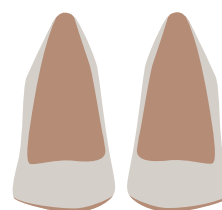
ANNEX 3

SESSION 1: CLOTHES



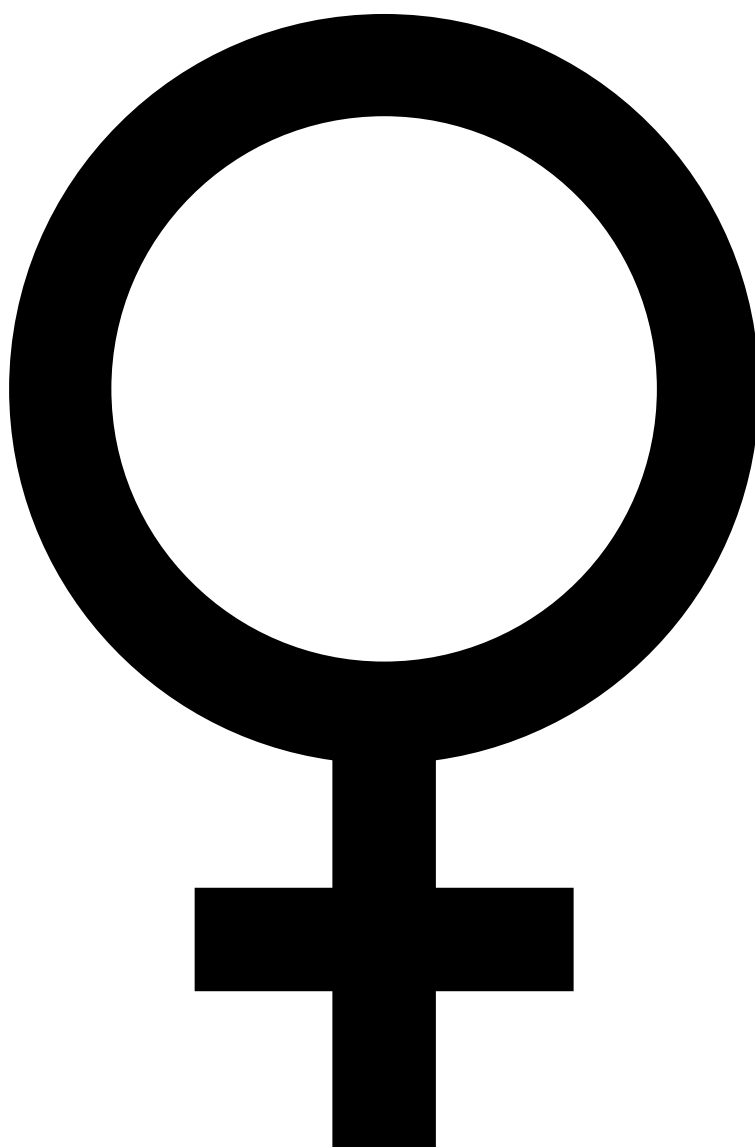
ANNEX 3

SESSION 1: CLOTHES



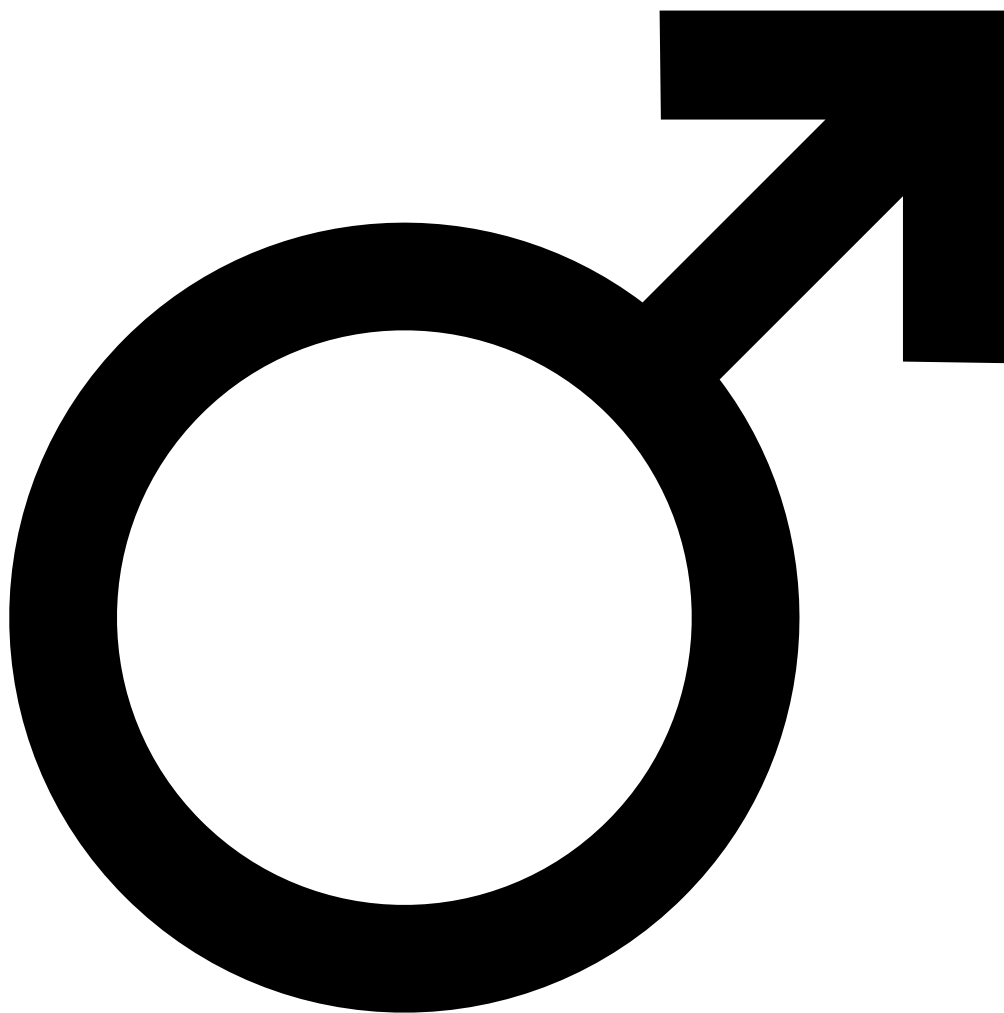
ANNEX 3

SESSION 2: GENDER (FEMALE)



ANNEX 3

SESSION 2: GENDER (MALE)



ANNEX 3

SESSION 2: GENDER (BOTH)



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

FOOTBALL PLAYER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

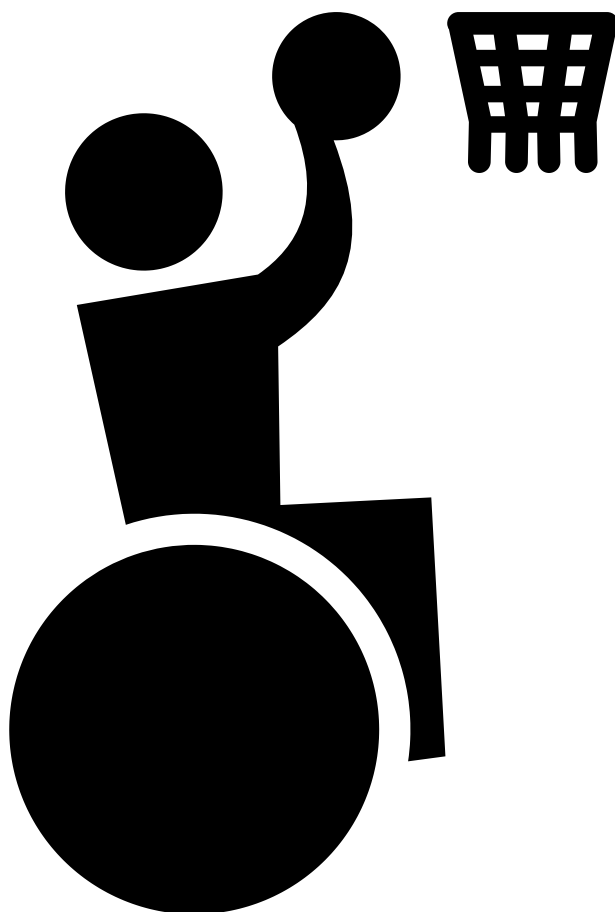
TENNIS PLAYER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

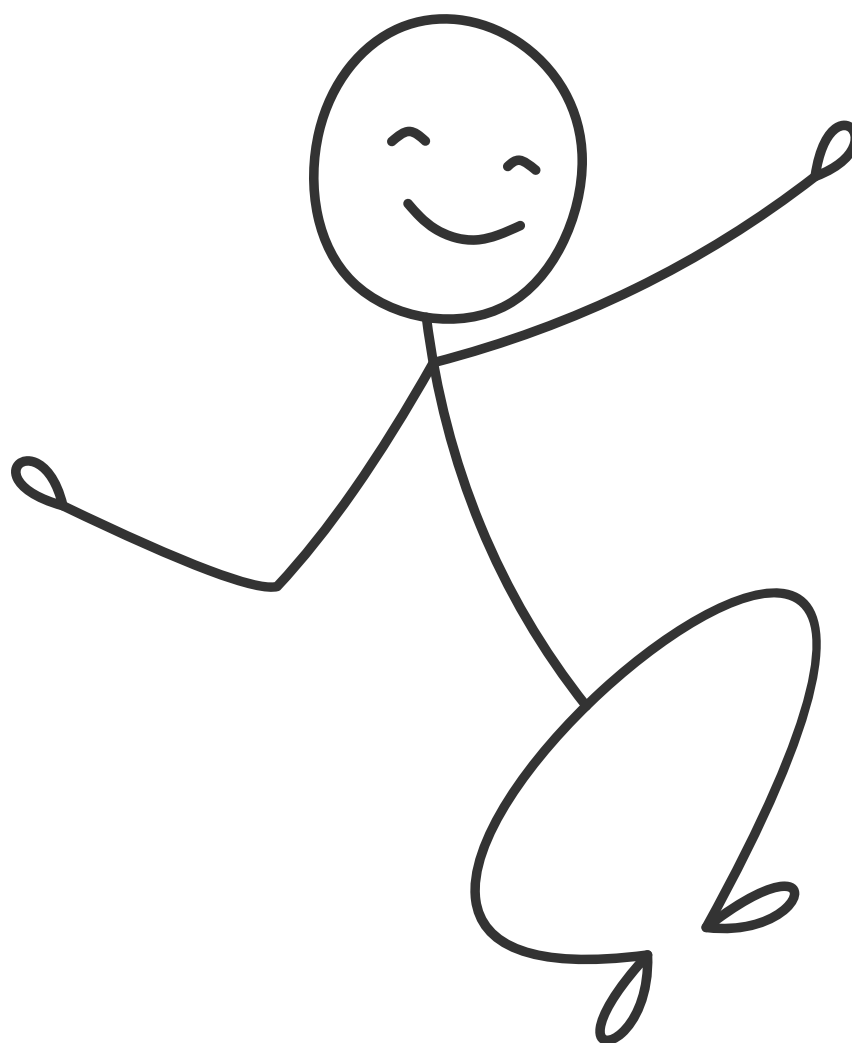
BASKETBALL PLAYER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

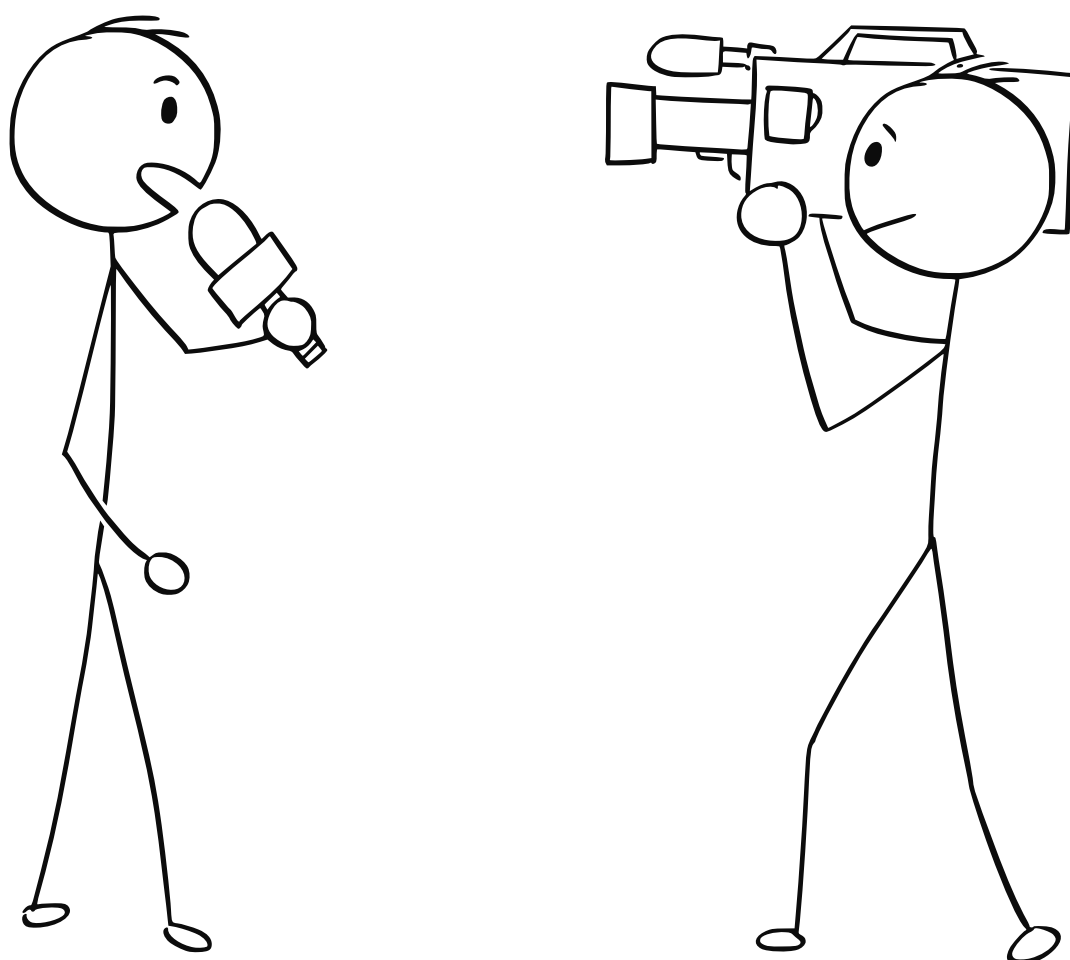
DANCER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

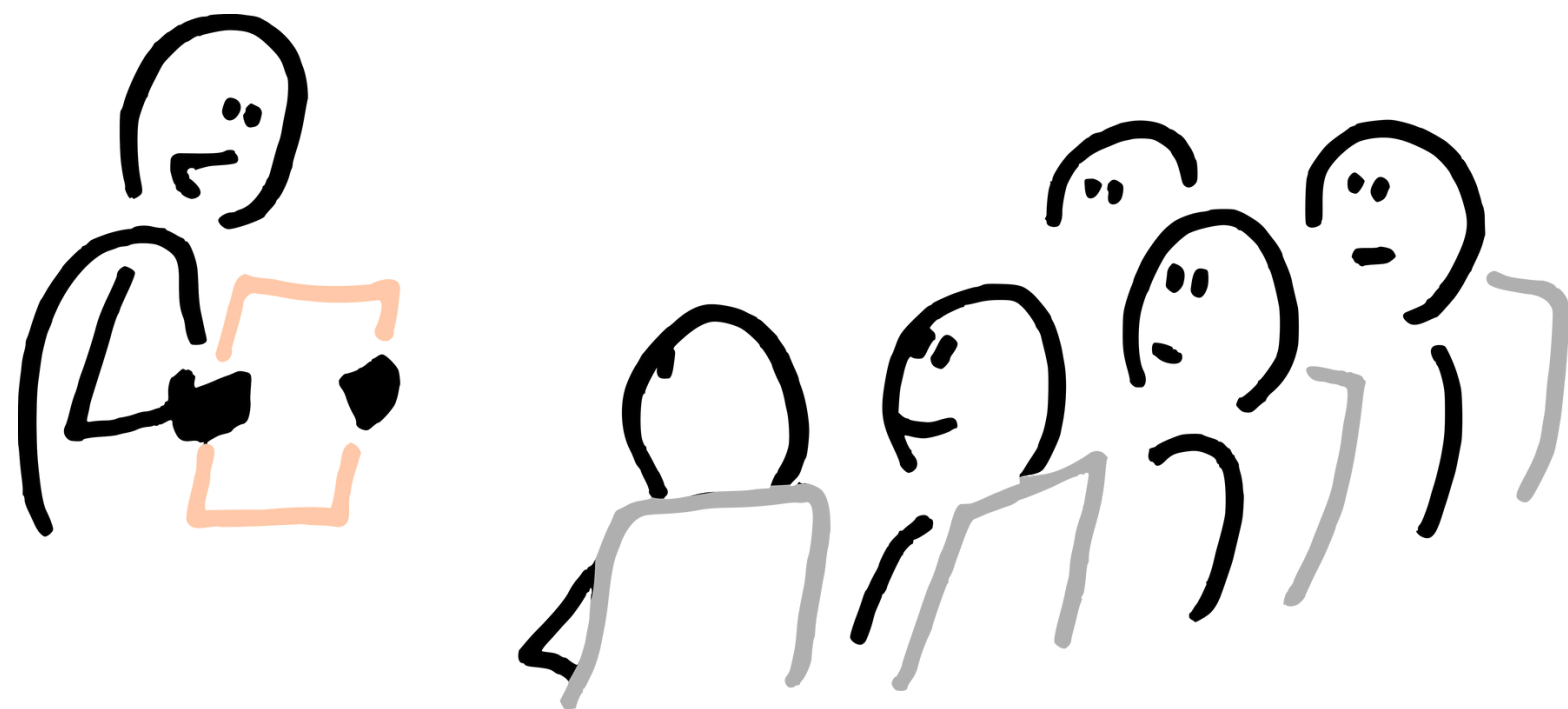
NEWS REPORTER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

TEACHER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

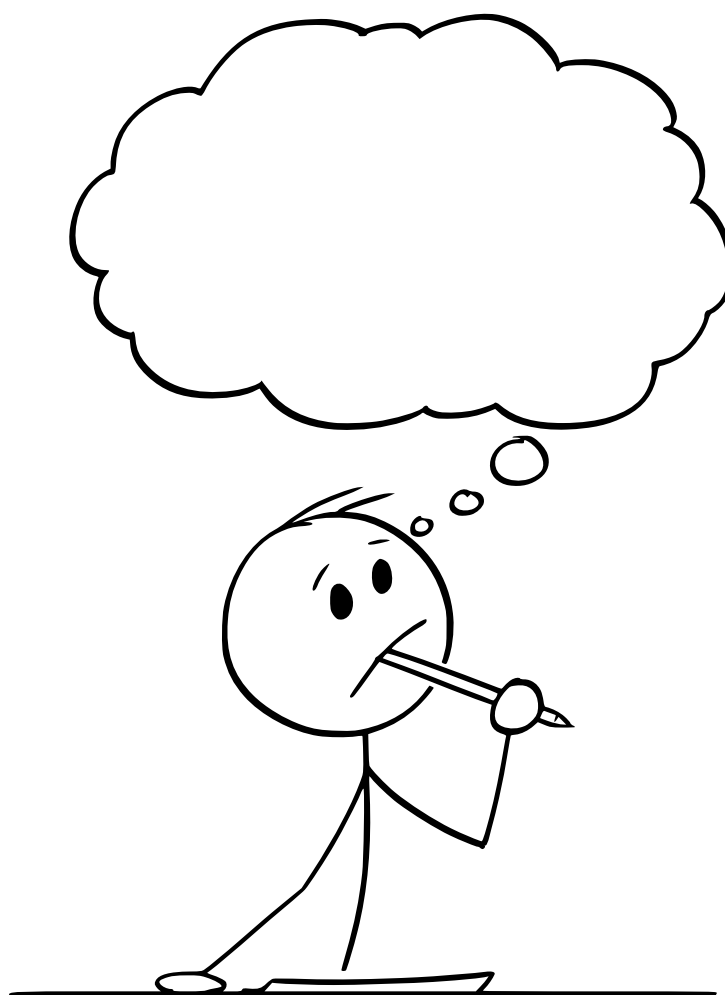
DOCTOR



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

WRITER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

MUSICIAN



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

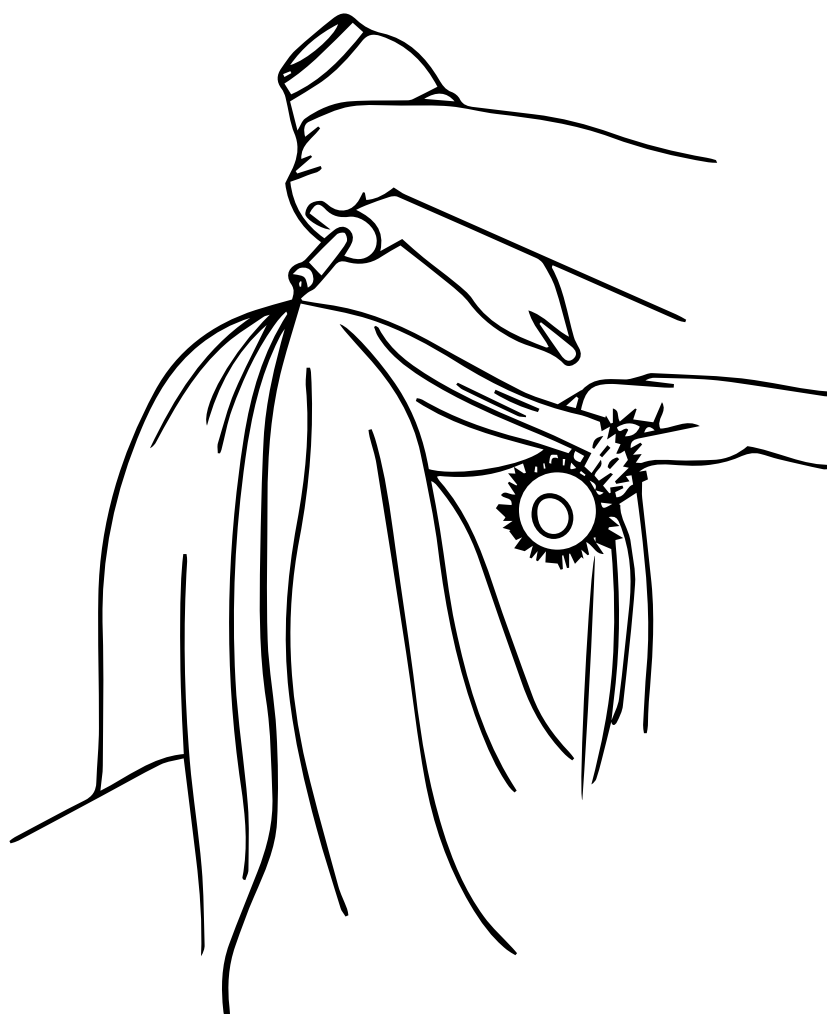
CHEF



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

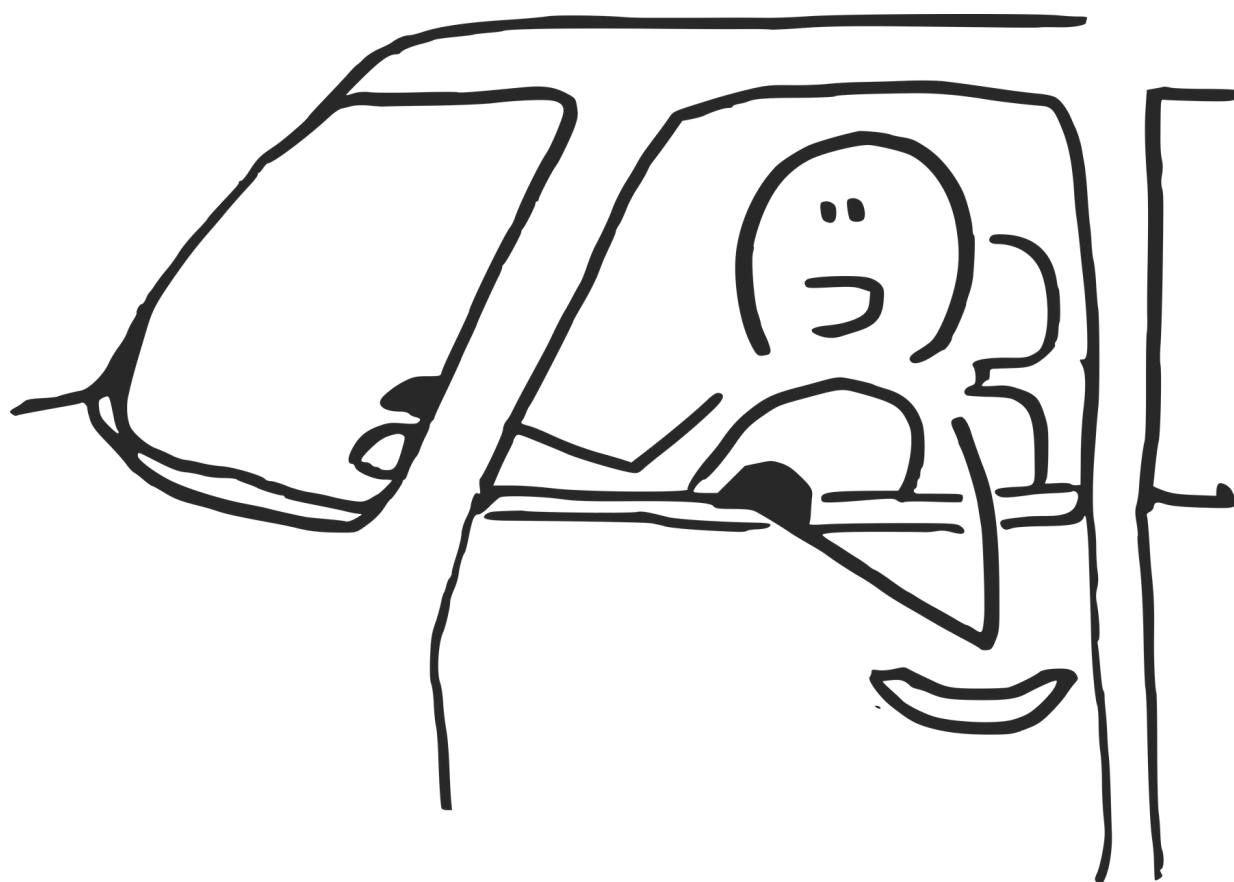
STYLIST



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

DRIVER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 1)

GO TO THE GYM



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

FOOTBALL PLAYER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

TENNIS PLAYER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

BASKETBALL PLAYER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

DANCER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

NEWS REPORTER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

TEACHER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

DOCTOR



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

WRITER



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

MUSICIAN



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

STYLIST



ANNEX 3

SESSION 2: SITUATIONS (LEVEL 2)

DRIVER



ANNEX 3

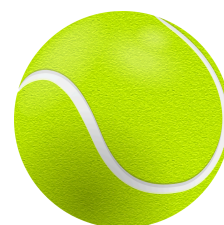
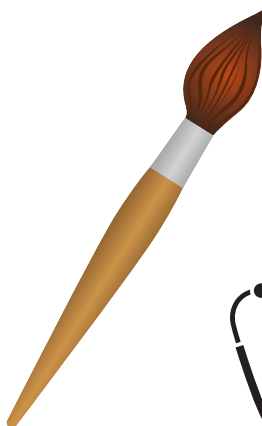
SESSION 2: SITUATIONS (LEVEL 2)

GO TO THE GYM



ANNEX 3

SESSION 2: OBJECTS TO BRING (EXAMPLES)



ANNEX 3

SESSION 3: I LIKE IT



ANNEX 3

SESSION 3: I DON'T LIKE IT



Activity name: Speak Up for Safety

UNESCO key concept tackled:

4.1 Violence

Objectives:

- Understand and identify different forms of violence (physical, emotional, sexual, bullying, partner violence)
- Learn and practice how to say no, get away, and seek help
- Promote respect and safety in their daily environment (school, home, online, community)

Materials:

- Visual cards: showing types of violence, safe vs. unsafe touch, trusted adults, and emotions
- YES/NO cards
- Value cards (e.g., respect, dignity, privacy, safety)
- Large poster or board divided into 3 areas: Violence, Safe Action, Trusted Help
- Stickers or velcro for interactive matching

Duration:

- 1. Introduce the Key Idea (10 minutes): Participants learn to identify different types of violence (bullying, physical, emotional, sexual, intimate partner) with clear language to set the foundation for safety.
- 2. Recognize & Act - Group Sorting (15 minutes): To learn What Is Violence?, What Can I Do?, Who Can Help Me?—using stickers or Velcro. This hands-on step builds awareness of personal actions and support networks.
- 3. Value Circle - Building Respect (10 minutes): To foster a shared commitment to respectful, safe spaces.
- 4. Trusted Adult Talk Practice (10 minutes): To build communication skills and feel comfortable asking trusted adults for help.
- Debriefing (15 minutes): Facilitators pose open-ended questions to reinforce understanding of violence types, personal rights, and help-seeking strategies.

Number of participants:

This activity is for 2 to 10 participants. A small group allows for more interaction, personal support, and active participation, helping everyone reach the objectives at their own pace.

Instructions: This activity is designed to achieve its objectives through four key moments.

The first part, “**Introduce the Key Idea**” (10 minutes), uses pictogram cards and simple language to help participants recognize different types of violence and understand what is safe and unsafe.

The second part, “**Group Sorting Activity**” (15 minutes), invites participants to identify violent behaviors, explore ways to respond, and recognize trusted people who can help.

The third part, “**Value Circle**” (10 minutes), encourages participants to reflect on important values like respect, safety, and kindness, and to share where they want to feel these values.

Finally, “**Practice Trusted Adult Talk**” (10 minutes) gives participants the opportunity to practice communicating clearly and asking for help from a trusted adult.

1. Introduce the Key Idea (10 minutes)

- Use pictogram cards to introduce different types of violence:
 - Bullying
 - Physical violence
 - Emotional/psychological abuse
 - Sexual abuse
 - Intimate partner violence

Example: Show a card with someone being pushed → ask “Is this safe or not safe?” Learners use YES/NO cards.

Language tip: Always use clear, literal language: “It is never okay to hit someone. It is never okay for someone to touch your body if you say no.”

2. Group Sorting Activity - Recognize and Act (10 minutes)

Use a large board/poster with 3 categories:

- What is Violence?
- What Can I Do?
- Who Can Help Me?

Instructions:

- Learners come up one by one (or in pairs) and match pictogram cards to the right section using stickers or Velcro.
- For example:
 - “Hitting” → Violence
 - “Say NO” → What Can I Do?
 - “Teacher” → Who Can Help Me?

3. Value Circle - Build Respectful Spaces (10 minutes)

- Sit in a circle.
- Give out value cards (respect, kindness, safety, dignity).
- Ask each learner to hold a card and share where they want to feel that value (home, school, online).

Trainer's prompt: "Where is your safe place"

4. Practice "Trusted Adult Talk" (10 minutes)

- Use a role-play with picture prompts (no full scenario).
- Learners pick a picture of a trusted adult (parent, teacher, nurse).
- Practice saying:
 - "I feel scared."
 - "Someone hurt me."
 - "Can you help me?"

Debriefing:

Wrap up the session by sitting in a circle and encouraging everyone to reflect on the activity together.

Two questions to reflect on:

1. "What is one thing you learned today about feeling safe and asking for help?"
2. "Why is it important to talk to someone we trust when something is not okay?"

Use YES/NO or emotion cards to help everyone participate and express their thoughts.

Reaffirm that they deserve to feel safe and that trusted adults can help them.

ANNEX 4.1

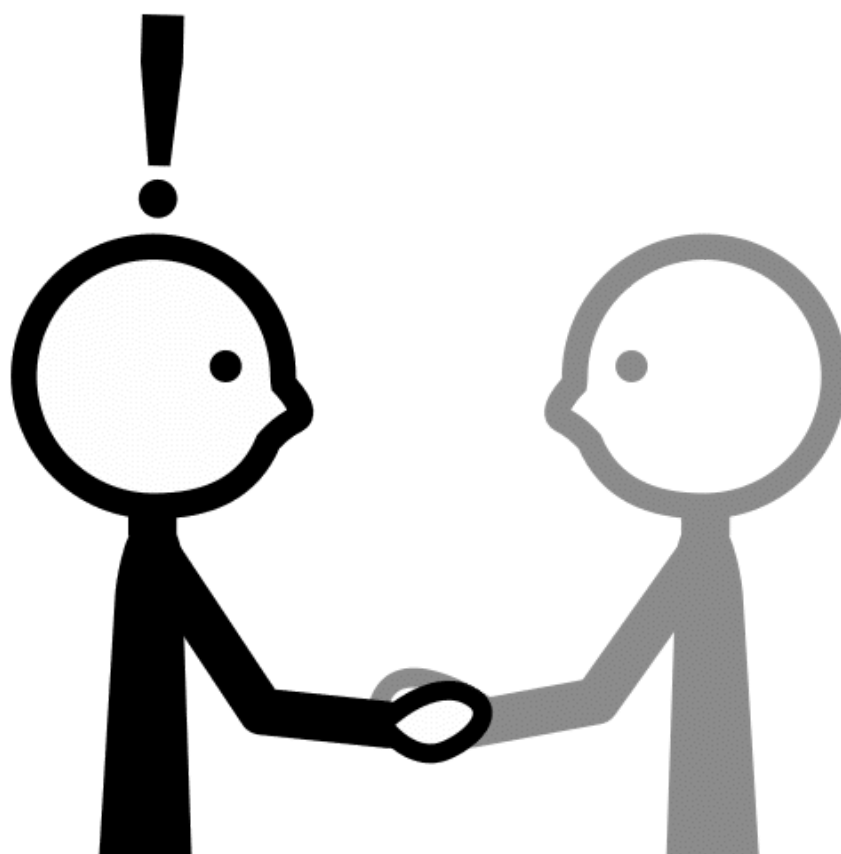
YES NO CARDS

YES

NO

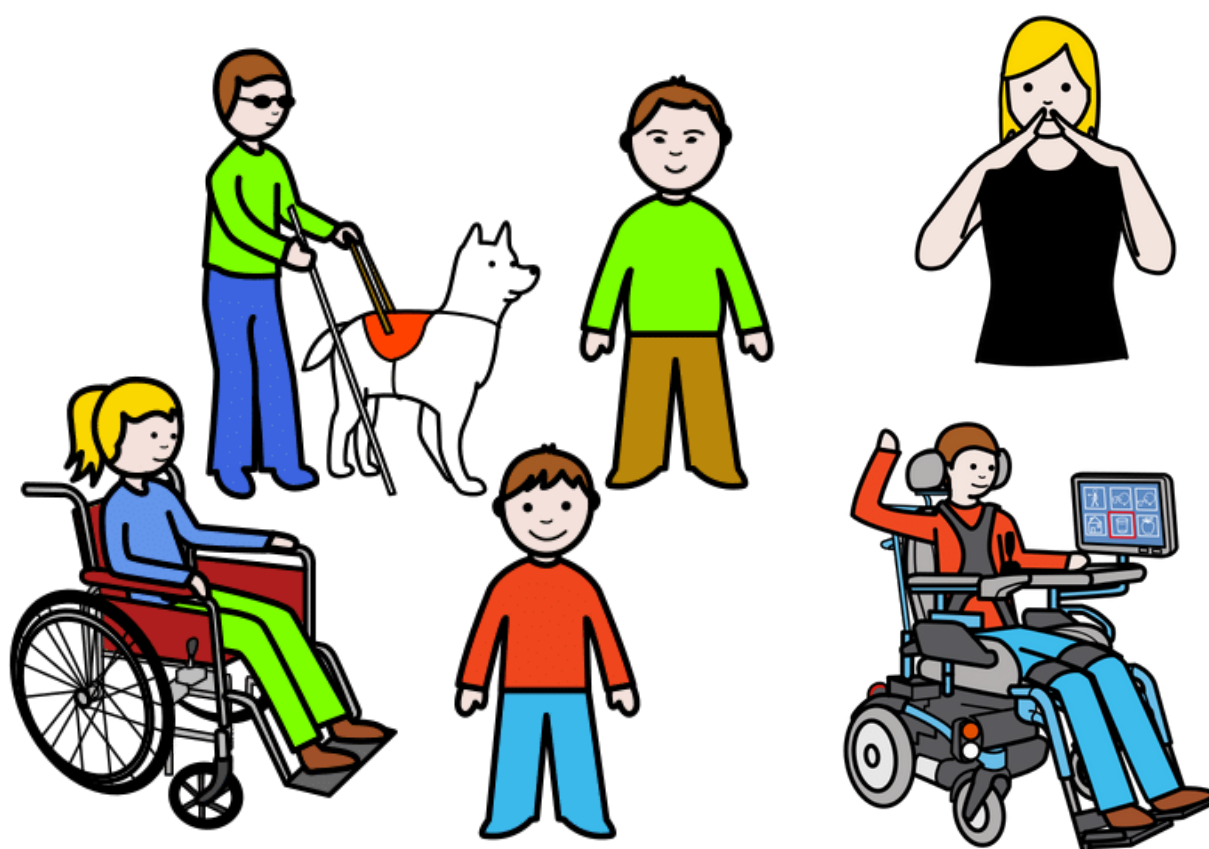
ANNEX 4.1

VALUE CARDS



RESPECT

ANNEX 4.1



DIGNITY

ANNEX 4.1



PRIVACY

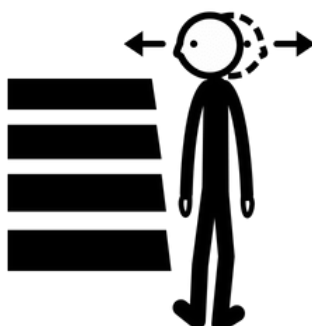
ANNEX 4.1

LARGE POSTER OR BOARD

VIOLENCE

SAFE ACTION

TRUSTED HELP



ANNEX 4.1

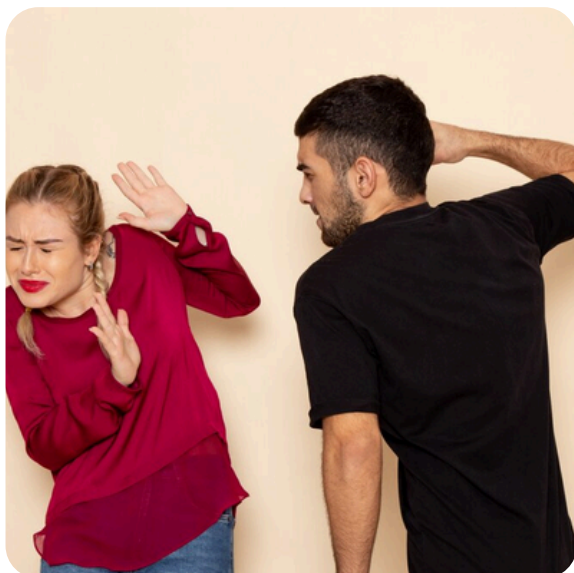
VISUAL CARDS



BULLYING

ANNEX 4.1

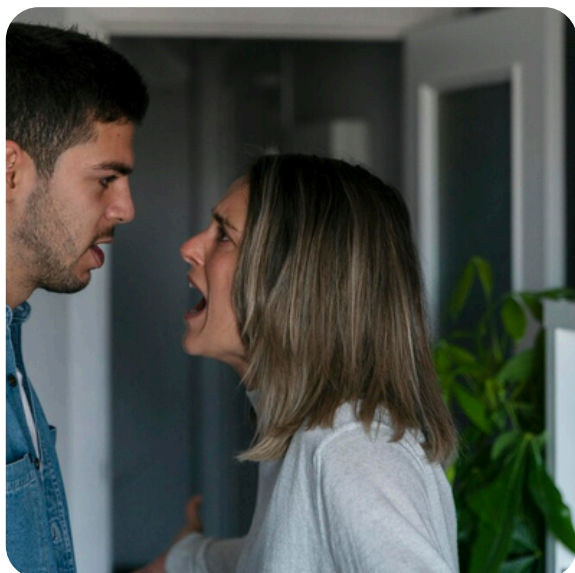
VISUAL CARDS



PHYSICAL VIOLENCE

ANNEX 4.1

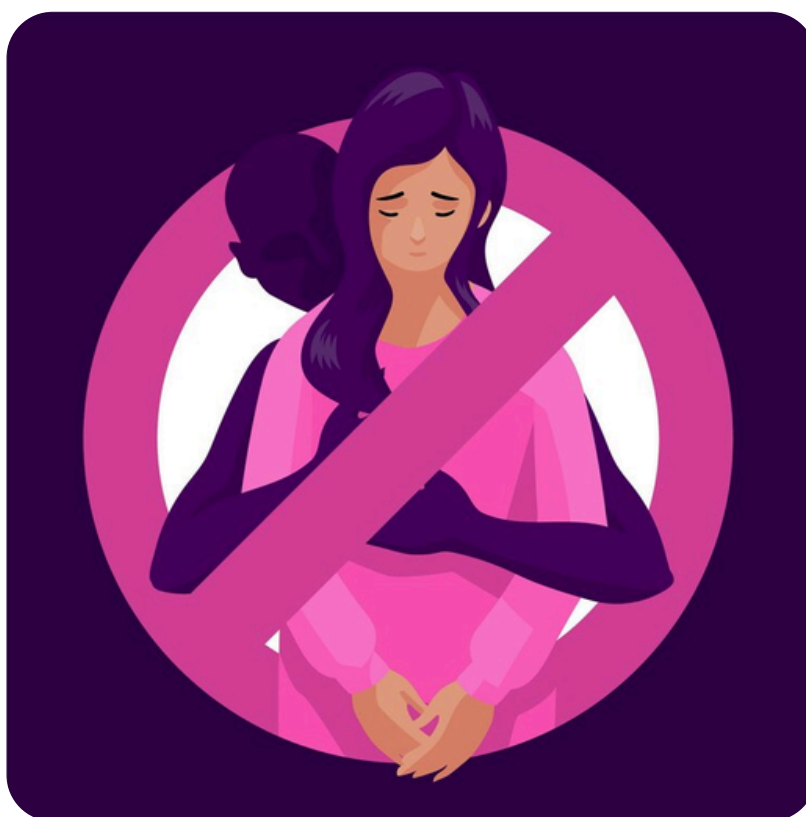
VISUAL CARDS



EMOTIONAL/PSYCHOLOGICAL ABUSE

ANNEX 4.1

VISUAL CARDS



SEXUAL ABUSE

ANNEX 4.1

VISUAL CARDS



SEXUAL ABUSE

ANNEX 4.1

VISUAL CARDS



SEXUAL ABUSE

ANNEX 4.1

VISUAL CARDS



SEXUAL ABUSE

ANNEX 4.1

VISIUAL CARDS



SEXUAL ABUSE

ANNEX 4.1

VISUAL CARDS



INTIMATE PARTNER VIOLENCE

ANNEX 4.1

VISUAL CARDS



TRUSTED ADULT

Activity name: My Body, My Choice - Understanding Consent

UNESCO key concept tackled:

4.2 Consent, privacy and bodily integrity

Objectives:

To help learners understand the concept of sexual consent, recognize factors that affect consent, and practice how to give, refuse, and respect consent clearly and safely.

- Understand the meaning of consent and non-consent
- Recognize when consent is present or missing
- Practice how to give and say no to consent
- Reflect on things that can affect a person's ability to consent (like alcohol, fear, pressure)

Materials:

- Visual YES/NO cards
- Body boundary pictograms (hug, kiss, holding hands, personal space)
- Red flag / green flag cards (for consent or not)
- Roleplay prompt cards (no text-based scenarios, just images or actions)
- Emotion faces (happy, nervous, scared, unsure)
- Simple picture cards of “pressuring factors” (e.g. alcohol, someone older, gift giving, someone crying)

Duration: This 1-hour activity is structured into five focused steps to fully address the concept of consent and build practical skills.

The first step, “**What Is Consent?**” (10 minutes), introduces participants to the meaning of consent.

The second step, “**Green Flag or Red Flag?**” (10 minutes), helps learners recognise when consent is clear or missing.

The second step, “**Green Flag or Red Flag?**” (10 minutes), helps learners recognise when consent is clear (green flag) or missing (red flag), using visual cards and emotion prompts to explain their choices.

The third step, “**Practice Saying Yes/No**” (10 minutes), engages participants in simple role-plays with picture prompts so they can rehearse asking for and giving consent verbally and through body language.

The fourth step, “**What Makes Consent Difficult?**” (10 minutes), explores challenging situations—such as power imbalances or peer pressure to distinguish safe from unsafe scenarios.

The fifth step, “**Consent for Everyone**” (10 minutes), reinforces that all individuals, regardless of gender, have equal rights to say “yes” or “no,” supported by discussions around respect and equality.

Finally, the Debriefing (10 minutes) uses two open-ended questions and visual aids to assess understanding, clarify doubts, and reinforce the core message: “No means stop. Only yes means yes.”

Number of participants:

Designed for 2-10 participants to ensure interactive support, personalised guidance, and active engagement at each learner’s pace.

Instructions:

- **What Is Consent? (10 minutes):** To define “Consent means saying YES. If someone says NO, we must stop.”
- **Green Flag or Red Flag? (10 minutes)** Display visual cards to learn what is consent related to the emotions a person can show.
- **Practice Saying Yes/No (10 minutes)** A role-play with picture prompts to practice communication.
- **What Makes Consent Difficult? (10 minutes):** To learn what is desire and when they could feel in a uncomfortable situation.
- **Consent for Everyone (10 minutes)** To reinforce the respect and equality with value cards.

1. What is Consent? (10 minutes)

- Show pictures of people asking for a hug, holding hands, etc.
- Ask learners: “Is this okay if both people say yes?”
- Use YES/NO cards or thumbs up/down.
- Use very simple definition:
- “Consent means saying YES. If someone says NO, we must stop.”

2. Green Flag or Red Flag? (10 minutes)

- Show visual cards (e.g., someone smiling and saying yes vs. someone looking scared or unsure).
- Learners raise green flag if consent is clear and red flag if not.

Discuss: “Why is this a red flag?” Use emotion face cards to help explain feelings.

3: Practice Saying Yes / No (10 minutes)

Roleplay using pictures:

- “Can I hold your hand?” (Use visual prompt)
- “Can I kiss you?”
- Learners practice:
- Saying: “Yes, I’m okay” or “No, I don’t want to”
- Watching body language (happy, nervous)
-

Support non-verbal learners with symbol cards or communication boards.

4. What Makes Consent Difficult? (10 minutes)

Show simple pictograms: alcohol, someone bigger, being scared, getting gifts.

Ask: Can you say no in this situation? - Help them understand that these are not okay situations for real consent.

Use a visual chart:

-  Safe to say yes
-  Not safe - get help

5. Consent for Everyone (10 minutes)

Show 2 picture cards: one of a boy, one of a girl.

Ask: "Do both need to say YES?"

Talk about respect and equality. Use value cards: respect, safety, kindness.

Emphasize: Boys and girls, all people, have the same right to say YES or NO.

Trainer Notes:

- Repeat the main message: "No means stop. Only yes means yes."
- Reinforce feelings and body language as key to recognizing consent.
- Keep all examples non-sexual in action but related to boundaries to ensure comfort and accessibility.
- Never pressure learners to participate in roleplay if uncomfortable.

Debriefing (10 minutes)

Sit in a circle and ask two reflection questions:

1. What did you learn about asking for permission today?
2. Why is it important to stop if someone says no?

Use YES/NO or emotion cards to support responses.

Reiterate: "No means stop. Only 'yes' means yes."

ANNEX 4.2

YES NO CARDS

YES

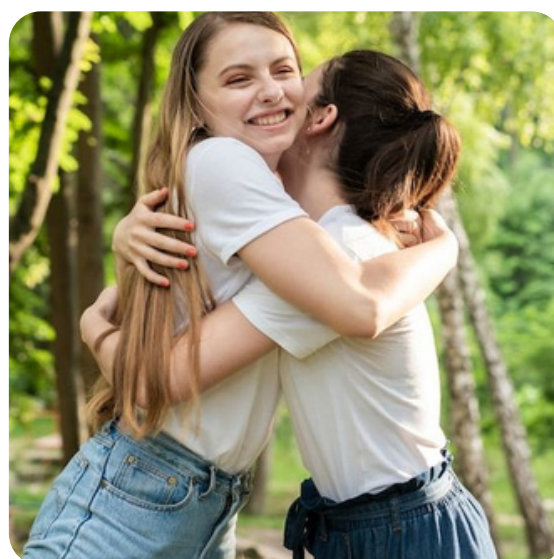
NO

ANNEX 4.2

BODY BOUNDARY VISUALS



HUG

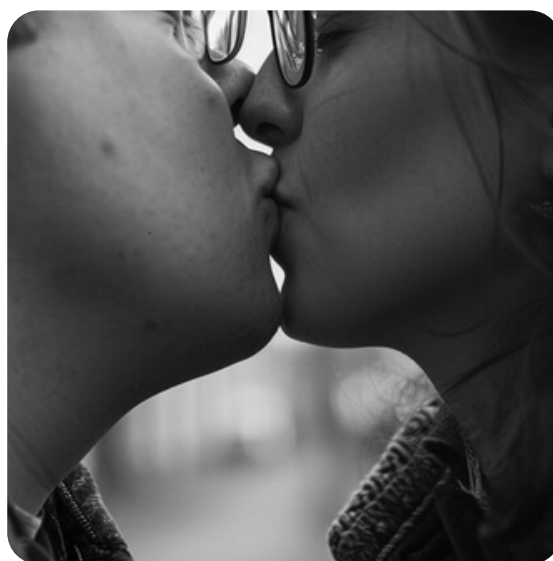


ANNEX 4.2

BODY BOUNDARY VISUALS

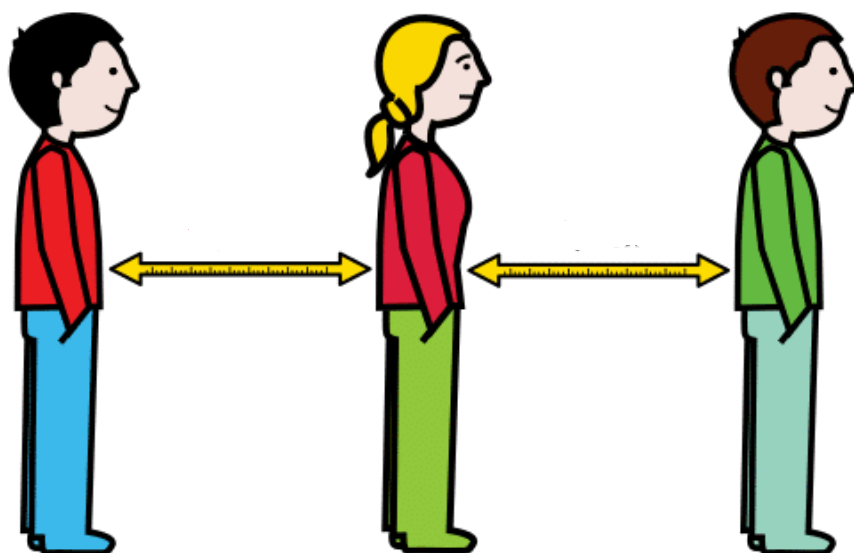


KISS



ANNEX 4.2

BODY BOUNDARY VISUALS



PERSONAL SPACE

ANNEX 4.2

ROLEPLAY PROMPT CARDS



A TEENAGE BOY AND GIRL TALKING FACE-TO-FACE, PRACTICING PERSONAL BOUNDARIES,

ANNEX 4.2

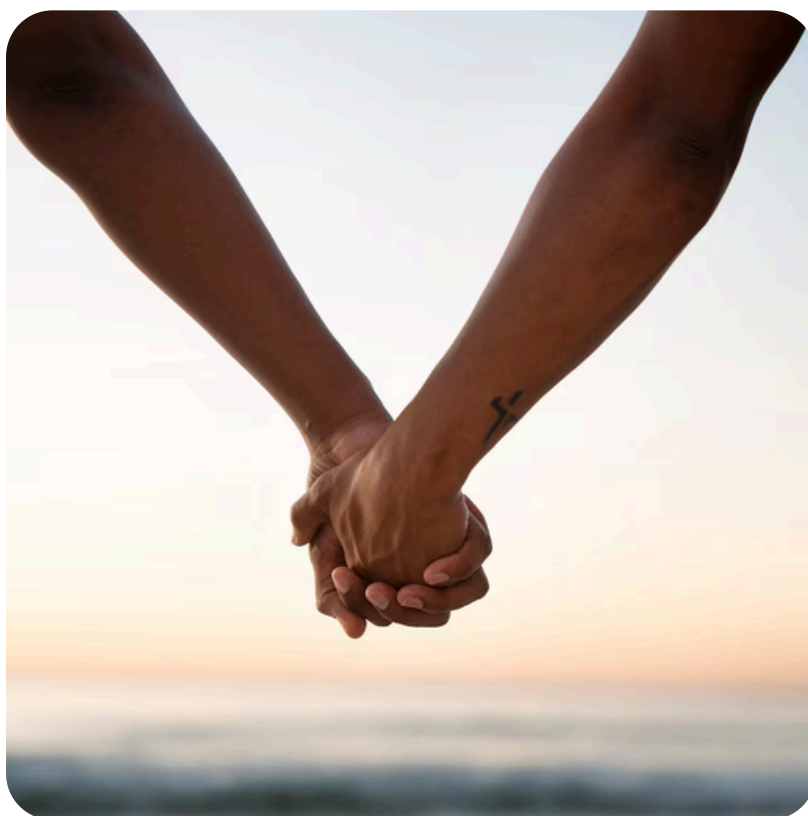
ROLEPLAY PROMPT CARDS



TWO TEENAGERS ASKING FOR A KISS

ANNEX 4.2

ROLEPLAY PROMPT CARDS



**TWO HANDS REACHING TO HOLD EACH
OTHER**

ANNEX 4.2

ROLEPLAY PROMPT CARDS



GIRL RAISING HER HAND TO SAY NO

ANNEX 4.2

PICTURE CARDS OF PRESSURING FACTORS



ALCOHOL

ANNEX 4.2

PICTURE CARDS OF PRESSURING FACTORS



**AN OLDER ADULT LEANING OVER A
YOUNGER TEEN BOY**

**SHOWING PRESSURE OR DISCOMFORT,
CLEAN**

ANNEX 4.2

PICTURE CARDS OF PRESSURING FACTORS

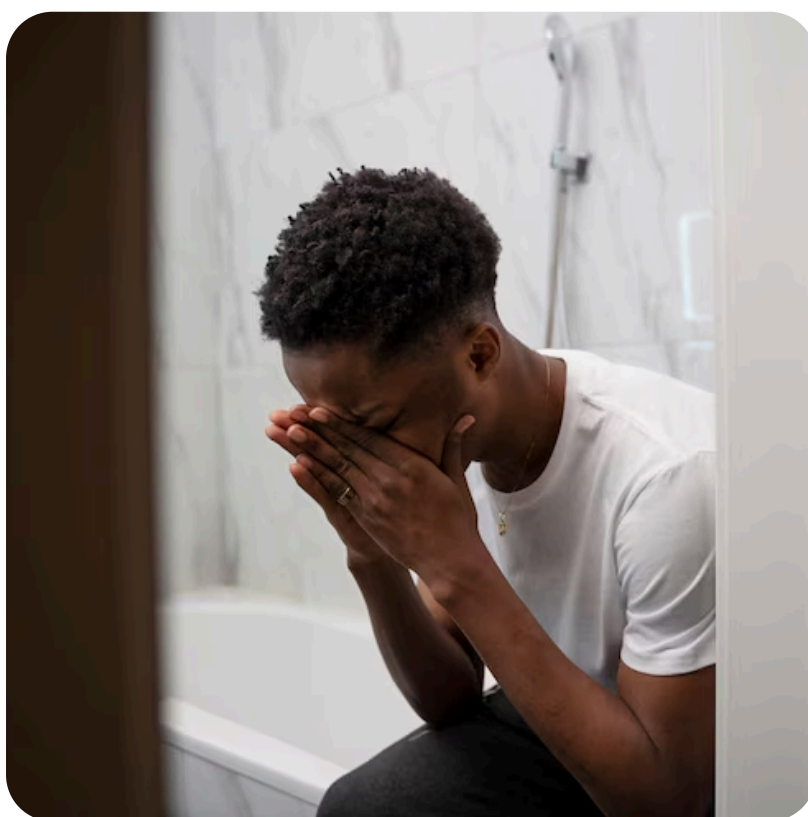


**ONE HAND GIVING A WRAPPED GIFT TO
ANOTHER HAND**

TO REPRESENT SOCIAL PRESSURE

ANNEX 4.2

PICTURE CARDS OF PRESSURING FACTORS



A SAD TEENAGER CRYING

**SHOWING EMOTIONAL PRESSURE OR
DISTRESS**

Activity name: Let's Talk Tech: Staying Safe, Smart & Strong Online

UNESCO key concept tackled:

4.3 Safe Use of Information and Communication Technologies (ICTs)

Objectives:

1. Social Media Safety & Responsibility:

- Understand what is safe vs. risky behavior online
- Identify positive and negative examples of social media use
- Develop a personal plan for safe online behavior

2. Impact of Sexually Explicit Media

- Explore how media shapes unrealistic views about bodies and relationships
- Recognize harmful stereotypes and messages
- Reflect on how media makes us feel about ourselves and others

Materials:

- Visual cue cards (green = good, red = risky)
- Comic strip templates or illustrated storyboards
- Roleplay scenario cards
- "My Social Media Plan" worksheet
- Sticky notes, markers, large poster paper
- Access to simple social media examples (screenshots or mock apps)

Duration:

- **1. Red or Green? (20 minutes):** Learners identify and discuss safe versus risky online behaviours using visual cues.
- **2. My Social Media Plan (15 minutes):** Each participant creates a personalised guide for what to share, avoid, and how to stay safe online.
- **3. Comic Strip - Online vs. Real Life (15 minutes):** Small groups illustrate the gap between media portrayals and real-life expectations.
- **4. Reflection Wall - "I Am Real" (10 minutes):** Individuals express and celebrate their key takeaways and feelings on sticky notes for group sharing.

Number of participants:

This activity is designed for 3 to 12 participants, who will be divided into small groups of three.

Instructions:

1. Red or Green? (20 min): Participants view illustrated social media scenarios and vote with green/red cards to label each as safe or risky, followed by a group discussion in simple, supportive language.

2. My Social Media Plan (15 min): Individually, learners complete a visual worksheet to decide what to share, what to avoid, how to react if they feel uncomfortable, and one new safety habit to start.

3. Comic Strip - Online vs. Real Life (15 min): In small groups, learners use templates or drawings to contrast media-shown expectations (perfect bodies, romance) with real-life needs (diverse bodies, consent).

4. Reflection Wall - "I Am Real" (10 min): Each learner writes or draws a key takeaway on a sticky note and adds it to the "I Am Real" poster; the group then celebrates and discusses these insights.

1. Red or Green? (Understanding Safe Social Media Use): 20 min

Method: Small group creation.

Present illustrated or simplified real-life social media situations on the board or via cards.

Learners vote using green or red cards (or happy/sad face visuals) to say if the situation is safe or risky.

Discuss each one together, using simple, supportive language and examples.

✓ Examples:

Sharing your school location (red)

Posting a kind comment (green)

Accepting a message from a stranger (red)

Asking for help when someone is mean online (green)

2: My Social Media Plan: 15 min

Method: Individual activity with trainer support

Learners fill out a visual worksheet:

"What I should share" vs. "What I should not share"

"What to do if something makes me feel uncomfortable online"

"One thing I'll start doing online to stay safe"

Tip: Include pictograms, multiple-choice answers, and spaces for drawings or simple writing.

3. Comic Strip - Online and Real Life Expectations: 15 min

Method: Small group creation

Introduce the idea that some videos or photos online (especially sexual ones) don't show real life.

In groups, learners draw or use pictures to complete a 2-panel comic strip:

Panel 1: What media shows (e.g., perfect body, romantic scene)

Panel 2: What real life is like (e.g., different bodies, needing consent)

Use pre-drawn templates if needed, and support with example cards.

Debriefing: Reflection Wall - "I Am Real" (15 min)

Method: Personal reflection & group sharing

Learners write or draw one message on a sticky note about what they've learned or feel.

Stick these on a "I Am Real" wall poster.
Trainers read a few aloud, celebrating the ideas.

Trainer Tips for Accessibility

Use visuals and easy-to-read fonts (e.g., Arial or Comic Sans)

- Read aloud all instructions, check for understanding
- Repeat key terms often (safe, respect, real, feelings)
- Use calm tone and frequent praise
- Encourage participation through movement (voting, drawing) not only writing

Optional Extension

- Invite learners to create a Digital Safety Poster for their classroom
- Practice a roleplay: "What would I do if...?" (e.g., "someone asks for a picture")

ANNEX 4.3. A

RED OR GREEN

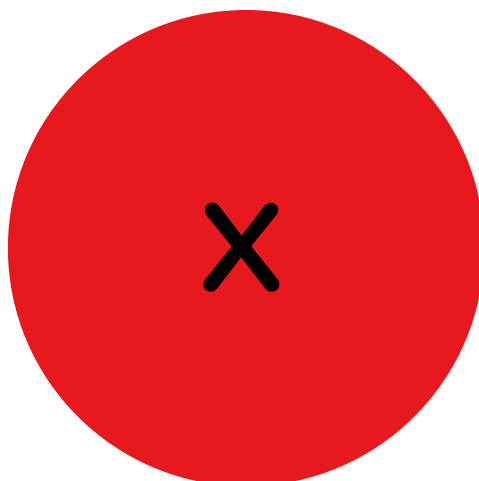
1. Sharing your school location (red)
2. Posting a kind comment (green)
3. Accepting a message from a stranger (red)
4. Asking for help when someone is mean online (green)

ANNEX 4.3. A

RED OR GREEN



Sharing location

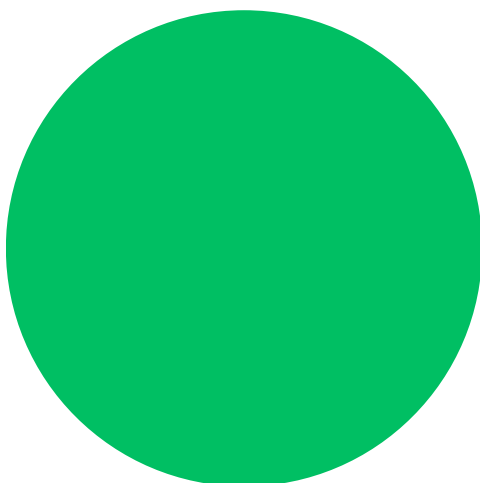


ANNEX 4.3. A

RED OR GREEN



Posting a kind comment

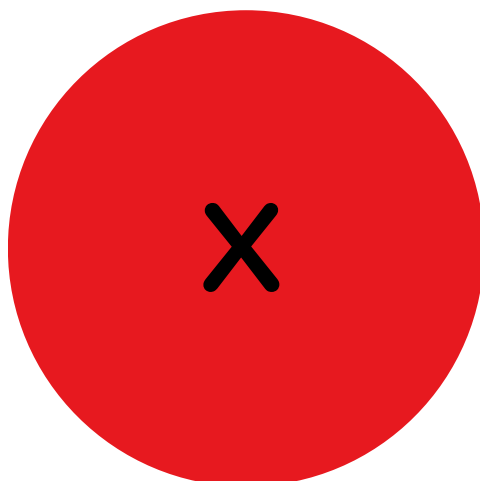


ANNEX 4.3. A

RED OR GREEN



Accepting a message from stranger

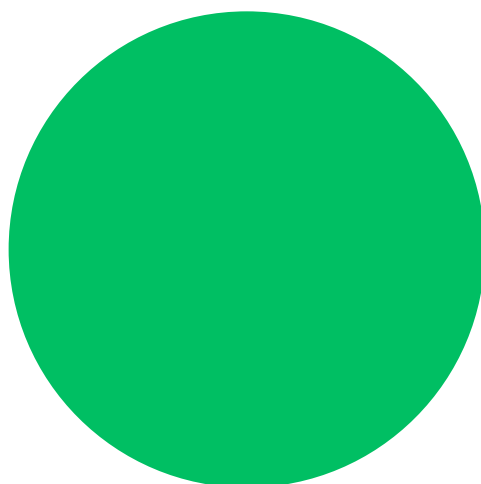


ANNEX 4.3. A

RED OR GREEN



Asking for help when someone is mean online



ANNEX 4.3. A

WHAT SHOULD I SHARE

YES



NO



My first name only

A kind comment on a friend's post (e.g., "Great job!" or "You look happy!")

A hobby or interest (e.g., "I love drawing," "I play football")

A photo of my pet or nature (flowers, trees, etc.)

Positive thoughts or quotes (e.g., "Be yourself" or "Stay strong")

My full name, address, or phone number

School name, location, or classroom photo

Passwords or login info

Private body photos or anything sexual

Messages from strangers, especially if they ask to meet or want photos

Mean or bullying comments about others

ANNEX4.3. A

WHAT SHOULD I SHARE

✓ What I SHOULD Share Online (Safe & Positive)

My first name only

A kind comment on a friend's post (e.g., "Great job!" or "You look happy!")

A hobby or interest (e.g., "I love drawing," "I play football")

A photo of my pet or nature (flowers, trees, etc.)

Positive thoughts or quotes (e.g., "Be yourself" or "Stay strong")

✗ What I SHOULD NOT Share Online (Unsafe or Private)

My full name, address, or phone number

School name, location, or classroom photo

Passwords or login info

Private body photos or anything sexual

Messages from strangers, especially if they ask to meet or want photos

Mean or bullying comments about others

ANNEX 4.3. A

WHAT SHOULD I SHARE

YES



NO



ANNEX 4.3. A

COMIC STRIPS

Panel 1: “What media shows”

- A girl with perfect skin and slim body on Instagram
- A romantic couple kissing without talking first
- A shirtless man with muscles in a music video
- A party scene where everyone looks “cool” and flirty

Panel 2: “What real life is like”

- People with all kinds of bodies: tall, short, bigger, with acne, stretch marks
- People saying: “Is it okay if I hug you?” → Highlight consent
- A real couple laughing in pyjamas
- A person talking to someone about feeling nervous or insecure

“The Photoshop Effect” - Dove Self-Esteem Project

<https://www.youtube.com/watch?v=iYhCn0jf46U>

(Use with discussion: “Is this real life?”)

ANNEX 4.3. A

COMIC STRIPS



Activity name: **"Think - Speak - Decide: Making Safe & Smart Choices"**

UNESCO key concept tackled:

5. Skills for health and well-being

Objectives:

- Make responsible decisions despite peer pressure or media influence.
- Understand consequences of sexual decisions (social, legal, emotional).
- Practise saying what they want or don't want (consent).
- Spot harmful media messages and challenge stereotypes.
- Identify where and how to get help, safely and confidently

Materials:

- YES/NO/NOT SURE cards
- Emotion face cards (happy, sad, worried, angry)
- Media image cards (stereotyped vs. realistic)
- Communication symbol cards (talk, stop, ask, help)
- Picture scenario cards (showing peer pressure, refusal, help-seeking)
- A printed "Help Map" (visual chart of trusted people/services)

Duration:

- Warm-Up Discussion (10 min): We explore the influences—friends, media, authority—that make it easier or harder to say no.
- Role-Play Scenarios (15 min): We practise choosing safe responses (talk, stop, ask, help) when facing peer pressure.
- Media Check (10 min): We compare real-life respectful behaviour to stereotype-driven media messages.
- Communication Practice Circle (15 min): We rehearse clear "Yes/No" and help-seeking phrases with confident body language.
- Help Map Creation (10 min): We identify and visualise trusted adults and safe places where learners can go for support.

Number of participants:

Designed for 2-10 participants to ensure personalised support, active engagement, and effective learning in a small-group setting.

Instructions:

- **Warm-Up Discussion (10 min):** Identifies what influences make it hard or easy to say no.
- **Role-Play Scenarios (15 min):** Practices safe responses to peer pressure using “talk,” “stop,” “ask,” or “help.”
- **Media Check (10 min):** Compares respectful real-life behaviour with stereotype-driven media images.
- **Communication Practice Circle (15 min):** Rehearses clear refusal and help-seeking phrases with confident body language.
- **Help Map Creation (10 min):** Visualises trusted adults and safe places learners can turn to for support.

1. Warm-Up Discussion - What Affects Our Choices? (10 minutes)

- Use pictograms: friends, phone, media, older people, feelings
- Ask: “What makes it hard to say no?”
- Learners raise YES/NO cards to show what makes choices easier or harder.

2. Roleplay with Picture Scenarios - Peer Pressure vs. Safe Choice (15 minutes)

- Use cards with scenes like:
 - Being pushed to have a relationship
 - Saying no and walking away
 - Talking to a friend who respects consent

Learners choose a response card:

● Talk / ● Stop / ● Ask / ● Help

Trainer leads discussion using feeling face cards and talks through each decision.

3. Media Check - What Is Real? (10 minutes)

Show 2 contrasting media image cards:

- One showing gender stereotypes (e.g., “boys always want sex”)
- One showing respectful behavior and diversity

Ask:

- “Is this respectful?”
- “Does this happen in real life?”

Learners place stickers on “Positive” or “Unhelpful” side of a chart.

4. Communication Practice Circle - (15 minutes)

Learners sit in a circle with communication cards.

Each one practices:

- Saying what they want (“I don’t want to kiss”)
- Saying no (“Please stop”)
- Asking for help (“Can I talk to you?”)

Encourage everyone to use a clear tone and confident body language. Support non-verbal learners with gesture or symbol cards.

Debriefing: Help Map Creation - Where Can I Go for Help? (10 minutes)

- Create a group poster with:
 - Pictures of safe adults (doctor, teacher, parent, helpline)
 - Places to go (clinic, school office, online services)
- Learners add stickers next to people they trust.

Trainer models phrases like:

- ☞ "I need help."
- ☞ "Can we talk in private?"

✓ **Trainer Tips:**

- Reassure: "It's okay to ask questions and say no."
- Repeat key terms visually and verbally
- Allow choices in participation to respect comfort levels
- Follow up one-on-one if a learner seems worried

ANNEX 5

YES / NO / NOT SURE CARDS

YES

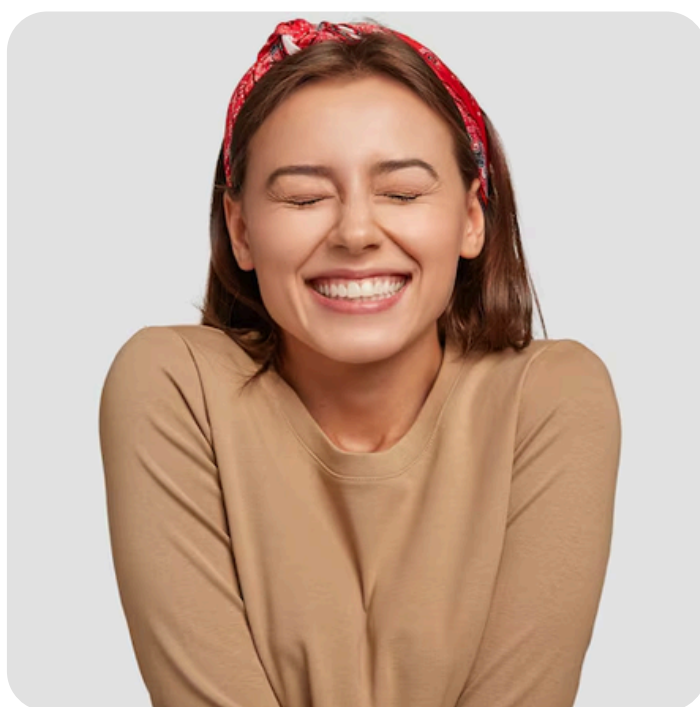
NO

?

NOT SURE

ANNEX 5

EMOTION FACE CARDS



HAPPY

ANNEX 5

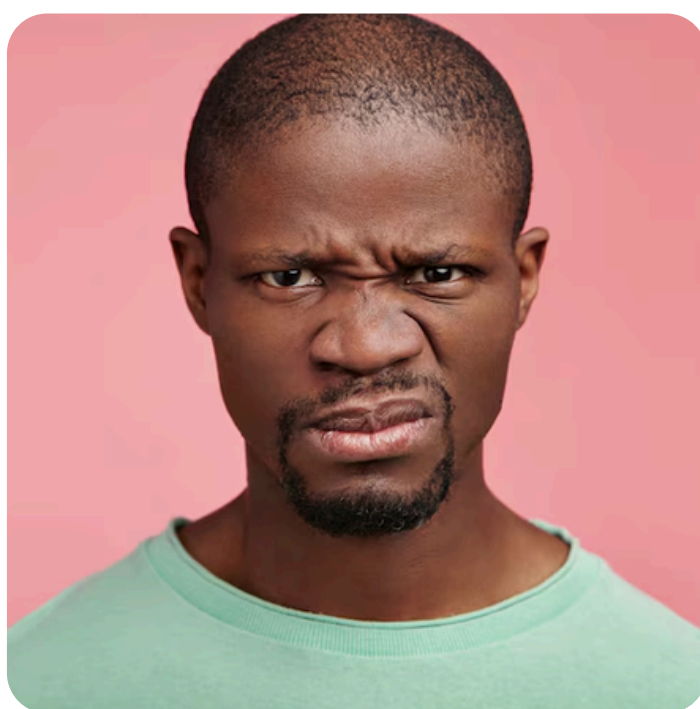
EMOTION FACE CARDS



SAD

ANNEX 5

EMOTION FACE CARDS



ANGRY

ANNEX 5

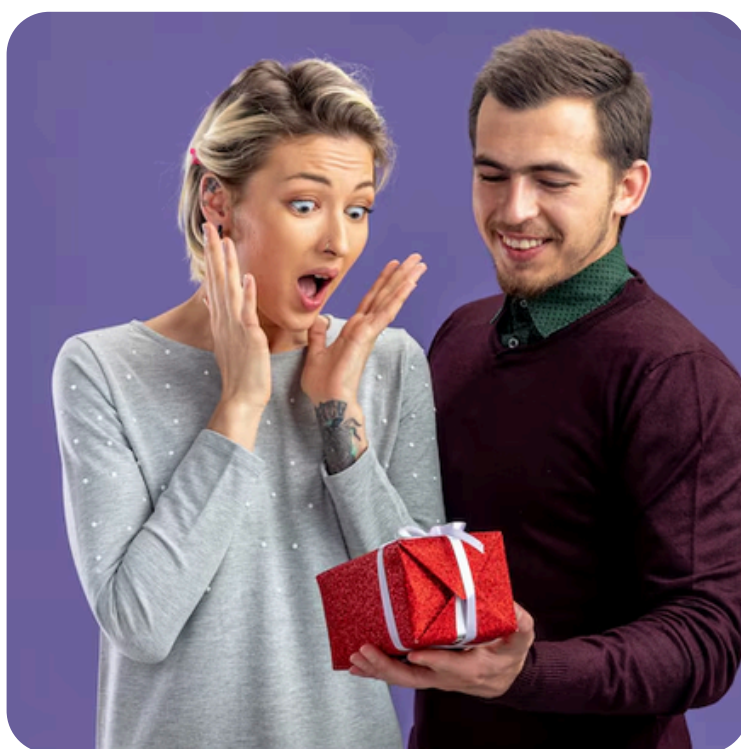
EMOTION FACE CARDS



WORRIED

ANNEX 5

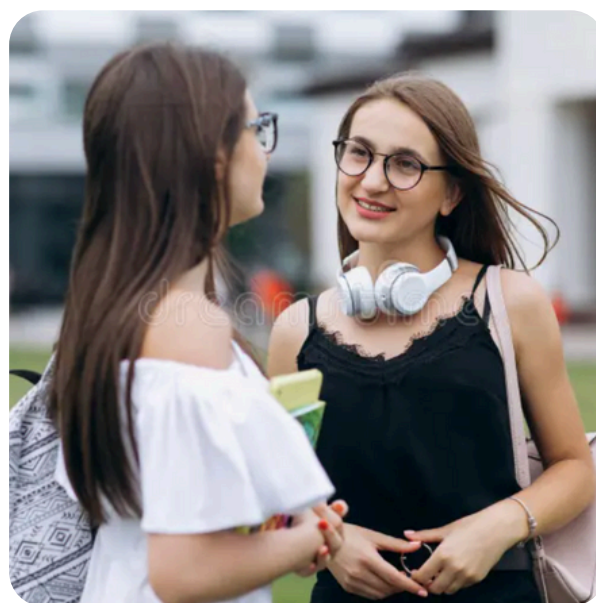
MEDIA IMAGE CARDS (STEREOTYPED VS. REALISTIC)



**UNREALISTIC ROMANTIC MEDIA
COUPLE: BOY HOLDING GIFTS, GIRL
LOOKING SURPRISED**

ANNEX 5

MEDIA IMAGE CARDS (STEREOTYPED VS. REALISTIC)



**REAL-LIFE COUPLES TALKING AND
SMILING, EQUAL BODY LANGUAGE,
RESPECTFUL**

ANNEX 5

MEDIA IMAGE CARDS (STEREOTYPED VS. REALISTIC)



LEFT SIDE SHOWS GENDER STEREOTYPE OF A BOY ACTING DOMINANT AND GIRL ACTING PASSIVE, RIGHT SIDE SHOWS EQUAL RESPECTFUL BEHAVIOR,

ANNEX 5

COMMUNICATION SYMBOL CARDS



ANNEX 5

COMMUNICATION SYMBOL CARDS



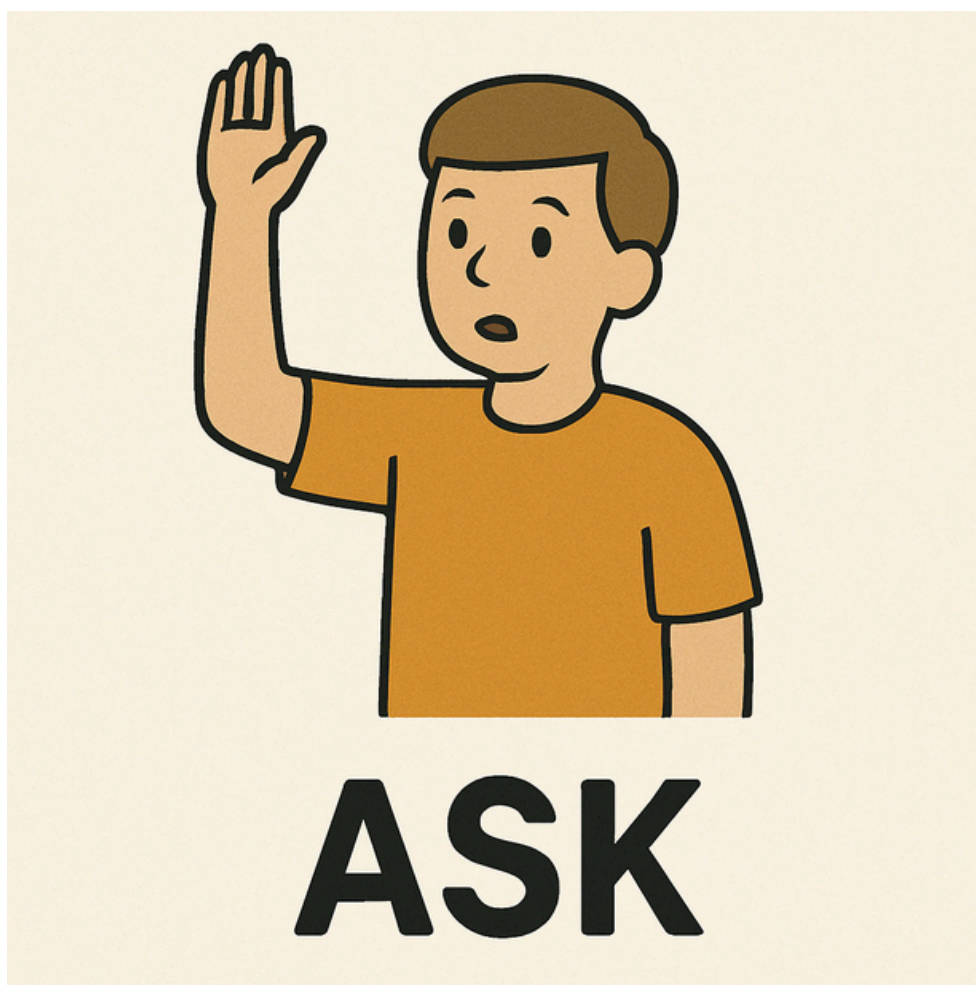
ANNEX 5

COMMUNICATION SYMBOL CARDS



ANNEX 5

COMMUNICATION SYMBOL CARDS



ANNEX 5

PICTURE SCENARIO CARDS



PEER PRESSURE

ANNEX 5

PICTURE SCENARIO CARDS



**TEEN SAYING NO AND STEPPING BACK FROM A PEER -
REFUSAL SITUATION**

ANNEX 5

PICTURE SCENARIO CARDS



TEEN TALKING TO A TRUSTED ADULT (TEACHER, NURSE, PARENT) - HELP-SEEKING SITUATION, SAFE ENVIRONMENT

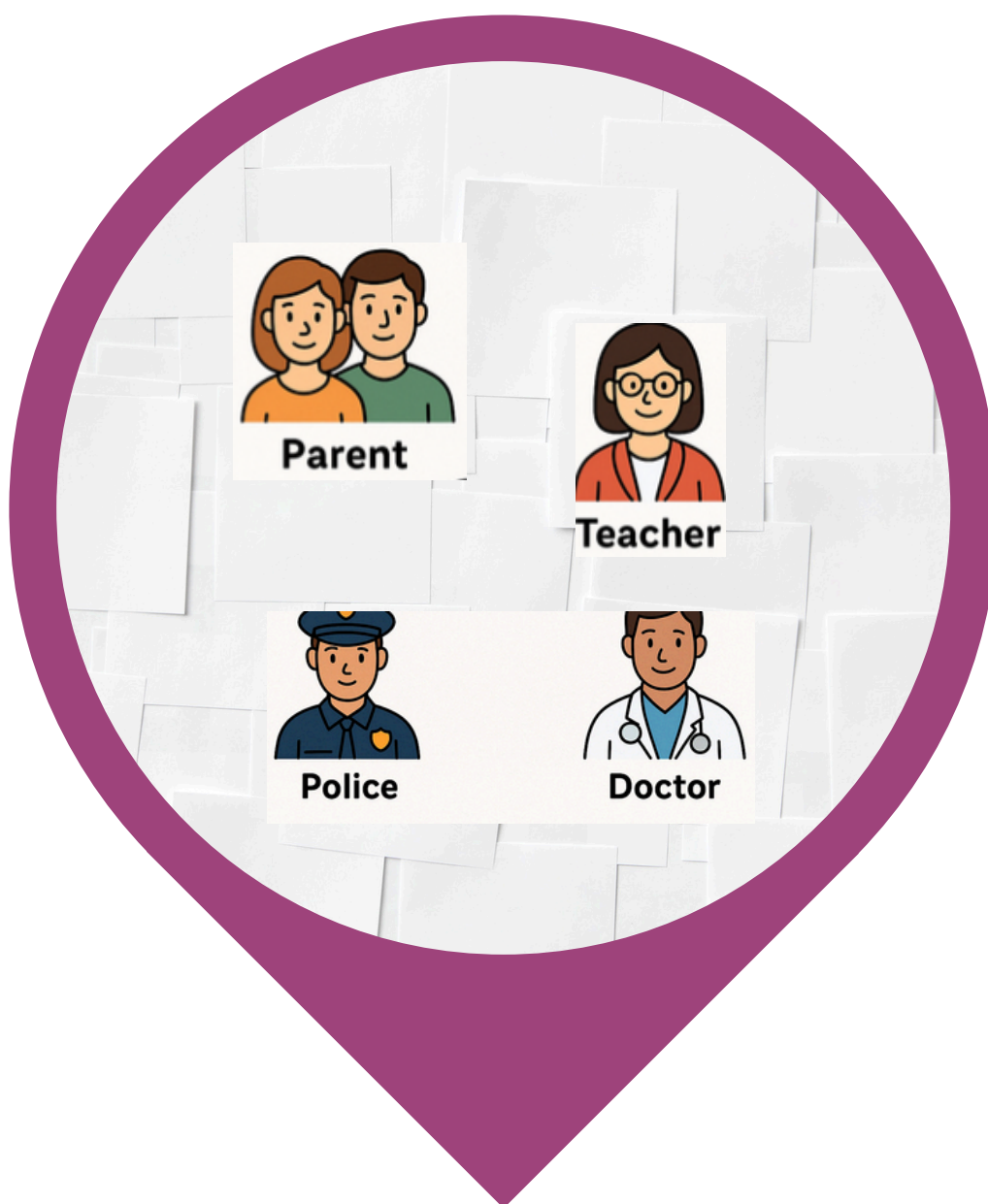
ANNEX 5

HELP MAP



ANNEX 5

EXAMPLE HELP MAP



Activity name: My Body Speaks

UNESCO key concept tackled:

7. Sexuality and Sexual Behaviour

Objectives:

- Objective 1: Support people with intellectual disabilities in understanding the sex concept, the sexual life cycle and different aspects of sexuality, both personally and in relation to others.
- Objective 2: Help individuals recognize their own and others' sexual behaviour and responses, as well as the importance of communication and consent in sexual relationships, ensuring they understand the need to respect personal boundaries and feel comfortable expressing their desires.
- Objective 3: Promote the acceptance of sexual diversity and different forms of sexual expression, ensuring equality and respect in affective and sexual relationships.

Materials:

- Computer and projector to display the pictograms.
- Printed and laminated icons of the basic emotions (joy, sadness, anger, and fear): sets of all four for each participant. Used in the first activity.

Duration: This 1-hour activity is structured into two sessions to effectively achieve the proposed objectives.

The first session, "The World of Sexuality" (20 minutes), focuses on helping participants understand the sexual life cycle and various aspects of sexuality, both personally and in relation to others.

The second session, "My Body Reacts" (25 minutes), guides individuals in recognizing their own and others' sexual behaviors and responses, emphasizing the importance of communication and consent in sexual relationships, as well as the need to respect personal boundaries and comfortably express their desires.

Together, these sessions promote the acceptance of sexual diversity and different forms of sexual expression, fostering equality and respect in affective and sexual relationships.

Finally, the Debriefing (15 minutes) a open-ended questions to assess participants' understanding of the concepts covered, allowing for clarification of doubts and reinforcement of key learnings related to sexual diversity, emotional expression, and respecting personal boundaries and those of others.

Number of participants:

The activity is designed for a group of 2 to 10 participants, allowing for personalized support and ensuring that each individual can engage fully and meet the objectives according to their abilities. Working with a smaller group fosters greater interaction, facilitates meaningful participation, and promotes a more effective learning environment.

Instructions: This activity is designed to ensure the achievement of its objectives through three key moments.

The first session, "The World of Sexuality" (20 minutes), introduces participants to the concept of sex, the sexual life cycle, and the changes that occur in the body over time, using pictograms and simple explanations.

The second session, "My Body Reacts" (25 minutes), focuses on identifying sexual behaviors and responses, exploring how the body and emotions react in different situations, as well as the importance of communication and consent.

1. The World of Sexuality

In this first session, the facilitator will project two pictograms showing the silhouette of a human body, each accompanied by a reproductive sexual organ (one female and one male), identical to those used in the previous activity. Participants will be reminded, with the other pictograms, as explained earlier, these sexual organs do not determine a person's gender identity but define their sex, as their function and structure are primarily determined by biological factors such as genetics and evolution.

The facilitator will also point out that there are different types of sexuality, and each person may experience attraction in different ways. Some people are attracted only to the opposite sex (heterosexuality), others only to the same sex (homosexuality), while some are attracted to people of both the same and opposite sex (bisexuality) or to people regardless of gender (pansexuality). In addition, there are those who do not experience sexual attraction (asexuality). All these orientations are part of human diversity and each one is valid, deserving respect and inclusion.

The facilitator will also clarify that they are called "reproductive sexual organs" because their main function is reproduction, a topic that will be addressed in the next activity. Additionally, the facilitator, to explain that the body develops throughout life, causing changes in the body and feelings, will mention the "sexual life cycle": the process in which an organism moves from the inability to reproduce to the full capacity to do so, and then to the decline of that capacity with age, this cycle includes stages such as puberty, adulthood and old age. During this explanation, the facilitator will show images or pictograms of the life stages.

This session will last 20 minutes and will help participants understand the concept of sex, which is determined by the reproductive sexual organs, as well as the sexual life cycle and the changes these organs produce.

2. My Body Reacts

As a link to the previous session, the facilitator will explain to the participants that the reproductive system not only has a biological function but is also related to different actions and reactions that can trigger various emotions, both positive and negative.

To illustrate this, pictograms or images adapted to the participants' level of understanding will be shown, representing situations involving different couples. In these images, various actions and reactions can be observed, which may occur with both familiar people and strangers, in the context of romantic or affectionate relationships. The facilitator will explain that these emotions can arise when they see or are near someone they like and are physically attracted to, or when someone touches them without permission, causing pleasant or unpleasant feelings.

Pictograms or images depicting both positive and negative actions and reactions will be presented, and the facilitator will explain them clearly. It will be emphasized that, in such moments, people may feel the desire to touch different parts of the body, such as the hands, face, chest, or intimate areas.

After each image, the facilitator will ask the participants what they think the people in the picture are feeling. To support their responses, each participant will be given a set of four basic emotions (previously used in the last session of the first activity). With the facilitator's assistance, and individually if necessary, participants will raise or point to the emotion icon that they believe fits best.

Next, the facilitator will show an interactive presentation of the "Pleasure Carousel", explaining that when people are alone or with someone they like and want to share intimate moments, they can experience feelings of pleasure and well-being. This can occur when kissing, touching their genitals, or having sexual relations, noting that the latter is commonly referred to as "sex." The facilitator will describe the different stages of this process: desire, arousal, orgasm, ejaculation, and relaxation, explaining each step simply and clearly. Indicating specifically that symptoms are especially noticeable in the sexual organs such as penile erection or vaginal ejaculation, which will be shown with two pictograms.

To conclude, the facilitator will emphasize the importance of consent. They will explain that anyone who wants to touch them must always ask for permission first, and it's essential to feel comfortable saying "yes" or "no" in any situation. It will also be highlighted that if they ever feel uncomfortable or unsafe, they should communicate this to the person involved or someone they trust in their environment.

This session will last 25 minutes and will help participants identify sexual responses and behaviors, understand the diversity of sexuality, the importance of communication for consent, and how to set boundaries in situations that make them feel uncomfortable.

Debriefing: To conclude the activity and assess whether participants have understood the concepts covered, in a time of 15 min, the facilitator will ask a series of open-ended questions. If participants need support to respond, the facilitator can guide them using the emotion icons as visual aids. Additionally, if the facilitator notices signs of confusion, they will clarify the information in a simple way to ensure better understanding.

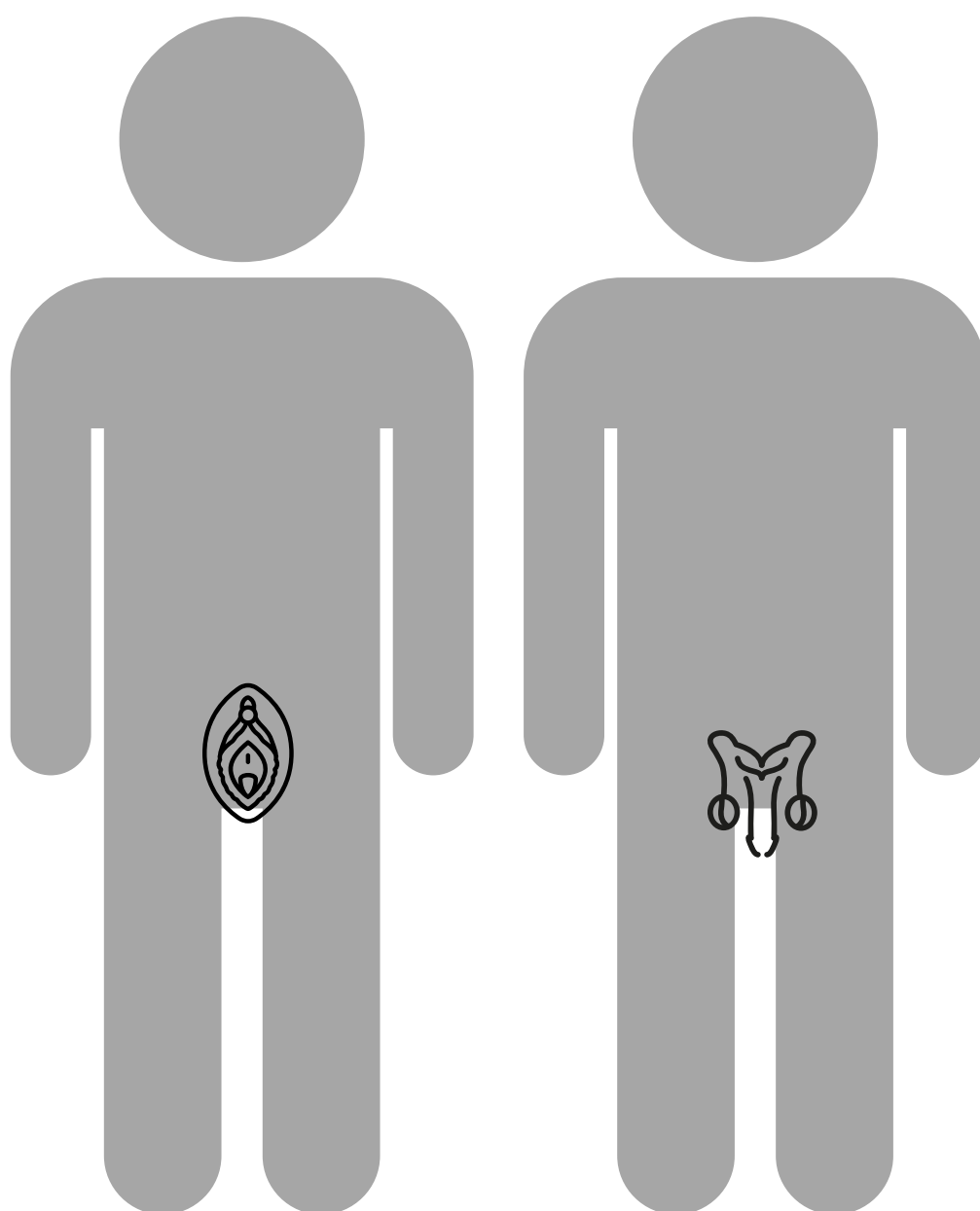
- What is sex?
- Do you remember any changes in the body that happen as we grow?
- How do you feel when someone you like touches you with your permission?
- How do you feel when someone touches you without asking for permission?
- What can you do if someone touches you and you don't like it or don't want them to?

Annex:

- Materials for the sessions:
https://drive.google.com/file/d/1En9PJCYvt4CWUxAAbEnRc1EXmkwpP3XO/view?usp=drive_link

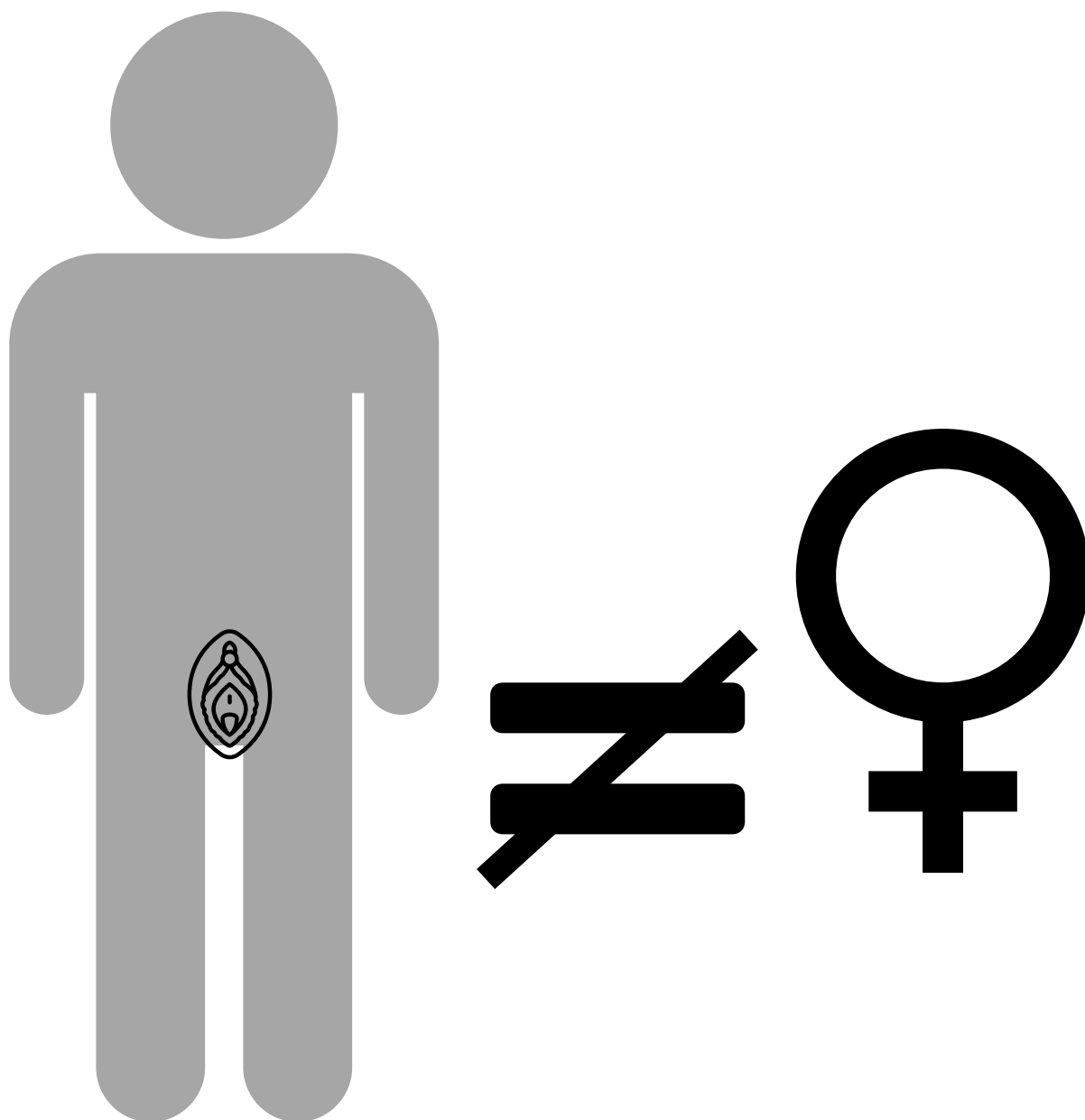
ANNEX 7

SESSION 1: SEX VS GENDER



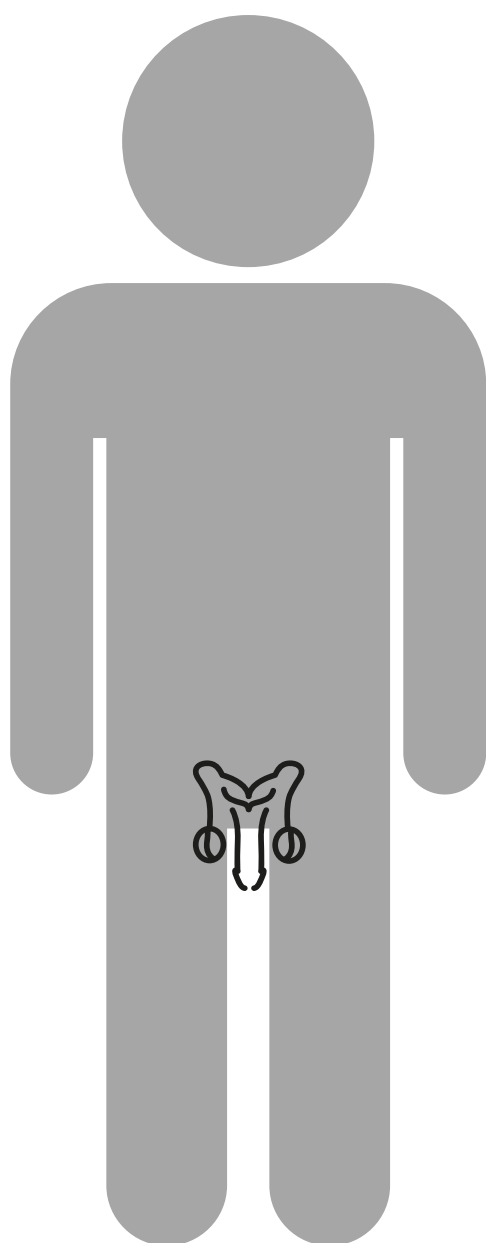
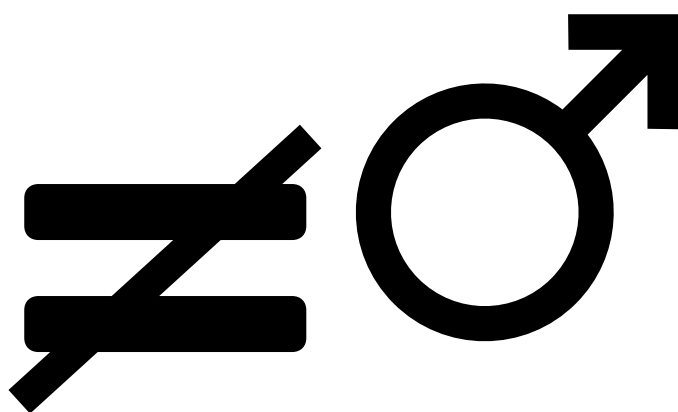
ANNEX 7

SESSION 1: SEX VS GENDER



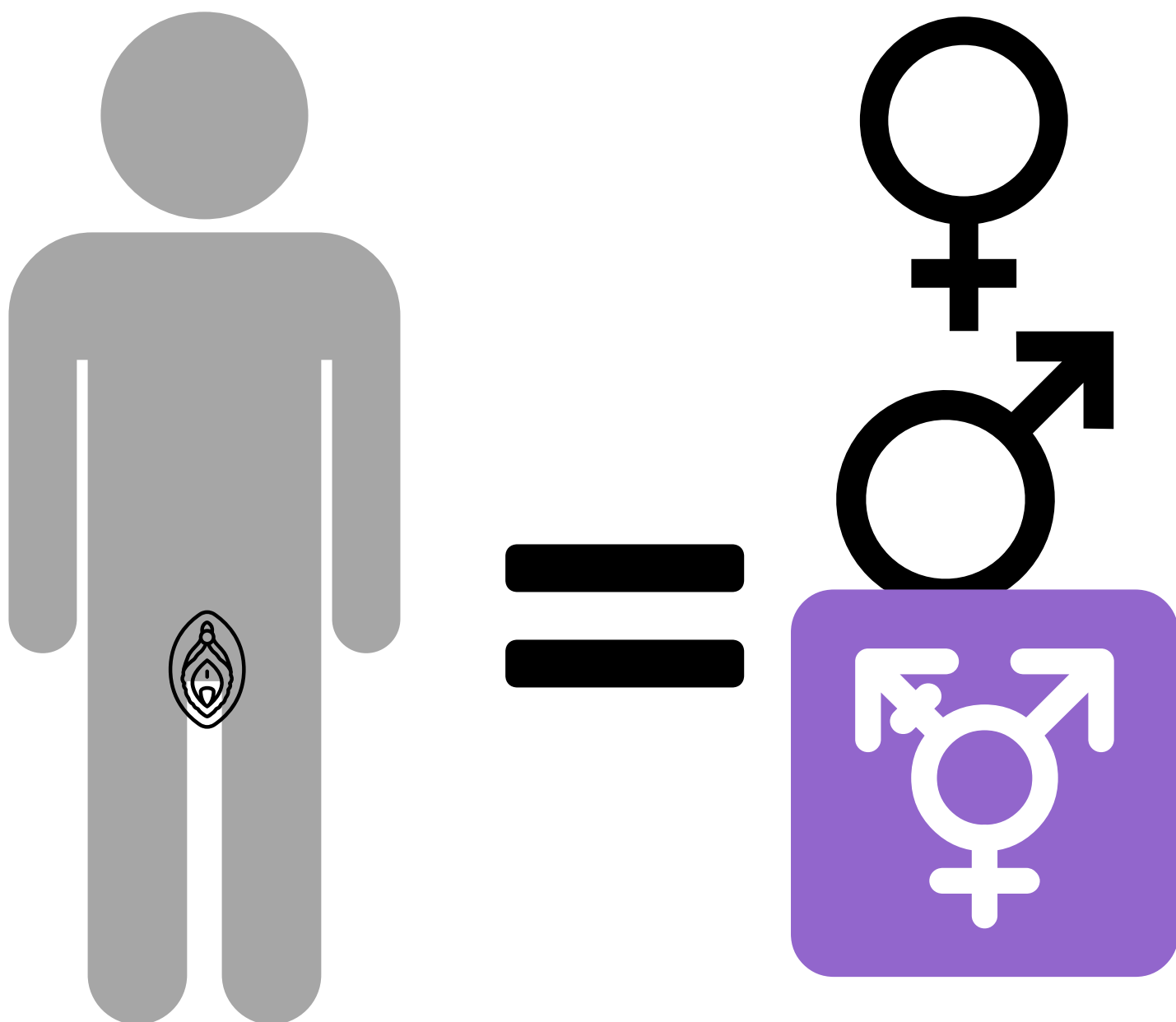
ANNEX 7

SESSION 1: SEX VS GENDER



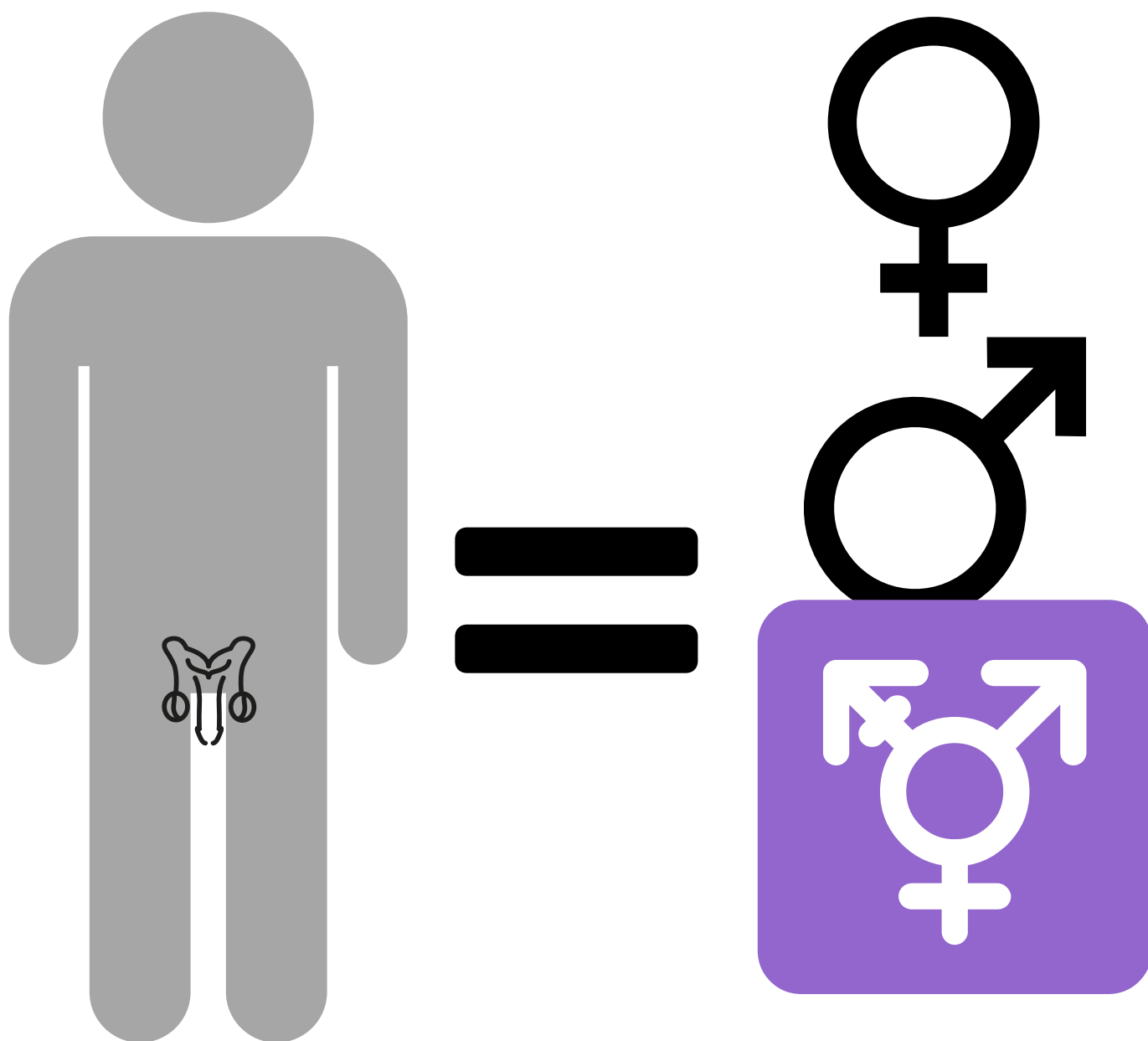
ANNEX 7

SESSION 1: SEX VS GENDER



ANNEX 7

SESSION 1: SEX VS GENDER



ANNEX 7

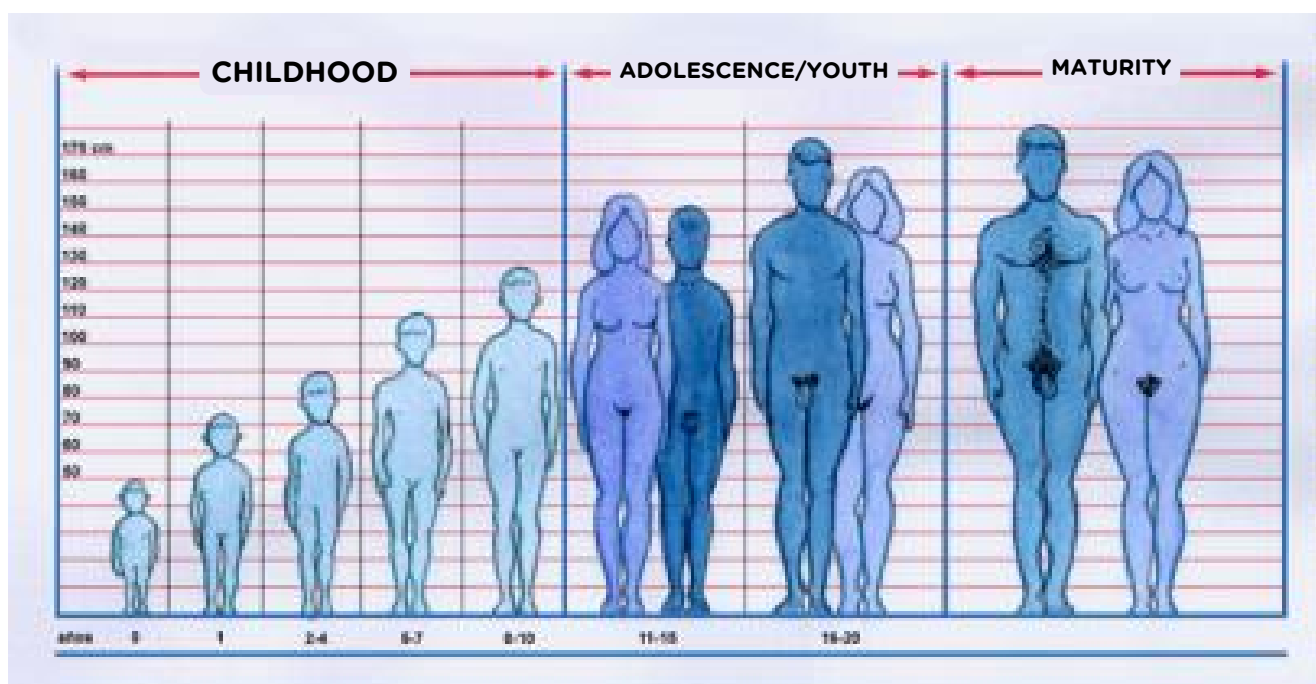
SESSION 1: SEXUAL LIFE CICLE



Male Genital



Female Genital



Sexual Life Cycle

ANNEX 7

SESSION 1: SEXUAL LIFE CYCLE (LEVEL 1)



CHILDHOOD

ANNEX 7

SESSION 1: SEXUAL LIFE CICLE (LEVEL 1)



ADOLESCENCE/YOUTH

ANNEX 7

SESSION 1: SEXUAL LIFE CICLE (LEVEL 1)



ADULTHOOD

ANNEX 7

SESSION 1: SEXUAL LIFE CICLE (LEVEL 1)



ELDERLY

ANNEX 7

SESSION 1: SEXUAL LIFE CICLE (LEVEL 2)



CHILDHOOD

ANNEX 7

SESSION 1: SEXUAL LIFE CICLE (LEVEL 2)



ADOLESCENCE/YOUTH

ANNEX 7

SESSION 1: SEXUAL LIFE CYCLE (LEVEL 2)



ADULTHOOD

ANNEX 7

SESSION 1: SEXUAL LIFE CICLE (LEVEL 2)

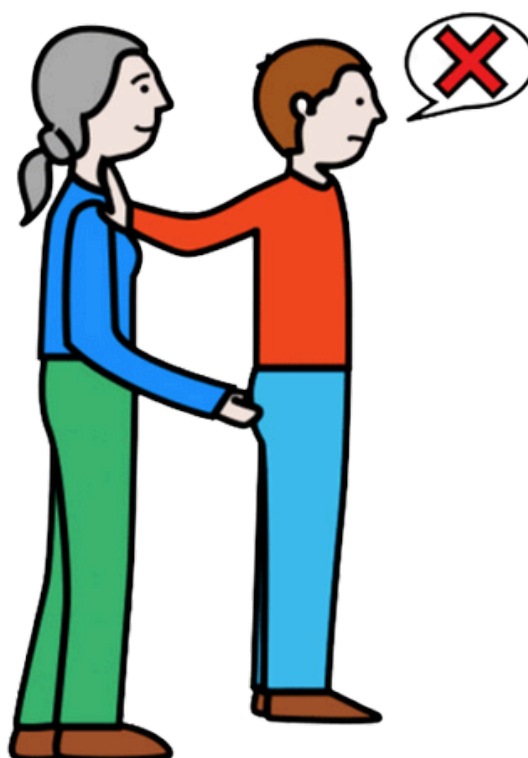


ELDERLY

ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 1)

UNKNOWN PERSON



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 1)



ACQUAINTANCE



ANNEX 7

SESSION 2: ACTION/REACTION
(LEVEL 1)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 1)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 1)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 2)

UNKNOWN PERSON ?



ANNEX 7

SESSION 2: ACTION/REACTION
(LEVEL 2)



UNKNOWN PERSON



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 2)



ACQUAINTANCE



ANNEX 7

SESSION 2: ACTION/REACTION
(LEVEL 2)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 2)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION
(LEVEL 2)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION
(LEVEL 2)



ROMANTIC PARTNER



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 2)



ACQUAINTANCE



ANNEX 7

SESSION 2: ACTION/REACTION (LEVEL 2)



UNKNOWN PERSON



ANNEX 7

SESSION 2: ACTION/REACTION (EMOTIONS)



ANNEX 7

SESSION 2: ACTION/REACTION (EMOTIONS)



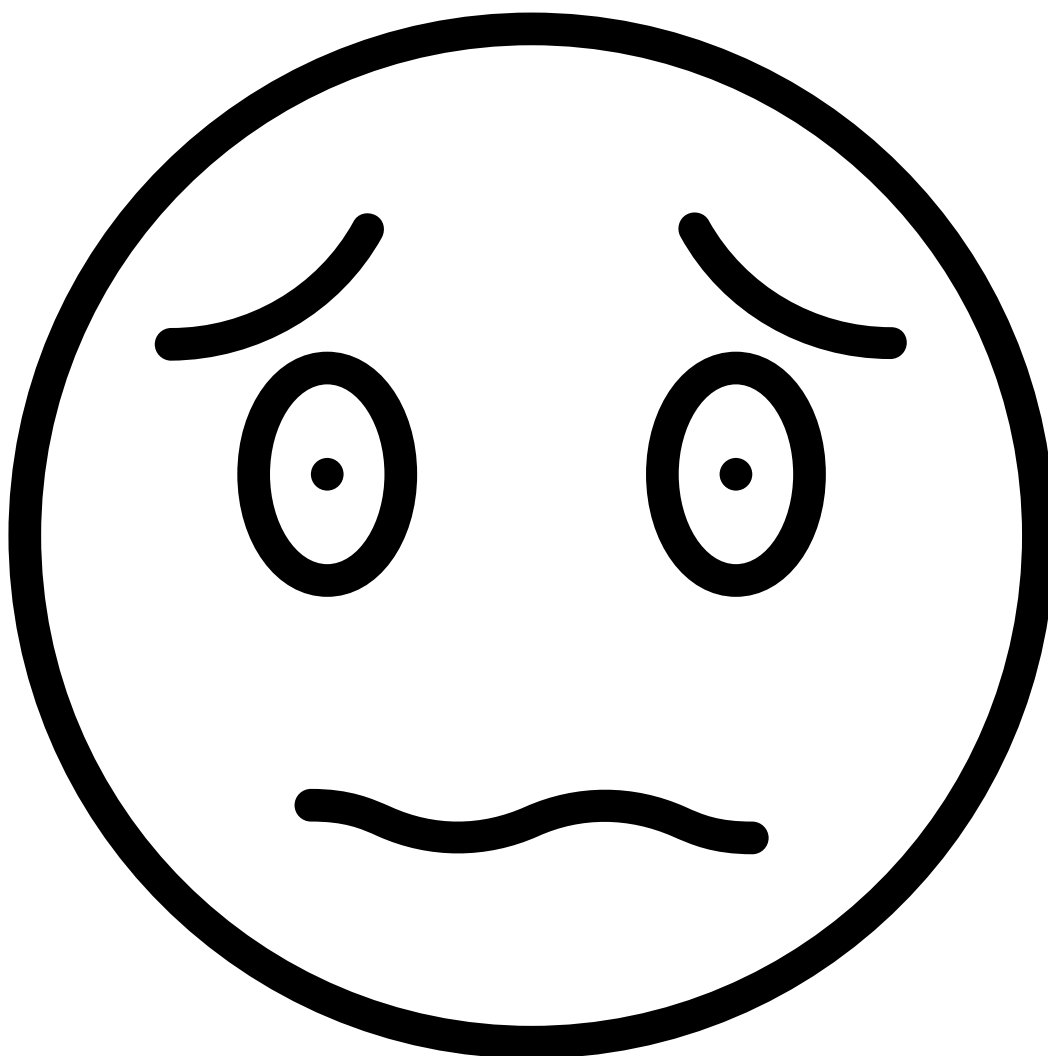
ANNEX 7

SESSION 2: ACTION/REACTION (EMOTIONS)



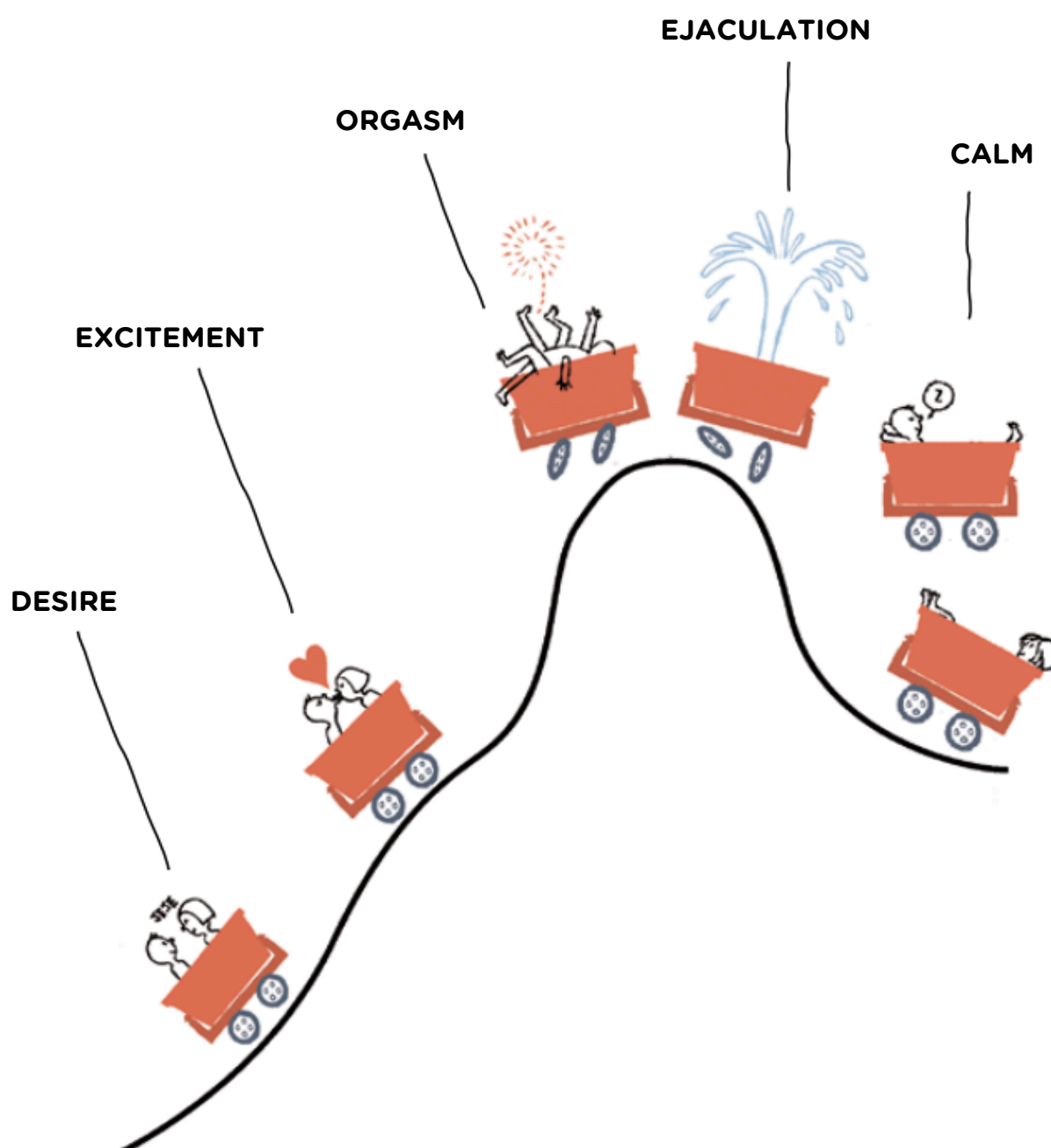
ANNEX 7

SESSION 2: ACTION/REACTION (EMOTIONS)



ANNEX 7

SESSION 2: PLEASURE CAROUSEL



ANNEX 7

SESSION 2: PLEASURE CAROUSEL

EXCITEMENT



ANNEX 7

SESSION 2: PLEASURE CAROUSEL

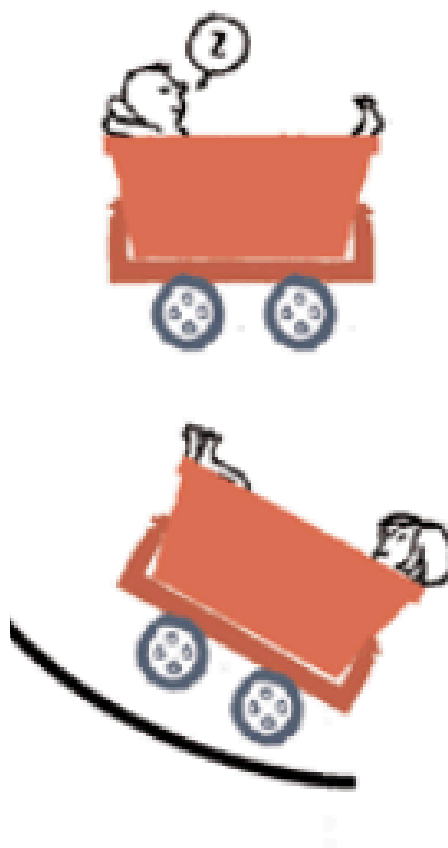
ORGASM AND EJACULATION



ANNEX 7

SESSION 2: PLEASURE CAROUSEL

RELAX AND CALM



Activity name: Between Changes and Choices

UNESCO key concept tackled:

- 6. Human Body Anatomy and Development
- 8. Sexual and Reproductive Health

Objectives:

- Objective 1: Teach people with intellectual disabilities about basic anatomy and bodily functions, focusing on development, how each part plays an important role in overall health and well-being, while promoting self-care and a positive body image.
- Objective 2: Educate individuals about the anatomy and physiology of sexual and reproductive systems, support their understanding of puberty-related changes, reproduction, and the physical and emotional transformations that occur during development, helping them feel more comfortable with these changes and providing a safe space for questions.
- Objective 3: Raise awareness about the importance of sexual and reproductive health by providing clear and simple information about pregnancy and its prevention methods, as well as sexually transmitted infections (STIs) such as HIV and AIDS, ensuring comprehension and recognition so they can make informed health decisions.
- Objective 4: Encourage recognition of the importance of privacy and informed decision-making regarding the body and sexual health, as well as access to appropriate medical treatment and support services when necessary.

Materials:

- Computer and projector to present pictograms, images, and videos.
- Two A3-sized printed and laminated human body figures. A4-sized human body figures for each participant.
- Figures of the brain, heart, and gender symbols, a set for each participant, and a set with larger figures for the facilitator.
- A set of printed words for each participant: gender, gender identity, gender expression, and biological sex.
- A set of printed and laminated images or cut-out figures in EVA foam (a soft, pleasant-to-touch material) of different reproductive organ parts.
- Models of the reproductive organs (female and male).
- Pads, tampons, and menstrual cups to explain menstruation.
- Male and female condoms, birth control pills/injections/implants, contraceptive rings and patches, and IUDs.
- A set of printed and laminated human body figure (showing sexual organs, brain, and heart) and some elements (lock, key, stop sign), for each participant.
- Velcro to attach the different elements.
- Printed Flyers.

Duration: This session lasts 2 hours and is divided into three interconnected parts to effectively achieve the learning objectives.

The first part, "What Is My Body Like?" (30 minutes), teaching participants with intellectual disabilities about basic anatomy and bodily functions, focusing on the role each part plays in overall health, well-being, and self-care, while promoting a positive body image through interactive activities.

The second part, "What Happens to My Body?" (45 minutes), educating participants about the sexual and reproductive systems, puberty-related changes, reproduction, pregnancy, and its prevention, as well as raising awareness about sexually transmitted infections (STIs) like HIV and AIDS, with clear, simple explanations and hands-on learning tools.

The final part, "How Should I Act?" (30 minutes), emphasizing the importance of privacy, informed decision-making regarding the body, and recognizing the need to seek medical help when necessary.

The activity concludes with a 15-minute debriefing, where open-ended questions are used to assess understanding, clarify doubts, and reinforce key concepts.

Number of participants: This activity is intended for a group of 2 to 10 participants, providing the opportunity for individualized support and ensuring that everyone can participate actively and achieve the objectives based on their capabilities. Smaller group settings encourage more interaction, support meaningful engagement, and create a more effective learning atmosphere.

Instructions: This activity lasts 2 hours to ensure that all learning objectives are fully achieved. The time is divided into three sessions within the same activity:

"What Is My Body Like?" (30 minutes), where participants will learn about basic body anatomy, gender identity, gender expression, and biological sex through interactive materials.

"What Happens to My Body?" (45 minutes), focused on understanding the physical and emotional changes during puberty, the reproductive process, pregnancy, STIs, and the importance of hygiene, using videos, real-life materials, and discussions.

"How Should I Act?" (30 minutes), which addresses body privacy, consent, personal boundaries, and seeking help when needed through visual aids and storytelling.

1. What Is My Body Like?

To start this session, the facilitator will present an human body pictogram, this time without any element. Some human body figures will be displayed, including: sexual organs, brain, heart, and gender symbols. The facilitator will explain the meaning and function of each:

- The brain (🧠) represents gender identity, related to a person's thoughts, ideas, and decisions about who they are.
- The heart (❤️) symbolizes gender expression, reflecting the feelings and emotions a person expresses outwardly.
- The reproductive sexual organs represent biological sex (female and male), determined by physical characteristics.
- The gender symbols (♀, ♂, 🏳️‍🌈) represent different gender identities.

To make the activity more dynamic and aid comprehension, each participant will receive a blank human body figure (without any elements) along with a set containing the mentioned elements. With the facilitator's support if needed, they will place these elements on the figure using velcro attached to both the figure and the elements. Afterwards, they will receive another set with words associated with each concept (gender identity, gender expression, and biological sex) to place next to the corresponding element.

The facilitator will explain that there are multiple possible combinations of these elements, all equally valid and deserving of inclusion.

Next, the pictograms of human figures with reproductive organs will be revisited to explain that once developed, these organs have a fundamental function: reproduction. To make this more interactive and realistic, the facilitator may choose one of the following options:

- **Reproductive Organ Models:** If available, the key parts of each model will be explained, showing them one by one. Participants will then be allowed to touch and closely examine them.
- **Tactile Materials (if no models are available):** A printed and laminated human figure will be used. The facilitator will show printed and laminated images or cut-out figures in EVA foam (a soft, pleasant-to-touch material) of different reproductive organ parts, attaching them to the figure with velcro, while explaining each. Participants will then be invited to place the elements themselves.

Stickers will be included in both options to indicate the name of each part of the genital organs.

If two facilitators are available, the group can be divided to enhance the learning experience.

This session will last 30 minutes, allowing participants to learn about basic body anatomy and functions, especially those related to reproductive sexual organs.

2. What Happens to My Body?

The facilitator will begin by recalling that the body undergoes changes as it develops, and that changes are particularly noticeable during adolescence and youth, when the puberty stage begins. The facilitator will continue explaining that one of the key factors causing these changes is the onset of puberty, which enables reproduction; for individuals with male sexual organs, the changes are primarily external (such as height increase, hair growth, and muscle development), while for those with female sexual organs, the changes are also internal, as evidenced by menstruation.

The facilitator will explain that menstruation is a natural process in which the female sexual organ sheds the lining of the womb in the form of blood through the vagina. It usually happens once a month and is a sign of reproductive health.

To illustrate this, images or pictograms (adapted to the group's comprehension level) will be shown, depicting various of that physical changes such as sexual organs physical development, acne, breast development, height increase, body hair growth, and muscle development, all due to the development of sexual organs.

To explain menstruation, a video will be shown detailing this process and what to do when it occurs. Items like pads, tampons, menstrual cups, and menstrual panties will be displayed, with brief explanations of their purpose and usage, allowing participants to touch and examine them closely.

Next, the facilitator will explain that with the onset of puberty and menstruation comes the possibility of reproduction and, consequently, pregnancy. It will be explained that during sexual intercourse, when the penis is inserted into the vagina and reaches arousal, sperm is released and can unite with the ovule; if this union occurs, pregnancy results. Some videos will complement this explanation.

It will then be explained that pregnancy can be prevented using contraceptive methods such as male and female condoms, birth control pills/injections/implants, contraceptive rings and patches, and IUDs. These methods will be presented through pictograms or images, or physically, allowing participants to see them and, if possible, place them on the model with the facilitator's assistance.

Finally, the facilitator will emphasize that sexual activities, including penetration and "foreplay" (touching with hands, mouth, and genitals), can transmit sexually transmitted infections (STIs). It will be explained that these infections vary and present different symptoms, and that prevention is achieved through condom use and maintaining proper personal hygiene throughout the body. Educational videos will be shown to illustrate STIs and hygiene practices.

This session will last 45 minutes, enabling participants to understand concepts related to the development of sexual organs, puberty, reproduction, STIs, and the importance of prevention and personal hygiene.

3. How Should I Act?

In this final 30-minute session, the facilitator will explain the importance of maintaining body privacy and seeking help if participants have questions or problems related to their bodies or decision-making about them, emphasizing the need to be well-informed. To illustrate this, will be used the body figures with the sexual organs, brain, and heart, made for each participant in the first session, where they will attach new elements:

- A lock (🔒) over the genitals, representing privacy.
- A key (🔑) in one hand, symbolizing decision-making power and consent.
- A STOP sign (🛑) in the other hand, indicating personal boundaries.

Next, the facilitator will present an illustrated story explaining that "a person visiting the doctor due to questions or health issues, and the doctor asks for permission to examine the person to provide help". This reinforces the importance of consent and seeking help when needed, reminding participants that medical assistance is always available.

To conclude, and to help participants retain all the information about the discussed concepts, they will receive a flyer summarizing details about gender and sexuality, body changes during puberty, menstruation, pregnancy, STIs, contraceptive and protection methods, and available support services for seeking help and information.

Debriefing: At the end of the activity, during the last 15 minutes, the facilitator will ask open-ended questions to verify participants' understanding of the topics covered. If anyone shows difficulty responding or signs of confusion, the facilitator will provide clear, simple explanations to aid comprehension:

- What changes have you noticed in your body?
- What methods can you use to prevent pregnancy?
- What do you need to do to avoid an STI?
- Where can you go if you have questions or problems with your body?
- How should you act when someone wants to touch a part of your body?

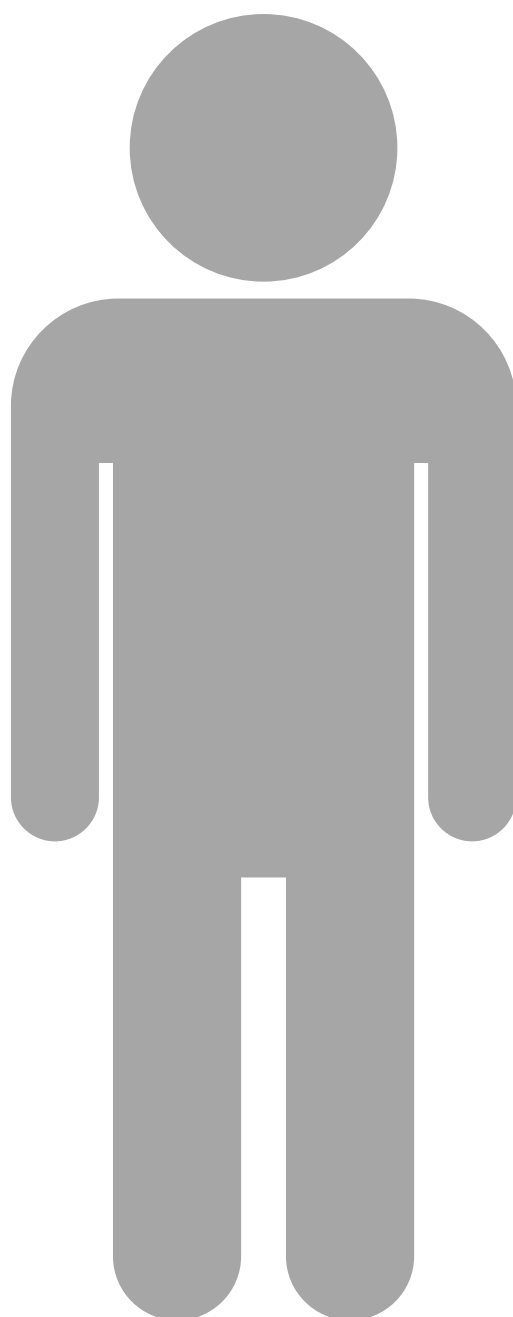
Annex:

- **Materials for the sessions:**
https://drive.google.com/file/d/1X0bBv1OFV4qR4jAMShLLh9EfKmeeVNNJ/view?usp=drive_link
- **Menstruation Videos (examples):**
 - **Spanish:** <https://youtu.be/-Ug9dXQdkeg>
<https://www.youtube.com/watch?v=EhKx4IjC3Q8>
 - **Portuguese:**
<https://www.youtube.com/watch?v=Qc15V6tvIA8>
 - **Turkish:** from min 2:07
<https://www.youtube.com/watch?v=MhQUyW7udoM>
- **Reproduction Videos (examples):**
 - **Spanish:** from min 0:44
<https://www.youtube.com/watch?v=t2kO6PkzFoc>
 - **Portuguese:**
https://www.youtube.com/watch?v=mhmcTP_rz2M
 - **Turkish:** <https://www.youtube.com/watch?v=5WevTcGyRMc>

- **Pregnancy Videos (examples):**
 - **Spanish:** <https://www.youtube.com/watch?v=lwfzhhuSa1o>
 - **Portuguese:** <https://www.youtube.com/watch?v=1htrgGWfjK4>
 - **Turkish:** <https://www.youtube.com/watch?v=1UN63UpIfxM>
- **STIs Videos (examples):**
 - **Spanish:** https://www.youtube.com/watch?v=LLCBe_uLbdc
<https://www.youtube.com/watch?v=UW46KEGP6v8>
 - **Portuguese:** <https://www.youtube.com/watch?v=UW46KEGP6v8>
 - **Turkish:** <https://www.youtube.com/watch?v=KUymbWzvA7k>

ANNEXES 6-8

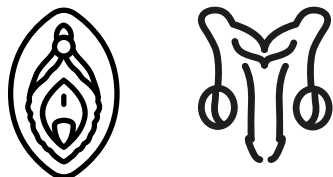
SESSION 1: BODY FIGURES



ANNEXES 6-8

SESSION 1: BODY FIGURES (SET FOR EACH PARTICIPANT)

BIOLOGICAL SEX



GENDER IDENTITY

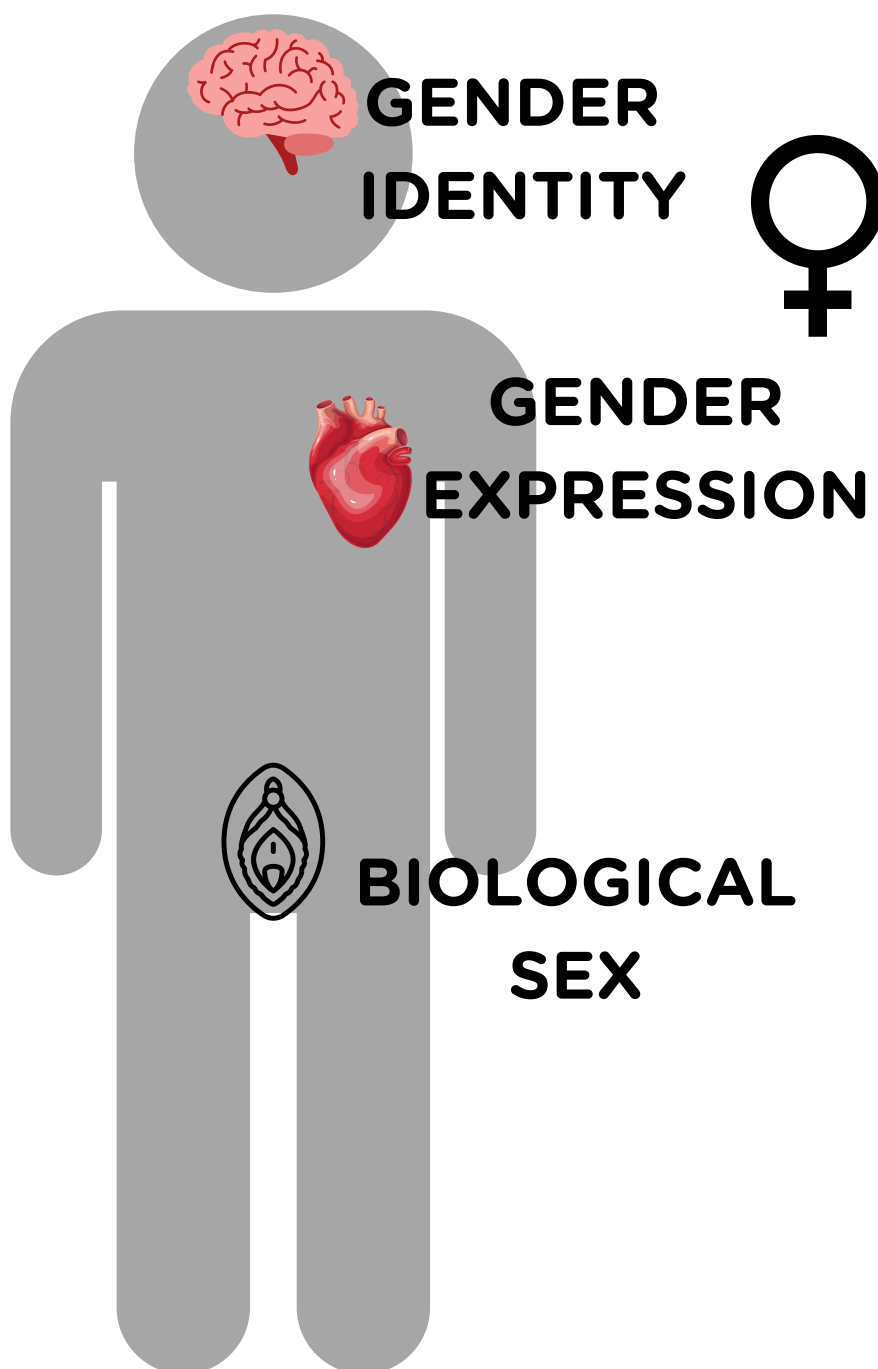


GENDER EXPRESSION



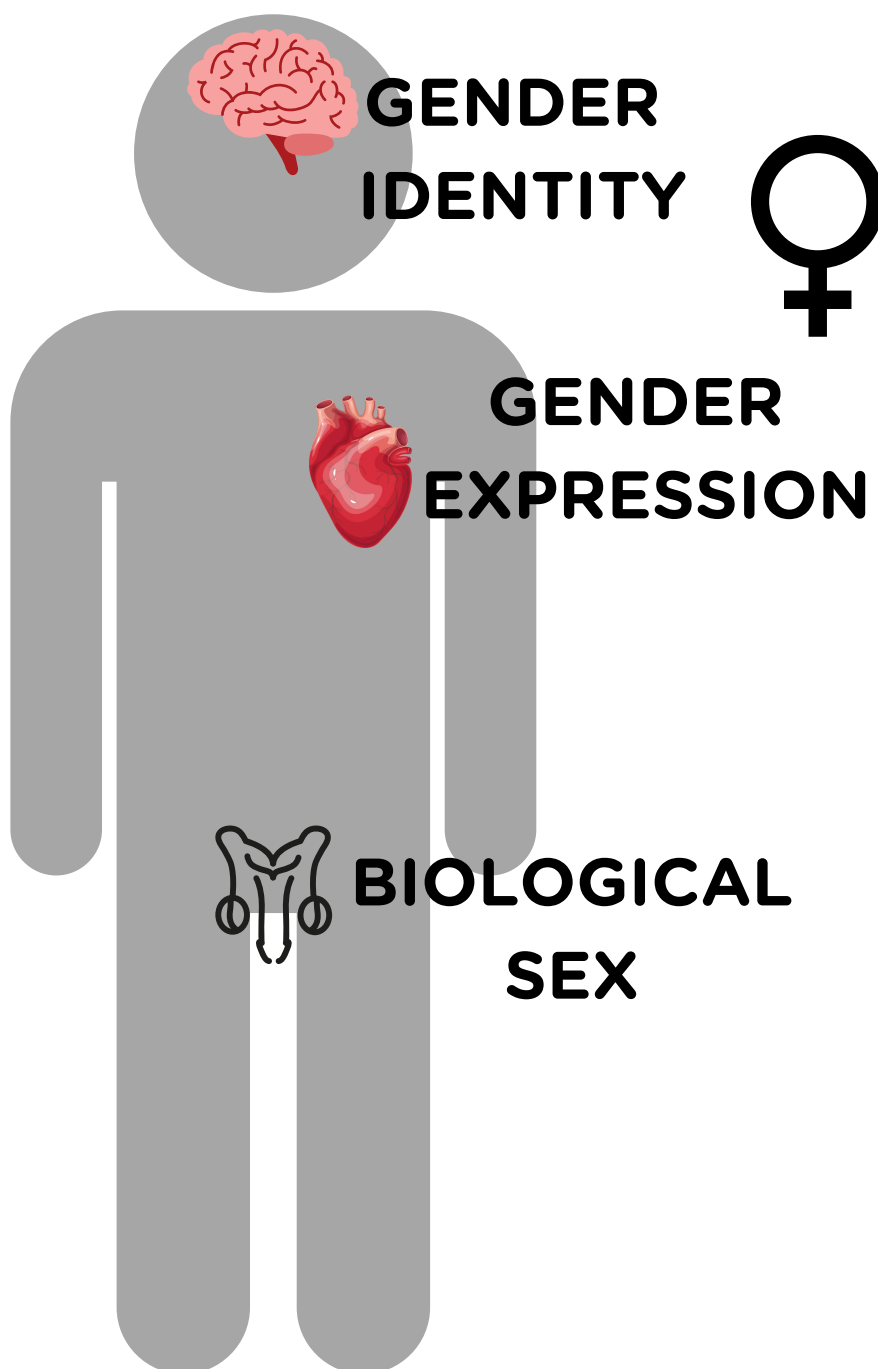
ANNEXES 6-8

SESSION 1: BODY FIGURES (EXAMPLE)



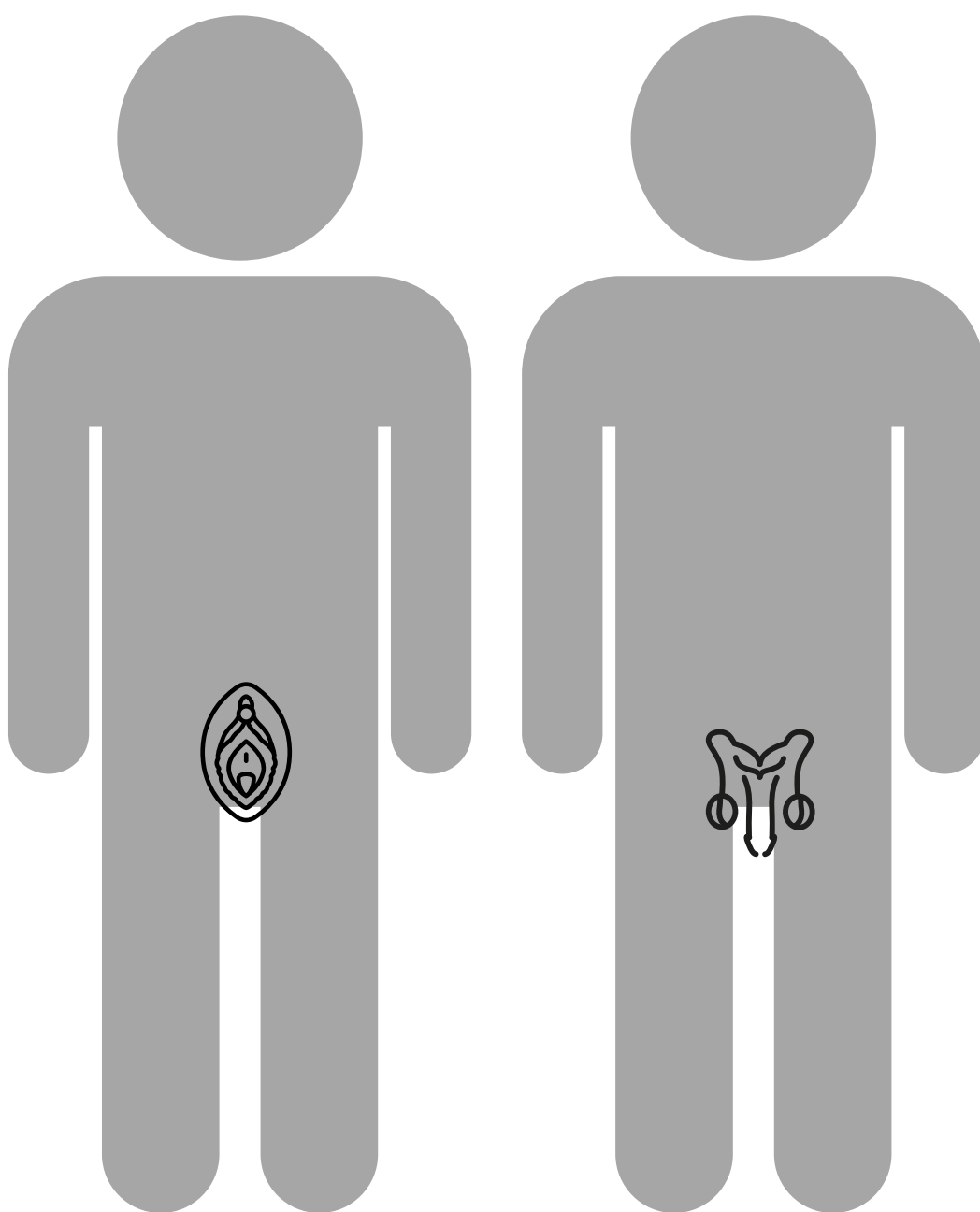
ANNEXES 6-8

SESSION 1: BODY FIGURES (EXAMPLE)



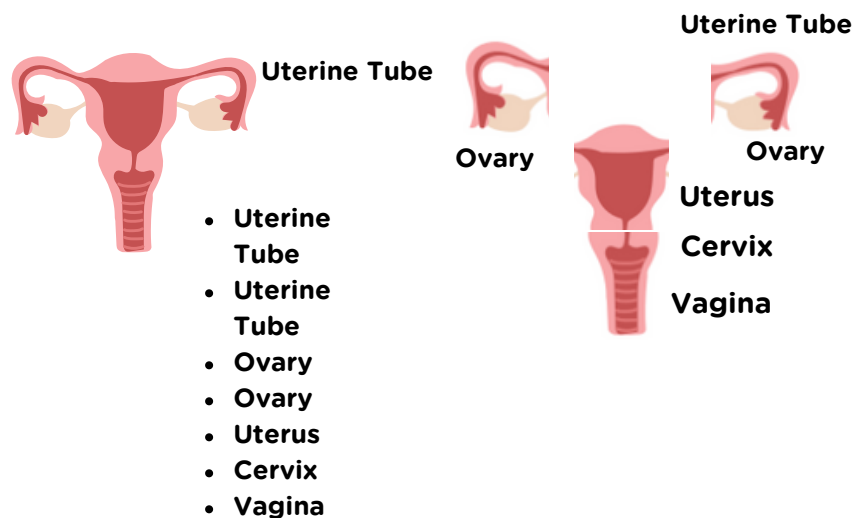
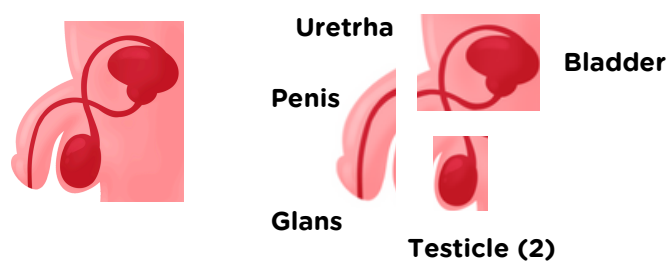
ANNEXES 6-8

SESSION 1: BODY (SEXUAL ORGANS)

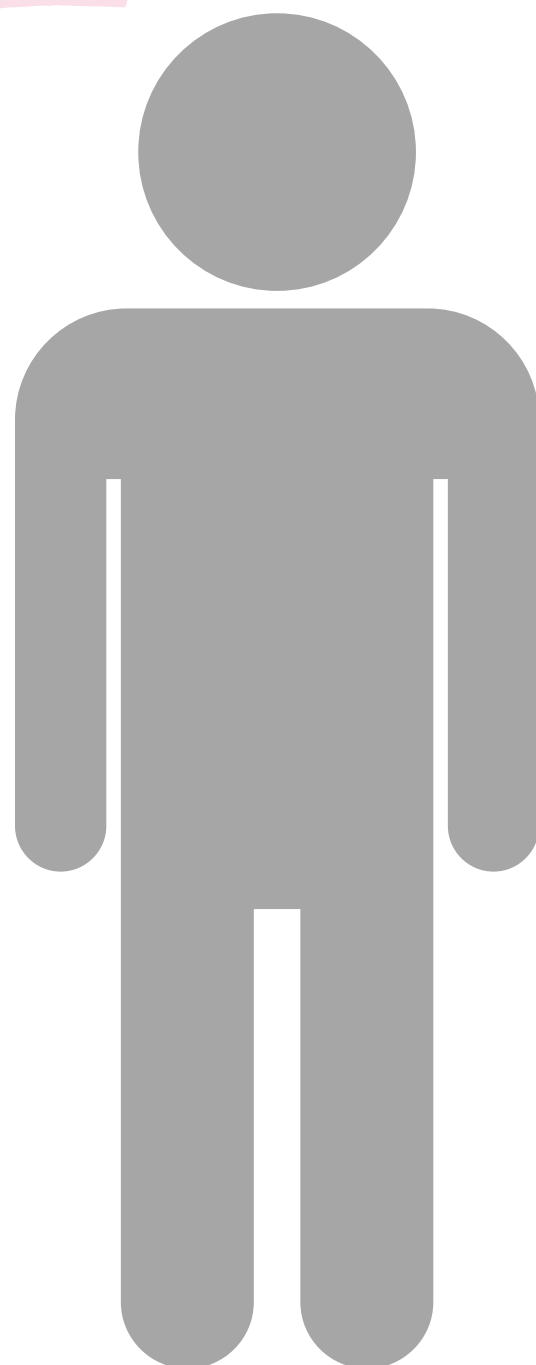


ANNEXES 6-8

SESSION 1: SEXUAL ORGANS (OPTION 2)



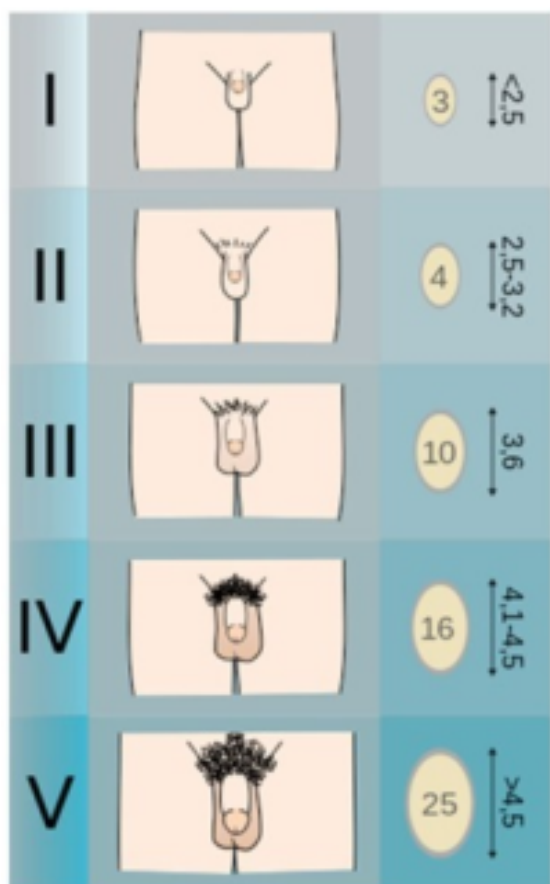
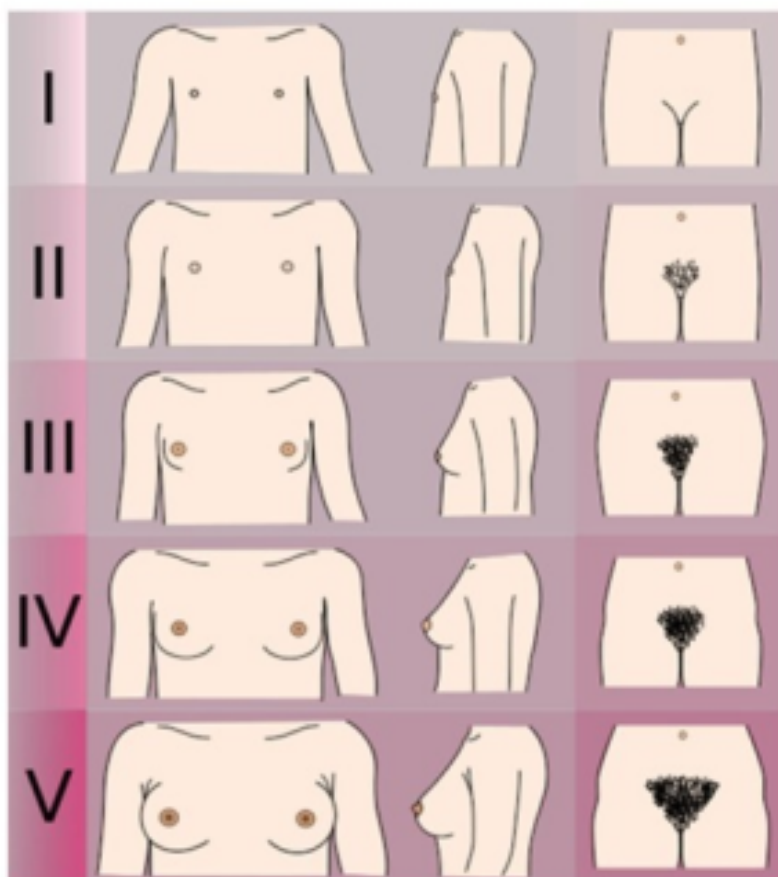
- Bladder
- Urethra
- Penis
- Glans
- Testicle (2)



ANNEXES 6-8

SESSION 2: PUBERTY

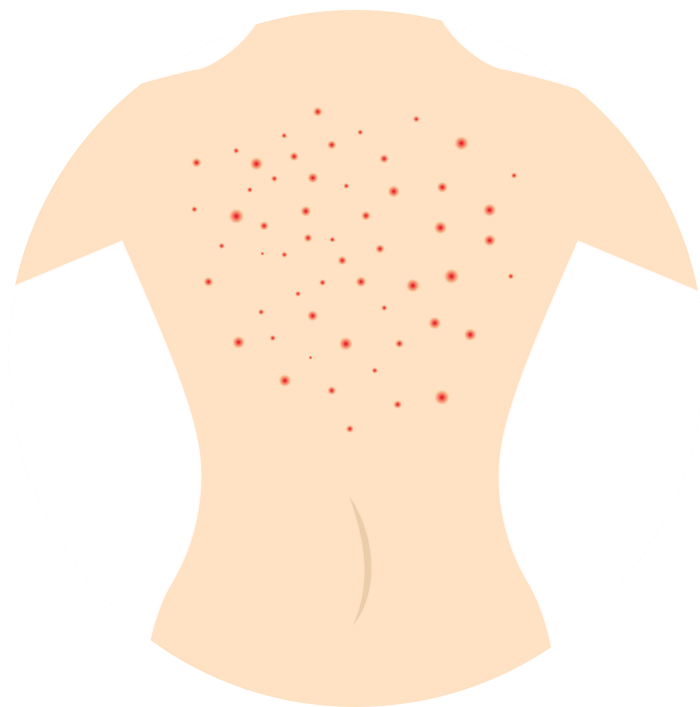
Sexual Organs Development



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 1)

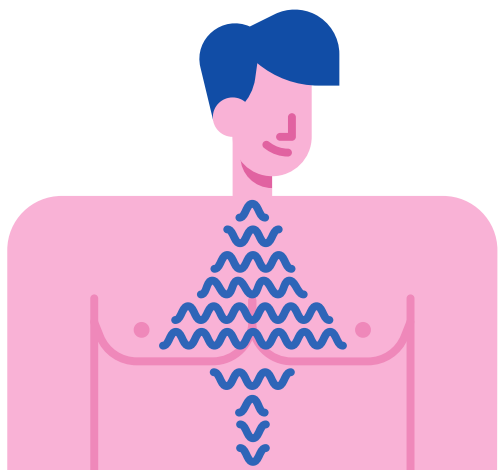
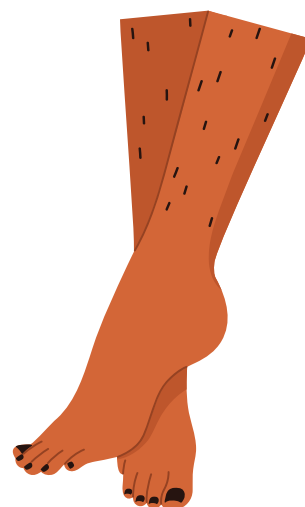
Acne



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 1)

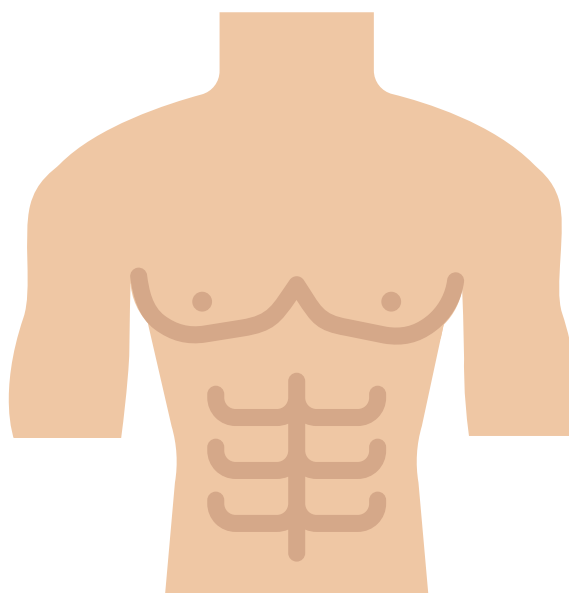
Body Hair



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 1)

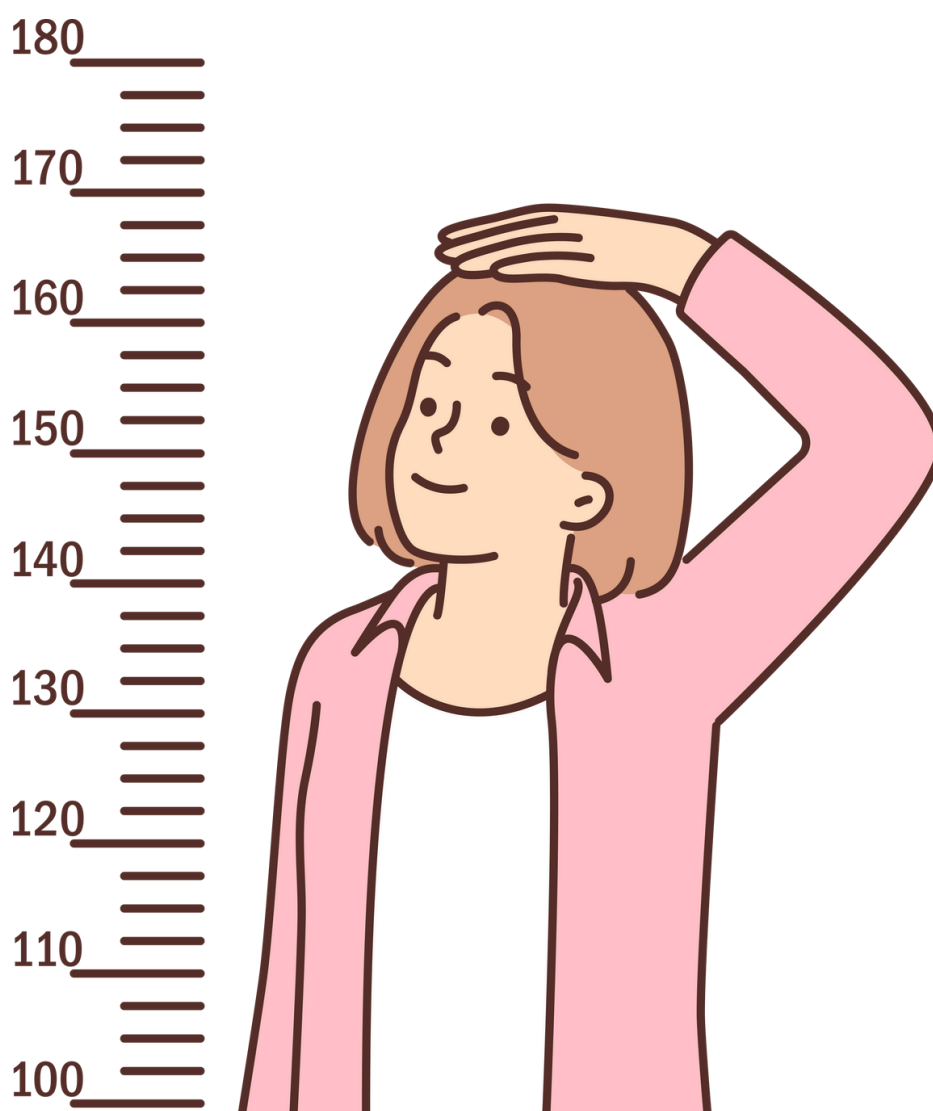
Muscles



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 1)

Grow Up



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 1)

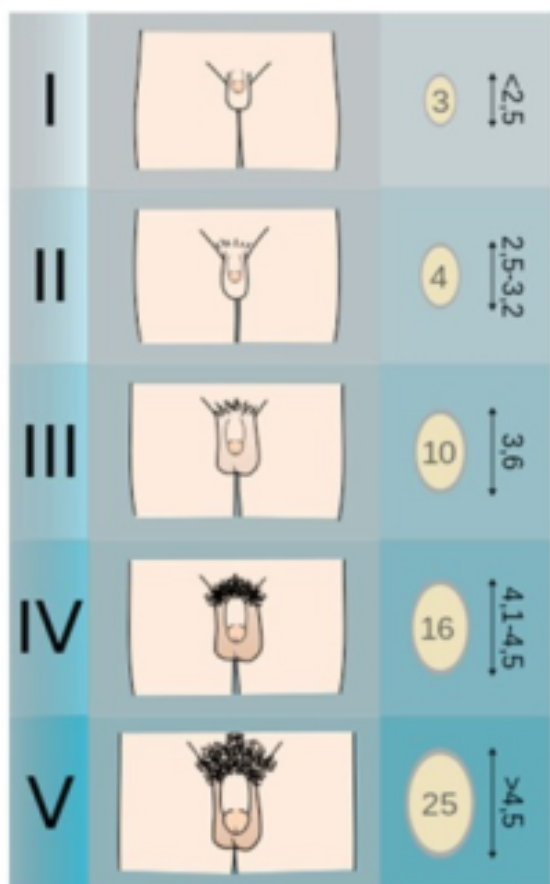
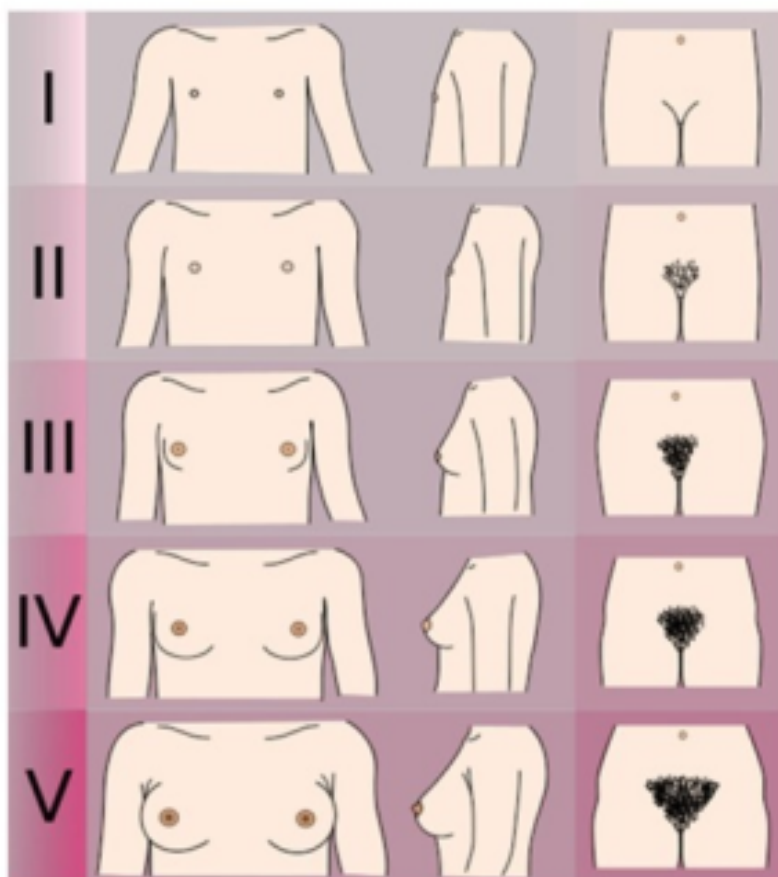
Menstruation



ANNEXES 6-8

SESSION 2: PUBERTY

Sexual Organs Development



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 2)

Acne



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 2)

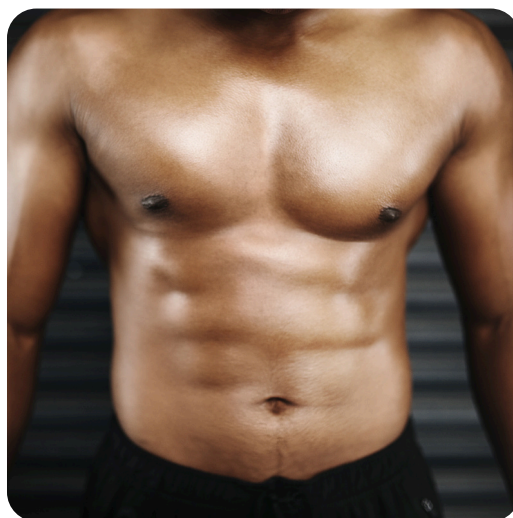
Body Hair



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 2)

Muscles



ANNEXES 6-8

SESSION 2: PUBERTY (LEVEL 2)

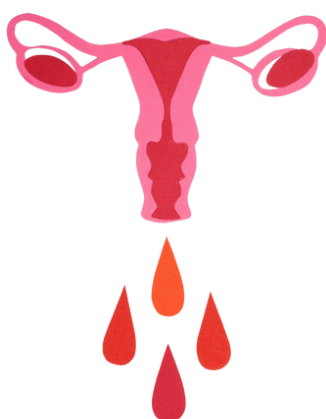
Grow Up



ANNEXES 6-8

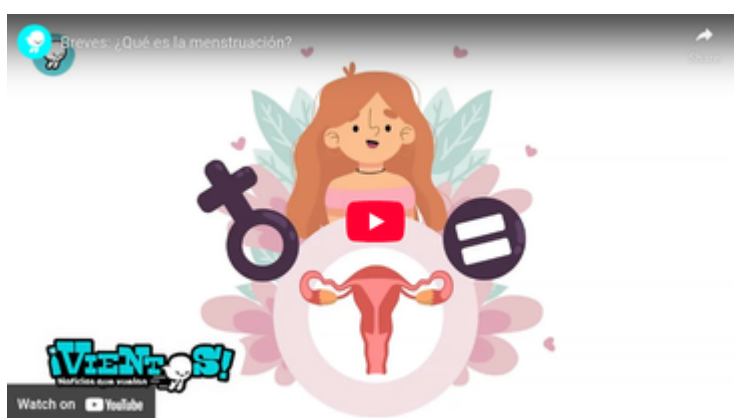
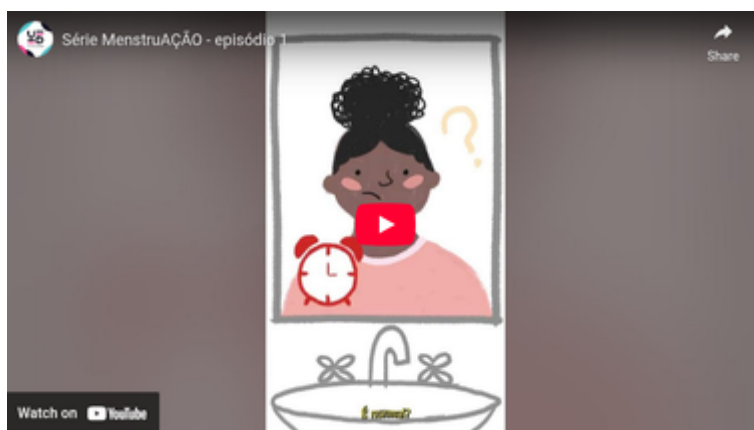
SESSION 2: PUBERTY (LEVEL 2)

Menstruation



ANNEXES 6-8

SESSION 2: MENSTRUATION



ANNEXES 6-8

SESSION 2: MENSTRUATION

Menstruation



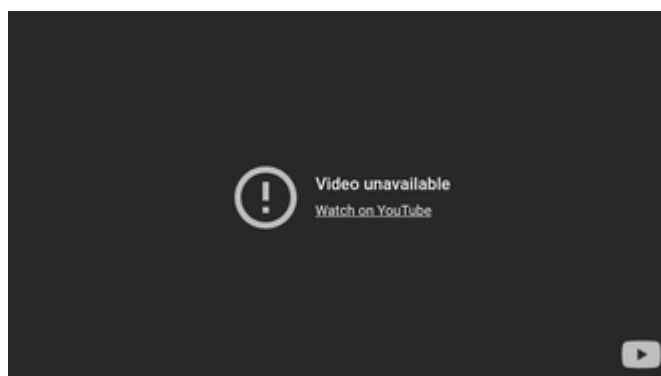
ANNEXES 6-8

SESSION 2: REPRODUCTION



ANNEXES 6-8

SESSION 2: PREGNANCY



ANNEXES 6-8

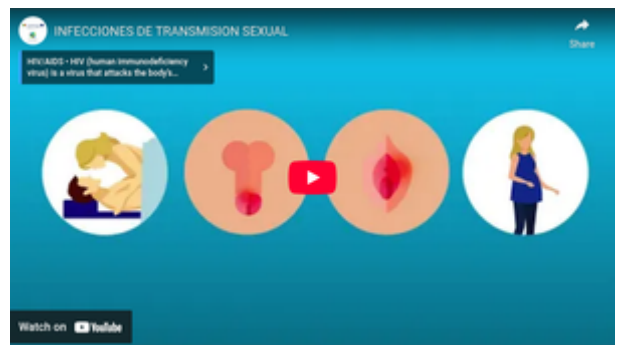
SESSION 2: PREGNANCY

Contraceptive Methods



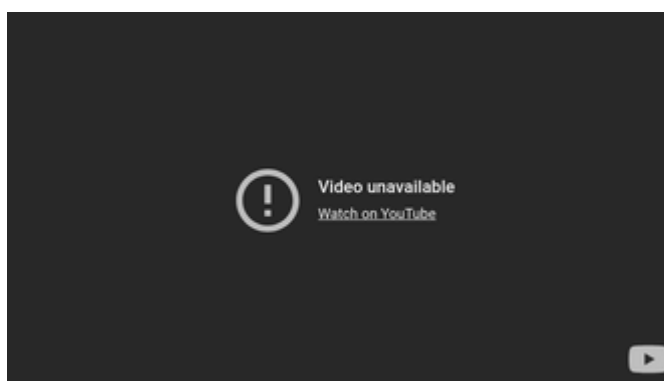
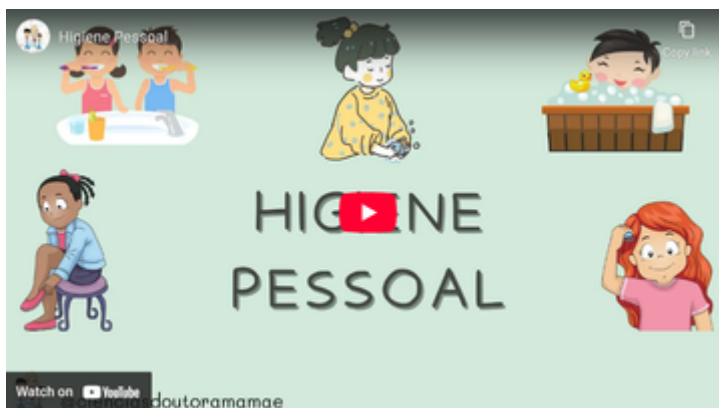
ANNEXES 6-8

SESSION 2: SITS



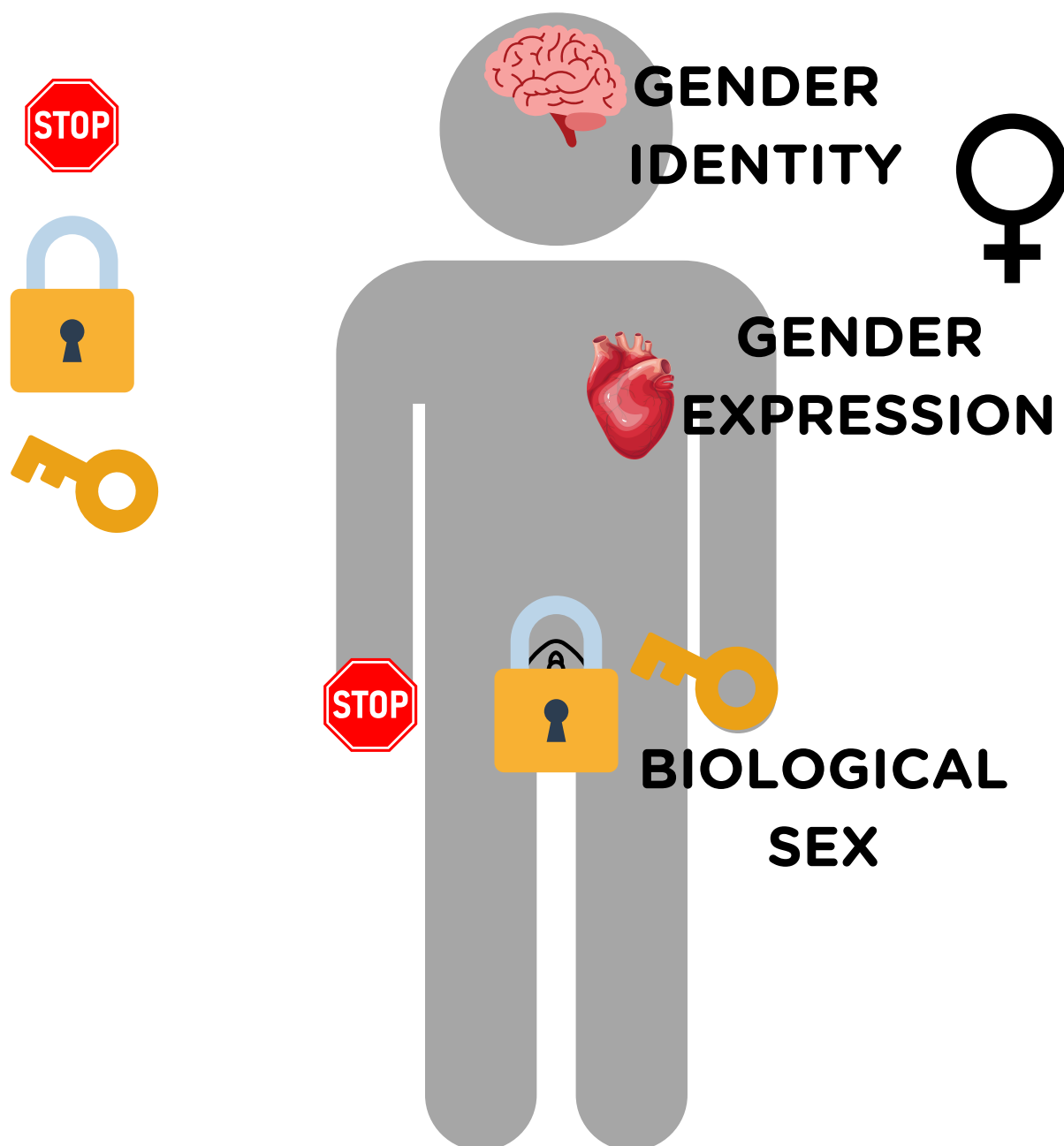
ANNEXES 6-8

SESSION 2: HYGIENE PRACTICES



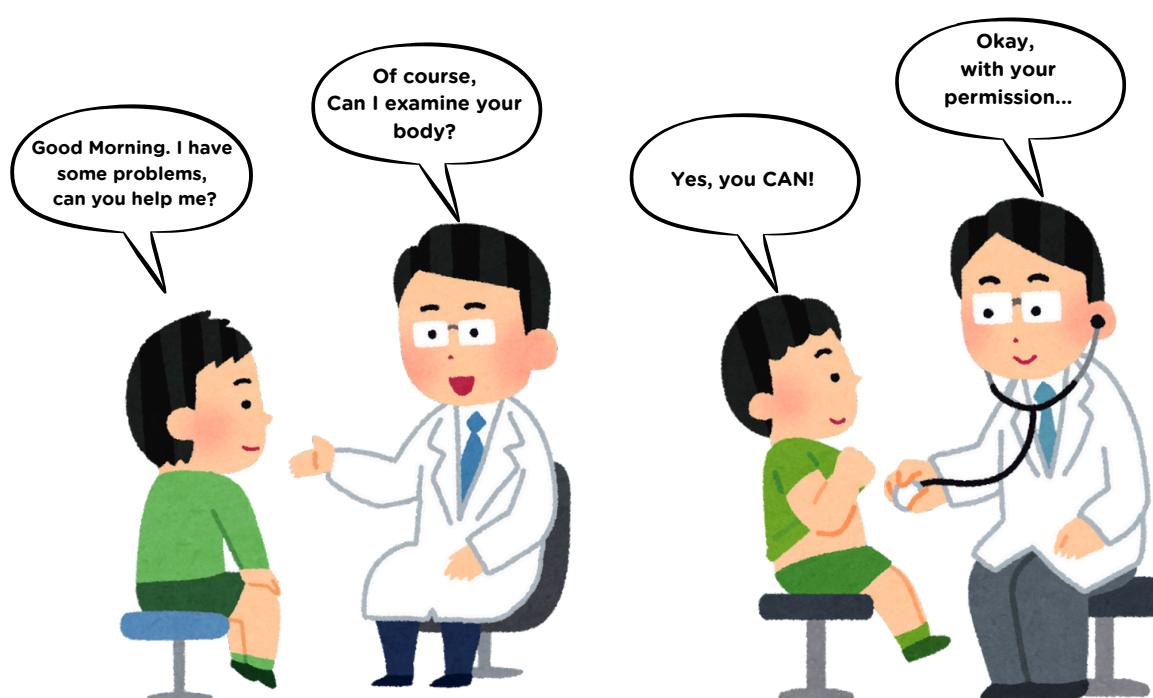
ANNEXES 6-8

SESSION 3: BODY PRIVACY (EXAMPLE)

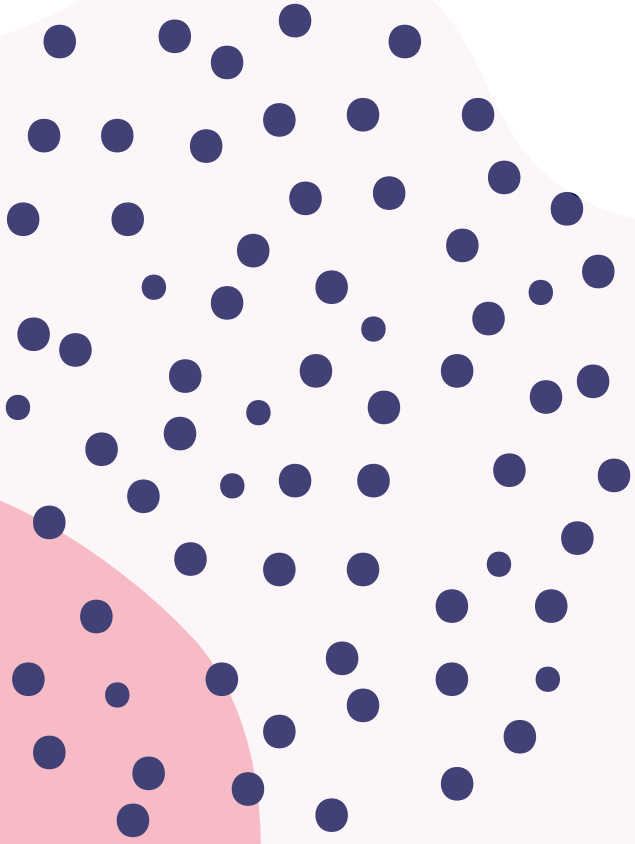


ANNEXES 6-8

SESSION 3: DOCTOR



**PROBLEM
SOLVED,
BODY
PROTECTED!!**



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