

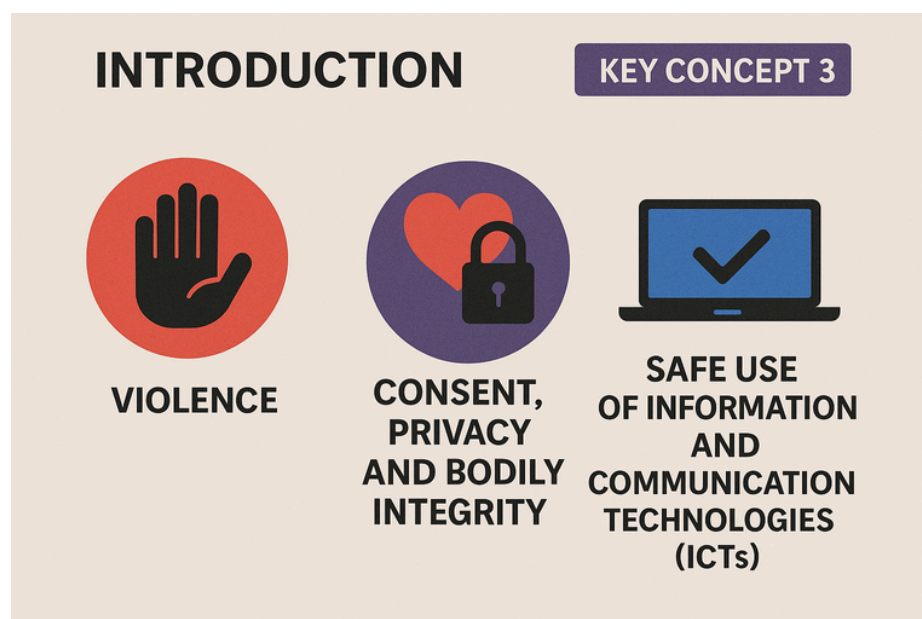
6. VIOLENCE AND STAYING SAFE

Key Concept 4

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1. INTRODUCTION. KEY CONCEPT 3



In today's society, it is essential to promote safe, respectful, and responsible environments both in the physical and digital realms.

In the educational context, especially when working with young people with disabilities, it is crucial to create safe, inclusive, and respectful environments that foster their holistic development. Addressing topics such as violence, consent, privacy, and physical integrity becomes especially relevant, as these individuals may face higher risks of vulnerability. Furthermore, the safe use of information and communication technologies (ICT) is essential to ensure their full and protected participation in digital environments.

It is divided into the following topics:

- Violence
- Consent, Privacy and Bodily Integrity
- Safe use of Information and communication Technologies (ICTs)

1.1 SKILLS TO DEVELOP

- Recognize and respond to violence (sexual, harassment, intimate partner violence) and seek appropriate support.
- Understand and communicate consent, respecting personal boundaries and those of others.
- Protect privacy and physical integrity, reacting to unwanted attention.
- Use ICT safely, managing personal information and addressing online risks, such as cyberbullying and explicit content.

2. VIOLENCE

2.1 BASIC DEFINITIONS

MOCKING

Ridiculing or making fun of someone with the intention of making them feel bad.

HARASSMENT

Repeated and unwanted behavior intended to bother or intimidate someone.

VIOLENCE

The intentional use of force or power to cause physical, emotional, or sexual harm.

BULLING

The behavior of physical and/or psychological persecution of one student against another in a negative, continuous, and intentional manner.

SEXUAL HARASSMENT

Any unwanted conduct of a sexual nature that affects a person's dignity. It can include comments, innuendos, gestures, physical contact, staring, or sexual propositions that make someone feel uncomfortable, intimidated, or offended.

SEXUAL ABUSE

Any type of sexual contact or attempted contact that occurs without a person's consent, whether through the use of force, threats, manipulation, or by taking advantage of a situation of power or inequality.

PRACTICAL EXAMPLES

- If a classmate constantly laughs at the way you speak or how you look, that is mockery.
- If someone keeps saying bad things to you or sends you messages constantly even after you ask them not to, that is harassment.
- If someone pushes you, yells at you to make you feel bad, or threatens you, that is violence.
- If a classmate says uncomfortable things about your body or asks you to do things you don't want to do, that is sexual harassment.
- If someone sends you messages on social media or calls you constantly to make you feel bad, that is harassment or cyberbullying.

No one has the right to touch you without your consent, that is an abuse of your rights.



<https://www.youtube.com/watch?v=KQZ9hDDz704>

2.2. VIOLENCE AND DISABILITY

RELEVANT DATA



**1 in 3 children
with disabilities worldwide
has experienced violence.**

<https://ciudadesamigas.org/discapacidad-proteccion-violencia/>. (UNICEF)

In recent years, some studies have highlighted the significant vulnerability of people with disabilities—particularly those with intellectual disabilities—to becoming victims of abuse.

Some factors that increase the risk of abuse in people with intellectual disabilities include:

- Having a disability.
- Being a woman or a girl.
- Being a minor.
- Having a strong dependence on others, whether physical, emotional, or mental.
- Having limited economic resources.
- Experiencing difficulties in understanding or communicating, which makes it hard to express emotions, desires, or sexual and emotional needs.
- Not having received proper education or clear information about their rights.
- Living in environments with a history of violence or abuse.
- Facing physical or social barriers in their community that prevent full participation.
- Lacking private or intimate spaces.
- Being socially isolated or having limited support networks.

(Community of Madrid. (2010). Guidelines for action in cases of sexual abuse of people with intellectual disabilities.)



**IT IS IMPORTANT TO TEACH THESE CONCEPTS TO YOUNG PEOPLE WITH DISABILITIES.
SOME KEY REASONS INCLUDE:**

- **Empowerment and Self-Protection:** It provides the tools to recognize when something is not appropriate or safe. It empowers them to make informed decisions about their bodies and well-being, and allows them to say “no” when they feel uncomfortable or vulnerable.
- **Prevention of Risky Situations:** By understanding these topics, young people can identify warning signs and avoid dangerous situations before they happen.
- **Reduction of Stigma and Exclusion:** Teaching them about their rights helps them feel like active members of society, which supports overcoming stigma and exclusion.
- **Development of Social and Emotional Skills:** Learning about healthy relationships, consent, and privacy also teaches them social and emotional skills such as managing their emotions, making decisions, and setting healthy boundaries with others.
- **Access to Support Services:** By understanding what constitutes abuse or harassment, young people with disabilities can recognize when they need help and how to get it.

STRATEGIES AND PRACTICAL TIPS



1. Educate with Respect and Dignity

Use a person-centered approach: respect each individual's uniqueness and autonomy.
Reinforce self-esteem, the right to say "no," and the value of their own body.

2. Accessible and Clear Communication

Use simple and direct language.
Rely on pictograms, images, gestures, or sign language according to the needs of the group.
Check for understanding through questions or practical exercises.

3. Adapt Content and Methodologies

Use visual materials, dramatizations, role-playing games, and technological supports.
Repeat key concepts consistently and in different contexts.

4. Promote Consent and Mutual Respect

Teach what is appropriate and inappropriate in peer relationships.
Practice exercises where participants express when something feels uncomfortable or unwanted.
Reinforce that they have the right to speak up if they feel unsafe.

5. Create a Safe and Trusting Environment

Set clear rules of respect from the beginning.
Open spaces for expression without judgment.
Be a consistent and approachable figure—make sure they know they can come to you.

6. Work in Collaboration with Families and Professionals

Maintain regular communication with caregivers.
Coordinate with professionals such as psychologists, social workers, or disability specialists for a comprehensive approach.



EXAMPLE:

From a young age, boys are taught to be strong and not show emotions, while girls are taught to be sensitive and nurturing.

This contributes to the construction of gender roles, and as an impact, it limits both genders' emotional and professional options. For instance, a man might feel pressured not to express his feelings, while a woman may be seen as "too emotional" in a professional setting.

2.3 TRUSTED PEOPLE

¿WHO IS A TRUSTED PERSON?

A trusted person is someone who:

- Listens to you carefully.
- Respects you and doesn't force you to do things you don't want to do.
- Helps you when you're feeling sad, scared, or confused.
- Keeps your privacy (except when they need to ask for help to keep you safe).



EXAMPLES OF TRUSTED PEOPLE

- Teacher: "If something bothers me or makes me feel bad, I can talk to my teacher."
- Mom, dad, or caregiver: "If something happens at school or with my friends, I can tell my family."
- Support staff or therapist: "They listen to me and help me understand how I feel."
- Grandparents or close relatives: "They take care of me and keep me safe."
- Friends who respect me: "A real friend doesn't make fun of me or pressure me to do bad things."
-

2.4 STRATEGIES FOR PREVENTION AND ACTION

TALK ABOUT VIOLENCE:

- Create safe spaces for dialogue where students can express their questions, doubts, or personal experiences.

IDENTIFY SAFE ACTIONS:

- Teach students:
- Who they can turn to for help
- How to ask for support
- What to do if they witness violence or bullying

EXAMPLES OF EFFECTIVE PREVENTION

- School programs on human rights education
- Workshops on gender equality
- Anti-bullying awareness campaigns
- Clear intervention protocols for responding to incidents

3. CONSENT, PRIVACY, AND PHYSICAL INTEGRITY

This topic addresses the fundamental right of every person to decide about their body, protect their privacy, and set clear boundaries. Teaching children and adolescents about consent, privacy, and physical integrity is essential to prevent abuse and promote healthy, respectful relationships.

3.1 RIGHT TO PRIVACY AND PHYSICAL INTEGRITY

- Rights over the body:



Everyone has the right to decide who can touch their body, how, and when. No one should invade that space without permission, either physically or emotionally.

- Private parts of the body:

It is important to clearly and respectfully teach which parts of the body are private (those covered by underwear) and that no one should touch them without consent.

“KEY CONCEPTS TO TEACH”



- EVERY PERSON HAS THE RIGHT TO DECIDE WHO CAN TOUCH THEIR BODY, HOW, AND WHEN.
- PRIVATE PARTS OF THE BODY MUST BE RECOGNIZED, AND IT SHOULD BE UNDERSTOOD THAT NO ONE SHOULD TOUCH THEM WITHOUT PERMISSION.
- IT IS ESSENTIAL TO TEACH HOW TO SAY “NO,” MOVE AWAY FROM UNCOMFORTABLE SITUATIONS, AND SEEK SUPPORT FROM TRUSTED ADULTS.

PRACTICAL EXAMPLE:

- A child says they don't want to be hugged, and their decision must be respected—even by family members.
- A teenage girl doesn't want to change clothes in front of others in the locker room. She has the right to her privacy and to ask for a safe space.
- If someone touches your private parts without permission, even if they say it's “just playing” or “out of affection,” it is a violation of your integrity.



RESPONSE STRATEGIES:

- SAY “NO” FIRMLY.
- MOVE AWAY FROM THE SITUATION.
- SEEK OUT AND TALK TO A TRUSTED ADULT.
- RECOGNIZE WHEN SOMETHING “DOESN'T FEEL RIGHT” IN THEIR BODY OR EMOTIONS.

3.2 UNWANTED SEXUAL ATTENTION

WHAT IS UNWANTED SEXUAL ATTENTION?

Any comment, glance, suggestion, or sexual contact that is unsolicited and unwanted by the other person. It includes touching, proposals, or gestures that cause discomfort



THIS INCLUDES
COMMENTS, GLANCES, OR
TOUCHING WITHOUT
CONSENT.



This type of attention violates the right to decide about one's own body and can have serious emotional consequences

PRACTICAL EXAMPLE:

- 1- A classmate makes comments about a student's body without her permission. This is unwanted sexual attention.
- 2- Receiving messages with suggestions or sexual pictures without having asked for them, through social media or a phone.
- 3- A person insists on touching another person despite being told, "I don't like it."



ACT AND PREVENT

- Encourage assertive communication to establish clear boundaries and defend your own privacy.
- Teach that asking for help or reporting is not a weakness, but a way to protect yourself and demand respect
- Identify support networks: family, teachers, counselors, associations.

PRACTICAL TIPS - EXAMPLES

- ☒ Saying what I think:
Practice phrases like: "I don't like that," "That's not right," "I don't want that."

- ☒ Asking for help is not bad:
- Telling a trusted person is a way to protect yourself.

- It's not your fault. You're not alone.
- ☒ Seek support from safe people.



PRACTICAL EXAMPLE:

Carlos is a young person with an intellectual disability. A classmate repeatedly says things like:

“You have a nice body” “Do you want me to send you a picture of myself without clothes?”

Carlos doesn’t fully understand what it means, but he feels uncomfortable and confused. He says:

“I don’t like that. I don’t want to talk about that.” The classmate keeps insisting.

✅ What can Carlos do?

He tells his teacher, who is a trusted person.

The teacher believes him, listens to him, and speaks with the counseling team.

Together, they explain to Carlos that he did the right thing by speaking up.

Steps are taken to ensure Carlos is protected, and the other student receives guidance on their behavior.

3.3 CONSENT

WHAT IS CONSENT?

Consent means giving permission freely, clearly, informed, and enthusiastically for any type of physical or sexual interaction.

There can be no consent if there is pressure, fear, manipulation, or if the person is under the influence of alcohol or drugs.

FREE:
A VOLUNTARY AND FREE CHOICE
FOR ALL PARTIES INVOLVED.
REMAINING SILENT OR NOT SAYING
"NO" IS NOT CONSENT.



CLEAR AND REVERSIBLE:
YOU CAN CONSENT TO ONE PART AND
NOT OTHERS. IT IS NOT AN ABSOLUTE
PERMISSION BUT A SPECIFIC ONE.
CONSENT CAN BE REVOKED
AT ANY TIME.

INFORMED:
LYING OR DELIBERATELY HIDING
SOMETHING IN ORDER TO ENGAGE IN
SEXUAL ACTIVITY IS
NOT CONSENSUAL SEX.

ENTHUSIASTIC:
TO EXPRESS ACTIVELY, BOTH
VERBALLY AND NON-VERBALLY.
IT IS NOT JUST THE ABSENCE OF A
"NO." IT REQUIRES AN ACTIVE
EXPRESSION.

CONSENT IS CRUCIAL FOR HEALTHY
SEXUAL CONDUCT.

IT IS IMPORTANT TO GIVE, RECEIVE,
AND RECOGNIZE CONSENT

• FACTORS THAT MAKE CONSENT DIFFICULT:

- Use of substances (alcohol, drugs):

When someone is under the influence of alcohol or drugs, they may not be able to give clear and informed consent.

- Power imbalance (due to age, authority, dependence):

When there is an imbalance of power, such as between a teacher and a student, or a boss and an employee, it can make it difficult for the less powerful person to give or refuse consent

- Gender-based violence or fear of rejection:

Fear of violence or rejection can pressure someone into agreeing to something they are uncomfortable with.

- Vulnerable situations (poverty, prior abuse, social pressure):

People in vulnerable situations may feel coerced into consenting due to external pressures or a lack of support.

- Disability:

People with disabilities may face additional challenges in giving or understanding consent.

RECOGNIZING SOMEONE ELSE'S CONSENT:

STRATEGIES TO RECOGNIZE ANOTHER PERSON'S CONSENT:

- READ VERBAL AND BODY LANGUAGE.
- LISTEN CAREFULLY TO THE OTHER PERSON'S WORDS.
- RESPECT A "NO" WITHOUT INSISTING OR PRESSURING.
- UNDERSTAND THAT A LACK OF ENTHUSIASM OR AVOIDANCE CAN ALSO BE SIGNS OF NON-CONSENT.

IMPORTANT!

PRACTICAL EXAMPLE:

Lucía is 15 years old and a girl with an intellectual disability. She attends an inclusive school and has developed a close friendship with Carlos, who is 16. They like each other, and one day, Carlos takes her hand and asks if she would like to give him a kiss.

Lucía pauses and responds clearly:

– “I’m not sure if I’m ready for that. Can we wait?”

Carlos replies:

– “Of course, it’s okay. I just wanted to know how you felt.”

Later, Lucía talks with her support teacher to express how she felt, and together they discuss how to express boundaries and emotions in personal relationships.

✓ What does this example teach us?

- Consent must be clear, informed, and free, including when there is a disability.
- People with disabilities have the right to say “yes” or “no” to any emotional or sexual interaction.
- Appropriate support (such as guidance or the presence of a trusted adult) is key to ensuring their autonomy.
- A respectful response from the other teen is shown.
- This example helps promote inclusive sex education that respects the diversity of abilities.



HANDLING REJECTION

Dealing with rejection is an important part of understanding sexual consent and is crucial for building healthy relationships. It is essential to teach young people with intellectual disabilities how to handle rejection in the context of personal relationships and consent.

Here are some practical strategies to help them understand and respond to rejection in a respectful and healthy way:

1. TEACH THE IMPORTANCE OF CONSENT

Explain clearly and simply that everyone has the right to say “no” and that consent must always be mutual.

Use visual examples, like cards or pictures, to represent situations of consent and rejection, allowing students to practice recognizing these situations.

2. ENCOURAGE RESPECT FOR OTHERS’ BOUNDARIES

Talk about physical and emotional boundaries.

Practice with students how to say “no” and how to respect a “no” clearly and firmly.

3. MANAGING EMOTIONS AFTER REJECTION

Explain that feeling sad, frustrated, or confused after rejection is completely normal.

Practice emotional regulation activities, such as deep breathing or taking breaks, so that students learn to manage discomfort in a healthy way.

4. PROMOTE OPEN AND SUPPORTIVE COMMUNICATION

Create safe spaces where young people feel comfortable talking about their feelings and experiences with trusted adults.

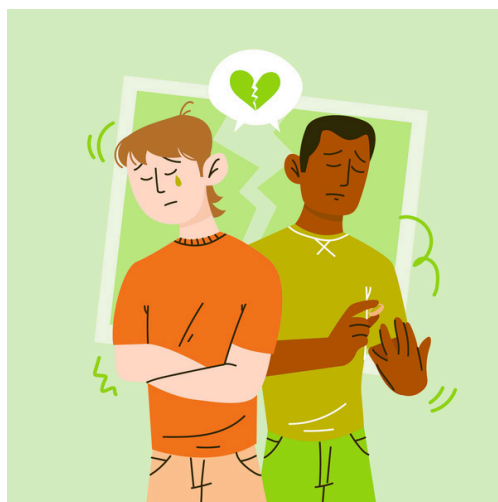
5. PRACTICE RESPECT FOR PRIVACY AND PERSONAL SPACE

Use role-play to practice how to respect other people’s personal space.

Emphasize the importance of privacy, both in physical and emotional contexts. You can work on recognizing private spaces (e.g., the bathroom, bedroom) through specific activities.

6. DEVELOP SELF-REGULATION AND RESILIENCE SKILLS

Help young people recognize their feelings after rejection and provide them with tools to return to a calm emotional state.



3. SAFE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

The internet and social media are powerful tools for communication and learning, but they also present risks, especially in terms of personal safety and privacy. It is essential to learn to use them in a conscious, critical, and responsible way.

3.1. USE OF THE INTERNET AND SOCIAL MEDIA

BASIC CONCEPTS

INTERNET:

A global network that allows access to and the sharing of information.

SOCIAL MEDIA:

Digital platforms where people can share content, interact, and form online communities.

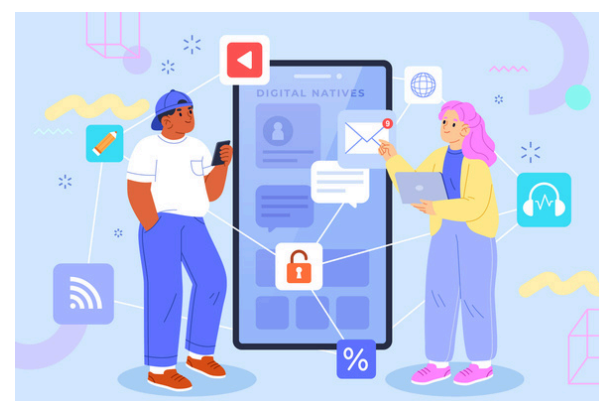
The internet and social media allow people to communicate with others, learn new things, play games, and have fun. But they can also present risks, such as people who want to harm or deceive others.

✓ Benefits:

- Enable instant communication with family, friends, and people around the world.
- Provide access to educational, cultural, and entertainment content.
- Encourage creativity and personal expression.

⚠ Risks:

- Exposure to harmful or malicious individuals.
- Loss of privacy.
- Cyberbullying and online deception (such as grooming).



EXAMPLES

"My birthday photo":

Maria wants to share a photo from her birthday party on Facebook.

✓ If the photo doesn't show her address and everyone in it has agreed to appear, it's okay to share it with her friends.

✗ If the photo shows a sign with her address or includes people without their permission, it's better not to post it or to cover that information.

"I'm home alone":

Pedro wants to post a message on social media saying: "I'm home alone and bored."

✗ Sharing that you're alone can be dangerous, because bad people might try to take advantage of the situation.

✓ A better option would be to post something like: "I'm listening to music. Any song recommendations?"

3.3 SEXUALLY EXPLICIT MEDIA AND GENDER STEREOTYPES

The internet and social media are very accessible environments where sexually explicit content is often shown.

What is sexually explicit content?

- It refers to images, videos, or messages that show private parts of the body or sexual acts.
- Sometimes, this content is received without being asked for, through the internet, social media, or WhatsApp.

PORNOGRAPHY

Content that shows sexual acts in an explicit way, often for commercial purposes.

SEXTING

Sending or receiving sexually explicit images, videos, or messages through a cellphone or the internet.

3.4 PORNOGRAPHY AND GENDER STEREOTYPES

Pornography reproduces and reinforces gender stereotypes. This is a key issue that must be addressed with care and clarity when working with young people—especially those with disabilities—to promote a healthy and respectful view of relationships, bodies, and sexuality.

Pornography reinforces these stereotypes by portraying people as sexual objects, rather than as human beings with rights and emotions.

WHAT PORNOGRAPHY OFTEN DEPICTS:

- Men as dominant or aggressive

In much pornographic content, men appear as those who take control, impose their desires, and are always eager for sex.

This reinforces the idea that men must be strong, dominant, and insensitive, and that they always have the “right” to obtain pleasure.

This stereotype can pressure boys to “act like strong men” or make them believe they shouldn’t show emotions or tenderness.

- Women as sexual objects or submissive

Most pornography depicts women as available, passive, compliant, or pretending to enjoy it.

It suggests that women should always be ready for sex and do it only to please others.

This stereotype leads to the belief that women must look and act provocatively, that their value lies in their bodies, and that they don’t have the right to say “no.”

- Relationships without affection, respect, or consent

Many pornographic scenes ignore communication, mutual consent, and respect.

They normalize the idea that one person’s desire is enough and that the other must accept it without discussion.

This promotes an unhealthy and risky model of relationships, especially for young people who are shaping their identity and the way they connect with others.

3.5. WHAT IS SEXTING?

DEFINITION:

Unwanted sexual attention in digital environments refers to any sexual message, image, video, or interaction that is received without consent and causes discomfort, fear, or distress.

This can happen through:

- Social media (Instagram, Facebook, TikTok, etc.), Emails.
- Messaging apps (WhatsApp, Telegram, etc.) , Online games or video chat

WHY IS IT DANGEROUS?

- You lose control: Once you send a photo or video, the other person can save it, share it, or show it without your permission.
- It can be illegal: If you or the other person are under 18, it's a crime to store or share this kind of content.
- It can cause shame, sadness, or fear: If the image is spread, you may face bullying, blackmail (sextortion), or harassment.
- It can be used to threaten you: Some people use these images to force you into doing things you don't want to do ("If you don't send another one, I'll share this one").

3.6 UNWANTED SEXUAL ATTENTION IN DIGITAL TECHNOLOGIES (ICT)

DEFINITION

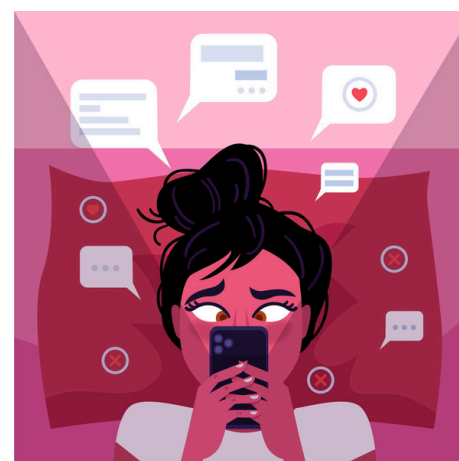
It is any form of unsolicited sexual contact that occurs through digital means, such as messages, images, inappropriate requests, or offensive comments.

HOW TO RECOGNIZE IT:

- Requests for intimate images
- Persistent or non-consensual sexual comments
- Pressure to engage in erotic interactions online

STRATEGIES TO COUNTER IT:

- Block the offending person. Do not respond or engage in the conversation
- Save evidence and report the behavior on the platform or to the authorities
- Keep passwords secure and do not share them
- Use nicknames or pseudonyms in games or apps
- Learn about and use the blocking and reporting tools available on each platform



PRACTICAL EXAMPLE:

Mary, a young student, receives a message on Instagram from someone who claims to be "a friend of a friend."

At first, the message seems friendly:

"Hi, how are you? You're very pretty." María replies with a simple "thank you."

Then, the person starts sending her messages every day:

"Do you have a boyfriend?", "Send me a photo of you in your pajamas", "If you don't send me a sexy photo, I'll get mad."

María doesn't feel comfortable. She doesn't really know this person and doesn't want to send that kind of photo. She feels confused, pressured, and scared.

● Why is this unwanted sexual attention?

- Because she didn't ask for or agree to receive intimate messages
- Because there is emotional pressure and manipulation ("I'll get mad")
- Because she is being asked for something private and intimate, without respect for her choice
- Because it makes her feel uncomfortable and unsafe



CHATS AND DATING APPS

Nowadays, there are many apps and websites where you can chat with other people, and even meet someone with similar interests.

Some people use them to make friends, while others use them to find a partner or to flirt.



Most of these apps are for adults only because they can be dangerous if not used properly.

Therefore, it is essential to explain to young people the proper use of these apps.

Teach them that they should:

- ✓ Make sure they meet the minimum age requirement to use the app. This rule exists to protect them...
- ✗ Some apps display misleading or dangerous ads (banners). If clicked accidentally, they could lead to pages with viruses or inappropriate content.
- ✓ If someone seems interesting or likable, they should investigate who they are before trusting that person. Some people use these apps to deceive, blackmail (sextortion), or sexually harass others.

TIPS FOR EDUCATORS

- Use visual examples or dramatizations: show safe and dangerous situations on social media.
- Activities to classify safe and unsafe content (for example, with images).
- Teach what information can be shared (such as a drawing or a photo with friends) and what should not be shared (such as your address, phone number, or private photos).

RECOMMENDATIONS AND STRATEGIES HOW TO ACT FOR YOUNG PEOPLE



If you receive explicit content without your consent, do not share it: report it.

If you feel uncomfortable or unsafe, talk to a trusted adult.

Report inappropriate content on the relevant platform.

Do not offer personal information that could be used to trace your data, whether it's yours or that of family, friends, or acquaintances.

Avoid posting photos or connecting your webcam with strangers.

Allow yourself to get help when you have a problem. Talk to your family and educators.

4. RESPONSIBLE USE OF THE INTERNET AND SOCIAL MEDIA

- Use social media to communicate kindly, without insults or mockery.
- Respect others: Do not post offensive, violent, or discriminatory content.
- Do not share false information or content that harms others.
- Verify information before sharing it to avoid misinformation.
- Be mindful of screen time and engage in other activities as well.



1. CREATE A RESPONSIBLE USE OF SOCIAL MEDIA CONTRACT, WITH IMAGES AND SIMPLE COMMITMENTS

- SIMPLE RULES (E.G., "NO INSULTS," "DON'T SHARE INTIMATE PHOTOS," "ASK FOR HELP IF SOMETHING MAKES ME UNCOMFORTABLE").
- CLEAR IMAGES REPRESENTING EACH RULE (ICONS OR DRAWINGS).

2. PROMOTE RESPECT ONLINE THROUGH GROUP ACTIVITIES OR DRAMATIZATIONS

- WORK ON PHRASES THAT ENCOURAGE RESPECT, SUCH AS:
 - "NOT EVERYTHING YOU THINK SHOULD BE POSTED."
 - "WHAT I SAY ON THE INTERNET CAN AFFECT OTHERS."
 - CREATE POSTERS WITH "WORDS THAT BUILD" VS. "WORDS THAT HURT."

3. TEACH HOW TO IDENTIFY FAKE NEWS WITH GAMES OR ACTIVITIES

- USE CARDS WITH WARNING SIGNS, SUCH AS:
 - "TOO GOOD TO BE TRUE"
 - "NO SOURCE"
 - "MANY SPELLING MISTAKES"

4. TALK ABOUT HOW DIGITAL CONTENT CAN AFFECT EMOTIONS AND RELATIONSHIPS

- "WHAT MAKES ME FEEL GOOD ON THE INTERNET?"
- "WHAT MAKES ME FEEL BAD OR CONFUSED?"

5. ISAWP PROJECT TEACHING MATERIALS : Inclusive Sexuality: A World of Possibilities

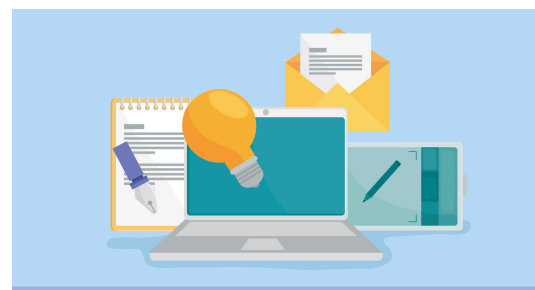
After the theoretical explanations, we now present the teaching materials developed within the framework of the ISAWP project: Inclusive Sexuality: A World of Possibilities. These materials will serve as the foundation for delivering the workshop.

Affective-Sexual Education for Young People with Disabilities which will be held in each of the project's partner countries.

These materials have been created specifically for the ISAWP project, following the key concepts recommended by UNESCO, and taking into account the necessary adaptations to ensure accessibility and suitability for the target group.

The teaching materials for Key Concept 3 have been developed by Gençlik Fırsatları Derneği (GFD) , partner in the ISAWP project.

You can find the materials in "Unit 6 in Classroom".



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