



Co-funded by the
European Union



TRAINING ON RELATIONSHIPS, EMOTIONAL LIFE AND SEXUALITY



WORK WITH YOUNG PEOPLE
WITH INTELLECTUAL DIFFICULTIES

Handbook for trainers

This handbook was developed within the project "SaHaSo - Safe and Happy in Society", funded by the Erasmus+ program. The project is implemented by the Belgian organizations U Thrive Europe and Les Jardins du 8ème Jour and the Bulgarian Association for Support of Persons with Mental Disabilities.

Date of publication: December 2023

The document presents the training program on relationships, emotional life and sexuality for young people with intellectual difficulties, implemented at the Tago Day Care Center in Brussels, Chaika Social Rehabilitation, Integration Center and the Riviera Day Care Center, Varna, between October 2022 and October 2023.

Author:	Stanka Momcheva, Association for Support of People with Mental Disabilities
Contribution to the training programme:	Ivanka Bogdanova, Riviera Day Centre Maya Karakostova, Riviera Day Centre Rositsa Ivanova, CSRI "Chaika" Tatiana Levceva, U Thrive Europe asbl Sophie Vankrikinge, Les Jardins du 8ème Jour-Tago asbl Jonathan Landa, Les Jardins du 8ème Jour-Tago asbl

Thanks

The handbook summarizes the experience of the Association for Support of Persons with Mental Disabilities in working with people with intellectual difficulties on relationships, emotional life and sexuality over the past 20 years. Working together with the specialists from Les Jardins du 8ème Jour and U Thrive Europe resulted in the development of a project in this area of sensitive and difficult issues that at the same time are directly related to the physical and emotional health of people with intellectual difficulties.

Disclaimer

The project "SaHaSo – Safe and Happy in Society" is funded with the support of the European Commission. This document reflects only the opinion of the authors. The Commission cannot be held responsible in the event of any use which may be made of any information contained therein.

CONTENTS

Introduction	5
Teaching people with intellectual disabilities about relationships, emotional life and sexuality - basic principles	7
A few more key considerations	10
Programme	12
Training sessions	13-77
Annex I - to Session 2.....	78
Annex II - to session 2.....	79
Annex III - to session 2.....	80
Annex IV - to session 7.....	81
Annex V - to session 11.....	82
Annex VI - to session 12.....	83
Annex VII - to Session 15.....	84
Annex VIII - to session 20.....	85
Annex IX - to Session 21.....	86
Annex X - to Session 22.....	87
Annex XI - to Session 22.....	88
Annex XII - to Session 23.....	89
Annex XIII - to Session 24.....	90
Annex XIV - to session 27.....	91
Annex XV - to Session 29.....	92
Annex XVI - to Session 30.....	93
Annex XVII - to Session 30	94
Annex XVIII - to Session 35.....	95
Annex XIX - to Session 36.....	96
Annex XX - to Session 37.....	97

INTRODUCTION

People with intellectual disabilities are entitled to appropriate education about relationships, emotional life and sexuality in terms of its accessibility and messages that are easy to understand. Knowledge and skills will give people with intellectual disabilities the best opportunity to look after their own health and the only effective protection from unwanted abuse and sexual violence.

Organisations working with people with learning disabilities in the community have the important task of providing such training, and professionals - psychologists, social workers, special educators, trainers, medical professionals - are the main resource for developing and delivering such programmes.

These professionals may have different roles in delivering training on relationships and sexuality within social services, which implies different responsibilities and different skill requirements for team members. For one, there needs to be an organised structured programme - group or individual - for service users. On the other hand, staff may need to answer specific questions from service users outside of a structured training situation. These are called 'receptive' moments, meaning that real life situations that reflect the individual's particular need will give team members the opportunity to offer the person with a learning disability new knowledge and possibly a new skill to protect themselves.

In applying these two forms of training, practitioners will be aware that they will not be appropriate for all users and some will need one-to-one or paired counselling. This is an additional requirement, and organisations need to create opportunities for staff to deliver it.

The primary role of professionals in teaching about relationships, emotional life and sexuality for people with learning disabilities is to empower them to make important decisions independently. This includes supporting them to increase their self-esteem and assertiveness. The working relationship between the trainer and participants would be much easier to build if it were a member of staff involved in delivering such programmes. When the trainer knows the clients and their needs, achieving trust and comfort would be much easier to work in this specific and rather complex area.

As part of the "SaHaSo – Safe and Happy in Society" project, a bespoke training program was designed for young individuals with intellectual disabilities on relationships, emotional life, and sexuality. The program occurred concurrently in three different social services in Varna (Bulgaria) and Brussels (Belgium). The aim was to help these individuals to comfortably discuss their emotions and sexuality, ask questions, gain knowledge and share their thoughts on sensitive topics.

The program was also an opportunity to support professionals in this challenging field - to offer a step-by-step model of how trainers and participants can move through essential topics in a comprehensive and accessible training on relationships and sexuality, how to answer difficult questions, how to develop and use their creativity, and how to incorporate art in solving these problems.

In the hands of professionals, as well as parents, for whom teaching children and young people with intellectual disabilities about relationships, emotional life, and sexuality is a direct investment in preserving the physical and emotional health of these children and young people, the handbook will be a helpful tool for doing concrete work - available to use again and again, whenever needed.

Teaching people with intellectual disabilities about relationships, emotional life and sexuality - basic principles

- All people, whether they have a disability or not, need age-appropriate sex education to develop positive attitudes towards their sexuality and avoid negative consequences. All people are sexual beings and have the right to explore and express their sexuality in appropriate ways.
- Without adequate sexuality education, persons with mental disabilities are at risk of experiencing sexual violence, sexually transmitted infections or unwanted pregnancies.
- Several important factors need to be considered when planning such educational work with people with learning disabilities.
- Reality often puts them in isolation and thus limits their opportunities to learn from their peers. Opportunities to observe, develop and practice appropriate social and sexual behaviour are also limited.
- The degree of disability may prevent them from accessing information due to reading or comprehension problems.
- Training programmes must therefore be tailored to the level of understanding of the users and must be designed in a way that creates opportunities for the training to be repeated and used as often as the needs of the learners dictate.
- Sexuality is part of a person's overall identity, and this understanding should be the foundation of a comprehensive education. It should not only focus on sex and reproduction, but also on many other dimensions of human life - socio-cultural, biological, psychological, emotional. Such education should be provided in the context of a more comprehensive programme of health education and personal relationships and self-knowledge.
- Work on relationships and sexuality should create a supportive environment in which people can acquire knowledge and skills as well as share values, beliefs and attitudes. Appropriate sexuality education will help people to create a positive identity and self-esteem and will increase both their self-confidence and their belief in people they can rely on.

Teaching people with intellectual disabilities about relationships, emotional life and sexuality - basic principles

- Informing people with learning disabilities about sexual activity and its consequences is very important, but it is equally helpful to give them an understanding of their own development. Training should help them to learn more about their emotions, about the changes that happen to them in the process of development, to be able to perceive themselves as sexual beings and to form positive attitudes towards this part of their lives.
- Moreover, a programme of education about relationships and sexuality should provide opportunities for people to develop their sense of responsibility - towards themselves and others. This means that they will be aware of the consequences of engaging in sexual relationships. Sex education should give people with learning disabilities an understanding of the consequences of saying yes to sex, as well as the assertive skills to say no to sexual intercourse if you don't consent.
- After completing the training, individuals should be able to identify instances of abuse and possess the necessary skills to resist exploitation or aggression. People with learning disabilities are more susceptible to sexual violence if they lack training and skills, regardless of the context: they can become victims of violence from both strangers and people they know well.
- This is why sex education should focus on the skills of asserting yourself rather than the importance of avoiding strangers and unfamiliar people and situations to stay safe.
- When organising a sex education programme for people with learning disabilities, it would be good to take as an example good practices from sex education in the general population. The more positive messages sent, the more effective safeguards will be created. The more emphasis placed on developing positive skills, at the expense of avoiding the unknown and the passive stance of being protected by someone, the safer people will be when they become independent.
- Through sex education, people with mental disabilities should be made aware of the importance of informed decision-making in the sense of taking responsibility for their actions.

STRUCTURE AND CONTENT

- The training is organised around 18 separate topics. Some of them are worked on in two sessions, others in three.
- Each session lasts 90 min.
- According to the developed plan, each session starts with an opening exercise - icebreaker.
- This is followed by the substantive part, which provides information and gives participants the opportunity to discuss and absorb new knowledge through an interesting and fun activity.
- Within each session different methods of informal learning are used - discussions, case studies, role plays.
- Except for the more specific topics, art techniques are used in each of the sessions - improvisational theatre, thrash art (using recycled materials), making music videos.
- Each session ends with a closing game, which is designed to wrap up the process of working on the specific topic, to summarize, collect the feedback of the participants and to bring them out of the middle of the current session.

A few more key considerations

When planning learning about relationships, emotional life and sexuality for young people with intellectual disabilities, consideration must be given to the difficulties and barriers that lie ahead.

- Sometimes the people organizing such a program would be discouraged by its slow progress. Many of the participants would have communication problems; their degree of disability would prevent them from understanding the information given to them. It is therefore very important to break the knowledge down into small parts, keep it as simple as possible and repeat it as often as the participants need.
- The personal values and understandings of professionals can be the first barrier to success in this work. When these are combined with a lack of experience and confidence and a lack of security, together with the sensitive nature of this work, can exacerbate staff concerns about potential negative reactions from parents/carers, other colleagues, or negative community attitudes.
- Participants' disabilities will often cause them to lack the skills to apply what they have learned in their daily lives. Many adults with learning disabilities will find that this knowledge is offered to them at a fairly late stage in their lives when it will be significantly more difficult to translate it into life skills. Lack of assertive skills and low self-esteem will create a serious barrier to the formation of the attitude that no one can impose their decisions on them as far as their personal life/health/sexuality etc. is concerned.
- However, as complicated as it may be, service providers have a responsibility to protect clients with mental disabilities from the negative consequences of engaging in sexual activity (STIs, unintended pregnancy, violence and exploitation).

A few more key considerations

- This raises what is probably the most serious concern - what happens if everything is done according to the policies and guidelines, including individual, group work, counselling, etc., and yet the person with a learning disability is unlikely to use what they have learned in a real, dangerous situation?
- These questions and concerns will never get easy answers, nor have they ever. And when professionals find themselves in such a situation, the guiding rule should be that everything possible should be done to harness the potential of the person in question to give them proactive knowledge.
- Learning about relationships, emotional life and sexuality is actually a lifelong process. If it is started at a later stage in a person's life, efforts must be made to make up for the years missed.

PROGRAM

The program includes 18 topics spread across 37 sessions, with an included session that summarizes and collects feedback from participants who have completed the entire training. Sessions are held once a week.

Nº	Topic
Session 1	Public and Private Behaviour - Part 1
Session 2	Public and Private Behaviour - Part 2
Session 3	Knowing Your Own Body - Part 1
Session 4	Knowing Your Own Body - Part 2
Session 5	Personal Relationships - Part 1
Session 6	Personal Relationships - Part 2
Session 7	Friendship - Part 1
Session 8	Friendship - Part 2
Session 9	Sexual Activity - Part 1
Session 10	Sexual Activity - Part 2
Session 11	Privacy - Part 1
Session 12	Privacy - Part 2
Session 13	Borders - Part 1
Session 14	Borders - Part 2
Session 15	Confidentiality - Part 1
Session 16	Confidentiality - Part 2
Session 17	Consent and Decision-making - Part 1
Session 18	Consent and Decision-making - Part 2
Session 19	Self-Esteem and Personal Identity - Part 1
Session 20	Self-Esteem and Personal Identity - Part 2
Session 21	Self-Esteem and Personal Identity - Part 3: Emotional Intelligence
Session 22	Communication and Assertiveness - Part 1
Session 23	Communication and Assertiveness - Part 2
Session 24	Communication and Assertiveness - Part 3
Session 25	Self-Decision making - Part 1
Session 26	Self-Decision making - Part 2
Session 27	Sexual Health - Part 1
Session 28	Sexual Health - Part 2
Session 29	Contraception and STIs - Part 1
Session 30	Contraception and STIs - Part 2
Session 31	Pregnancy, unplanned pregnancy and parenthood
Session 32	Diversity and Equality - Part 1
Session 33	Diversity and Equality - Part 2
Session 34	Access and safety: using information on the internet and social media
Session 35	Rights and Responsibilities - Part 1
Session 36	Rights and Responsibilities - Part 2
Session 37	"For the road" - at the end of our training

Session 1 - Public and Private Behaviour - Part 1

Objective To provide information to people with intellectual disabilities on intimacy, privacy, respect for their personal boundaries and those of other people. Participants have the opportunity to learn to respect the privacy of others.

Methods Warm-up exercise "Volleyball with names", "Friendship circle", improvisation exercise "Different types of hugs", final game with hoops

Materials Ball, 1 flipchart sheet, marker, 4 hoops

Instructions



1. Warm-up exercise "Volleyball with names"- participants are in a circle. They have a ball. The leader of the group calls out their name and throws the ball to someone else (it is good if everyone makes eye contact with the person, they are going to throw the ball to). After catching the ball, that person calls out their name and throws the ball to someone else. It continues until everyone has a chance to say their name out loud. Then, instead of their name, the presenter asks the participants to call out the name of the person they want to throw the ball to.



2. "Circle of friends" - this is a picture that shows the different people in our lives. We are in the middle and people are in concentric circles around us. Family members are the closest, strangers are the most distant. The "friendship circle" helps participants understand the different people in their lives: what their relationship is with these people, how they should behave with them, and what behaviour is acceptable to these people.

- Start with a large piece of paper and draw a picture of "yourself" in the middle. Draw a circle around the picture.

- Draw a larger circle around the first circle. In this circle, add the people who are closest to us - for example, **the family** we live with.

- Draw a larger circle around the first two circles. In this circle add people who are close to us, but not as close as those in the first circle. They can be **extended family or our best friends**. Talk to participants about who should be included.

- Draw another circle around the others and add **familiar ones**. These are people we know but are not close friends with. They could be people in our wider group of friends, in our class at school, on our sports team or family friends. Talk to participants about who should be included.

Session 1

- Draw another circle and add specialists and other people we know in connection with their work. They could be teachers, doctors, carers; salespeople, bank staff, post office workers, etc.
- In the outer circle, add strangers. These are people we don't know.

❑ Using the "Friendship Circle" to help participants understand personal boundaries

After adding people to each of the circles, talk to the participants about how they should behave with the people in each circle. Ask questions like these:

- How would you greet the people in this circle?
- Which people can kiss or hug you?
- Who would you invite to your home for dinner?
- Who could you talk to if you were worried about something?

This activity can be used to help participants understand how they can protect themselves from having their personal boundaries violated. They can be asked questions about how other people should behave with them. For example:

- Which people can hug or kiss you?
- Which people can hold your hand?
- Which people can give you a ride in their cars?

Personal boundaries are limits and rules about how we behave with others and how other people behave with us. Our personal boundaries can reflect how we feel about touching other people, what we feel comfortable telling other people about ourselves, etc.



3. Improvisation exercise "Different types of hugs" - Each participant has to play a different type of hug (formal/welcoming hug, "bear" hug, friendly hug, hug with hands on waist and neck, parent-child hug, hug from behind, incomplete hug with one hand). Then discuss how they felt and which hug was appropriate, and which was not. Discuss what they think about telling people how they feel when someone touches them.

Discuss appropriate/inappropriate touch.



4. Final "Hoop Game" - play the personal space game with hoops around the waist to emphasize the issue of the space everyone needs to feel comfortable.

Session 2 - Public and Private Behaviour - Part 2

Objective	Participants should learn that everything about their bodies is private and belongs to them alone and no one should infringe on that right. This knowledge will aim to help them if they find themselves in an uncomfortable situation. Sometimes the distinction between public and private can be difficult to clarify, especially if one does not have a common understanding of what behavior is appropriate and what is not. Allow time and space to explain what behaviour is appropriate and how to distinguish between appropriate and inappropriate behaviour.
Methods	Ball, Public-Private Behaviour presentation, set of 18 Public vs. Private cards, set of 9 Public vs. Private cards
Materials	ball, 1 flipchart sheet, marker, 4 hoops
Instructions	<p>1. Warm-up exercise "Circle of words"- one of the participants closes their eyes while the others pass a ball from person to person in the circle. The presenter asks the one with the closed eyes to say a letter of the alphabet. Whoever is holding the ball has to say as many words as possible with that letter in 1 minute. If he can say more than 10 words in 1 min, the designated person closes their eyes again and the ball rotates in the circle until they say another letter. The person who cannot say 10 words in 1 minute takes over the role of closing their eyes and saying a letter of the alphabet.</p> <p>2. Presentation "Public - Private Behaviour" - to present the difference between public and private places/behaviour /Appendix I/</p> <p> </p> <p>Private locations:</p> <ul style="list-style-type: none">• one's own bedroom, bathroom or toilet is a private place• other people should ask us before entering our private place.• we can choose to say yes or no• Intimate body parts may be uncovered and there may be private/intimate behaviour in this location. The door should be closed and blinds or curtains should be drawn. <p>Public places:</p> <ul style="list-style-type: none">• any place where other people can be around is a public place. These places are shared with other people.• anyone can use a public place, even if they have to buy a ticket or have an invitation to be there• personal/intimate body parts must be covered in public places• personal/intimate conduct should not occur in public places

Session 2

Public and private places can look different depending on whether they are:

- at home
- in the community

At home, the private places are:

- your bedroom
- bathroom/toilet

Public places in the home are:

- living room
- kitchen
- backyard
- other people's bedrooms
- any other place in the home

These are public places because anyone can be there and you cannot control who comes in and who leaves the place. However, at home, only people like siblings, parents and guests/visitors can enter in these spaces.

Personal conduct refers to personal/intimate body parts and can only be done in private. One's own bedroom and bathroom at home are such private places. An easy way to determine what intimate body parts are is that they are the parts of the body that are covered by underwear.

3. Public vs. Private Card Game /Appendix II/

- Divide the group into pairs or small groups of 3 to 4.
- Give each group a shuffled set of 18 cards from the "Private and Public Places" set.
- Place the cards face down in 3 rows of 6.
- Participants take turns flipping two cards and determining if they form a pair. If so, they keep the cards; if not, they return them face down.
- The game continues until all cards are matched.
- Discussion "Appropriate - Inappropriate Behaviour". During the card game a discussion starts about what behaviour can be perceived as appropriate and what can be perceived as inappropriate.

5. Improvisation exercise "Appropriate—inappropriate behaviour."

Each participant takes a card from a set of 9 cards (Annex III) and has to act out the activity drawn on it. The group has to decide whether the activity/behaviour is appropriate/inappropriate in public or private places.

6. Final game "Play an enthusiastic goodbye" - everyone has to stand up and play a funny "goodbye".



Session 3 - Knowing Your Own Body - Part 1

Objective People with intellectual disabilities to create their own positive body image; building self-esteem and an integrated identity

Methods Warm-up exercise "Circle of nice words", trash art activity "Man made of recycled materials", mirror game "I like what I see", closing game "Gifts"

Materials Bodily structure reminiscent of the structure of the human body, paper, foil, mirror (possibly larger size)

Instructions



1. Warm-up exercise: "Circle of nice words." Each participant has to say something nice about the person sitting on the right (a positive quality the person has). Everyone should hear something nice about themselves from another participant.



2. Trash art activity "Man-made of recycled materials" - using a wire structure resembling the structure of a human body, paper and foil to make a human body by naming the body parts.



3. Mirror game: "I like what I see"—Each participant stands in front of the mirror the leader is holding. He says, "I like what I see: I like my eyes, my nose, my legs, my thighs, my hair, my ears, etc." The idea is to give everyone a chance to say out loud as many parts of their body as they like.



4. Final game "Gifts" - everyone says what they would leave (figuratively speaking) this group with: "Today I would leave with the smile of ...", "Today I would leave with the earrings of ..." - with the emphasis on the fact that we mean that we like this thing in the person or the appearance of the other (and we do not intend to take other people's things!).

Session 4 - Knowing your own body - 2nd part

Objective	Work separately with groups of young women and men to talk about and practice the correct names of body parts in an atmosphere that affirms a positive attitude to talk about our bodies without embarrassment, as it is natural. To give information about specific differences in female and male bodies related to sexuality.
Methods	Warm-up exercise "I am... (something that describes me very well)", discussion about the specificities of women/men, trash art activity "Poster of a female/male body made of trash materials", final game "Something old made new"
Materials	Large photos/posters with images of female/male body and genitals; flipchart paper; pencil; old magazines; plastic caps; plastic bottles; toilet paper rolls; plastic straws; buttons; supermarket brochures.
Instructions	<p>1. Warm-up exercise "I am... (something that describes me very well)" - everyone says one word that describes them better than anything else.</p> <p>2. Discussion on specificities for women/men Use large pictures/charts/posters of female/male body The discussion starts with a question to the participants what are the differences between men and women, and if they know by what common name the organs that are characteristic only for men and only for women are called. Then they have to answer if they know what are the organs that are characteristic only for women (for the female group) and only for men (for the male group).</p> <p>For the female group: Ask if they know that there are sexual organs located inside the body.</p> <ul style="list-style-type: none">• <u>Sheika</u> - the door to the uterus.• <u>Womb</u> - the place where babies live for nine months before they are born.• <u>Two ovaries</u> - which in turn each month release one egg.• <u>Fallopian tube</u> - along which the egg descends to the uterus. <p>Then explain what menstruation is.</p>



Session 4

For the male group:

- Penis - Explain that a tube runs through the penis and urine and semen flow through it. The sperm contains the male sex cells and when they join with the female eggs, a baby is made.
- Erection - when guys/men are sexually aroused, the penis fills with blood, gets bigger, hardens and erects. This is called an erection and the hardening allows the man to insert his penis into the woman's vagina and have sex. If a man and woman have sex without using contraceptives during the time when the egg has separated, the sperm and egg can meet/merge/ and so a baby is made. The baby will settle in the lining of the uterus and begin to grow.
- Scrotum - a sac in which the testicles are located.
- Ask participants if they know that there are male sex organs that are located inside the body:
- Testes - produce sperm and male hormones(located inside the scrotum).

3.Trash art activity "Poster of female/male body from trash materials" - participants have to make a poster of a female/male body (torso only) using a large flipchart sheet of paper and different recyclable materials (old newspapers, plastic caps, plastic bottles, toilet paper rolls, plastic straws, buttons, etc.). If they have difficulty presenting the organs, use the posters from the previous activity as a reminder.



4.Final game "Something old made new" - each participant has a sheet from a supermarket brochure. The one who starts makes a small ball out of the sheet, then throws it to someone else, wishing them well for the rest of the day. The second person adds their leaf to the ball and throws it to someone else, wishing them well. The last person in the group has a big ball of paper - the good wishes ball.



Session 5 - Personal Relationships - Part 1

Objective	Participants to be provided with information about the different types of social and personal relationships as an important element of social and human cognition; participants to be educated about the importance of each type; people with intellectual disabilities to be encouraged to develop a diverse range of relationships; emphasise that people's personal and sexual relationships should be within the boundaries of privacy.
Methods	Warm-up exercise "The thing I can't do without", making a poster "Personal relationships", role play "The 4 types of personal relationships", filming material, making a music video with the mobile application Video Maker, showing the video to the participants, closing game "Now where?"
Materials	A flipchart, a marker, a set of cards with the 4 types of personal relationships written on them, a phone with a camera, a mobile application Video Maker, a pre-downloaded song with a message about friendship and belonging; a song that your trainees know and can relate to (for example, in Bulgaria they used the song "A Little More« by the Bulgarian pop-singer Orlin Pavlov.)
Instructions	<div><p>1. Warm-up exercise "The thing I can't do without" - each participant says one thing that, if given the opportunity to choose, they will take with them to a desert island. They can write it down on a board/flipchart.</p></div> <div><p>2. Making a poster "Personal relationships" - in a discussion, participants list the main types of personal relationships: family, friendship, acquaintances, romantic relationships. Make sure they understand the meaning of each of the 4 types. In the conversation, bring up the idea of stages in the development of personal relationships: introduction, rapprochement, continuation, deterioration, end. Record on a flipchart sheet.</p></div> <div><p>3. Role play "The 4 types of personal relationships" - participants are divided into pairs. Each pair receives a card with one of the types of personal relationships. The pair has to "act out" the typical relationships between people (according to the card) - to represent as many things as possible that people who have such relationships do together. One of the hosts takes as many shots as possible during the game. When the participants take a break, he/she makes a music video from the footage/photos/short videos/ and Orlin Pavlov's song "Just a little more".</p></div> <div><p>4. Watch the video After the break, participants watch the video on a big screen. They discuss the video and recall the types of personal relationships and their importance.</p></div> <div><p>5. Closing game "Where to now?" - everyone shares where they would go when they leave the group. There are no restrictions in directions and distances.</p></div>

Session 6 - Personal Relationships - Part 2

Objective	Participants to reinforce their knowledge of the importance of each type of personal relationship; people with intellectual disabilities to be encouraged to develop a diverse range of relationships; reiterate the importance of respecting boundaries in developing/maintaining personal relationships; participants to understand the responsibilities that people have in different types of personal relationships
Methods	Warm-up exercise "Musical Object", review/poster from session 5/, discussion about responsibilities in personal relationships, game "The Tower", filming material, making a music video with mobile application Video Maker, showing the video to participants, closing game "4-3-2-1 Goodbye"
Materials	A flipchart, a marker, a set of cards with the 4 types of personal relationships written on them, a phone with a camera, a mobile application Video Maker, a pre-downloaded song with a meaningful message about growing as a couple and the challenges to overcome with love (for example, the song "Together« by the Bulgarian pop singers Graf, Lubo Kirov and Orlin Pavlov).
Instructions	<ol style="list-style-type: none">1. Warm-up exercise "Musical object" - participants are seated in a circle. In the background of the music, they present a curious object. When the music stops, the one who has the object greets the others in a prettified (funny) voice. The music starts again, and when it stops, the action is repeated until all participants have greeted the group.2. Using the poster from session 5, participants recall the 4 types of personal relationships and their stages of development. The facilitator asks the participants if they think people have responsibilities to develop these relationships well, to move from the initial stage to the subsequent stages, and what responsibilities people have to avoid getting to the final stages/end of relationships.3. The Tower Game - the activity requires participants to list the responsibilities and obligations people have when they are a family or a couple with children. They should write the duties on a flipchart sheet and create a tower of cubes (handmade or any other). Each cube represents a responsibility listed on the flipchart. Participants take turns placing the cubes on top of each other. As the tower gets taller, it risks collapsing, which is an opportunity for them to discuss the importance and multiple responsibilities that people have in such a partnership. This activity helps to understand that one should only enter into such a relationship if one can handle the duties that come with it.4. One of the presenters takes as many photos as possible during the tower's construction. When the participants take a break, a music video is made from the footage/photos/short videos and the pre-selected song. Watch the video. After the break, participants watch the video on a big screen. They discuss the video and recall the types of personal relationships and their meaning.5. Final game "4-3-2-1 Goodbye" - show the participants the following rhythm/pattern: clap 4 times, pause, clap 3 times, pause, clap 2 times, pause, finally clap once. They should all do it together. It makes a strong and engaging rhythm if done correctly.



Session 7 - Friendship - Part 1

Objective	To recall and focus on the different types of personal relationships we create in our lives; participants to discuss again the topic of personal understandings, attitudes and values when we build our relationships with others
Methods	Warm-up exercise "Word associations", discussion "There's nothing better than a good friend", game "Traffic light of friendship", filming material, making a music video with the mobile application Video Maker, showing the video to the participants, closing game "The one-word friend"
Materials	Flipchart sheet with three circles (traffic light), 15 slips of paper with statements about friendship, glue/tape/homemade glue to stick the slips of paper, camera phone, mobile application Video Maker, a pre-downloaded song with lyrics about friendship (for example, the one by the Bulgarian pop band Familia Tonika "Hello friend, how are you»).
Instructions	<p>. Warm-up exercise: "Word associations." Participants sit in a circle. One starts saying objects or concepts such as "water." The participant on the left says something suggested by the word(e.g., "boat," then "sea."). The game continues until the associative chain is broken; then, another word is started.</p> <p>1.Discussion "There is nothing better than a good friend".</p> <p>It begins by recalling the different types of personal relationships. The discussion takes place around the following questions:</p> <p>Who do we call a friend?</p> <p>How is a friendship started/maintained?</p> <p>Why is it important to have good friends?</p> <p>Is there a link between friendship and self-esteem?/The question <i>is asked so that all participants can understand it/</i></p> <p>3."Traffic light of friendship" - on a flipchart are drawn/glued / large circles - red, yellow, green, like a traffic light. Participants are given slips of paper with statements about friendship/ Annex IV/. Taking turns, they must answer whether this statement is a bad sign in a friendship, a warning sign or a good one. They place the slips of paper with the signs identified as bad next to the red circle, the warning signs next to the yellow circle, and the good signs next to the green circle after the group has agreed on the solution.</p> <p>Each « light » relates to five statements:</p> <p>RED: bad signs</p> <ol style="list-style-type: none">1. You're afraid of your friend's tantrums2. Your partner (girlfriend/boyfriend) constantly criticises you or the people that you like3. Your friend threatens you w/ something/4. Your friend makes fun of you or other people.5. Your friend is forcing you to do things you don't want to do.



Session 7

YELLOW: warning signs

- 1.You worry that if you share something with your friend, he/she/they will tell other people
- 2.Your boyfriend/girlfriend sometimes makes fun of you.
- 3.You rarely manage to figure out what to do together.
- 4.Your boyfriend/girlfriend tells you not to see certain people.
- 5.You agree with your boyfriend/girlfriend, even if you don't quite agree, because you're afraid he/she won't want to be your friend anymore if you don't agree with him/her.

GREEN: good signs

- 1.You usually feel very good when you're with that person.
- 2.Your boyfriend/girlfriend respects your feelings and opinion.
- 3.Your boyfriend/girlfriend shares with you how he/she feels.
- 4.Your boyfriend/girlfriend is happy when good things happen to you.
- 5.You like spending time with this friend, but you also like spending time with other friends.

One of the presenters takes as many photos and short videos as possible while making the "traffic light." When the participants come out for a break, he/she make a music video out of the footage, photos, and short videos and the song about friendship.



4. Watching the video

After the break, participants watch the video on a big screen. They discuss the video and recall the "signs" of good friendship and its importance for our well-being and place among others.



5. Final game "The friend with one word" - participants are in a circle. They pass a ball to each other, and when throwing it, everyone has to say one word - a definition of a good friend.

Session 8 - Friendship - Part 2

Objective	Participants to understand the difference between closeness and intimacy; once again to emphasize the importance of respecting personal preferences and respecting other people's personal boundaries.
Methods	Warm-up exercise "Three things in common", discussion "The differences between closeness and intimacy", roulette game "STOP", filming material, making a music video with the mobile application Video Maker, showing the video to the participants, closing game "Birthdays"
Materials	Flipchart sheet, marker, tape measure, paper and pen, camera phone, mobile application Video Maker, pre-downloaded song about friendship, e.g. "Friends" (The Stars of Bulgaria).
Instructions	<div><div></div><div><p>1. Warm-up exercise "Three things in common" - participants are divided into pairs as they are seated. In a few minutes the two seat mates have to find 3 things in common between them.</p><p>2. Discussion "The differences between closeness and intimacy". On a sheet of flipchart, divided in two, write down the things characteristic of closeness(between friends, family) and intimacy(between people who have romantic relationships). The rules for respecting personal boundaries are recalled.</p><p>3. Roulette game "STOP"</p><p>Participants are reminded what boundaries are. Boundaries range from personal to geographical. Nations have a boundary line that one must have permission to cross. People also have boundaries and defining other people's boundaries often takes some time to understand.</p><p>Personal boundaries are not fixed, but can vary depending on the situation, so they are harder to understand than state or legal boundaries. Some people, for example, don't like it when others stand too close to them; others don't mind.</p><ul style="list-style-type: none">• What are the boundaries in the Day Centre?• What boundaries did your parents set?• What boundaries have you set for yourself?• How to recognize when you have crossed the border?• How would you react if someone violated your boundaries?• How do other people understand what your personal boundaries are?</div></div>

Session 8

Game

Get a tape measure/sewing meter. Divide participants into groups of 3:

1. One stands in place and says STOP
2. One person walks to the one standing still
3. Observer who measures with the tape measure

The two stand a great distance apart. One stands still and the other walks towards him. The person who stands still says STOP when he feels his personal space has been violated and is uncomfortable with the presence of the other person who has come too close to him.

The third person/observer/ measures the distance between the toes of the two after the person who moves is told to STOP. Record the distance on a piece of paper.

The group discusses:

How could you tell when a person's privacy has been violated? What behaviors did you notice? Can you think of some instances when people did not stop when asked to stop? What are the consequences of not stopping when asked to stop?

One of the presenters takes as many photos/short videos as possible during the making of the "traffic light". When the participants take a break, he/she makes a music video out of the material/photos/short videos/ and the song about friendship.

4. Watch the video



After the break, participants watch the video on a big screen. They discuss the video and remind each other of the rules for respecting personal boundaries.



5. Final game "Birthdays" - participants stand in a line. Then they have to line up in the order of their birthdays (01 January at the beginning, 31 December at the end). If possible, this is done without talking (get assistance if needed).

Session 9 - Sexual Activity - Part 1

Objective To provide people with learning disabilities with knowledge about the different dimensions of human sexuality - biological, psychological, emotional, physical (including sensual) and intellectual. Participants to talk about the values associated with sexuality: intimacy, self-esteem and respect.

Methods Warm-up exercise "Something about me", discussion, posters, closing game "With a wish for..."

Materials Picture(posters) of sexual contact; ball

Instructions



1. Warm-up exercise - everyone chooses one thing from their pocket/purse and tells why this thing is important to them (option: something on the body - a watch, jewelry, accessory), or what they associate it with.



2. Discussion. Begins by recalling information discussed in past classes (personal relationships, boundaries, intimacy). Participants are asked if they are familiar with what "sexual contact" means. After initial feedback, they are given the picture(posters) depicting sexual contact between a man and a woman. The discussion continues using the knowledge already acquired about reproductive organs, relationships, etc. It is good to discuss some health factors that affect sexual intercourse - related to the presence/absence of hygiene, alcohol use, smoking, etc.

Sample discussion questions:

- What is sexual intercourse?
- What does sexual intercourse lead to?
- Is it possible for a man to give himself sexual pleasure?
- Is masturbation sexual intercourse?
- Where can you have sex?
- Where is it wrong/accepted to have sex?
- Values related to sexuality: intimacy, self-esteem and respect.



3. Closing game "With a wish for..." - the presenter passes a ball to each participant and in turn everyone makes a wish to the others.

Session 10 - Sexual Activity - Part 2

Objective People with learning disabilities should be aware of when it is appropriate and when it is not appropriate to engage in sexual activity so that they can respect the preferences of others. Sensuality issues to be addressed. May seem at odds with the need to protect people with learning disabilities from taking unacceptable risks. In fact, a lack of emotional and sensual experience may put them at risk of being abused or violating the personal boundaries of others.

Methods Warm-up exercise "Multilingual Hello", discussion, case study, final game "Gift in one minute"

Materials Prepared case study, white sheets, colored pencils and pencil sharpeners

Instructions 1. Warm-up exercise: "Multilingual Hello"— Everyone has to say "Hello" to the group in a language other than their native one. If they have difficulty, they should say which language they have chosen, and the others (leader, participants) can help.



2. Discussion. The aim is to give participants feedback on what they learned in the previous session and to make a transition to the current topic.

3. Case study "When can I have sexual intercourse". The presenter reads the case study. Participants have to answer a series of questions and discuss, focusing on the responsible and mature behaviour of the person who decides to have sexual intercourse with his/her partner. Participants should come to the idea that physical sexual maturity alone is not enough; one needs to be psychosocially mature in order to have sexual contact.



Case study:

Michaela and Svetlozar have been a girlfriend and a boyfriend for half a year. They like each other, go out together very often, visit each other, go to restaurants. Michaela is in love with Svetlozar, and everything indicates that he loves her too. One afternoon they are alone in Svetlozar's house, drinking coffee and talking. He starts kissing her and tells her he wants to have sex. Michaela is very confused, she doesn't know what to do. He keeps insisting and she feels scared. She tells him that she wants him to stop pushing, but he still tries to convince her. She runs out of the apartment.

Questions for the participants:

What do you think about Svetlozar's act? What do you think about Michaela's act? Why do you think Michaela ran away? How does she feel? Why was she frightened? Why didn't she know what to do? What does it take for someone to be willing to have sexual contact? When might you say it is better to avoid sexual contact? How can you tell if someone's intentions are good towards you?



4. Closing game "Gift in one minute" - each participant receives a piece of paper and a colored pencil/fluorimeter. In one minute they have to draw something to give to the person on their right.

Session 11 - Solitude - Part 1

Objective	Participants to receive detailed information on the topic, which is directly related to rights and responsibilities, and again to discuss the distinction between public and private conduct.
Methods	Warm-up exercise "My favourite...", presentation "Public - private behaviour", discussion "Public and private", trash art activity "Yes" and "No" from recycled paper, final game "What's your weather?"
Materials	(Optional)ice cream pictures, movie image, cup; "Public and Private Behavior" presentation, white sheets, store brochures, glue, scissors

Instructions 1.Warm-up exercise "My favourite..." - the interactive board shows pictures of ice cream, a cinema screen(e.g.) and a glass. Everyone has to say what their favourite ice cream is, their favourite film and their favourite drink (the categories can also just be named).



2.Presentation "Public - Private Behaviour" - to recall the difference between public and private places/behaviour/Annex V/

3.Public and Private Discussion. The right to privacy is discussed
The right to privacy is a human right affirmed by the International Covenant on Civil and Political Rights, which elaborates on the Universal Declaration of Human Rights.

Questions for discussion:

- What does human right mean?
- Why should our rights/the rights of others be respected?
- Why is it wrong to violate rights?

The presenter explains that human rights are like armour: they protect us. They are like rules because they teach us how to behave. They treat rich and poor, old and young, white and black, tall and short the same. They offer us respect and require us to treat others with respect. A right is also a claim that we have reason to make.

We are reminded of the boundaries of personal space: our own room, bathroom; personal belongings; room, bathroom when staying in a hotel, toilet in a public place
Public/private behaviour - a reminder not to show private parts in public

NB! The right of people to ask permission before entering our private space (room, bathroom, etc.)

Session 11



4.Trash art activity "YES" and "NO" from recycled paper - each participant receives 2 pieces of white paper (1/4 of A4 sheet), on which they have to make signs for "YES" and "NO" with pieces of paper from magazines or brochures, scissors, glue. It can be a plus sign, a "chukka"; a minus sign, a forbidden sign or the words "YES" and "NO" written with pieces of scrap paper.

Then the whiteboard shows pictures of different places (similar to the ones in the presentation) , and everyone holds up the sign that they think is the correct answer to the question: Is this a public place? Is this a private place?

Discuss acceptable/unacceptable behaviour at this location.



5.Final game « What's your weather? » - each participant says what weather it is, according to how he feels (sunny, cloudy, foggy, stormy, rainy, etc.).

Session 12 - Solitude - Part 2

Objective	Emphasize different everyday situations that could be used as teachable moments (<i>such as reminders to close the bathroom door, not to touch private body parts in public, etc.</i>).
Methods	Warm-up exercise "I'd rather...", discussion, trash art activity "The Bathing Suit Rule", closing game "Pass the applause"
Materials	White A4 sheets with printed outlines of a human figure, brochures from shops/old coloured paper, glue
Instructions	<p>1. Warm-up exercise "I would rather prefer..." - in turn, the presenter asks a different question to each participant: "Do you prefer a holiday at the seaside or in the mountains?" "Do you prefer to relax by lying in front of the TV or by going for a walk?" "Do you prefer to go to a concert or to the cinema?", etc. similar quick questions about preferences</p> <p>2. Discussion. The rules of public and private conduct are recalled. Everyone is reminded of the right to privacy and private space.</p> <ul style="list-style-type: none">○ The rule to close the toilet doors○ The rule not to touch intimate parts of the body in public○ Attitudes to privacy: some people are more worrisome○ Sex is an intimate activity – not to be done in public○ In certain situations, people cannot be left alone, even though they have the right (<i>when, for some reason, they cannot care for their own physical care - small children, helpless adults, etc.</i>).○ We should not be left alone with strangers (strangers, little-known people) in a secluded place <p>NB! No one has the right to look at us or touch our private parts (recall "private behaviour") or force us to look at or touch his private parts!</p> <ul style="list-style-type: none">○ Private parts: the "Bathing Suit Rule« — Private parts are those parts of our body covered by underwear or a bathing suit. In public, they should always be covered by clothing. <p>3. Trash art activity "The Bathing Suit Rule" - each participant receives an A4 sheet with a printed human silhouette (outline) /Attachment VI/. The participants have to make a swimsuit of the figure by gluing the balls to the white sheet.</p> <p>4.. Final game: „Give a round of applause.“ Everyone sits in a circle. The leader catches the eye of someone in the circle, and they both have to clap together (possibly in rhythm). Then, the participant looks at someone else, and they start clapping with him. Then, the third person "passes it on" in the manner described until everyone has clapped in pairs.</p>



Session 13 - Personal boundaries - Part 1

Objective	To address the specific needs of many adults with intellectual disabilities for such training; to provide information and enable participants to exercise age-appropriate and acceptable behaviors, as well as to set personal boundaries and respect the boundaries of others
Methods	Warm-up exercise "Guess the picture", discussion, improvisation exercise "Invasion of my personal space", closing game "From today I take..."

Materials	Tablets/A5 sheets and pencils, situation sheets, flipchart, marker
------------------	--

Instructions



1. Warm-up exercise "Guess the picture" - each participant has in front of him/her a sheet and a pencil/tablet with a drawing application. For one minute everyone has to draw something, then show it to the others and they have to guess what is drawn



2. Discussion "What are personal boundaries"

Refer to:

- **physical contact** (in what way is it comfortable for us to be touched by a friend/relative/strangers)
- **conversations** (how we like to be spoken to; who can address us by our pet name)
- **our personal space** (who we allow to stand near us; how close we allow others to stand near us)
- **what others know about us** (who we share our secrets and feelings with; who might know where we live and how they might find us)

The notion of **reciprocity/to use the** picture of the circle of friends/ - it is permissible to invade the personal space only of people from the groups closest to us (family, friends)

- ❑ The first step in establishing boundaries - to show what we like and what we don't
- ❑ A categorical statement (no "maybe", "it would be good if...", "I believe...")
- ❑ Consistency - when we state our boundaries, another/others may continue to violate them. We need to tell them every time that we disagree with this
- ❑ Setting and respecting personal boundaries in a two-way street - if we want to respect our boundaries, we respect the boundaries of others
- ❑ Remember: NO means NO

NB! Setting and respecting boundaries is an important skill for people of all ages

Questions for the participants: can you give an example of respecting personal boundaries? What about violating them?

Session 13

3.Improvisation exercise "Invasion of my personal space" - participants are divided into pairs. Each pair receives a piece of paper on which a different situation is described:



Two people meet. They begin to talk, one of them coming very close to the other and constantly touching him on the shoulder, on the arm, on the head, thinking that this keeps his attention while they talk. The other doesn't mind, keeps calm, they talk.

Two people meet. They begin to talk, one of them coming very close to the other and constantly touching him on the shoulder, on the arm, on the head, thinking that this keeps his attention while they talk. The other feels uncomfortable, he is embarrassed, he does not like this constant touching, but apart from the expression on his face, nothing else is evident; he says nothing to his acquaintance with whom he is talking.

Two people meet. They begin to talk, one of them coming very close to the other and constantly touching him on the shoulder, on the arm, on the head, thinking that this keeps his attention while they talk. The other one feels uncomfortable, is embarrassed, doesn't like this constant touching. He tells his acquaintance that he prefers not to be constantly touched while they are talking; he takes a step back to give himself space and to show the other that he wants distance.

Couples have to play the situation. If the group is larger, more sheets are printed and more than one pair will act out a situation. If they decide, those acting can use only movements, no words; if it is easier for them, they can talk while role-playing.

The whole group discusses the play/behaviour of the participants in the situations.



4.Closing game "From today I take..." - in the app on the tablet or on the back of the sheet from the beginning of the session, each participant should draw something related to their mood at the end of the session, show it to the others and say what/why they drew.

Session 14 - Personal Boundaries - Part 2

Objective To recall the rules on setting and respecting personal boundaries. Make participants aware that their behaviour will have ambiguous implications for others. To help participants develop age-appropriate behaviour when expressing their sexual needs to reduce the risk of abuse

Methods Warm-up exercise "Zip-Zip-Zop", discussion, improvisation exercise "Personal boundaries - right and wrong", closing game "Appreciation"

Materials Printed sheets with the tasks for the improvisation exercise

Instructions 1. Warm-up exercise "Zip-Zap-Zop" - participants are in a circle; the one who starts turns to his neighbour on the right, claps his hands and says: "Zip!". The second person turns to his neighbour on the right, claps his hands and says, "Zap!"; the third person does the same and says, "Zop!". He finishes with the last one in the circle.



2. Discussion. Again, the rules of setting and respecting personal boundaries - ours and others - are recalled.

Respect boundaries when people express their sexual needs: all people have sexual needs and have the right to express them.

However, this must necessarily be done while respecting other people's boundaries.

What is unacceptable in the expression of sexual needs:

- Obscene gestures
- Touching or hugging another person
- Showing private parts or undressing
- Masturbating in public



Expressing these needs can be perceived ambiguously and put a person at risk of unwanted sexual assault. Other people may misperceive the way we behave and decide that we have a romantic/sexual interest in them, even if we do not.

3. Improvisation exercise "Personal boundaries - right and wrong" - participants are given the following tasks to perform in front of the group:



Three boys and a girl have to play a group of four friends in which the girl behaves very close to the boys, touches them often, hugs them, holds their hand, sits very close to them.

Three girls and a boy have to play a group of friends who chat, laugh, and have a lot of fun. The boy decides that the girls like him so much that they want an intimate relationship with him. He pulls on them (literally) to get them to go somewhere private.

Session 14

If they choose, those acting can use only movements, no words; if it is easier for them, they can speak while playing the roles.

After each situation presented, the group discusses what they have observed, what is right and what is wrong, in the characters' behaviour, what behaviour others perceive as wrong, and what puts people at risk who have behaviours that put too much distance between them and their boundaries.



4. Closing game "Appreciation" - the participants are in a circle; each turns to another member of the group and offers him his appreciation for what he has contributed to the work of the group. Everyone should receive such words of appreciation.

Session 15 - Confidentiality - Part 1

Objective Provide information to participants with intellectual disabilities about their right to privacy regarding information about their personal and social relationships. To inform about specific situations where full confidentiality cannot be offered/for example, if there are suspicions of abuse or that someone is at risk/

Methods Apple – Orange – Banana warm-up exercise, presentation "What is confidentiality/privacy", discussion, "Behind closed doors" trash art activity, closing game "Relaxation circle"

Materials Presentation "Confidentiality", A5 white sheets, pencils/fluorosticks, scissors, glue, supermarket brochures

Instructions



1. Warm-up exercise "Apple-Orange-Banana" - the presenter instructs that when he says "Apple!" everyone should raise their right hand high; when she says "Orange!" they should raise their left hand high, and when he says "Banana!" they should raise both hands high and clap over their head. They can be sitting or straight. The words can be alternated as they are announced, they can also be shuffled.



2. Presentation "What is confidentiality/privacy"/Annex VII/.

3. Discussion—The topic of confidentiality is directly related to personal boundaries; the rules for respecting personal boundaries (from previous sessions) are recalled.



4. Trash Art Activity "Behind Closed Doors" - each participant is given a white sheet of paper and a pencil/fluorimeter. In the centre of the sheet, they should write their name. With two pieces of brochure paper he/she has to cover his/her name by gluing them on the outer edge of the piece of paper, while the inner edge remains unglued and can be lifted(opened). When everyone is ready, discuss with the participants again that they have the right to keep their personal information confidential(secret), except in situations where they need to share with someone who needs to help when they or a loved one needs help.



5. Final game "Relaxation circle" - everyone stands up in a circle. They turn to the left and rub the shoulders/back of the one in front. Then turn to the right and rub the back of the person on the other side.

Session 16 - Confidentiality - Part 2

Objective Participants to reinforce knowledge of the need for confidentiality to be breached at times/for example where abuse is suspected/ and that their consent should be sought in such circumstances. To inform participants exactly why and when information concerning them will be passed on. Emphasise the fact that the whole process must be properly documented and recorded.

Methods Warm-up exercise "Famous actors", discussion, trash art activity "The masks we wear", closing exercise "Let's lift the sky together"

Materials Flipchart sheet, marker, white cardboard, supermarket brochures, pencils, scissors, glue, possibly – a delf-made eye-mask (like Zoro), wooden barbeque sticks.

Instructions 1."Famous Actors" warm-up exercise - participants have to say which role in the film/series they want to play



2.Discussion - recall the topics from the previous session. Participants should list what information is personal: names, dates of birth, addresses, contact details, medical information, contents of our personal folders(file), personal bank details and bank card information.



Also - what we have shared about people we like/have romantic feelings for/intimate relationships with

Who can I share personal information with? - In addition to loved ones, professionals are listed (the presenter directs the participants) - doctors, nurses, specialists with social services, lawyers.

Personal information is confidential and should be kept private (not seen by people it does not affect)

- When can our personal information be shared?
- When we ask the people who keep it to share it - e.g., ask the day centre professionals to say something to your loved ones
- When we ourselves agree - e.g. when you ask a specialist at the day centre to put you in touch with someone from the municipality, or a doctor, or a lawyer, etc.

Everything should and is recorded/documented (examples are given with the documents in the DC that the participants know)

The basics are recorded on a flipchart sheet.

Session 16



3.Trash art activity "The masks we wear" - participants make domino masks from cardboard using the templates (or draw them in the moment), then cover them with pieces of paper from the brochures. The discussion is around the need to take the masks off - the privacy we are all entitled to in situations where someone is at risk of abuse/harm. Again, it is reminded that this process will be documented and recorded.



4.Final game "Let's lift the sky together" - participants are a circle. "Let's imagine that the sky has fallen. It lies in front of us: there is the sun and the moon, and there are the clouds. We must gently lift the sky into place. To do that, we have to lift it off the ground all together - we can't let pieces slip and fall back to the ground because we haven't acted together." The presenter shows how he lifts the sky from his knees, over his head, to toss it into the air. Furthermore, as they toss it into the air, everyone has to shout.

Session 17 - Consent and decision-making - Part 1

Objective

Consent and the ability to consent are often very challenging areas when dealing with people with intellectual disabilities and their sexual activity.

People with intellectual disabilities should be given information that both parties involved in sexual activity must agree to it: 1) both are able to understand what is being offered and its consequences, and 2) both are able to exercise choice.

Giving information and creating opportunities to transform someone's attitude of obeying others, passively doing what other people tell them, into a free will to make informed choices and thus take acceptable risks.

The latter element will add more difficulty to working with people with learning disabilities because they are usually overprotected from any risks, in fact with the good intention of avoiding any harm that might happen to them. Such an attitude would obviously not be helpful to people with learning disabilities if they were to be encouraged to live independently.

Methods

Warm-up exercise "Yes or No", discussion "Giving consent", game "Problem-solution-consequences", filming material, making a music video with the mobile application Video Maker, closing game "The ball from today's session"

Materials

Written case study, flipchart sheets, marker(s), phone with Video Maker app, pre-downloaded song «Yes or No» by Krisko (Bulgarian rap performer), a ball.

Instructions



1. Warm-up exercise "YES or NO" - the presenter comes up with different questions for situations that everyone recognizes - highly attractive or undesirable for most people, e.g. "Do you want to go on a trip to Italy right now?" or "Do you feel like going to the dentist?", etc. Everyone has to give their answer in one voice (if they shout it is better). The questions can be up to 6-7.



2. Discussion - consent. When people intend to have sex, they need to be able to give their consent. What does this mean?
Consent must be voluntary and informed, and the person giving consent must have the capacity to make the decision.

- Voluntary - the decision whether or not to consent should be made by each person independently and should not be influenced by pressure from the other
- Informed - everyone needs to be aware of exactly what is coming, including the upsides and risks
- Each of the two must be able to give consent, i.e. not only understand what is going to happen, but can also express his/her desire - by talking or by signs e.g. If one of the two expresses a desire not to engage in sexual activity, his/her decision must be respected.

Session 17



3. Problem-solution-consequences game - participants are given the following case study:

"Remember Michaela and Svetlozar from Session 10 - they had a relationship, she was embarrassed to have sexual relations with him. They've had a sexual relationship for some time, which they're both okay with. Svetlozar graduated from high school last year and is looking for a job. Michaela is graduating in a few months, and Svetlozar has already offered to move out so they can live together after she gets her high school diploma. Michaela is starting to consider it."

Participants should list all the possible solutions they can think of to this situation. The solutions are recorded on a flipchart. Then, looking at them individually, they have to say what would be the consequences for Michaela and Svetlozar - **positive** and **negative** - of each option. Everyone in the group should participate in the discussion! The consequences are also written down on the flipchart.

One of the presenters takes as many photos/short videos as possible during the game. When the participants go on break, a music video is made from the footage and the chosen song.



4. Watch the video

After the break, participants watch the video on a big screen. They discuss the video and recall the rules for exercising independent decision-making (defining the problem, listing solutions, thinking through possible consequences, and choosing a solution).



5. Final game "Today's ball" - participants pass a ball to each other and the moment someone catches it, they have to say one thing they remembered from the session.

Session 18 - Consent and decision-making - Part 2

Objective Create opportunities for participants to exercise choice as something that is part of 'normal' life. To teach people with intellectual disabilities that there are every day and specific situations that contain risks, according to the level of understanding/assessment of the risks of the individuals in question. To highlight how alcohol and drugs affect decision making and that they could prevent people from exercising free choice.

Methods Warm-up exercise "Letter chain", discussion, business game "Decision making", filming material, making a music video with the mobile application Video Maker, final game "I liked it because..."

Materials Sheets with 4 written situations (for two groups), phone with Video Maker app, and pre-downloaded song relating to the session topic. (e.g. "Only Today« by Krissia).

Instructions 1. Warm-up exercise "Letter chain" - the one who starts has to say a word he has thought of. The next person has to say a word with the last letter of the word the first person said, and so on until everyone has joined in.



2. Discussion - recall what consent means (voluntary and informed; being able to consent) and decision making (the case study from last session: stating the problem; listing possible solutions; weighing the pros and cons of each solution; choosing a solution).



3. Decision-making game - participants are divided into two groups. Each group receives a sheet of A4 paper with a brief description of the situation; under it they have to write several possible solutions with their consequences (choose one of the group to write). They should be able to answer whether people in this situation can exercise free choice.



The situations are as follows:

Ivan really wants to buy a jacket that he really likes, but the jacket is expensive and he doesn't have enough money. Without asking, he takes money from his father's wallet.

Monica takes an English exam at the end of the course she has taken. She hasn't studied enough and during the exam she tries to re-write so she doesn't get ripped off and lose the money she paid for the course.

Milena goes to a birthday party for a friend. They start plying her with alcohol and she is about to get very drunk.

Angel knows that his friend Misho takes drugs(or drinks energy drinks regularly) and this is very bad for his health. Angel can't decide whether to tell Misho's relatives.

Session 18

Once they are done, they share with everyone what they have written.

One of the presenters takes as many photos/short videos as possible during the game. When the contestants go on break, a music video is made from the footage and the chosen song.



4. Watching the video - After the break, participants watch the video on a big screen. They discuss the video and recall the decision rules(steps) and the fact that alcohol and drugs influence the exercise of choice.



5. Final game "I liked it because..." - in turn, each participant says: "I liked this activity because...". The facilitator stimulates them not to repeat themselves.

Session 19 - Confidence and Identity - Part 1

Objective	Participants have the opportunity to work towards a higher self-esteem and a sense of integrated identity. To help participants develop a positive attitude towards their bodies and appearance. Achieving good self-esteem to work towards preventing situations of being at risk of neglect and abuse.
Methods	Warm-up exercise "Morning in front of the mirror", discussion/explanation of concepts, game "Me in front of the mirror", filming material, making a music video with the mobile app Video Maker, summary "How to maintain a good body image", closing exercise "Affirmations"

Materials	Flipchart sheets, markers, mirror, phone with Video Maker app, pre-downloaded song about physical appearance/beauty and possibly challenges if that's all that matters (for example, the song « I'm Very Pretty » by the Bulgarian ska band Zamunda Banana Band)
------------------	--

Instructions	1. Warm-up exercise "Morning in front of the mirror" - everyone gets up straight; the leader shows what a person does in the morning after waking up - stretches, yawns, rubs his eyes, washes his hands, face, combs his hair, etc., and the others have to repeat what they do.
---------------------	---



2. Discussion - the group talks about what self-esteem and identity mean and how they are related. The concepts around the following questions are clarified:

- What does self-confidence mean? What is identity?



Identity and self-esteem are closely linked and are very important to feeling good. Our sense of identity is linked to who we think we are and how we perceive ourselves. This is linked to our sense of self-worth and how we define ourselves. Self-esteem is the way we value ourselves. Healthy self-esteem is based on our ability to judge who we are and accept ourselves as we are. This means being able to acknowledge our strengths and weaknesses and at the same time recognize that we are valuable and worthwhile people. It is normal to be affected to some extent by the way others treat us, but good self-esteem and identity allow us to feel good about ourselves and even protect us when others treat us badly.

Good self-esteem means that we like our appearance, that we feel comfortable, good in our bodies, regardless of what others say or the comparison with the beautiful and popular that show us in the media. Feeling good in our bodies means that we have good self-esteem, that we are relaxed, that we take into account our bodies' needs (for rest, for movement, for good food).

Session 19



3. "Me in front of the mirror" game - to check if we like ourselves.

Each participant stands in front of a mirror, which the presenter holds, and has to answer the following questions:

What do you like about your appearance? What your body can do (*move, run, dance, play sports, go for long walks, etc.*)

One of the presenters takes as many photos/short videos as possible during the game. When the participants come out for a break, a music video is made from the footage and the selected song about physical appearance.








4. Watching the video - after the break, participants watch the video on a big screen. They discuss the video and recall the rules for keeping a good view of our bodies:

- ☐ **No one is perfect.** Everyone wants to be liked and accepted for who they are. This is also true for every body! See your body as it is. Be less of a critic and more of a friend.
- ☐ **Do not compare yourself with others.** The famous people we see on TV and in magazines don't really look like the glossy pictures. Don't think badly of your own bodies just because you don't look like those pictures.
- ☐ **Do not be ashamed of the body.** When you make harsh comments about your own body, it hurts your self-esteem. This is true whether you say it out loud or think it to yourself. It hurts just as much as if someone else said it. Respect yourself, even if you have things you need to change.
- ☐ **Build a better habit.** Are you in the habit of thinking bad thoughts about your body? To break that bad habit, build a good one in its place. Tell yourself what you like instead of what you don't like. Keep doing it until it becomes a habit.



5. Closing game "Affirmations" - in turn, each participant stands up and says, as solemnly as possible, one thing about his or her appearance that he or she likes, e.g. "I LIKE THE COLOUR OF MY EYES!"

Session 20 - Self-Esteem and Identity - Part 2

Objective	Participants to reinforce the understanding that everyone is a valuable person just as they are, to know and accept our strengths and weaknesses, respect the boundaries of others and expect them to respond in the same way. Reinforcing an understanding of the importance of respecting ourselves as we are.
Methods	Warm-up exercise "What makes me unique", discussion "Strengths/Weaknesses", game "Newspaper hat", filming material, making a music video with the mobile application Video Maker, closing game "Greetings to the group"
Materials	Newspaper hats and sets of "strengths/weaknesses" cards, as many participants as there are in the group, glue to attach the cards to the hats, flipchart sheets, marker, phone with Video Maker app, pre-downloaded song about staying true to yourself (for example "Don't Run Away From Yourself« by the Bulgarian pop singer Victoria Cheshmedjieva).
Instructions	<ol style="list-style-type: none">1. Warm-up exercise "What makes me unique" - everyone says one quality (of their character/appearance) that makes them unique, memorable. 2. Strengths/Weaknesses discussion - from a list of qualities read by the facilitator (list of strengths and weaknesses), the participants have to decide together what is a strength and what is a weakness. On a flipchart in two columns the strengths and weaknesses are written down.  It gives a definition of strengths: the ability to achieve a consistent, almost always excellent result in a particular thing we do. The key to building strengths is identifying the areas we are good at - the ways in which one most naturally thinks, feels and behaves as a unique individual - and then honing them with knowledge and skills relevant to the activity. Synonyms: advantage; something that benefits us.3. Newspaper hat game - each participant receives a hat and a list of slips of paper/Attachment VIII/, which he distributes - only those that he thinks are his strengths and weaknesses. Everyone presents his hat. <i>Whole group discussion</i>: how do we decide what our strengths are, what our weaknesses are, where did we get our information about what is a strength and what is a weakness. 4. Watching the video - After the break, participants watch the video on a big screen. They discuss the video and comment that regardless of our particular weaknesses/strengths, we all deserve to be accepted and respected for who we are, as well as to like ourselves. 5. Closing game "Greetings to the group" - using his paper hat, each participant greets the others (e.g. takes it off his head and bows, touches his fingers to it, turns it with the "positive" or "negative" side to the others, etc.). 

Session 21 - Self-Esteem and Identity - Part 3: Emotional Intelligence

Objective	To develop participants' social skills by introducing the concept of Emotional Intelligence - the ability to understand and manage our emotions, as well as to recognize and influence the emotions of those around us, and its basic elements: self-awareness and self-regulation.
Methods	Warm-up exercise "Old ornaments", discussion "Knowing and understanding our feelings and those of others", game "Feeling cards", filming material, making a music video with the mobile application Video Maker, summary "Why it is important to be able to recognise and control our feelings and to recognise other people's feelings", the closing game "What emotion do I experience» ?
Materials	An assortment of 15 different ornaments/objects, flipchart sheets, a marker, a phone with the Video Maker app, and a pre-downloaded song about feelings/émotions or about being seen (for example, "You Pass Through Me » by the Bulgarian pop Duo Karizma).

Instructions



1. Warm-up exercise "Old ornaments" - an assortment of objects - toys, cards, gifts, some memento, a small attractive jewel, an ornament without much value. Place in the centre of the group circle. After looking at them for a minute or two, each person chooses one of the objects, and then has to tell what attracted them to it (it reminds them of something, they have a story with a similar object, etc.). It helps participants to get to know each other better, express their feelings, build trust and improve their confidence.



2. Discussion "Knowing and understanding our feelings and those of others" - the presenter introduces the concept of Emotional Intelligence, which is the ability to understand and manage our emotions, as well as to recognize and influence the emotions of those around us. Awareness of personal strengths and limitations, which we have talked about in previous sessions, brings us more self-confidence and self-acceptance, as well as the ability to accept change as it happens.

The ability to recognize and name what people are feeling shows that we care about other people, that we are empathetic and concerned about them. When we show sensitivity to other people's feelings, we are not only concerned about them, we can maintain important relationships - with our loved ones, with our friends, but we also have the ability to control our emotions - and those of others, in difficult situations.

The facilitator invites participants to give examples of difficult situations.

- How can emotions be controlled?
- How does this help in difficult situations?

Session 21



3. Feeling Cards Game - the conversation continues about feelings. The facilitator asks the participants, "How are you feeling right now?". "Good", so the presenter continues with "Why do you think people usually answer "Good", even if they don't feel exactly like that?"; "What other emotions do people feel?"

Emotion cards/Annex IX/ are placed face down on the table, two for each participant. Each person draws two cards at random and, in turn, must say what it is like to feel each of the two emotions and how one can move from one feeling to the other.

After all the participants have talked about the emotions on their cards, the facilitator asks the group, "Does it surprise you that there are so many emotions?", "Do you think it's easy to go from one feeling to another?"

One of the presenters takes as many photos/short videos as possible during the game. When the participants go into a break, a music video is made from the footage and the chosen song.



4. Watching the video - participants watch the video on a big screen after the break. Discuss the video and summarise why it is important to be able to recognise and control our feelings and recognise other people's feelings"



5. Closing game "What emotion am I feeling" - each participant says what feeling he/she leaves today's session with and expresses it with facial expressions/gestures.

Session 22 - Communication and Assertiveness - Part 1

Objective	To give people with learning disabilities knowledge about what assertiveness is and how they can assert their rights in an assertive way. Participants to develop the skills needed to express personal feelings, thoughts, opinions at the appropriate time and in the appropriate way, without neglecting the rights of others.
Methods	Warm-up exercise "Morning breakfast", presentation "Assertiveness and what it means to act assertively", game "Why should I give you some of my biscuits?", filming material, making a music video with the mobile application Video Maker, summary "Passive, aggressive, assertive communication style", final game "Mirror"
Materials	A presentation "Assertiveness and what it means to act assertively« (prepare it in advance), box of biscuits, sheets of paper with sample persuasion options "Why should I give you some of my biscuits?"(aggressive, assertive, passive), phone with Video Maker app, pre-downloaded song which is familiar to your users and which contains a message of how cool it is to be yourself (for example, « When I am being myself » by the Bulgarian band Merudia).
Instructions	<ol style="list-style-type: none">1. Warm-up exercise "Morning Breakfast" - participants are seated in a circle. Taking turns, each has to answer the question "What breakfast would you prepare for the group?"(depending on the time of day, a different dish can be "prepared"). The aim is to get participants cheering up and in the mood for group work.2. Presentation "Assertiveness and what it means to behave assertively"/Appendix X/ - the presentation is shown and discussed with the participants; the presenter has the task to make sure that the participants understand the difference between aggressive, passive, passive-aggressive and assertive communication.3. "Why should I give you some of my biscuits?" game - one of the participants sits in the middle of the circle and holds a box of biscuits/candy. The others have to persuade him to give them some of the biscuits in an aggressive, assertive and passive way respectively. The others are given example sheets in advance /Annex XI/ demonstrating the different ways of expression. The different examples are discussed. Information is given on the meaning of assertive expression (recalling the Self-message). The one holding the biscuits says who persuaded him, with whom he would share them. One of the presenters takes as many photos/short videos as possible during the game. When the participants take a break, a music video is made from the footage and the song you have selected.4. Watching the video - after the break, participants watch the video on a big screen. They discuss the video and are reminded of the need to learn, on the one hand, to stand up for our rights, and to do so appropriately.5. Final game "Mirror" - each participant has to say "goodbye" to the others - with a word or gesture, and the others repeat the word/gesture. Take turns until everyone has said "goodbye".



Session 23 - Communication and Assertiveness - Part 2

Objective To provide people with concrete skills to defend their point of view. Participants have the opportunity to develop the skills needed to express their feelings, thoughts, opinions at the right time and in the right way, asserting their rights and not ignoring the rights of others.

Methods A4 sheets, set of 15 statements, coloured papers (brochures/paper cutouts in red, green and yellow), scissors and glue, flipchart sheet, marker, slips of paper with the words "passive", "assertive", "aggressive" written on them.

Materials Ready presentation "Assertiveness and what it means to act assertively", box of biscuits, sheets of paper with sample persuasion options "Why should I give you some of my biscuits?"(aggressive, assertive, passive), phone with Video Maker app, pre-downloaded Merudia's song "When I am myself"

Instructions 1. Warm-up exercise "Funny counting" - the participants sit in a circle. One starts counting by saying "one" and the one next to him continues with "two", the third one says "meow" instead of "three". The counting continues with "four", "five", "meow", "seven", "eight", "meow", etc. They should count as quickly as possible and be careful about consistency.



2. Discussion "Assertiveness and why it is important" - recall what it means to be/act assertively:

You can voice your opinion or say how you feel.

You can ask for what you want or need.

You can respectfully disagree.

You can offer your ideas and suggestions.

You can say no without feeling guilty.

You can stand up for someone else.

/The presentation from session 22 can be used/



3. Game "How to act assertively" - participants are divided into 3 groups. Each group receives 3 A4 sheets, a set of 15 statements/Annex XII/, coloured papers (brochures/paper cutouts in red, green and yellow), scissors and glue. The group should decide which statements are passive, which are aggressive, and which are assertive, and glue them on the individual sheets. With the coloured papers they should label the sheet with the passive statements in yellow, the one with the aggressive statements in red and the one with the assertive statements in green. The figure can be a circle(like a traffic light), a triangle, etc.



Once they are finished, each group presents their work to the others.

Session 23

4. Summary

It is recalled that assertive communication is about conveying our point of view to others without causing conflict. Although every situation is unique, there are some consistent methods you can use to maintain confident communication with others by being respectful.

Rule 5:

- ☐ "I" message - saying "I" instead of "You"
- ☐ Talk about the facts, not your feelings
- ☐ Being clear with our body language
- ☐ Learning to say "no"
- ☐ To maintain a calm tone



5. Final game "Goodbye - what we learned" - on slips of paper (as many as there are participants) the leader wrote one word: passive (on 1/3 of the slips), assertive (on the second third of the slips) and aggressive (on the last third). Participants draw a slip of paper and have to say "goodbye" to the group accordingly.

Session 24 - Communication and Assertiveness - Part 3

Objective	To give people with learning disabilities the knowledge and skills to protect themselves from neglect and abuse through assertiveness training.
Methods	Warm-up exercise "Let's see who...", discussion "How to protect ourselves from rude behaviour/neglect/abuse by behaving assertively", improvisation exercise "I assert myself - I can say "NO"", summary, closing game "If this session were a meal, what would it be?"
Materials	Flipchart sheets, marker, described situations for asserting physical, emotional, sexual, intellectual boundaries
Instructions	<p>1. Warm-up exercise « Let's see who... » - participants are seated in a circle. The presenter says in turn: "Let's see who..." and lists - wears glasses; has a pet cat; has already eaten chocolate today; has been to e.g. Albena resort (in Bulgaria) – or another place of interest; likes to eat spicy food; does not like ice cream.</p> <p>2. Discussion "How to protect ourselves from rude behaviour/neglect/abuse by behaving assertively"</p> <p>The discussion recalls what it means to act assertively (for example, by saying "no" to the unacceptable demands of others). Examples of aggressive or passive responses are given. <i>Statements from the previous session may be used.</i></p> <p>We are reminded of how to recognize aggressive words directed at us that spell trouble, and that assertive people can compromise or express their feelings in productive ways.</p> <p>We should definitely seek help when we are confronted with abuse/violence (physical abuse, sexual abuse or otherwise) from other people.</p> <p>We ignore the routine (unpleasant but harmless) banter by ignoring or distancing ourselves. Not every provocative behaviour should be given attention.</p> <p>It is good to state directly what we want. Friendly suggestions are easier to accept than "boss" requests. It is important to ask politely and respond appropriately to polite requests.</p> <p>If conflict arises, we must resolve issues firmly and fairly. We should tell those mistreating us to stop; this is how we stand up for ourselves when someone treats us unfairly.</p> <p>It is important not to encourage people to neglect/abuse us, e.g. take our things, take our time, invade our space (examples are given), or make us do things we don't like (including sexual acts). Preventing bullies from getting what they want will discourage aggressive behaviour.</p> <p>We should not accept when someone is aggressive, bossy or neglects us.</p>



Session 24



3. Improvisation exercise "I assert myself - I can say "NO"" - the participants are divided into four groups and each group receives a sheet with a described situation/Annex XIII/. Each group has to act out the situation in front of the others, thus answering how the situation is resolved in an assertive way. The situations are regarding:

Physical boundaries: personal space and body.

Emotional boundaries: feeling comfortable and knowing our feelings.

Sexual boundaries: what is and isn't acceptable and when we want to say no.



Intellectual boundaries: respecting the opinions and beliefs of others and expecting respect from others.

The whole group discusses the situations and their resolution.



4. Final game "If this session was a dish, what would it be?" - at the end, participants take turns to say what dish they would compare this session to depending on whether/how much they liked it or not.

Session 25 - Independent decision making - Part 1

Objective	To develop and strengthen the skills of people with learning disabilities to make their own informed choices about important issues in their lives, such as whether or when to have a sexual relationship, what kind of partner they would choose, and how to experience the pleasurable side of a sexual relationship and avoid negative consequences. The focus here should be on how they can make their own decisions, and respect and defend them.
Methods	Warm-up exercise "Agree/Disagree", discussion "Sexual relationship - when a person is ready to start one", solving a case "PRO and CON", improvisation exercise "The wonderful positive consequences and the severe negative consequences", final game "Change!"
Materials	Flipchart sheets, markers, prepared case study, objects that can be used as simple props for the improvisation exercise
Instructions	<div><div></div><div><p>1. Warm-up exercise "Agree/Disagree" - the presenter asks questions (everyday, ordinary, strange, etc.) to each participant in turn and they have to answer whether they agree or disagree by standing up straight and with their body, with the widest possible gestures (waving hands, e.g.) they have to show whether they answer yes or no.</p><p>2. Discussion "Sexual relationship - when a man is ready to start one"</p><p>The presenter makes sure that the participants have a common understanding of what a sexual relationship is - people experience romantic feelings and have intimate relationships.</p><p>The discussion begins with the information that whether a person will have a sexual relationship, when and with what partner is a matter of decision. Such a decision is made like other important decisions in people's lives - when the positive and negative consequences of a decision are weighed.</p><p>People have the right to decide:</p><ul style="list-style-type: none">○ To have sex or not.○ To set their personal boundaries○ To make decisions about their sexuality calmly and soberly - without pressure, without someone forcing them, with help if they need it○ To talk about limits and safety - with a partner; with someone they trust.<p>In order to have a sexual relationship, one must be "ready". This involves physical, emotional maturity and having a partner.</p><ul style="list-style-type: none">○ Physical maturity - knowing your body; knowing the physical consequences of sex (getting pregnant, STIs)○ Emotional maturity - conscious desire to have sex, good self-esteem, "right" reasons to have sex○ Partner - mutual consent, absence of pressure and coercion, setting and respecting personal boundaries</div></div>

Session 25



3. Solving a case "FOR and AGAINST" - the participants have to solve a case that is proposed to them, listing the possible positive and negative consequences of the characters' decision.

Case study:

Dora is 20 years old. She has been going out with a boy for a few weeks - they go for coffee and walks, and she feels very good with him. One day, he invites her to visit, and they have coffee and music. He tells her he wants to have sex already. She wasn't expecting it and is worried. She shows him she's worried and tries to pull away. Her boyfriend insists that they should have sex because they are a couple, and couples do that.

What decision should Dora make?

To help make a decision, participants list the possible consequences on two flipchart sheets: « + » and « - . »



4. Improvisation exercise "The wonderful positive consequences and the severe negative consequences": From the listed consequences, the facilitator chooses four—two positive and two negative—for the participants to try to represent through improvisation.

It would be good to use simple(improvised ☺) props made from objects in the room(including participants' belongings).

After each skit, the group discusses what they observed. Emphasis is placed on the right to decide for oneself whether and with whom to have sex when one feels ready, without pressure or coercion.



5. Final game "Change!" - all participants stand in a circle. The leader touches one of them on the shoulder and he makes a gesture (e.g. clapping his hands) and the one standing next to him repeats it, the next one does the same and so on. The leader touches another participant on the shoulder and he has to change the gesture; the next one repeats it, etc.; the leader touches another on the shoulder and he has to change the gesture.

Session 26 - Independent decision making - Part 2

Objective	Flipchart sheets, markers; objects that can be used as a shield, cape, sword, helmet (e.g. lid of a trash can/large pot, scarf/towel/sheet, stick, hat/plastic bowl, etc.)
Methods	Warm-up exercise "In a circle", discussion "When people feel ready to have sex", case study "Dora from the last session", improvisation exercise "Zoro's mask", final game "Guess the picture"
Materials	Flipchart sheets, markers; objects that can be used as a shield, cape, sword, helmet (e.g. lid of a trash can/large pot, scarf/towel/sheet, stick, hat/plastic bowl, etc.)
Instructions	<p>1. Warm-up exercise "In a circle" - participants are straight in a circle. Each person has the index finger of the right hand extended and resting on the outside of the left palm of the person standing on the right. Arranged in this way, everyone forms a closed circle. They should start moving to the right without separating their hands. The idea is to move as fast as possible without breaking the circle.</p> <p>2. Discussion "When do people feel ready to have sex" - the discussion starts by recalling which factors influence a person's decision to start having sex:</p> <ul style="list-style-type: none">○ the age/maturity of the person;○ the opinion of others;○ Privacy○ Safety○ long-term consequences○ consent of both partners <p>This decision is very personal and everyone has the right to decide for themselves, without pressure, coercion, etc. Everyone has the right to refuse to have sex if they don't feel ready, or are unsure about one or more of the above factors.</p> <p>There are situations where people are still under some kind of pressure to engage in sexual activity.</p> <p>The following can help us cope with such pressures:</p> <ul style="list-style-type: none">○ We have the right to say NO. And NO means NO!○ To know ourselves - what we like and what we don't like, so that others don't convince us to agree with them○ Our wishes and decisions are important



Session 26



3. Case study "Dora from last session" - the presenter asks the participants how they would respond to someone who makes them do something they don't want to do (examples are given - they don't have to be related to having sex).

The situation with Dora from the previous session is recalled and the participants have to give suggestions on how Dora can respond to the boyfriend who insists on having sex and she does not want to.

Proposals are recorded on flipchart sheets.



4. Improvisation exercise "Zorro's Mask" - the participants must act out the written suggestions.

It would be good to use simple(improvised ☺) "heroic" props - objects to use as a shield, cape, sword or helmet. With them, the participants will take on the role of superheroes who stand firmly for their position and don't let anyone make them do anything they don't want to.

After each situation, the group discusses what they observed. Emphasis is placed on the right of everyone to have their own opinion, that our own wishes matter and that no one has the right to force us to do something we don't like.



5. Final game "Guess the picture" - participants stand in a circle. The one who starts "draws" something with his index finger on the palm of the person standing next to him, who has to guess what is drawn. Then he draws something on the hand of the person standing on the other side in the same way - he has to guess. The game continues until the last participant in the circle.

Session 27 - Sexual Health - Part 1

Objective To present the topic as part of the broader issue of health protection. To provide participants with accessible and useful knowledge about their sexual health. To reinforce knowledge of the term 'sexual hygiene'; participants to develop positive attitudes towards maintaining cleanliness as a condition of health, in particular towards maintaining sexual hygiene.

Methods Warm-up exercise "What do we do to be healthy?", discussion "What does it mean to be healthy? And what do we call sexual health?", trash art exercise with columns with questions "Sexual hygiene", summary + final game "Running" to health"

Materials Question and answer sheets, glue, scissors, leaflets.

Instructions 1. Warm-up exercise "What do we do to be healthy" - participants are asked this question and each has to answer and show the others (e.g. exercise, diet, hygiene, healthy eating, etc.). Demonstration of the answer is encouraged - participants can move around, gesture, etc.



2. Discussion "What does it mean to be healthy? And what do we call sexual health?" - the discussion starts with the participants' understanding of the meaning of health. It is recalled that it is the state of a person when there is no sickness, suffering and pain; that it refers to the body (physical state) as well as the mind and spirit. The aim is to make a transition to the issue of sexual health.



It refers to both the health of the organs of the reproductive system (in women; in men) and to healthy relationships with others (sexual relationships).

Personal hygiene - both general and genital hygiene - is a prerequisite for health when having sex. This applies to clothes and underwear as well as to the body. The external genital organs must be kept in good cleanliness. In a woman's vagina, and mainly under the clitoris and behind the labia minora, as well as on the glans penis, mainly behind the glans penis, so-called smegma is deposited if there is insufficient hygiene. It is formed from residues of urine, sweat and skin scales. When the smegma is not washed off, it becomes a breeding ground for microorganisms that cause inflammation. Therefore, a person should wash his genitals and adjacent parts of the body daily. Those who have not been brought up from a young age in this way should get used to it immediately.

Session 27

For women during menstruation, cleanliness is even more necessary. The type of dressing is a matter of preference, but whatever materials are used, the most important rule is to change them frequently, at least three times a day. During menstruation it is not recommended that women have sexual intercourse because of the increased risk of infection and for hygiene reasons. After urinating, the woman does not always have the opportunity to wash herself, but at least she should wipe herself with toilet paper. When wiping, care should be taken to move the hand from front to back, from the opening of the urinary canal to the anus, to prevent bacteria from the anal area getting into the urethra and vagina, which can cause infection and inflammation. It should not be rubbed back and forth, and a new paper should be taken each time it is rubbed. Soap does not suit delicate mucous membranes, so only occasionally mildly alkaline soaps can be used, and then sparingly. Incidentally, the vagina cleans itself; washing with water is sufficient. Lactic acid bacteria live there permanently and prevent the entry of disease-causing agents, thus disinfecting the vagina.

In men - with daily washing, the external genital organs and the area around them - the penis, scrotum and anal area are also well washed. After stripping the glans penis, the folds around it are cleaned. The secretion accumulated there (smegma) has a particularly unpleasant smell.



3. Trash art exercise with columns of questions "Sexual hygiene"/Annex XIV/ - on a large sheet of paper are written in a column with numbers questions on sexual hygiene and answers (in shuffled order). Participants are divided into two/three groups, separated by gender, and each group is given sheets with the questions and scrambled answers, scissors, glue and pamphlets from shops. Participants are tasked with finding the correct combination and linking the question to its answer with tape cut from a brochure.

Groups present how they answered the questions.



4. Summary + final game "Running "to health" - summarize the information discussed. Each participant has to say how he/she "runs towards" health, i.e. what he/she does to avoid getting sick.

Session 28 - Sexual Health - Part 2

Objective	To provide participants with learning disabilities with accessible and useful knowledge about their sexual health that meets their level of understanding. Supplement information on physical health with knowledge on healthy relationships. A discussion should be held to establish what beliefs exist among participants; the concepts of 'marriage', 'multi-partner relationships', 'same-sex relationships' should be clarified. To reinforce information on commonly accepted norms regarding intimate relationships.
Methods	Warm-up exercise "Second use", discussion "What constitutes a good relationship between a man and a woman", trash art exercise "Bag of questions", closing game "Surprise gift"
Materials	Set of items as many or as few as participants; slips of paper from shop leaflets/old wrapping paper with questions written on them, bag/box to put the slips in
Instructions	<p>1. Warm-up exercise "Second use" - participants are offered several objects (as many as there are participants or several more). Each person chooses one object and has to say what this object can be used for other than its main purpose. Participants should keep the items for the duration of the session (e.g., remain on the table in front of them).</p> <p>2. Discussion "What constitutes a good relationship between a man and a woman" <i>A transition is made from the warm-up exercise by noting that the conversation will be about relationships between people, which are something that last, are not "disposable", are sometimes complicated, and we all need to make an effort to get along well with each other.</i> The discussion begins by recalling the information from the previous session that sexual health of people refers to both the health of the organs of the reproductive system (in women; in men) and to healthy relationships with others (sexual relationships). The present conversation aims to get feedback from the participants on their understandings and attitudes regarding the topics of intimate relationships, marriage, what they find right and wrong. The discussion will provide information on those aspects of intimate relationships that are considered "normal", i.e. how most people in our society behave, what behaviours they have.</p> <p>3. Trash art exercise "Bag of questions" - the discussion takes place around several sample questions that are written on slips of paper and put in a bag/box, and each participant draws a question. The slips of paper are from shop leaflets/old wrapping paper, etc. Once the drawn question is read out, the group answers together, thus discussing the topic.</p>



Session 28

Questions:

- ☐ What is love?
- ☐ What does "intimate relationship" mean?
- ☐ What is marriage?
- ☐ What is married life for two people? What happens between them?
- ☐ Who can you marry?
- ☐ What is infidelity?
- ☐ What is jealousy?
- ☐ What do you mean by "multi-partner relationship"?
- ☐ Where can people have sex?
- ☐ Where is it wrong/accepted to have sex?
- ☐ What is sexual abuse?



4. Closing game "Surprise gift" - participants "give" the object they chose at the beginning of the session to someone in the group, wishing them to use it for something nice (they give an example).

Session 29 - Contraception and STIs - Part 1

Objective	To provide people with learning disabilities with information about different forms of contraception.
Methods	Warm-up exercise "Counting with summer(...)", discussion "Ways to prevent unwanted pregnancy and STIs", posters "Prevention of STDs and STIs", watching an informative video about contraception, closing game "Ivan feels..."
Materials	Computer with internet connection, flipchart sheet, marker, posters "Measures to prevent STDs and STIs", flipchart sheet with 6 emoticons drawn, a video from a credible YouTube channel about contraception (for example, the Bulgarian LoveGuide.bg channel or one of the Belgian non-profit organisations, "Moules Frites by O'Yes").
Instructions	<p>1. Warm-up exercise "Counting with summer" - participants are seated in a circle. The first one starts counting by saying "One", the second one says "Two", the third one says a word related to summer (or the <i>season it is at the moment</i>); the fourth one says "Four"; then "Five"; the sixth one says a word related to the season, and so on and so forth.</p> <p>2. Discussion "Ways to prevent unwanted pregnancy and STIs" - the discussion aims to provide information and answer the questions of the participants related to different forms of contraception (prevention of unwanted pregnancy) and STI prevention. To achieve a level of understanding that will help them make informed choices about what type of contraception would be best for them, people will need more than one education session. This information should particularly highlight the difference between protection from unintended pregnancy and from STIs. Some people with learning disabilities will need more support in using contraception. For example, some women will need special help if they are prescribed the birth control pill. They may know it is important to take the pill regularly but may still have difficulty building the habits to do so. In such cases, alternative methods, such as depot forms of hormone injections preventing pregnancy between the 1st and 3rd month, may be much more appropriate. Special care should be taken when using condoms. People with learning disabilities need to be informed that condoms can be used to protect against both unintended pregnancy and STIs. Although female condoms are not yet as widely available, this information should also be given. Some people with learning disabilities may have difficulty learning how to insert male condoms. As in mainstream sex education programmes, demonstrations of condom insertion should be included. Individual work with people who are considered sexually active and where it seems unlikely that they will use condoms can sometimes be considered.</p>



Session 29



3. Watch the video from a credible YouTube channel about contraception. The posters "Preventing STDs and STIs" of the Association for Support of Persons with Mental Disabilities and BFPA/Annex XV/provide information and discussion.

A summary is made.



4. Final game, "Ivan feels...." - on a flipchart sheet are drawn (big enough) 6 different emotional states (as emoticons) - "wonderful", "calm", "tired", "confused", "confident", "curious", from which each participant chooses one and says why he feels that way at the end of this session.

Session 30 - Contraception and STIs - Part 2

Objective	To provide people with learning disabilities with concise, accurate and easy-to-understand information on the following topics: what are STIs and what are their symptoms. Provide information on HIV/AIDS - although most people's sexual behaviour does not put them at particularly high risk, they should have sufficient information on this. Make it as easy as possible to understand the difference between HIV and AIDS, the latency of the virus and the actual disease. Give as simple messages as possible, formulated to encourage safer behaviour.
Methods	Warm-up exercise "Fruit basket", discussion "STIs and HIV/AIDS", dice game, closing game "Superlatives"
Materials	Sticky notes with written names of fruits - for all participants, (small light balls as many as there are participants), flipchart sheets, markers, game board "Snakes and Ladders", pawns, dice, list of questions/cases/statements for the game
Instructions	<p>1. Warm-up exercise "Fruit basket" - all participants get a fruit name (best - written on a sticky note) and a small ball (<i>in the case when participants are seated around a table. If they are in a circle, there is no need for the balls</i>). The leader calls out the name of two fruits and these two participants have to exchange the balls they are holding - throw them or roll them on the table towards each other (<i>When seated in a circle, the two participants exchange places</i>).</p> <p>2. Discussion on "STIs and HIV/AIDS" - STDs include diseases such as gonorrhoea, syphilis, HIV infection (which in advanced stages leads to AIDS), chlamydia, genital warts and herpes. Most of these diseases can be cured with proper medical attention. The exceptions to this are genital herpes, HIV infection and AIDS, although drugs are now available that reduce symptoms and slow the progress of the disease.</p> <p>These infections are transmitted when sex is had without protection. Treatable patients can be more easily cured if detected early (self-monitoring, regular check-ups with a doctor, etc.)</p> <p>Some STIs have almost no initial symptoms. And this means that an infected person can spread the infection long before it is detected. In addition, if not treated in time, STIs can lead to serious complications - inflammation of the fallopian tubes in women and the testicles in men, respectively, and even infertility.</p> <p>Infection occurs after sexual contact with an already infected partner. If abnormal discharge from the genitals occurs, the likelihood of infection is high. An abnormal discharge is present when the following symptoms are present:</p> <ul style="list-style-type: none">- the discharge is more abundant than usual and not milky white- there is a strong, unpleasant smell and you feel itchy- redness around/in the vagina or urethra- pain when washing- skin rash around the vagina or urethra.



Session 30

Some more detailed explanations of the most common STIs are also given/Annex XVI/.



3. Dice Game - The Snakes and Ladders game board is used. Each player chooses a pawn in a different color. The first to roll a 6 with the die starts. Roll again and the player moves again according to the points on the die. If the pawn lands at the base of a ladder, the player answers a question with the same number as the number of the square at the base of the ladder. After answering and everyone discusses the answer, the player climbs the ladder. If the pawn falls into the head of a snake, the participant must comment on a case matching the number on the head of the **emmy**. If he fails to give a solution to the case, the participant goes back to the square at the end of the snake's tail. If the player comes to a pillar with a question that has already been answered, the player must try to answer the question without the help of the presenter. If he gives the correct answer, he climbs the ladder. If not, stays in the same place. The winner is the first to reach 100.

/Questions and case studies - in Annex XVII/.



4. Final game "Superlatives" - each participant has to look around the group and point out something that distinguishes him from the others.

Session 31 - Pregnancy, unplanned pregnancy and parenthood

Objective Be provided with information about the circumstances in which the pregnancy would be unwanted, the consequences of having unwanted children. This theme links with the theme of contraception, but the emphasis here is on social impacts, not so much on health. Individuals or couples may need individual/couples counseling if they are considering having children. Further counselling may be needed and people should be offered help to access other services (family planning clinics, health promotion units, specialist medical services etc).

Methods Warm-up exercise "Unique Signature", discussion "When can pregnancy be unwanted?", trash art exercise "The Opportunity Promise", closing "Dice Game"

Materials Flipchart sheets, markers, 6 squares of stiff cardboard with glued sheets of statements, wide roll of paper tape, 6 sticky notes with pre-written instructions (for goodbye)

Instructions 1. Warm-up exercise "Unique Signature" - the presenter gives an example of a unique "signature" with which each participant in turn must present himself to the others - with a gesture, with a movement of the whole body, etc.



2. Discussion "When can pregnancy be unwanted?" - The discussion starts with clarifying what pregnancy is (it is linked to the topic of contraception from the previous two sessions), and continues with questions about the consequences of pregnancy (childbirth and parenthood). The group clarifies what parenthood is (caring for another person until they are fully independent; a lifelong relationship).



The discussion moves on to the question of the circumstances under which pregnancy may be unwanted (once again, a link is made to the topic of contraception - women use various precautions to avoid becoming pregnant when they do not want to). When a pregnancy may be unwanted: one or both partners think it is not good to have a child/another child at this time. This could be due to the woman's/two partners' very young age; poor financial situation; pregnancy due to sexual abuse, etc.

The consequences of unwed pregnancy:

The options for the woman/couple who is expecting an unwanted child: termination of pregnancy; childbirth/parenthood; giving birth/giving the child up for adoption - all three options can have serious negative consequences for the woman/couple (health, financial; acceptance by family, friends, environment around them; opportunities for education, professional development, etc.; emotional problems).

Session 31



3. Trash art Exercise "The Opportunity Pledge" - the group has a wide roll of masking tape and 6 large cardboard boxes (from old boxes, e.g.) - 30x30 cm.

On each of the cards there is a white sheet with one statement:

- ☐ More knowledge about contraception (means to prevent pregnancy)
- ☐ More knowledge about unwanted pregnancy
- ☐ More readily available contraceptives (to prevent pregnancy) - in more places, at low cost/free
- ☐ Better organized services(family planning clinics, health promotion units) to provide contraception - in every city; all people know about them
- ☐ Knowledge of the reasons why someone would take contraceptives (feelings, knowledge, understanding, motives)
- ☐ Knowledge of the reasons why someone will not take contraceptives (feelings, knowledge, understanding, motives)

With the tape, the participants assemble the dice and start rolling it. They discuss the statement that was rolled - how it helps to have no unwanted children.



4. Final "Dice Game" - 6 sticky notes with the inscriptions are stuck on the dice from the trash art exercise:

- ☐ "Wave goodbye"
- ☐ "Sing Goodbye"
- ☐ "Say goodbye with signs"
- ☐ "Send an air kiss"
- ☐ "Show how sad you are to be leaving"
- ☐ "Show how glad you are we're done with the exercise 😊 »

Participants roll the dice and do what they are told (the instructions on the sticky note).

Session 32 - Diversity and Equality - Part 1

Objective	To increase awareness, knowledge and communication among participants about the different types of differences between people. To talk about the civil rights of participants and the inclusion of groups with different identities (in terms of culture, education, gender, gender expression, i.e. clothing, hairstyle, make-up, body language, way of speaking(so called masculinity and femininity), religion, race, colour, ethnicity, language, nationality, sexual orientation, socio-economic status, age and physical and mental disability). Recognise the fact that people may have different sexual orientations. To provide information that sexual orientation refers to whether a person is heterosexual, bisexual or homosexual. To inform participants that everyone has the right to express their sexuality in whatever way they define for themselves and as they feel comfortable. To reassure participants that people have the right not to receive negative attitudes and discrimination if they identify as non-heterosexual.
Methods	Warm-up exercise "Same-different", discussion "What makes people different", improvisation exercise "Accepting the different", final game "Diversity Bingo"
Materials	photo/photos Diversity (to display on a big screen or printed), flipchart sheets, markers, objects to use as props for the different situations, flipchart sheet with the Diversity Bingo
Instructions	<ol style="list-style-type: none">1. Warm-up exercise "Same-different" - in the way they are sitting, the participants stand up two by two and have to say one thing that is common (the same) for both of them and one thing that is different. If they get stuck, the others help them.2. Discussion "What makes people different" - participants are shown (on a big screen) a collage of photos that show the diversity of people. (The collage can be printed, but it is better to have a large format / many different photos printed in A5 format, for example). The discussion starts around the characteristics that make people different from each other -culture, education, gender, gender expression, i.e. clothing, hairstyle, makeup, body language, way of speaking(so called masculinity and femininity), religion, race, skin colour, ethnicity, language, nationality, sexual orientation, socio-economic status, age and physical and mental disability. Good to write on a flipchart. Accepting differences between people is important to accept that all people are valuable as they are and have the same right to be included, to participate in society - to be seen, to be heard, to have their strengths valued (examples given - work, participation in clubs, attending cultural events/places of entertainment, etc.).



Session 32



3. Improvisation exercise "Accepting the different" - participants are given several situations (written on slips of paper). In pairs, they have to act out the described situation, using improvised props for the roles (the leaders prepare suitable objects in advance).

Situation 1: *Bus Varna – Sofia (or other destination, familiar to your residents). A passenger buys the last ticket for this journey. The only vacant seat on the bus is the seat next to a swarthy woman whose arms are twisted peculiarly and are constantly and violently trembling. The passenger is embarrassed, he doesn't know why this woman looks and behaves this way, and he doesn't want to sit next to her, but it's a long way and there's no way he can stand up straight to Sofia.*

Situation 2: *Bus Varna - Sofia. A passenger buys the last ticket for this journey. The only vacant seat on the bus is next to a man with dark skin, a black beard and a scarf on his head. The passenger is stunned, she doesn't want to sit next to this man, but the journey is long and there is no way she can stand straight to Sofia.*

Situation 3: *Job interview. One of the candidates is a 28 year old Roma person (or another ethnic group that your residents are familiar with) who fully meets the requirements for the vacancy (that's why they invited him to interview) - he has a university degree in the relevant speciality, 2 years of experience in the speciality and a total of 10 years of work experience. The employer is hesitant to hire them because of their ethnicity.*

Situation 4: *Bus Varna - Sofia. A passenger buys the last ticket for this journey. The only vacant seat on the bus is the seat next to a man with long and frizzy hair, light make-up and lacquered nails. The passenger is very surprised, he doesn't want to sit next to this man, but it's a long way and there's no way he can stand up straight to Sofia.*

After each situation, the group discusses what they observed. We are reminded of the right to be accepted as we are, the right to express our identity.



4. Final game "Diversity Bingo" - on a flipchart a large square is drawn, divided into 9 squares, with 8 statements in each of them (excluding the one in the centre). The names of all participants who answer that the statement is true for them are written in the square. "Bingo" is another proof of how much more we have in common with each other, compared to different things.

Statements: Likes to ride a bike. Likes dark chocolate. Wears glasses. Wakes up early in the morning. Has lived in another city. He has travelled by boat. Has a pet. Likes spicy food.

Session 33 - Diversity and Equality - Part 2

Objective	<p>Participants should be reminded once again that they are valuable people and their own choices are important first, not the choices of others. To provide opportunities to practice decision-making. To make participants aware of their rights and give them the knowledge and skills to protect themselves.</p> <p>Work again to build positive self-esteem and assertiveness skills - people with learning disabilities need to be convinced that they have the right to say 'no' to situations where they feel uncomfortable and to behaviour they don't like. To be given knowledge of how to identify - and therefore - avoid sexual abuse. To inform people with learning disabilities of their right not to be abused by anyone and their right to protection from possible abusive situations. To be given clear and concise information about the right to support/counselling/treatment if they have been abused. To make participants aware of the importance of reporting cases of abuse. They need to know that there is nothing to feel guilty or ashamed about if someone has been a victim of abuse, and reporting can help stop the abuser from harming others and help the victim overcome the trauma.</p>
Methods	<p>Warm-up exercise "My decision!", discussion "Self-confidence, personal choices - I have the right to say NO to unwanted situations", improvisation exercise "How can we protect ourselves in unwanted situations", closing game "Let's practice - NO means NO!"</p>
Materials	<p>Pre-prepared statements "All people think/like/dislike....", as many as there are participants; written situations for the improvisation exercise; props for the improvisation exercise; imperative sentences to practice "NO means NO"</p>
Instructions	<p>1. Warm-up exercise "My solution!" - participants are told one statement in turn with the question "What is your opinion/solution?":</p> <p>People say: don't eat ice cream in winter! People say, "Don't step in the puddles! People say: you can't eat sweet and salty at the same time! People say: football is the most fantastic sport! People say: don't drink cola, it's bad for you! People say: don't wear tight clothes, they are only for perfect figures! Many people say: don't try unfamiliar (exotic) food, it can be dangerous! A lot of people say, don't get in a pool, you might catch something! Many people say, "Don't go to the mountains, there are bears there! People say: don't wear sandals with socks, it's old-fashioned! Many people say: don't go skiing, you'll get beaten! A lot of people say, "Don't get on a Ferris wheel, you'll get sick!</p>





2. Discussion "Self-esteem, personal choices - I have the right to say NO to unwanted situations"

The discussion begins by recalling the conversations about decision making and the best way to deal with it - by weighing a decision's positive and negative consequences.

Just like situations, people have positive/strengths and negative/weak sides. Knowing them enables us to know ourselves well and to like ourselves as we are - this is our self-esteem (the healthy dose of self-confidence).

We are all valuable people, and our choices are important, not the choices of others. We have the right to say 'no' to situations where we feel uncomfortable and to behaviour we do not like.

The person with good self-esteem and assertive skills (*recall the conversations about assertiveness*) can recognize when someone is not respecting their choices, rudely invading their personal space and not listening to their NO in a situation where they feel uncomfortable/unpleasant.

Everyone has the right not to be abused by anyone and the right to protection from possible abusive situations (abuse is harsh, cruel treatment; violence).

All people have the right to support/counselling/treatment, if they have been victims of abuse.

Q: Who can we contact for support/consultation/treatment?



3. Improvisation exercise "How can we protect ourselves in unwanted situations? « —Participants are given several situations (written on slips of paper). In pairs, they must act out the described situation, using improvised props for the roles (the leaders prepare suitable objects in advance).

Situation 1: *A boy and a girl met at a mutual friend's party and exchanged phones. They agreed to go out together. They walked around and drank coffee in a restaurant. The boy offered the girl drinks and a meal. He went to send her away and, not far from her home, tries to drag her forcibly into a dark backyard. The girl flatly refuses to settle down with him. He applies force and threatens to hurt her if she does not keep quiet and go with him.*

Situation 2: *A boy agrees to help his father's friend move furniture to the man's cottage. After they finish the job, the man suggests they rest and have lunch, then tries to force the boy to settle down with him in the bedroom. The boy is terrified, says he doesn't like this, but the man pulls him by force. The boy manages to break free and escape.*

Situation 3: *A girl has experienced an attempted assault by a boy she went out with. She managed to escape, but she is very scared, and she feels guilty because she thinks she must have caused the boy to lash out at her. She doesn't know if or how to tell her parents.*

Situation 4: *A boy has experienced an attempted assault by a man who is a friend of his father and whom he went to help move some furniture. He has managed to escape, but he is very scared, and feels guilty, thinking that his parents will not believe him because the man is a friend of his father. He hesitates whether and how to share with the professionals at the centre he visits.*

After each situation, the group discusses what they observed. We are reminded of our right to be protected from abuse and that it is imperative that we report such a situation to someone we trust so that the abuser can be stopped - this may help someone else too.

4. Final game "Let's practice - NO means NO!" - different things are offered to which each participant has to say "NO means NO!". They can be unpleasant, pleasant and neutral; the idea is to practice by having fun:



"Have another piece of cake!"

"Cook that complicated veal recipe from last month!"

"You leave for Venice tomorrow!"

"Tidy my room right now!"

"Give me your phone so I can see your Facebook messages!" "Give me your cousin's number!"

"I want to come and visit you!"

"Get this voucher for a holiday in Greece!"

"I like your shoes, let me wear them for two weeks!"

"You have to call me tomorrow at 6.30, I can't hear my alarm!"

"Go shopping, I don't feel like going to the store!"

Session 34 - Access and safety: using information on the internet and social media

Objective	Participants should know that endless sources of information such as the Internet and social media should be used with caution due to the high likelihood of coming across inappropriate content. They should also be sure before sharing anything personal—what they are sharing and with whom they are sharing it.
Methods	Warm-up exercise "Motivational speech", discussion "Information and safe use of information sources", game "The Kind Kingdom", filming material, making a music video with the mobile application Video Maker, summary, final game "Emojies"
Materials	Flipchart sheets with drawn towers, mountains, rivers and castles, markers, phone with Video Maker app, and pre-downloaded song with a message about how a person can be misleading (for example, « False Hero » by the Bulgarian artist Todor Kolev).
Instructions	<p>1. Motivational speech warm-up exercise - each participant stands up and says as solemnly as possible, "Today is a great day! I got up this morning looking forward to...(do something specific)"</p> <p>2. Discussion on "Information and safe use of information sources" - the aim is to inform participants that endless sources of information such as the Internet and social media should be used carefully and that they should be sure before sharing anything personal - what they share and with whom they share it.</p> <p>Participants are given information that they may see inappropriate content online and what they should do in a situation like this (talk to someone they trust who can report it if necessary)</p> <p>It mentions that they can find sexually stimulating material online. It is said that such material can be disturbing, but some people use sexually stimulating material, often as an aid to masturbation or other forms of sexual activity.</p> <p>The discussion should answer participants' questions related to such materials. The presenter informs them that sexually stimulating/pornographic material is only legal if it does not show children, animals or torture. The issue of privacy is stressed - if they have to use sexually stimulating materials, they should keep them in their homes/rooms. Participants should be aware that otherwise they risk embarrassing or offending others.</p> <p>3. The game "The Kind Kingdom" is based on the idea of https://beinternetawesome.withgoogle.com/en_us/interlan</p> <p>Participants are divided into four groups. Each group gets a flipchart with a large drawing of a tower, mountain, river, and castle.</p> <p>The first group holds the Treasure Tower - what we need to guard very carefully when using the internet and social networking. The group should write on the sheet the things we keep hidden (passwords, personal data - ours and other people's, etc.).</p> <p>The second group is on the Wise Mountain - sharing on the internet and social networks should be careful, wise. On the sheet they write things that should be shared carefully.</p>



Session 34

The third group is at the **River of Reality —you have to be careful with false identities on the Internet** and social networks. The sheet defines how we protect ourselves from fake profiles designed to harm others.

The fourth group is the ruler of the **Castle of Courtesy** - there are many people who are rude to others online. We need to block such people to stop the spread of rudeness and not tolerate being treated badly. On the sheet they write how one should act in such situations.

Each group presents their work and everyone discusses the findings together.





One of the presenters takes as many photos or short videos as possible during the game. When the participants take a break, they make a music video using the footage and a song with relevant lyrics.

Watch the video.



4. Closing game "Emoji" - each participant shows his most expressive face and the mood in which he ends the session.

Session 35 - Rights and Responsibilities - Part 1

Objective	Provide clear messages and knowledge, according to the level of understanding of the participants, about their rights regarding sex, relationships and sexual health, and their responsibilities as members of society. Provide information about the right of anyone to have sex with another person who understands the meaning of and consents to the activity and that it is a violation of another's rights to force someone to have sex against their will. Explain the right of everyone to express their sexuality in different ways (sex with someone of the opposite/same sex, masturbation, etc.)
Methods	Warm-up exercise "I have the right to...", discussion "Our rights on sex, relationships and sexual health", trash art exercise "The poster of rights on sexuality, relationships and sexual health", final game "Machines"
Materials	Flipchart sheets, markers, scissors, glue, shop leaflets/old paper wrappers, sheets with rights and responsibilities regarding sexuality, relationships and sexual health written on them.
Instructions	<div></div> <ol style="list-style-type: none">1. Warm-up exercise "I have the right to..." - at the beginning of the session on rights, participants start by stating their right to the most ordinary, everyday or funny things - the aim is to be fun and to point out that we have the right to everything as long as it does not violate rules and laws and does not interfere with others. E.g. "I have the right to go out for coffee", "to buy ice cream", "to go to the beach", "to wear long skirts", etc., etc.2. Discussion on "Our Rights on Sex, Relationships and Sexual Health" - the discussion starts with a reminder of what the term "right" means. Information is given that, like general human rights, in relation to sexuality, relationships and sexual health, all people have the right to:<ul style="list-style-type: none"><input type="checkbox"/> freedom - without coercion and violence<input type="checkbox"/> equality - all people are equal, regardless of how they express their sexuality<input type="checkbox"/> privacy and the right to privacy<input type="checkbox"/> DignityRights also include:<ul style="list-style-type: none"><input type="checkbox"/> being able to make our own decisions about our own bodies - it is everyone's right to have sex with another person who understands the meaning of and consents to the activity; it is a violation of another's rights to force someone to have sex against their will<input type="checkbox"/> to receive accurate information (training) on these issues<input type="checkbox"/> access to sexual and reproductive health services, including contraception<input type="checkbox"/> to choose if, when and whom to marry<input type="checkbox"/> to decide if we want to have children and how manyIn addition to our rights as members of society, we have a responsibility to respect the rights of others.

Session 35



3. Trash art exercise "The poster of rights on sexuality, relationships and sexual health" - participants are divided into groups of 4-5 people. Each group is given a sheet with rights and responsibilities written on it in relation to our sexuality, relationships and sexual health/Annex XVIII/. The statements are mixed, and participants are asked to 1/separate the rights from the responsibilities and stick them in two columns on a flipchart sheet; 2/connect the rights to the corresponding responsibilities. For this, they use strips of recycled paper (brochures from shops, old packaging, etc.). The groups also have to decorate their posters.

At the end, each group presents its poster, giving reasons on the allocation of the claims of rights and responsibilities and linking them.



4. Final game "Machines" - participants divide into 5-6 groups. Each group has to make a sound - all together like: ringing phone, moving train, ambulance, car, mixer, plane, etc. They can make a sound with their mouth, hands feet, etc., but they have to do it together, so they are given 1-2 minutes to prepare.

Session 36 - Rights and Responsibilities - Part 2

Objective Provide information about the right to privacy and the right to complain if something is bothering the person. To make participants aware of their right to sex education and accessible information about sexual relationships and the consequences (potential pregnancy, sexually transmitted infections (STIs), violent situations, etc.) To provide participants with concise and clear information about their rights and responsibilities under the law (regarding sexual rights, sexual offences, etc.) in forms that ensure they are aware of this.

Methods Warm-up exercise "What do I want to do today (pantomime)", discussion "How are our rights on sexuality, relationships and sexual health realized", trash art exercise « Whom do we ask about our sexual rights?", final game "Human sculptures"

Materials Flipchart sheets, markers, scissors, glue, toilet paper rolls, brochures from shops/old packaging, slips of paper with different situations related to rights and responsibilities about sex, relationships and sexual health

Instructions 1. Warm-up exercise "What do I want to do today" - each participant stands up and gestures/acts out (if possible, without speaking, so that others can guess) what he/she would like to do today.



2. Discussion on "How to realise our rights regarding sexuality, relationships and sexual health" - again providing information on the rights people have regarding their sexuality, relationships and sexual health. Emphasis is placed on the right to privacy and the right to complain if something bothers the person. Information is given about who we can go to if our rights are violated. The right to sex education and accessible information about sexual relationships and the consequences (potential pregnancy, sexually transmitted infections (STIs), violent situations, etc.) is extremely important because it ensures that people can make informed choices and be protected in risky situations. With the help of the facilitator, participants give examples of who to seek information and/or support from.

The rights and responsibilities we have are reflected in the laws of our country. This particularly applies to the commission of sexual offences. It mentions what sexual offences are, what rights (and responsibilities) people have in this regard; how the laws work.

On a flipchart sheet, write down examples of who we turn to in order to exercise our rights.

Session 36



3. Trash art exercise "Who do we address with questions about our sexual rights" - participants divide into groups of 4-5 people. Each group receives a sheet of paper with different situations related to rights and responsibilities regarding sex, relationships and sexual health/Annex XIX/. For each situation, they have to decide who to turn to to exercise their right to information, protection, etc., or if they think their rights are violated (public health centre, doctor, police, specialist from the VCT/CCRI, etc.).

From the cardboard rolls of toilet paper, they make a house (with a roof made of another old paper) with the words „hospital“, „police“, „DC“, etc. Then, they distribute the pieces of paper in front of each house.

When the groups are ready, each presents its work. The results are discussed.



4. In the final game, "Human sculptures," participants will be divided into 3-4 groups. Each group (with help from the leaders), with the participation of all, should make a figure of a house, a globe, a garden fence, or a forest.

Session 37 - "For the Road" - at the end of our training

Objective Participants to briefly go through topics they have worked on during the training programme. To be congratulated for their efforts and commitment throughout the training process. To be reassured that they could count on support in any situation related to their relationships, emotional life and sexuality.

Methods Warm-up exercise "The best gift", discussion "Our learning about relationships, emotional life and sexuality", game "The box with the answers", closing game "Our learning in one word"

Materials Pre-prepared question sheets (on coloured A4 sheets); box/bag/hat; coloured sticky notes; pen/pencil; flipchart sheet; (glue)

Instructions 1. Warm-up exercise "The nicest gift" - one after another, the participants have to say which is the nicest gift they have ever received (regardless of the occasion).



2. Discussion "Our training on relationships, emotional life and sexuality" - the presenter gives a brief summary of the training: the main topics, the areas related to relationships, emotional life and sexuality that were discussed during the sessions, the different art techniques used during the training.



3. The game "The box with the answers" - the aim of the game is to stimulate discussion on all the topics discussed so far in the individual sessions and at the same time to create a relaxing atmosphere for the participants. After presenting the rules of the game to the group, the facilitator takes the first of the scrambled sheets/Annex XX/ out of the bag and reads it. Participants respond as they wish, with the goal of getting everyone involved. If some of the participants are not particularly active, the facilitator should point them out to answer the drawn questions. The aim is for everyone to take part in the game and be satisfied that they have demonstrated knowledge. The game continues until the question sheets in the bag run out.



4. Final game "Our training in one word" - everyone thinks of a word that describes how it felt to participate in this training. Write them down on coloured slips of paper; if participants have difficulty, someone else writes it down for them. The slips of paper are stuck on a large sheet of paper. The sheets can be of a non-standard shape.

Presentation „Public and private places“

Public and private places

Private places



Our own room Bathroom Toilet

Public places



Public places



Public places



Public places

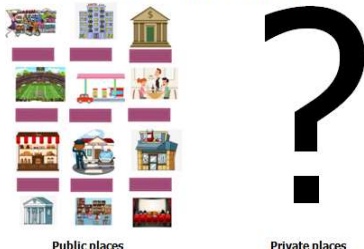


AT HOME



Private places Public places

IN THE COMMUNITY



Public places Private places

IN THE COMMUNITY



Public places Private places

ANNEX II Session 2

Cards for the game „Public vs Private Activities “



ANNEX III Session 2

Improvisation exercise

"Appropriate - Inappropriate Behaviour" - cards

Dancing



___Private ___Public

Brushing Teeth



___Private ___Public

Taking a Bath



___Private ___Public

Kissing



___Private ___Public

Reading



___Private ___Public

Shaving



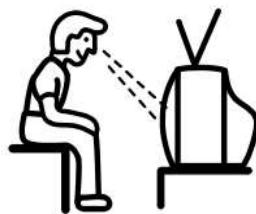
___Private ___Public

Getting Dressed



___Private ___Public

Watching TV



___Private ___Public

Putting on Makeup



___Private ___Public

ANNEX IV Session 7

Game "Traffic Light of Friendship" - statements

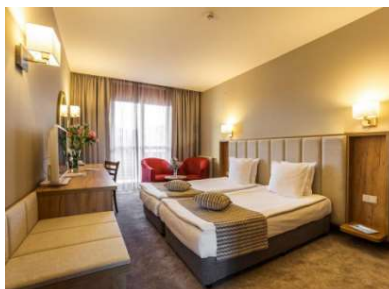
You are afraid of your friend's tantrums/ your girlfriend	Your girlfriend/boyfriend constantly criticises you or people you like	Your girlfriend/boyfriend threatens you with something
Your girlfriend/boyfriend makes fun of you or other people.	Your girlfriend/boyfriend is making you do things you don't want to do.	You worry that if you share something with your friend, he/she will tell other people too
Your girlfriend/boyfriend makes fun of you sometimes.	Your girlfriend/boyfriend shares with you how they feel.	You rarely manage to figure out what to do together.
You like spending time with this friend, but you also like spending time with other friends.	You say you agree with your girlfriend/boyfriend, even if you don't quite agree because you're afraid that they won't want to be your friend anymore.	Your girlfriend/boyfriend tells you not to see certain people.
You usually feel very good when you're with that person.	Your girlfriend/boyfriend is happy when good things happen to you.	Your boyfriend/girlfriend respects your feelings and opinion.

ANNEX V Session 11

"My Favorites..."

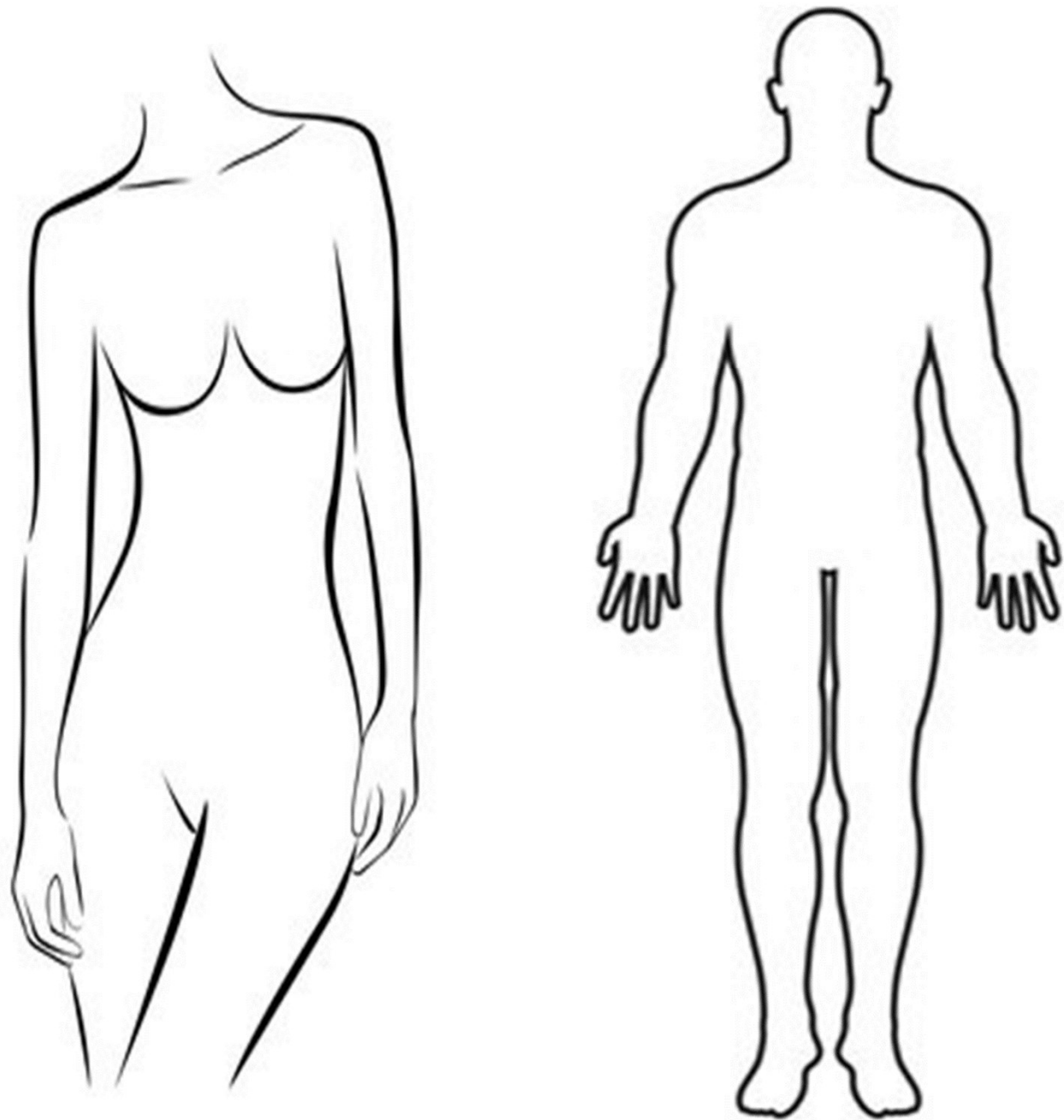


Presentation "Public - Private Behaviour"



ANNEX VI Session 12

Thrash Art Exercise "The Swimsuit Rule"



ANNEX VII Session 15

Presentation "What is confidentiality?"

What is confidentiality?

CONFIDENTIALITY

A set of rules that restrict access or place restrictions on the use of certain types of information (something like **a secret**)

What is confidential information?

Confidential information includes personal information given to another, either personally or through other people, in a different way (by saying in person, we give written information, someone has observed us, etc.).

EXAMPLES OF CONFIDENTIAL INFORMATION

- ❑ Names, dates of birth, addresses, contact details (of staff, users, patients, pupils, etc.).
- ❑ Medical information.
- ❑ Personal bank details and bank card information.
- ❑ Exam results.
- ❑ Information and lists of customers.
- ❑ Passwords and related IT information.

WHY IS CONFIDENTIALITY IMPORTANT?

- ❑ Builds trust
- ❑ Promotes trust (in the health care system, in the school system, in the workplace, etc.)
- ❑ Prevents misuse of confidential information (illegal or immoral use)
- ❑ Protects reputation (other people's opinions of our strengths and disadvantages)
- ❑ Ensures compliance with the law

TO REMEMBER

- ❑ Everyone has the right to keep their personal information confidential/not shared with everyone.
- ❑ When you share personal/confidential information – as mentioned above, people – e.g. specialists with whom you share it have the obligation to keep it secret, i.e. not to tell it to everyone

"WHAT YOU
SAY HERE
STAYS HERE."

POSSIBLE EXCEPTIONS

- ❑ There are concerns that you are at risk of being harmed or that you are in danger.
- ❑ There are concerns that someone else is at serious risk of someone harming them or that they are in danger for example, if you know that a friend of yours is in danger, this information may need to be given to people who can help. This is done to make sure your friend is safe.
- ❑ You can't make a decision about whether to share your information for example, if you can't understand what you agree to and what might happen if you say yes or no.
- ❑ An institution requires you to share personal information.

WHY IS IT IMPORTANT TO BE ABLE TO RELY ON
CONFIDENTIALITY IN OUR CONVERSATIONS ABOUT
PERSONAL RELATIONSHIPS, EMOTIONAL LIFE,
AND SEXUALITY?

TO RECEIVE TIMELY
RESPONSE, ADVICE,
SUPPORT OR ASSISTANCE

ANNEX VIII Session 20

List of "Strengths and Weaknesses"

CARING	SELF-CONFIDENT
A GOOD FRIEND	WITH A SENSE OF HUMOUR
PATIENT	DISCIPLINED
SERIOUS	INTELLIGENT
PERSUASIVE	STRONG
RUDE	STUPID
EGOIST	SHY
ATTENTIVE	MERRY
STUBBORN	CONSTANTLY COMPLAINING
INATTENTIVE	NAIVE

ANNEX IX Session 21

Cards about feelings

STRONG	INDECISIVE
CONFIDENT	INCONFIDENT/U NSURE
BRAVE	UNCERTAIN
DECISIVE	SAD
ENERGETIC	UPSET
LIVELY	MOURNING
JOYFUL	DEPRESSED
HAPPY	FURIOUS
CONTENT	ANGRY
ASHAMED	IRRITATED
DELIGHTED	FEELING HATRED

ANNEX X Session 22

Presentation "Assertiveness and what it means to act assertively"

Behaviour	Passive Apologizes, obeys, talks little, communicates infrequently without engaging, places self lower than others, singles out others "I don't mind...", "Whatever you say....", "Oh well.... Nice...."	Assertive Actions and expressions are consistent with the words spoken, firm but polite and clear messages, respects self and others "That's a good idea, how about you do that too...", "I understand that, but I'd really like to..."	Aggressive Sarcastic, rude, always right, stands above everyone, knows everything, interrupts others, talks over them, critical, belittles others, acts patronizing, disrespects others. "That's what we'll do, even if you don't like it"
Beliefs	You're fine, I'm not No opinion, others are always right, so no need to think	I'm fine, you're fine Believing or acting as if everyone involved is equal, with everyone deserving respect without anyone having to defer to the other	I am fine, you are not He believes and acts as if he has determined things to be his way because he is right and others (and their needs) are less important
Eyes	Avoids eye contact, looks down, tearfully, pleadingly	Warm, welcoming, friendly eye contact that makes you feel comfortable	Sharp, emotionless, staring, expressionless
Posture	Slumped - hunched, stooped, with hunched shoulders	Relaxed, open, friendly	Makes his body look bigger - the lanky, wiggly head, squared shoulders, arms at the waist
Hands	Collected, worriedly clenched	Open, friendly and appropriate gestures for the situation	Pointing finger, waving clenched fist, hands on waist
Consequences	Obeys others, doesn't get what he wants or needs, self-critical, unhappy	Good relationships with others, comfortable with the consequences of relationships, can compromise	Creates enemies, upsets others and himself, feels angry and resentful

ANNEX XI Session 22

Assertive skills - examples

Passive	Assertive	Aggressive
<ul style="list-style-type: none">• Speak softly• Allows others to benefit• Avoids eye contact/looks down or sideways• Lack of confidence	<ul style="list-style-type: none">• Ready to compromise• Confident tone/body language• Good eye contact• Listens and does not interrupt	<ul style="list-style-type: none">• Speak loudly or in an arrogant manner• Wants it his way• Often interrupts or does not listen• Uses criticism, humiliation and domination

ANNEX XII Session 23

Game "How to act assertively"

PASSIVE

"Yes, of course. No problem."

"I don't know, I guess everything's fine. When should it be done?"

"I'll do whatever you say "

"You are my boss and I will listen to you"

"I have a different opinion on this, but okay, I'll do what you say"

ASSERTIVE

"As much as I would like to help, unfortunately I have a lot of work to do today. I hope you'll be able to find someone else."

"Next time, I'd appreciate it if you'd be on time."

"I respect your opinion, but I can't agree with you."

"I don't agree with that. I see it this way..."

"Unfortunately, I can't do that right now."

AGGRESSIVE

"The fault is all yours. You owe me."

"Do what I tell you."

"You never do anything right."

"I don't agree with you, so I don't have to listen to you."

"Everyone has to agree with me."

ANNEX XIII Session 24

Improvisation exercise "I assert myself - I can say "NO" - situations

Lily goes to her friend's birthday party. There is a boy who immediately "sticks" to her, sits tightly next to her, holds her hand, hugs her. Lily feels very uncomfortable, she does not like him, she wants him to stop.

What should Lily do? Act it out.

Eugene has a close friend, Martin, who recently broke up with his girlfriend. Martin suffers a lot and constantly calls Eugene to complain and tell him over and over about the breakup. He insists that Eugene be with him continually and gets angry when his friend has other things to do— he accuses him of not understanding and not being supportive enough.

How should Eugene act? Play it.

Gabriela and Robert met in the house of a mutual friend and exchanged phones. They went for a walk in the Sea Garden. After walking for about two hours, Robert suggests that they sit down to rest. He begins to kiss Gabriella insistently and touch her intimately, with the apparent intention of having sex with her. She feels very uncomfortable and sees that they have come to a bench in an alley where no people pass. She wants to tell Robert to stop.

How should Gabriela act?

An argument starts between Christian and Stefan about which food is better—Bulgarian [*add your national food*] or Italian. Stefan thinks that there are many delicious Bulgarian dishes, but Christian insists that there is no better food than pizza, spaghetti, Italian desserts, and bread rolls. Christian says that Bulgarian dishes are very simple, and Stefan is also very simple to like them and disagree with him!

How should Stephen act? Play it.

ANNEX XIV Session 27

Trash art exercise questions and answers "Sexual hygiene"

Questions and answers for female participants:

What do you mean by hygiene? Hygiene is the behaviour of a person that is in the interest of his health.

What do we associate personal and sexual hygiene with? - Health and cleanliness.

How often should a man wash his genitals? - 1-2 times a day when taking a shower.

What danger to the health of the sexual organs arises if they are not kept clean?- Danger of inflammation.

How often should dressings be changed during menstruation? - At least three times a day.

How often should a woman wash when she is menstruating compared to other days?

After going to the toilet, do we need to wash our genitals?

When a woman is on her period, can she have sexual intercourse?

To prevent infections, how should we wipe after going to the toilet?

Should soap be used when washing the genitals? Yes, but care should be taken to avoid soap getting into the vagina.

Questions and answers for male participants:

What do you mean by hygiene? Hygiene is the behaviour of a person that is in the interest of his health.

What do we associate personal and sexual hygiene with? Health and cleanliness.

How often should a man wash his genitals? - 1-2 times a day when taking a shower.

What danger to the health of the sexual organs arises if they are not kept clean?- Danger of inflammation.

When a woman is on her period, can she have sexual intercourse?

After going to the toilet, do we need to wash our genitals?

How should the penis be cleaned? The head of the penis should be stripped and then the folds around it should be cleaned thoroughly.

Should toilet paper be used after urination? Yes, the penis should be wiped with toilet paper.

Which type of men's underwear is preferable for everyday wear? - Boxers.

ANNEX XV Session 29

Prevention of NB and STIs

Condoms

The only tool that protects against unwanted pregnancy and STIs at the same time

Pills

They stop ovulation. In addition, they make it difficult for sperm to penetrate. NOT EVERY WOMAN can take them. A doctor must prescribe them. Sometimes the pills can cause chest heaviness or headaches.

Injectable contraception

Acts like the pills. After 1 injection, it prevents pregnancy for 12 weeks. With such injections, menstruation can become more abundant and longer lasting.

Spiral

The spiral is a small plastic and copper object inserted only by a specialist. It works for 3 to 5 years. It is NOT RECOMMENDED for non-pregnant women. It stops sperm on their way to the egg. With a spiral, menstruation may also become more abundant and prolonged.

Calendar method

Ovulation periods are tracked and recorded for 6 months and the time when pregnancy is most likely is assessed. It can be used both to prevent pregnancy and to plan pregnancy but is considered one of the least reliable methods.

Temperature method

Body temperature rises by about half a degree after ovulation. It should be measured and recorded every morning after waking up. It is measured in the anus or vagina. The method is not certain.

Sterilization

Through a simple surgical manipulation, a woman's fallopian tubes are tied, thus stopping the movement of the egg, and in men, a vasectomy is performed, cutting the spermatic cord and blocking the movement of sperm.

Diaphragm

The diaphragm has the shape of a dome made of soft rubber. It is inserted into the vagina to cover the cervix. This prevents the sperm from reaching the egg.

Spermicides

They are chemical substances that are inserted into the vagina 15 minutes before sexual intercourse and act for 1 hour. They can be in the form of creams, foams, gels, globules or sponges.

Emergency contraception

It is used only in case of a "foul" (for example, if the condom has slipped or broken). The "after" pill suppresses the implantation of the fertilized egg. They can be taken up to 72 hours after unsafe sex according to a set schedule. 1-2 tablets can be taken monthly, but never more than 4. They are for "emergency" use only.

ANNEX XVI Session 30

Information on PPI

Gonorrhoea/trippers

In men, gonorrhoea manifests as a yellow or greenish purulent discharge. It causes a burning sensation when urinating. In women, the same discharge is observed. Gonorrhea can lead to serious consequences - inflammation of the fallopian tubes in women and inflammation of the urethra or testicles in men.

Syphilis

In the beginning, a man has a sore on the labia or penis that does not hurt. After a few months, a rash appears, which does not cause itching. Syphilis can be fatal sometimes leading to severe damage to the heart, arterial vessels, brain. If not treated in time, the disease becomes chronic and can damage all organs and systems of the body.

HIV/AIDS

AIDS stands for Acquired Immunodeficiency Syndrome. The AIDS virus, HIV, attacks and destroys white blood cells, which are essential to the human immune system. The virus "disarms" our body - our body's immune defences weaken and we become unable to fight off even the flu. Most people infected with HIV remain healthy and can live for years without feeling ill or with only minor ailments. They are infected with HIV without having AIDS. After a certain period of time, which varies according to the case, the virus begins to act and gradually leads to serious infections and other conditions that are characteristic of AIDS. AIDS is a deadly disease and no cure has yet been found. AIDS is transmitted sexually, by blood and from mother to baby. You CANNOT be infected by a handshake, hug, casual contact, conversation, if you eat together with a person who carries the virus, if you swim in the same pool, if you use the same bedding or clothing, from a fly or mosquito bite.

ANNEX XVII Session 30

Dice game "Snakes and Ladders"

QUESTIONS

4. What is HIV?

HIV is a virus that affects the white blood cells in the body that protect a person from disease. If a person has this virus, they are said to be HIV positive.

12. How does a person with HIV transmit the virus to a person who is not a carrier?

A person who is HIV-positive can transmit the virus to another person by having sex without a condom, having a blood transfusion, giving birth or breastfeeding.

19. What does a person who carries HIV look like?

A person who is HIV-positive, looks healthy.

36. List two ways in which a person can protect themselves from contracting HIV.

You can protect yourself from getting HIV by using a condom, having sex or not having sex.

51. What are sexually transmitted diseases?

Sexually transmitted diseases are infections that are passed from one person to another through sexual contact.

62. Can sexually transmitted diseases be treated?

Yes, a person can be cured of sexually transmitted diseases, with the exception of AIDS.

66. List four symptoms of a sexually transmitted disease in women.

Leakage from the vagina, pain when urinating, pain low in the abdomen and inflammation of the genitals.

71. List three symptoms of a sexually transmitted disease in men.

Leakage from the penis, pain when urinating and inflammation of the genitals.

CASE-STATEMENTS

16. A man has sex without a condom.

47. A woman has burning when urinating and does not seek treatment.

49. A man has inflammation of the penis and does not seek treatment.

64. A woman has sex with a man who does not use a condom.

65. A man has burning when urinating and does not seek treatment.

93. A woman has a discharge from the vagina and does not seek treatment.

99. A man has a discharge from the penis and does not seek treatment.

Additional questions and case studies:

Can you get HIV by sharing cups and plates?

You cannot get HIV from sharing cups and plates.

What is AIDS?

AIDS is a set of diseases in which the body's defence system is destroyed and cannot protect it from disease. The body weakens.

Can AIDS be cured?

AIDS cannot be cured.

A woman has low abdominal pain and does not seek treatment.

A woman has an inflammation of the vagina and does not seek treatment.

A man has sex without using a condom.

ANNEX XVIII Session 35

Trash Art Exercise "The Rights Poster on Sexuality, Relationships and Sexual Health"

I have the right to decide whether to have sex or not.

I have the right to choose my partner without being forced.

I have the right to receive information/education to know more about sexuality and relationships.

I have the right to decide whether to marry and to whom.

I have the right to decide what to do with my body (to have sex or not to have sex, to have children or not to have children, to prevent myself from getting pregnant, etc.).

I have the right to be accepted as I am, regardless of how I express my sexuality.

I have to respect someone's decision whether they want to have sex or not.

I have to respect someone's desire whether they want to have sex or not and not force it.

I protect my health by informing/educating myself and learning more about sexuality and relationships.

I have to respect someone's desire whether they want to get married or not and not force it.

I have to respect someone's desire to decide what to do with their own body (sex, children, preventing pregnancy, etc).

I respect everyone's right to be accepted for who they are, regardless of how they express their sexuality.

ANNEX XIX Session 36

Trash Art Exercise "The Gift of Possibility"

More knowledge about contraception (means of preventing pregnancy)	More knowledge about unintended pregnancy
More readily available contraceptives (means of preventing pregnancy) in more places, low prices/free	Better organized services (family planning clinics, health promotion units) to provide contraception in every city; all the people know of them
Knowing the reasons why someone would take contraceptives (feelings, knowledge, understanding)	Knowing the reasons why someone won't take contraceptives (feelings, knowledge, understanding)

ANNEX XX Session 37

The game "The box with the answers"

Questions:

How do men's and women's bodies differ?

By what common name are the organs characteristic only of men and only of women called?

What are the organs that are characteristic only of a woman?

What are the organs that are characteristic only of the male?

What do you mean by hygiene?

How should we maintain our hygiene?

What do we associate personal and sexual hygiene with?

How should we maintain our sexual hygiene?

What is love?

What does intimate relationship mean?"

What is marriage? Who can you marry?

What is jealousy?

Where can people have sex? Where is it wrong/accepted to have sex?

What is sexual abuse?

What is sexual intercourse?

What does it take for someone to be ready to have sexual intercourse?

When can it be said that it is better to avoid sexual contact?

How can you tell if someone has bad intentions towards you?

What is HIV? How is it transmitted?

Name two ways in which a person can protect themselves from contracting HIV.

What are sexually transmitted diseases?

List three symptoms of a sexually transmitted disease.

What is AIDS? Can it be cured?

List at least three means of preventing unwanted pregnancy.

Which places are private and which are public? How can we behave in public and how - in our private places?

What are the things we can only do in our private places called?

Can anyone enter our private places?

Which groups of people do we have personal relationships with?

What do we call "our personal boundaries"? How do we know that someone has violated them?

Is it acceptable for someone to look at us while we are showering/changing clothes?

Is it permissible for someone to touch our private parts / make us touch their private parts?

What information is personal (and confidential)? Who can we share it with?

How do we make the decisions that are important to us(including our relationships, our emotional lives and our sexuality)?

What does it mean for someone to be assertive?

Can we say NO if someone mistreats us/makes us feel uncomfortable/makes us do something we don't like?

Who do we turn to when we have questions about our relationships and sexuality?

What can and what should not be shared on the internet?

