



GIAff4ID

GAMES' COMPENDIUM

with Instructional materials on how to
implement them for youth workers and
caregivers

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the European Union

GAMES' COMPENDIUM

Publisher

The GIAff4ID consortium – Games for Improving Affectivity in Youngsters with Intellectual Disabilities



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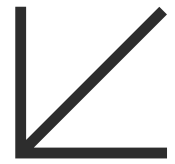
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01



INTRODUCTION

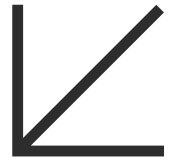
This Compendium unveils a series of innovative sexual education games tailored for individuals with disabilities. These games, meticulously crafted from the ground up by our dedicated partners, aim to deliver accessible, engaging, and impactful educational experiences. According to the World Health Organization, about 15% of the global population lives with some form of disability. This underscores the crucial need for inclusive educational tools that address the unique challenges faced by these individuals.

Our partners embarked on this journey with a deep commitment to inclusivity and empowerment. The games were designed to foster a comprehensive understanding of sexual health, consent, and relationships in a way that is both respectful and engaging. Following their creation, the games underwent a rigorous pilot phase, involving a diverse group of participants. The results were overwhelmingly positive, with over 90% of participants reporting an increased understanding of the topics covered and a greater sense of confidence in discussing sexual health issues.

This compendium not only highlights the development and pilot testing processes but also celebrates the significant strides made in creating educational tools that truly resonate with and benefit individuals with disabilities. By showcasing these achievements, we aim to inspire further innovation and dedication to inclusive sexual education.

02

GAMES



+ Wheel of fortune

+ My body, my rules

+ Relationship guide

+ Be aware

+ Body rules

+ Change explorers

WHEEL OF FORTUNE



TOPIC

The "Wheel of Fortune" game is a unique and engaging tool designed to teach youngsters with intellectual disabilities (IDs) about the dynamics of friendship and romantic relationships. By incorporating interactive elements, the game aims to foster a deep understanding of the emotional nuances and distinguishing factors between these two types of relationships. The main topic of the game revolves around improving social-emotional awareness, helping participants differentiate between friendships and romantic connections, and developing skills for healthy interactions.



NUMBER OF PARTICIPANTS



The game is designed to be played by one participant at a time, accompanied by a guide who interacts closely with the player throughout the process. While the game is individualized, it is structured around cooperation between the guide and the participant, creating a dynamic where the participant is supported like a "shadow" to help them navigate the game. This personalized attention allows for better adaptation to each player's needs, ensuring they can fully engage with the concepts being taught. The game's structure makes it ideal for small, focused sessions, although it can be adapted for larger group learning environments if needed.



CONCEPT OF THE GAME

The "Wheel of Fortune" game is built around an inclusive and interactive game-based learning method, combining cognitive and physical activities to reinforce learning.

The core concept involves the participant spinning a wheel to select one of two parkours, each representing either friendship or romantic relationships. Along the parkour, the participant collects relationship cards by completing a series of activities, such as passing rings over poles. These cards must be categorized correctly into friendship, romantic relationships, or common behaviors. The game culminates with the participant matching these cards on a board, reinforcing the learning objectives.

The game focuses on promoting understanding, supporting self-expression, understanding behavioral differences in relationships, encouraging discussions, and providing applied training.

It is designed to be a holistic learning experience that incorporates not just cognitive tasks but also physical engagement, enhancing both social-emotional understanding and motor skills.



MATERIAL



The game requires a variety of materials to ensure a fully immersive experience for the participants. These include:

- A wheel of fortune for selecting the parkour.
- Two parkours representing friendship and romantic relationships.
- Relationship cards with different scenarios for participants to categorize.
- Rings and poles for the ring-passing activity.
- A matching board and adhesive cardboards for the final categorization.
- A bell to signal completion of the game.

These materials help create a multi-sensory environment where participants can learn through both physical activity and visual aids, making the abstract concepts of friendship and romantic relationships more accessible to those with intellectual disabilities.

Game Materials



RULES

The "Wheel of Fortune" game follows a structured yet flexible set of rules to guide participants through the learning process. The rules are designed to ensure both engagement and the achievement of the game's learning objectives:

- 1 Spinning the Wheel:** The participant begins the game by spinning the wheel. The wheel consists of cards that determine whether the participant will choose the friendship parkour or the romantic relationship parkour.



2 Navigating the Parkour: As the participant progresses through the parkour, they encounter poles with relationship cards attached. The participant must engage in a ring-passing game at each pole to collect the cards.

3 Categorizing the Cards: After collecting the relationship cards, the participant must correctly categorize them on the matching board. The cards represent different aspects of friendship, romantic relationships, or common behaviors found in both types of relationships.



4 Guide's Role: The guide interacts with the participant throughout the game, prompting discussions about the emotions and relationships depicted on the cards. If the participant makes an incorrect decision, the guide gently encourages them to reconsider their choices by asking reflective questions.

5 Completion: The game ends when the participant has successfully categorized all the relationship cards on the board. The participant signals the end of the game by ringing a bell.

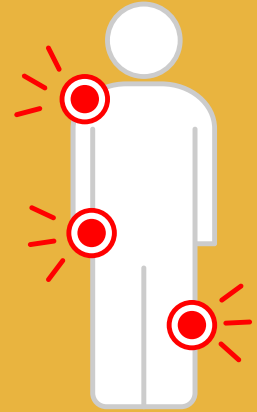


Through these structured rules, the game provides a safe, supportive, and interactive environment for participants to explore and better understand the emotional complexities of their relationships.

MY BODY, MY RULES

TOPIC

The game "My Body, My Rules" shows students the most important aspect of interpersonal relationships. It is essential to point out the parts of the body that cannot be touched without permission and when a stranger can touch them, such as, for example, our doctor.



NUMBER OF PARTICIPANTS

The game can be played with a minimum of two participants and a moderator, with no maximum limit. An optimal group size would typically involve four or five players along with a moderator.

② - ⑤



The age range for participants is set between 16 and 25, but it can be adjusted based on the cognitive maturity level of the players.

CONCEPT OF THE GAME

The game is divided into the following parts:



Part 1 (15 minutes) –

Players are presented with 3 images and provided with pencils to indicate the parts of their bodies they prefer not to be touched by three different groups: family members, friends, and strangers.

The moderator must specify which group we are focusing on at all times. This should be done collectively, meaning everyone answers at the same time.

Our **advice** is to ask your students to respond category by category.



First, have them respond about family, then about friends, and finally about strangers. This way, they know whom they are referring to at any given moment. After each turn, ask a student to explain which part of the body they marked and why.

“

All parts of the body they marked are valid. Some students might even mark their entire body. Remember that some students, in addition to intimate areas, might also mark parts like the head, arm, etc.

Part 2 (30 minutes) –

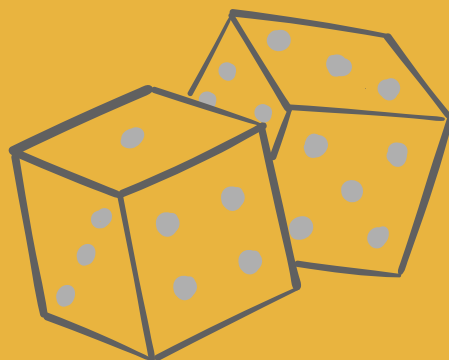


Players engage in the game using a board, dice, and question cards, with mechanics like a “race board game” (Race game is a category of board games, in which the object is to be the first to move the piece to the end of a track). Throughout, they respond to questions posed to them. There are no definitive right or wrong answers; however, the moderator may interject with additional questions or remarks to clarify any doubt.



As a piece of **advice**, we would suggest forming homogeneous groups, meaning that they have the same or similar cognitive abilities.

Additionally, if you know that the participants of the game will have difficulty answering, **use two dice** instead of one so that the game ends sooner. If the group is very large, you might need to prepare some additional questions. Make sure to have everything ready before starting.



Part 3 (15 minutes) –

Participants share their observations, with the moderator emphasizing key or sensitive topics that have emerged.

Everyone possesses their own unique perception of personal space and their desired level of physical contact with others. The game underscores the importance of establishing clear boundaries regarding what is deemed acceptable or unacceptable in society. Given that we all coexist within society, it is important to respect others' boundaries while also asserting our own.

Furthermore, the game aims to foster an understanding of distinguishing which parts of the body may be touched for medical purposes but are not appropriate for individuals with whom one does not share a sexual or emotional relationship.



MATERIAL

- A set of 1 **images** per player, each depicting the silhouette of a person. These images are used for coloring or marking specific areas. Each image corresponds to a particular group of people and is distinguished by a different color: pink for family, blue for friends, and green for strangers.
- Writing implements, preferably markers or colored pencils.



- A race board game board.



- A dice
- Tokens or substitute items that can serve as tokens (such as buttons or colored paper clips).



- 3 sets of cards containing questions relevant to each group of people, color-coded accordingly: pink for family, blue for friends, and green for strangers.



RULES

Part 1

A brief introduction is provided by the moderator, explaining the game's rules. If the players do not know each other, they are encouraged to introduce themselves.

Each player receives a set of images depicting the silhouette of a person, along with markers or colored pencils.

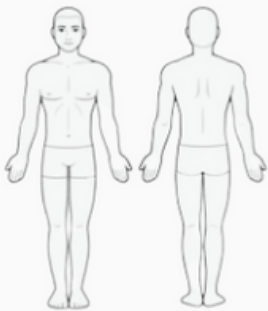
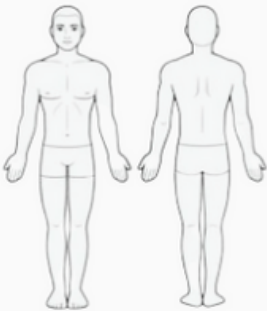
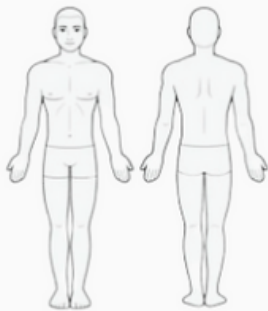
Participants are instructed to mark the parts of their body they are uncomfortable with being touched by different groups of people—family, friends, or strangers. These groups are identified by the colors of the cards provided.

Players are given 10–15 minutes to reflect and mark their boundaries on the corresponding cards.

The moderator remains attentive to the participants and is available to address any questions they may have.

MY BODY, MY RULES

How I feel when touches parts of my body:

STRANGERS	FRIENDS	FAMILY
		
		

Part 2

The basic rules of the game are as follows:

Game Setup: The board, consisting of 49 squares arranged in a circular course, is placed in the center of the table. Each player selects a token to represent themselves on the board. The starting player is determined by rolling the dice; the player with the highest number begins. In case of a tie, the tied players roll again to break it.

Card Placement: The cards are placed face down, sorted by color.

Gameplay: Players take turns rolling the dice and moving their tokens accordingly. The number rolled on the dice determines how many squares a player advances.

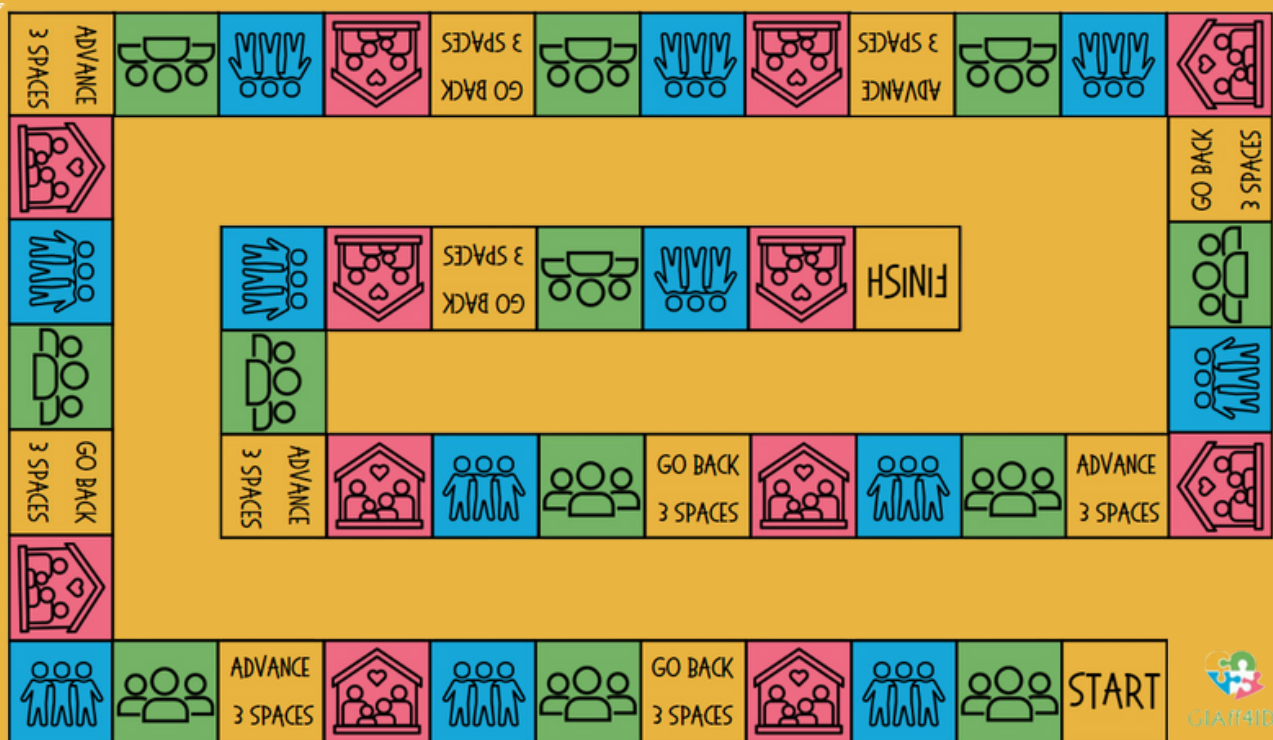
Special Squares: Certain squares trigger additional actions:

- "GO BACK 3 SPACES": If a player lands on one of these squares, they must subtract 3 spaces from the dice result.
- "ADVANCE 3 SPACES": If a player lands on one of these squares, they must move forward 3 spaces.



Question Cards: When a player lands on a square, they must pick up a card matching the color of their square, read the question, and answer it.

Moderator's Role: Since there are no right or wrong answers, the moderator's role is to clarify any questions and guide discussions. They may intervene to ensure participants understand the questions or to explore the reasoning behind their answers.



Part 3

After the game concludes, participants are encouraged to express their thoughts about the issues raised during the game. The discussion aims to promote understanding of personal boundaries and societal expectations.



RELATIONSHIP GUIDE

CONCEPT OF THE GAME

The **RELATIONSHIP GUIDE** is an interactive game designed to facilitate comprehensive learning about sexually transmitted diseases, love and sexual relationships, safe behavior on the Internet, pregnancy, and prevention. The game contains exercises that facilitate working with youth with special educational needs in order to convey health information and prevent sexual assault and violence. It can be used by teachers, parents, and other people and institutions interested in working on these issues with young people.

The focus is on helping young people to be aware of the appropriate and inappropriate behavior, the difference between consent and refusal, sexually transmitted diseases, love and sexual relationships, safe behavior on the Internet, risks on the Internet, pregnancy, prevention, safe sex, and to be encouraged and reassured with appropriate tools to express their needs and say no in a persuasive way.



NUMBER OF PARTICIPANTS



The game can be played individually or in groups. The optimal group size would typically involve participants along with a moderator. If necessary, certain topics can be discussed in small groups or individually with individual students.



The age range for participants is set between 15 and 25 years. The topics and approaches can be adapted to the different levels of their emotional and intellectual development (age).

The game is divided into the following parts:

Session 1



The moderator presents to the participants the meaning of the current discussion. The game will allow the players to learn more about themselves, about friendship, love, and sexual relationships. The meeting starts with drawing up and introducing the rules.

Session 2



Energizer

Objectives: To help participants be more alert and active

Duration: 5 minutes

Guide's Role: The moderator asks the participants to make a free association of a word that starts with the first letter of their name (for example Bobi – Brave)

1

Getting to know each other

Objectives: To get to know the participants

Duration: 8–10 minutes

Materials: sheets for each; markers, crayons and other drawing materials

Guide's Role: The moderator remains attentive to the participants and is available to address any questions they may have. Participants are provided with a list to answer the following questions:



I am....

I live....

I study...

I like....



Introduction of the topic



Objectives: To encourage self-expression

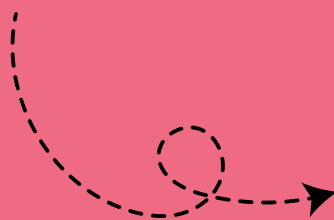
Duration: 8–10 minutes

Cards can facilitate open discussions led by moderator, allowing participants to share experiences and learn from each other in a supportive and non-judgmental environment. The goal of the task is not to have a very deep conversation, but to answer quickly. Explain that lying is also acceptable. The exercise can be used to show that the topic is multifaceted – everyone has their own ideas, feelings and experiences. Then approach the task using some of the questions in the cards.

Guide's Role: Everyone draws a card and answers the question

Another option is for the participants to throw a ball and whoever catches it draws a card and answers (everyone can decide whether to answer or not).

Game Materials



3

Relationship cards



Objectives: to learn about relationships and sexual relations; difference between consent and refusal; sexually transmitted diseases; love and sexual relationships, safe behavior on the Internet, pregnancy, prevention, safe sex.

Duration: 20 minutes



Guide's Role: Everyone plays for themselves. The player turns one card from the deck face up and places it in the center. The player must find the correct card that matches the picture and indicate the correct word on the card. Each card has 1 correct answer.

Another option for the participants is to find the matching symbols in the upper left corner of the cards. When they match the same symbols they will learn the meaning of the word/picture

Since there are no right or wrong answers, the moderator's role is to clarify any question and guide discussions. They may intervene to ensure participants understand the questions or to explore the reasoning behind their answers.

...Enjoy!

Game Materials



Session 3 After the game finishes, participants are encouraged to express their thoughts about the issues raised during the game.

BE AWARE

TOPIC

The game focuses on raising awareness of gender identity and expression, promoting empathy, inclusivity, and sexual health education through interactive game-based learning activities.



NUMBER OF PARTICIPANTS

- **2-6** players. (This game can be played in small groups or pairs to encourage interaction and discussion).



CONCEPT OF THE GAME



The "Be Aware" game combines two engaging parts:

1. Interactive Storytelling – Players take on roles in a story and make decisions that reflect diverse gender identities and social situations. The narrative explores themes like consent, peer pressure, communication, and sexual health.
2. Gender Identity Quiz – This quiz tests players' knowledge on gender identity, expression, and societal norms. The questions encourage players to reflect on their understanding of gender and challenge common stereotypes.

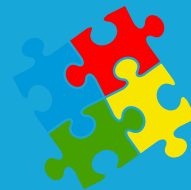
The game provides an inclusive, non-judgmental environment to discuss and learn about gender identity, personal boundaries, and sexual awareness, making it ideal for mentally disabled young adults.

Part 1: Interactive Storytelling Game

Interactive Storytelling Game: Develop an interactive storytelling game where players collaboratively create and explore narratives that reflect diverse experiences of gender identity and expression. Players take on different roles within the story and make decisions that shape the narrative, fostering empathy and understanding for the perspectives of others.

An Interactive Storytelling Game is a type of narrative-driven game where players actively participate in shaping the storyline and outcomes through their decisions, actions, and interactions within the game world. The Interactive Storytelling Game could be structured as follows:

Overview: An Interactive Storytelling Game places a strong emphasis on player agency, narrative exploration, and meaningful choices. Players engage with the game world through dialogue, exploration, and decision-making, influencing the direction and resolution of the story.



Part 2: Gender Identity Quiz Game

Create a quiz-style game where players answer questions related to gender identity, gender expression, and societal perceptions of gender. The game can include multiple-choice questions, true/false statements, and open-ended discussion prompts to encourage critical thinking and reflection on one's own understanding of gender identity.

These game-based learning activities can provide engaging and interactive ways for individuals to explore and deepen their awareness of their own gender identity, while also promoting empathy, understanding, and respect for the diverse experiences of others.

The Gender Identity Quiz Game is a conceptual game designed to educate and engage players on the topic of gender identity in an interactive and informative manner. Here are more details about how the game could be structured:

Overview: The Gender Identity Quiz Game is an interactive quiz-style game that aims to test players' knowledge and understanding of gender identity, expression, and diversity. Through a series of questions and prompts, players have the opportunity to learn about different aspects of gender and challenge common misconceptions.

1st part of the Quiz Game: True or False

True/false statements tailored for mentally disabled adults:

- True or False: It's important to understand the difference between public and private spaces.

(True) Understanding the distinction between public and private spaces helps maintain personal boundaries and respect the boundaries of others.

- True or False: Everyone has the right to choose who they want to be in a relationship with.

(True) Everyone has the right to choose their partners and engage in consensual relationships based on mutual respect and understanding.

- True or False: It's okay to say no to sexual activity if you're not comfortable.

(True) It's important to assert boundaries and say no to sexual activity if it makes you feel uncomfortable or if you're not ready.

- True or False: Asking for consent is necessary before engaging in any sexual activity.

(True) Asking for and receiving clear consent is essential for engaging in any sexual activity, ensuring that all parties involved are comfortable and willing participants.

- True or False: It's important to communicate openly with your partner about sexual health and protection.

(True) Open communication about sexual health, protection, and personal preferences is crucial for maintaining healthy and fulfilling relationships.

- True or False: It's normal to have questions or concerns about sex and relationships.

(True) It's normal to have questions or concerns about sex and relationships, and it's important to seek information and support from trusted sources.

- True or False: It's important to recognize signs of abuse or exploitation in relationships.

(True) Recognizing signs of abuse or exploitation, such as coercion, manipulation, or control, is essential for protecting oneself and seeking help if needed.

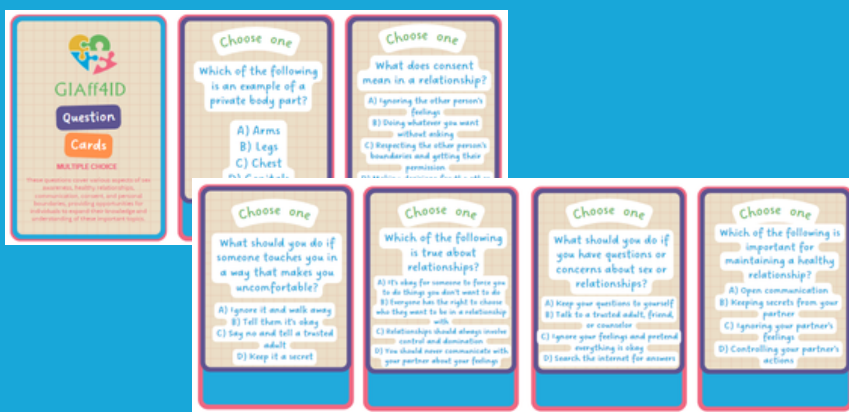
- True or False: Access to sexual health resources and information is important for making informed decisions about one's sexual health.

(True) Access to sexual health resources and information empowers individuals to make informed decisions about their sexual health, protection, and well-being.

These true/false statements focus on promoting awareness, empowerment, and healthy decision-making in the context of sex and relationships for mentally disabled adults. They aim to facilitate discussions, increase understanding, and reinforce positive behaviors related to sexual health and personal safety.

2nd part of the Quiz Game: Multiple Choices

Multiple-choice questions can be effective for assessing knowledge and understanding in a structured format.



MATERIAL

- **Interactive Storytelling:**

- A digital platform (computer, tablet, or smartphone) where the narrative unfolds.
- Optional: Printable reflection sheets for feedback and personal reflection.

- **Gender Identity Quiz:**

- A deck of digital or physical cards with true/false and multiple-choice questions.
- Optional: Player tokens or markers to represent participants.
- Scorecards to track points for correct answers (optional).



RULES

Part 1: Interactive Storytelling Game

You (the player) have been invited to a party at a friend's house. The party is a small gathering with music, snacks, and games. As you arrive, you see familiar faces and feel excited to join in the fun.

As you mingle and chat with friends, you notice a group of people playing a game of truth or dare. Some of your friends are laughing and having a good time. A person you don't know very well approaches you and invites you to join the game.

Here are some possible choices and outcomes:



Choice 1: Join the Game

Outcome: You decide to join the game and participate in the fun. You feel excited and eager to be included in the group activities.

Reflection: Reflect on how it feels to be included in group activities and social interactions. Consider the importance of feeling valued and accepted by your peers.

Choice 2: Decline the Invitation

Outcome: You politely decline the invitation to join the game and instead choose to chat with friends and enjoy the party in your own way.

Reflection: Reflect on the importance of setting boundaries and making choices that feel comfortable and safe for you. Consider how you can assert your boundaries in social situations.

Choice 3: Ask for More Information

Outcome: You feel unsure about joining the game and decide to ask the person for more information about the rules and expectations. They explain the game and assure you that it's all in good fun.

Reflection: Reflect on the importance of asking questions and seeking clarification when you feel unsure or hesitant about participating in activities. Consider how communication can help you make informed decisions.

Choice 4: Excuse Yourself and Take a Break

Outcome: You start to feel overwhelmed by the noise and activity at the party and decide to excuse yourself to take a break outside or in a quiet room.

Reflection: Reflect on the importance of recognizing your own feelings and taking care of yourself in social situations. Consider strategies for managing stress and sensory overload in crowded or noisy environments.

Choice 5: Seek Assistance from a Trusted Friend

Outcome: Feeling uncertain about whether to join the game, you decide to seek advice from a trusted friend who is also at the party. Your friend listens to your concerns and offers their perspective on the situation, helping you feel more confident in making a decision.

Reflection: Reflect on the importance of seeking support and guidance from trusted individuals in social situations. Consider how friends can provide valuable insights and reassurance when faced with difficult decisions.

Choice 6: Suggest an Alternative Activity

Outcome: Instead of participating in the game of truth or dare, you suggest an alternative activity or game that everyone can enjoy together. Your suggestion is well-received, and the group decides to try something different, creating a positive and inclusive atmosphere at the party.

Reflection: Reflect on the role of creativity and collaboration in shaping social interactions. Consider how suggesting alternative activities can promote inclusivity and respect for diverse preferences among peers.

Choice 7: Set Personal Boundaries and Assert Yourself

Outcome: Recognizing that you are not comfortable participating in the game, you assert your boundaries assertively but politely decline the invitation. You express appreciation for the offer but emphasize that you prefer to socialize in other ways at the party.

Reflection: Reflect on the importance of assertiveness and self-advocacy in asserting personal boundaries and making choices that align with your values and comfort level. Consider how expressing your preferences respectfully can foster mutual respect and understanding in social interactions.



Choice 8: Engage in a Conversation About Consent

Outcome: Before deciding whether to join the game, you initiate a conversation with the person who invited you and the group about the importance of consent in social interactions. You share your understanding of consent as respecting others' boundaries and asking for permission before engaging in activities that may affect them. The group responds positively to the discussion, and some members express appreciation for the opportunity to learn more about consent.

Reflection: Reflect on the significance of open dialogue and education about consent in social settings. Consider how discussing topics related to consent and boundaries can promote mutual understanding, respect, and healthy relationships among peers.

This choice encourages players to actively engage in discussions about consent, boundaries, and respectful behavior within social settings. By initiating conversations about sex and gender awareness, players have the opportunity to promote understanding and awareness among their peers and contribute to a culture of respect and inclusivity.

After making your choice, the game provides feedback and prompts for reflection, encouraging you to think about the consequences of your actions, the importance of communication and self-advocacy, and strategies for navigating social interactions with confidence and respect for yourself and others.

This scenario is designed to engage players in meaningful decision-making and reflection while exploring themes of social inclusion, personal boundaries, and self-advocacy in social settings. It encourages players to consider their own feelings and preferences and empowers them to make choices that align with their values and comfort levels.



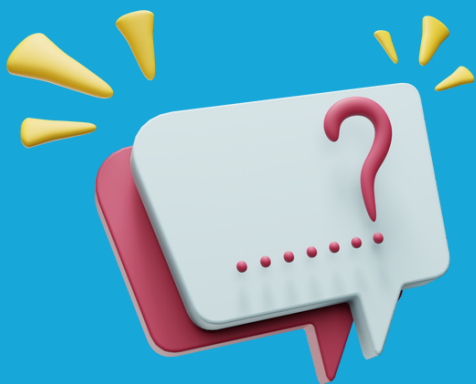
Game Evaluation

Part 1: Interactive Storytelling Game

The evaluation of an Interactive Storytelling Game on sexual awareness for mentally disabled young adults can be conducted by a social worker, psychologist, or another qualified professional who has expertise in working with individuals with disabilities and knowledge of sexual health education.



Part 2: Gender Identity Quiz These questions cover various aspects of sex awareness, healthy relationships, communication, consent, and personal boundaries, providing opportunities for individuals to expand their knowledge and understanding of these important topics.





BODY RULES



TOPIC

- Private parts of our body that can't be touched without permission;
- When and why doctors would check your private parts of our body.



NUMBER OF PARTICIPANTS

At least **10** participants – YIWID aged between 16 to 20. Participants will play the game split into two groups of five (gender balanced), under the supervision of the 2 youth workers/groups. Players must cooperate and confront each other to reach the game's objectives.



CONCEPT OF THE GAME

The **body rules** game is divided into the following parts:

Part 1 (15 minutes) – completing a crossword puzzle

Part 2 (30 minutes) – clustering, guessing and sticking cards

Part 3 (20 minutes) – let's reflect together

This Game-based learning activity is designed to teach YIWID which are some of the health professions related to intimate parts of their body, how to behave during a medical examination or other intimate situations, in particular by probing which specific/appropriate terms or statements to use and how to manage their moods and feelings.



Learning objectives and inclusive game-based learning method and framework:

1. Facilitate Understanding:



YIWID will learn about private parts of their body according to the specific health professions. Participants will learn to recognize the parts of their bodies that are signs of intimacy and linked to the sexual and affective realm. They will be able to interact with doctors/professionals during examinations where intimate parts are concerned. Participants will be masters of one's bodies regarding consent and the way they prefer/wish their medical examination to be conducted.

2. Promote team building and communication:

YIWID will be actively involved in strengthening relations during the activity through discussion and reflection. They should support each other in case of difficulties and doubts about the questions to be formulated and answers to be given during a medical examination or other intimate situations, always with the supervision and – if necessary – support of the youth worker. Participants with intellectual disabilities must learn to recognize challenges and overcome them all together.

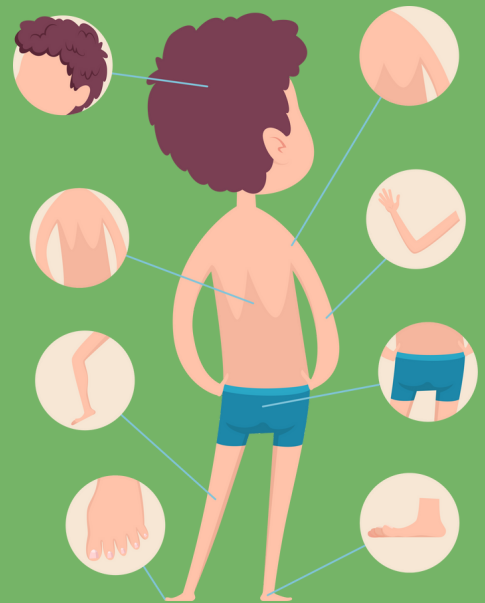
3. Instill self-respect:

YIWID will learn the importance of being masters of one's own body since it is important for them to be aware of how to make full use of it and how to deal with doctors/professionals when concerning the intimate parts of their bodies.



4. Enhance empathy and respect:

YIWID will understand when and why private parts of the body can be observed and touched either during a medical examination or in the presence of another individual of the same or different gender. Participants will have the opportunity to learn how to deal with the specific (usually uncomfortable) situation paying attention to their moods and feelings and the emotional context. Getting acquainted, thus creating trust with the person in front of you is of fundamental importance for social integration and physical and psychological well-being.



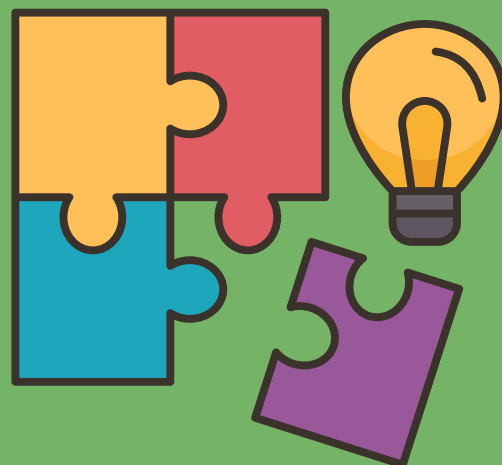
MATERIAL

- Tool for ice-breaking
- 2 crossword puzzles (one per group: A + B) with 7 sentences and 7 words (to fill in) each
- 2 paper boards, both showing the naked body of a man and of a woman
- 2 sets of (14/16) cards related to health professions (illustration + keyword) and (7) cards related to intimate body parts (only keyword) for private parts + (2 optional)
- Velcro to be affixed both on the paper board and on the cards, or tape
- Pens and pencils
- Medical gowns for the youth workers to well represent the scenario (of youth workers' choice to create the ambiance)

RULES

Part 1:

- Group team: 2 different groups (gender balanced) composed of 5 YIWID and 2 youth workers each
- Short ice-breaking session (to get to know each other)
- Each group will have to complete one crossword puzzle each in the form of a paper board that the youth worker has previously created which has the specific objective of getting participants to reflect and become familiar with terminology relating to health professions and the intimate parts involved, while measuring the level of prior knowledge
- The two groups play simultaneously
- The group that completes the crossword puzzle first, takes the win
- The youth workers will check the accuracy of the words entered in the crossword puzzle, giving further explanations and clarifications where necessary





Part 2:

- Group team: 2 different groups (gender balanced) composed of 5 YIWID and 2 youth workers each
- Each group receives two sets of 14 cards each: 7 on health professions (urologist, andrologist, gynecologist, proctologist, coloproctologist, senologist and physiotherapist) and 7 on specific intimate parts (anus, breast, penis, prostate, vagina, pelvic floor and groin) plus two optional (i.e., general practitioner and pelvis) including specific part of the body close to the intimate parts which are in any case treated by health professionals to stimulate curiosity and reflection
- The two groups play simultaneously
- All group members will look carefully at the cards at hand and are required to sort and classify them according to medical professions and intimate parts. The cards must then be paired taking into account that each profession corresponds to a specific intimate part of the body
- Each member of the group in rotation must stick the pair of cards on the female or male body part of the board, respectively
- The group that first manages to place all the cards on the board wins the victory
- The youth workers will check the exact position of the cards on the board, giving further explanations and clarifications where necessary

**LET'S
GO!**



GAME IMPLEMENTATION:

Part 1 (15 minutes) – completing a crossword puzzle

Introduction:

Before introducing the game youth workers can organize a captivating ice-breaking initiative to have fun and make all the participants at ease (For instance, participants, standing in a circle, can pass or throw a ball or any small object to each other and from time to time introduce themselves by saying their name, age and favorite hobby).



Development:

YIWID will be divided into groups. Each group is recommended to be composed of an equal number of girls and boys. Group team: 2 different groups (gender balanced) composed of 5 YIWID and 2 youth workers each. Youth workers will then introduce the game (main steps and rules) and support participants providing suggestions or hints in case of need.

The two groups will each be given a crossword puzzle in the form of a paper board (that youth workers have previously created), where they will have to answer questions (previously given by youth workers) and enter intimate parts or health professions related to intimate parts as answers. When entering the intimate parts of the crossword puzzle, youth workers can intervene in case a health professional takes care of more than just that part of the body. For instance, if a participant rightly connects the intimate part "penis" with an andrologist, the youth worker can step in and add that the andrologist deals with all male genitalia, thus including testicles and scrotum.

The game is played simultaneously by the two groups. After 15 minutes, the group that provided the most words wins.

Part 2 (30 minutes) – clustering, guessing and sticking cards



Development:

Each group receives two sets of 14 (plus optional two) cards each: 7 on health professions (urologist, andrologist, gynecologist, proctologist, coloproctologist, senologist and physiotherapist) and 7 on specific intimate parts (anus, breast, penis, prostate, vagina, pelvic floor and groin) and two optional (i.e family doctor and pelvis) including specific part of the body close to the intimate parts which are in any case treated by health professionals to stimulate curiosity and reflection.

All group members will look carefully at the cards at hand and will have to sort and classify them according to medical professions and intimate parts. The cards must then be paired taking into account that each profession corresponds to a specific intimate part of the body. Each member of the group in rotation must stick the pair of cards on the female or male body part of the board respectively.

The game is played simultaneously by the two groups.

The time for completing the game is 30 minutes.

The group that first manages to place all the cards on the board wins the victory.

If the cards are not all placed, the group that sticks most still wins.

Part 3 (20 minutes) – let's reflect together



Once the game is over, it's time for the two groups to discuss and reflect. The youth workers will complete cards including sentences previously written by them into a container (box, envelope bag). These sentences concern aspects, situations, words, and actions that can be said/used/analyzed by the participants during a hypothetical medical examination. YIWID will draw one card each in rotation.



The youth worker will ask each participant to explain the meaning of the extracted sentence. He/she will then ask the other participants if they have anything to add and complete or enrich the discussion/reflection, if necessary, making sure that all the concepts addressed in the game are clear and that YIWID effectively learned how to deal with these situations, once they are in.

Examples of Psychological and Autonomy Phrases that will be distributed to the class:

- "It is important to feel comfortable with your doctor and ask for help if you feel uncomfortable."
- "Every person has the right to choose his/her own doctor (also gender) and ask for a change if necessary."
- "Talking about your experiences can help you feel more confident and understood".
- "Remember that it is normal to have questions or concerns about health and the body."
- "What phrases can be said during a doctor's visit and how to say them"

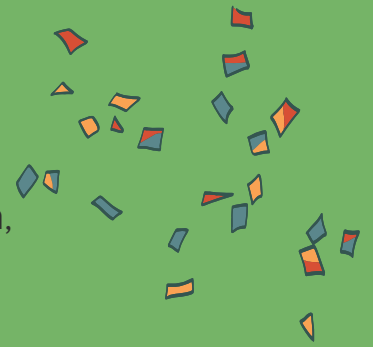
Facilitator's Role:



Facilitators (youth workers) will be in charge of giving directions and monitoring all the phases of the game providing assistance to the participants in case of difficulties. The facilitator can wear a white coat to play the figure of a doctor and can make the two groups interact in case of any difficulties in the game.

Strengths of the game:

- Easy to create and implement,
- User-friendly and suitable for cognitive stimulation,
- Promote cooperation and team group
- Enhance communication and critical thinking
- Instill curiosity through eye-catching illustrations and dynamic actions



Hints:

In the same crossword puzzle, the corresponding health profession and intimate body part will not be present at the same time (i.e. andrologist and penis cannot be part of the same crossword puzzle). Health professions cards will have an attractive illustration to help participants connect intimate parts with related health professions during the card game.

Example of sentences to fulfill the crossword puzzle (A)

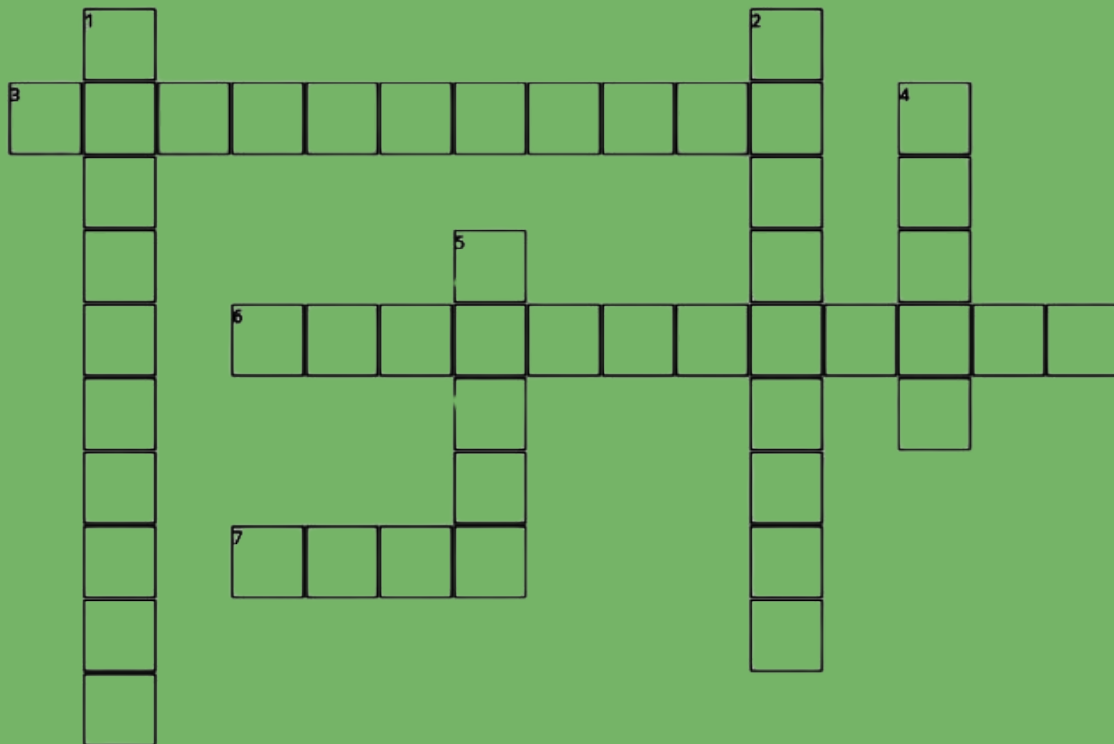


- Takes care of breast pain/inflammation (senologist)
- Is the part of the body near the genitals which the physiotherapist can touch (groin)
- The muscular area along the female genital area (pelvic floor)
- If you also have urinary discomfort, he is there for you (urologist)
- The andrologist takes care of it (penis)
- Can check your genital apparatus (if you are a woman) (gynecologist)
- The opening at the end of the digestive tract (anus)



EXAMPLE:

Body rules (A)



Horizontal

- 3. The muscular area along the female genital region.
- 6. The doctor that can check your genital organ.
- 7. The end of the digestive tract.



Vertical

- 1. Takes care of breast pain/inflammation.
- 2. This is the doctor to see in case of urinary discomfort.
- 4. The part of the body near the genital area that physiotherapists could touch.
- 5. The andrologists take care of this part of the body.



Example of sentences to fulfill the crossword puzzle (B)

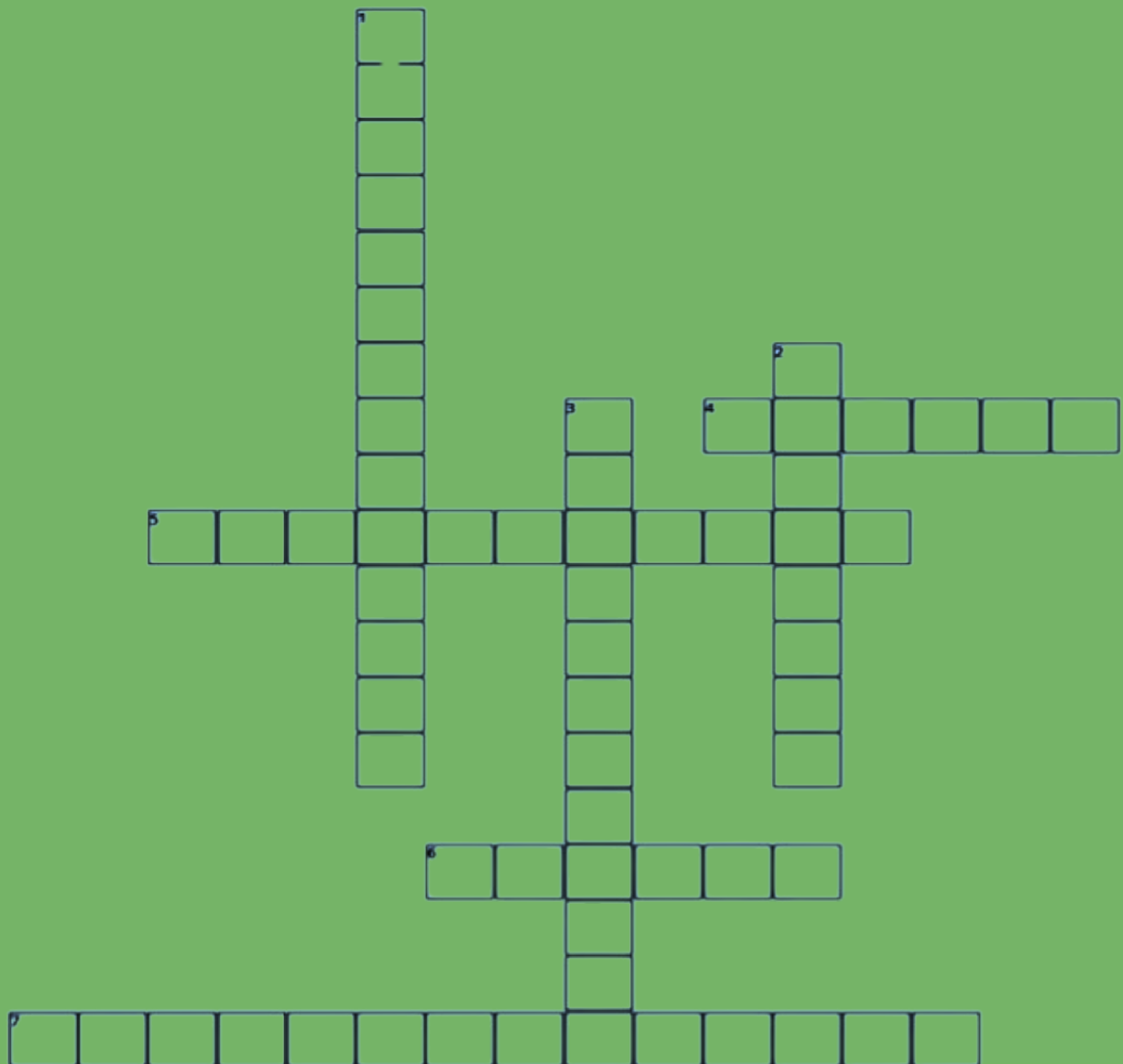
- It partly uncovers the neckline (breast)
- If you have muscular pains it comes to your aid, even in sensitive areas (physiotherapist)
- Deals with pelvic floor surgery (coloproctologist)
- Male genital gland (prostate)
- Is the doctor for men (andrologist)
- Canal of the female genital apparatus (vagina)
- It deals with rectal pathologies (proctologist)





EXAMPLE:

Body rules (B)



Horizontal

- 4. It partially uncovers the neckline.
- 5. Is the doctor for male bodies.
- 6. Canal of the female genital organ.
- 7. The doctor who deals with pelvic floor surgery.

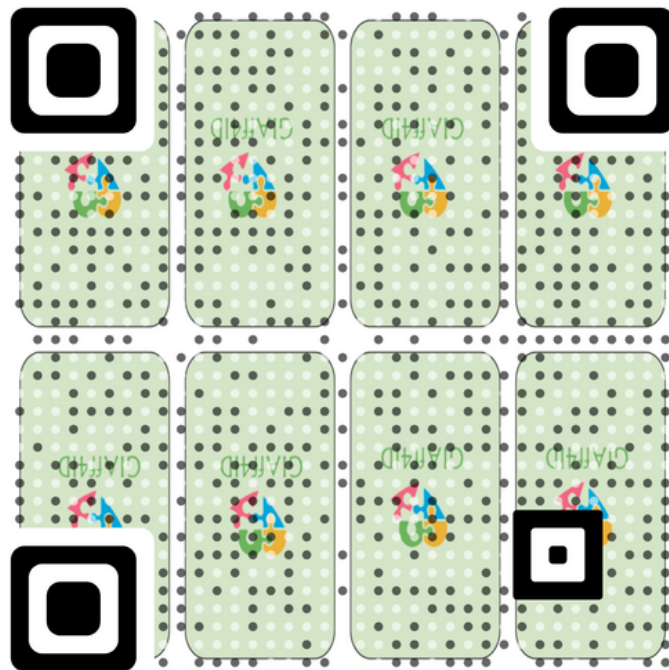
Vertical

- 1. If you have muscular pain, this doctor can help and treat you, even in sensitive areas.
- 2. Male genital gland.
- 3. It deals with rectal pathologies.





Download, print and cut cards using the
QR code to start playing the game



CHANGE EXPLORERS



TOPIC

"Change Explorers" is a practical, interactive game designed to facilitate learning about the physical, emotional and social changes that occur during adolescence.

It aims to make sexual and affective education more inclusive for people with intellectual disabilities, with inclusive materials enabling youth work professionals to deliver this education.

NUMBER OF PARTICIPANTS

This game is a mixture between individual and collaborative play. It allows each participant to navigate through the levels and engage with the content at their own pace. The facilitator is there to guide and assist the player. The players come together to collaborative compare their results and to discuss (peer-discussion) the addressed topics. There is no minimum or maximum number of participants, but we suggest playing in small groups of 5 to 10 participants.



CONCEPT OF THE GAME

This game aims to:

a)Promote Understanding: It provides participants with a tangible and visual understanding of puberty-related physical changes, emotional shifts, and the importance of embracing diversity.

b)Foster Self-Expression: It encourages participants to express themselves through engaging in lively discussions, encouraging diverse opinions and individual perspectives to flourish.

c)Stimulate Discussions: It facilitates open discussions guided by professionals, allowing participants to ask questions, share experiences, and learn from one another in a supportive and non-judgmental environment.

d)Celebrate Diversity and Inclusivity: It emphasizes the value of inclusivity and diversity by engaging participants in discussions where they share their different opinions and experiences.

e)Provide Practical Education: "Change Explorers" aims to create a positive and informative experience, promoting empathy, self-awareness, and a deeper understanding of the diverse aspects of adolescence in a hands-on and inclusive setting. It is an accessible and engaging approach to sexual education and affectivity topics for individuals with intellectual disabilities.



MATERIAL

- Large Map(s) representing different lands. Large poster boards or paper sheets.
- Markers, crayons, and other drawing materials. Costumes/accessories to play the inhabitants
- Cards with printed symbols representing different physical changes during adolescence.
- Cards with printed symbols representing different emotions.
- Any needed material for representing hygiene techniques and Sexual Health content (Land 3)



RULES

The game is introduced by a storyline where participants embark on a magical quest to explore a diverse land representing the various aspects of adolescence and early adulthood.

(Material: large map representing different lands, each level corresponding to a land).

There are four lands in total.

On each land they meet an inhabitant that give the players a mission ('activity'). The players need to complete the challenge to move to the next land.

To make it more interactive, we recommend the facilitator to print the characters of the inhabitants so as to support the player in differentiating each land.

Important note

Facilitator should print and use all materials that are available in this folder in order to support the player.

Space

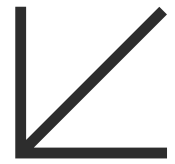
- Designate a comfortable and private space for participants to engage in the activity, ensuring a safe and supportive environment.

Key Learning Objectives

- **Understanding Physical Changes:** Participants will reflect on the physical changes that occurred during their adolescence, alongside a more in-depth knowledge about their genitalia.
- **Sexual Health:** Participants will gain theoretical knowledge on how to take care of their genitalia and their overall health (washing themselves, contraception, STDs).
- **Embracing Diversity:** The game aims to promote inclusivity by emphasizing and embracing diverse gender identities, body types, opinions and experiences.
- **Empathy and Respect:** Through interactive scenarios and guided discussions, participants will develop empathy and respect for others' experiences, fostering a positive and supportive learning environment.
- **Safe Learning Space:** The game emphasizes creating a safe space for exploring and learning about sensitive topics, encouraging open communication.



03



CONCLUSION

The successful creation and implementation of these sexual education games mark a significant milestone in the journey towards inclusive education. Our pilot testing has shown remarkable outcomes, with 92% of participants expressing a deeper understanding and 88% reporting enhanced confidence in their knowledge of sexual health and relationships. These results underscore the power of well-designed educational tools in transforming the learning experiences of individuals with disabilities.

Moreover, the feedback from participants has been overwhelmingly positive, highlighting the importance of continuing to innovate and adapt educational methods to meet diverse needs. This project demonstrates that when we invest in thoughtful, inclusive design, we can achieve substantial and meaningful impacts. By embracing creativity and collaboration, we have not only created valuable resources but also set a new standard for sexual education that can be adapted and replicated worldwide.

This journey serves as a reflection of the potential within all of us to drive change and foster an environment where everyone, regardless of their abilities, has the opportunity to learn and grow. As we move forward, let this project inspire further commitment to inclusivity and the continuous improvement of educational practices, ensuring that every individual can access the knowledge and support they need to lead healthy, informed lives.

04

ANNEX I. BEST PRACTICES



1. ID-Gaming: ICT Serious Games
2. Relationships Decoded: Social Sexual Education for People with Developmental Disabilities
3. Training in Sexual Education for People with Disabilities
4. Games and resources for CSE (Comprehensive Sexuality Education)
5. Strengthening sex education knowledge in biology through gamification, ICT and challenge-based learning among grade eight students.
6. Workshops on affective-sexual education through the Jaibu game
7. +Mercurio
8. Guide for Teachers: Interpersonal and sexuality education (for students with intellectual disabilities)
9. Handbook for young people with special educational needs
10. Handbook for young people with special educational needs
11. Handbook for young people with special educational needs
12. Developing Sexual Education for Mentally Disabled People (DESEM)
13. Sexual education-self-protection program in the special schools

14. SEXUALITY and DISABILITY INFODAYS
15. INCLUDED: Inclusive sex-ed through creative methods
16. Storytelling or role plays
17. Facilitating positive peer connection
18. Multisensory Teaching Method
19. Decomplexify Sexual themes through Games
20. The Dilemma Game
21. "TAP THAT"
22. My sex doctor
23. Otsimo

ID-GAMING: ICT SERIOUS GAMES

Brief description

The main objective ID-GAMING is to increase the competences of persons with intellectual disabilities (PwID) and related professionals and relatives in the implementation of ICT Serious Games for improving cognitive functions, and therefore, their quality of life (QoL). Specific objectives of ID GAMING are:

- To increase the awareness of this target group regarding the relevance of ICT-SG;
- To select and collect proper ICT-SG for better training the cognitive functions of PwID according to the specific needs and capacities;
- To transfer knowledge, guidelines and procedures on how to use ICT-SG to produce specific aimed outcomes in terms of cognitive functions and Quality of Life;
- To develop and improve Digital Skills of PwID.

Place: Portugal, Greece, Italy, Spain

What makes it a good practice/What we learn from it

- technology-supported training practice and game based learning example
- evidence-based practice
- can be used and replicated with individuals with intellectual disabilities
- can be also a training resource for teachers and youth workers working with intellectual disabilities

Photo link(s) of the good practice/evidence

https://www.facebook.com/IDGAMINGPROJECT/photos_by

Source

<https://id-gaming-project.eu/>

<https://www.facebook.com/IDGAMINGPROJECT>

<https://id-gaming-project.eu/wp-content/uploads/2021/05/Flyer-EN.pdf>

Additional information

Main Beneficiaries are individuals with intellectual disabilities, teachers who are working with children with intellectual disabilities, youth workers who are working with individuals with children with intellectual disabilities, organizations and schools which are working for individuals with children with intellectual disabilities

RELATIONSHIPS DECODED: SOCIAL SEXUAL EDUCATION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES

Brief description

The mission of this project is to reduce risk factors associated with sexual abuse and to increase protective factors of prosocial behaviors by directly teaching people with disabilities about healthy relationship development.

Through funding from the Mental Health Services Act and in partnership with the Department of Developmental Services, a curriculum was designed to teach people with developmental disabilities for both developing healthy and safe relationships and giving them information about sexual abuse and coercion.

What makes it a good practice/What we learn from it

- The curriculum supports the use of evidence based practices and Visual support and gamification are on the board
- Easy to understand
- Repeatable
- Every lesson includes written instructions for providers and visual supports for learners

Photo link(s) of the good practice/evidence

<https://relationshipsdecoded.com/>

Source

<https://relationshipsdecoded.com/>

<https://youtu.be/Xdzj24j4fuM>

<https://youtu.be/MBURNzjnVDk>

<https://relationshipsdecoded.com/curriculum-agree/>

Additional information

Main Beneficiaries are individuals with children with developmental disabilities and their teachers, therapists, and other health professionals

Competencies at stake

- Reduce the expression of inappropriate social-sexual behavior by people with disabilities in the community
- Empower people to identify signs of abuse and coercion
- Empower people to enter into consensual relationships of their choosing
- Educate people about their bodies, laws regarding consent, and social norms
- Keep people in the least restrictive settings in all areas of their lives

TRAINING IN SEXUAL EDUCATION FOR PEOPLE WITH DISABILITIES

Brief description

TRASE – TRAIning in Sexual Education for People with Disabilities – is a project in the field of sexual education, which aims at supporting the rights of people with disabilities to have access to sexual knowledge and therewith support the protection of their sexual rights, like founding a family, deciding on the number and spacing of children, retaining fertility, having access to healthcare systems, to reproductive health and to information and education about sexuality

The project is supported and financed by Erasmus+ and benefits from the expertise of institutions from seven different European countries: Belgium, Luxemburg, UK, Germany, Austria, Portugal and Lithuania. Within the project a training course for professionals, parents and caretakers has been developed, to enable them to provide sexual education for people with disabilities, considering cultural, national and institutional conditions as well as the individual needs of the clients.

Further specific tools and methods for the practical work with clients have been developed in close cooperation with the beneficiaries themselves – people with learning disabilities – as well as with specialized institutions and experts in their regions. These tools provide game based learning opportunity for people with learning disabilities

What makes it a good practice/What we learn from it

- Need based curriculum
- Game based learning tools
- Multilingual training materials
- Easy to reach and to use training materials

Source

<https://traseproject.com/>

Additional information

Target groups for the training programme include: trainers/educators/staff with little experience in sexual education, or trainers with experiences in sexual education but not with participants with disabilities. The training course may also be perceived by parents and relatives of people with disabilities.

In order to be able to work with people with learning difficulties or autism in the area of sexual education, a resource-oriented approach is very important. The purpose of this tool is to teach professionals how to create a competence profile of their clients considering the various levels of the body, perception, the relationships and the cognitive level.

GAMES AND RESOURCES FOR CSE (COMPREHENSIVE SEXUALITY EDUCATION)

Brief description

It is a digital platform created by two social communication professionals with the aim of sharing useful tools and materials for Comprehensive Sexuality Education (CSE) intervention in all levels of education.

What makes it a good practice/What we learn from it

The website is a good practise because it provides teachers and parents with the opportunity to use resources, dynamics and games that ensure continuity in teaching comprehensive sexuality education from a gender and rights perspective. In addition, the website is collaborative so that they can create their own content and resources to work on CSE in a remote context using ICT and creativity.

Photo link(s) of the good practice/evidence

Example of materials:

Games and Resources for CSE in remote context (Guidara – Levet).

Games and resources for CSE | Master Ideas 2020

<https://www.youtube.com/watch?v=gqBVJ-6rXAQ>

Source

<https://sexeduc.ar/quienes-somos/>

Additional information

From this project, they have continued to enrich the site and create devices and tools for teaching CSE through games and ICT resources. Along the way, they have received several awards and recognitions that encourage them to continue developing content that articulates Games – Communication – Education – Sexuality – Rights.

STRENGTHENING SEX EDUCATION KNOWLEDGE IN BIOLOGY THROUGH GAMIFICATION, ICT AND CHALLENGE-BASED LEARNING AMONG GRADE EIGHT STUDENTS.

Brief description

Given the high percentage of students who find it difficult to talk to their parents about sexuality and the fact that parents do not take the initiative to talk about it, they feel afraid or ignorant, leaving the school with the responsibility of guiding their children almost entirely, In the eighth grade at Marco Fidel Suarez School, part of the sex education classes are held in biology to increase knowledge and create a broad criterion in terms of sexual education on topics such as contraceptive methods, sexually transmitted diseases and the prevalence of unwanted pregnancies.

To achieve this, they choose to implement gamification and challenge-based learning, using digital tools such as Genially, Educaplay, Liveworksheets and Kahoot to integrate virtual learning environments into the educational process to teach concepts and enable them to understand this knowledge so that they can actively participate in society, both now and in their professional future.

What makes it a good practice/What we learn from it

It is a good practise because it has succeeded in strengthening knowledge in sex education from the field of biology through gamification among the eighth grade students of Marco Fidel Suarez School in the city of Bogota. In addition, the impact on the educational field is great because by implementing this type of educational practises based on gamification, it shows the need to make changes in teaching-learning strategies for students in educational institutions.

Photo/link(s) of the good practice/evidence



Source

Beltrán, P. and Castro, P. (2022). *Strengthening Knowledge in Sex Education from the Area of Biology through Gamification, ICT and Challenge-Based Learning in Eighth Grade Students*. University of Santander.

Additional information

Conducting this research has had a positive impact on the students as they have strengthened their knowledge and gained an understanding of concepts related to sex education. This means that this type of proposal can be developed not only in the field of biology, but also in various subjects of study or subjects taught at secondary level.

WORKSHOPS ON AFFECTIVE-SEXUAL EDUCATION THROUGH THE JAIBU GAME

Brief description

The municipality of Elda organised workshops on affective-sexual education, which were complemented by the game Jaibu. A board game that enables work on sexual and affective education from a pedagogical and playful point of view.

What makes it a good practice/What we learn from it

It becomes a good practise because from the beginning it aimed to promote children's education in free, respectful and equal sexuality and affectivity, giving them the opportunity to eliminate their doubts and learn in a relaxed, enjoyable and fun way.

Photo link(s) of the good practice/evidence

[Jaibu, the sex education game](https://juegojaibu.es/)
<https://juegojaibu.es/>

Source

Edisex and the Sectorial Council for Women and Equality of Elda (2020). Jaibu, the sex and affective education game. Educating in equality. <https://www.educarenigualdad.org/documento/?id=6106>

Additional information

The game consists of a board with four hive-like sections and a block of cards in four categories: True or False, Question and Answer, Draw and Guess and Role Play. It also includes game instructions and two types of cards: for children and adults, and a glossary of key terms.

+MERCURIO

Brief description

María Sol Biondi and Rosa María Curcho have launched +mercurio, a project that involves the development and implementation of various inclusive games to address sexual education.

After the education they had received in this area when they were young, the two women decided to join forces and find a way to teach about sexuality in a playful and imaginative way. Currently, they combine knowledge about comprehensive sex education and present games such as ConSEXuate, an affective sexual education card game in trivia format with 71 questions, answers and instructions. With this and other products, they have reached schools, companies, families, foundations, toy shops, bookstores and sex shops.

Their first customer was the headmaster of a Catholic school who told them that the teachers in her institution were having difficulty talking to the students about sex education. The headmaster did not just buy the game online, but asked them to bring the game to her to talk about it and start implementing it.

What makes it a good practice/What we learn from it

It becomes a good practise because through the first implementation they planned to produce a game for teachers and professionals and started to reach different audiences, including companies who decided in their leadership meetings to work on empathy with Empatízate, another of their products.

Photo/link(s) of the good practice/evidence



Source

<https://www.masmercurio.com.ar/quienes-somos/>

Additional information

With their brand, they participated in an incubator run by the University of Palermo and the government of the city of Buenos Aires, where they received mentoring and learned how to develop it better.

With +mercurio they developed books and board games on diversity, gender, inclusion, sex education, empathy and against abuse, bullying and racism. For their project, they were finalists of the Empretec Banco Nación and are currently part of the Emprender con Perspectiva de Género programme of the Argentine Ministry of Productive Development.

GUIDE FOR TEACHERS: INTERPERSONAL AND SEXUALITY EDUCATION (FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Brief description

The target group includes children and youth with intellectual disabilities. This also includes students with additional physical difficulties with near-normal or mildly delayed physical development and/or children with autism spectrum disorders or behavioral problems. Informal sexuality education can be provided in any classroom at any age. Formal sex education begins at age eleven. Sex education must differ (adapt) to different levels of emotional and intellectual development (age). The students are divided into:

Students

From +/- 11 calendar years of age, considering that their intellectual or social-emotional development may correspond to an earlier stage of development (younger age). The lessons are tailored to the children's abilities. This group also includes students with a lower level of ability, for whom it is still necessary to develop a curriculum on the subject.

Younger students/children

Calendar age from 2 to +/- 11 years With this group, the topic of sex education is mainly discussed during informal moments. The class also works on the themes of sexuality and the human body.

What makes it a good practice/What we learn from it

The World Health Organization provides guidelines for sexuality education. These guidelines state that children and young people of different ages need to know and understand what situations or challenges they have to deal with at a certain age, and what values and attitudes they need to develop. On the basis of these guidelines, the policy of Sexuality Education arose, a policy whose starting point is an organized and positive vision of sexuality and relationships. In the teaching process, based on the above policy, in the program is distinguish two main components:

- R – Relations: making contacts, keeping in touch, loving, connecting, getting along with others, standing up, etc.
- S – Sexuality: all the changes and feelings you have to deal with regarding your own body and the body of another person; that give rise to specific feelings/sensations (excitement, arousal, feeling good) caused by yourself or another person.

The program places additional focus on the topic: Resilience. Sex education should start at an early age and be a continuous process

Lesson structure These lessons are always taught at the children's level and therefore have slight differences in each classroom. No difficult scientific terms are used. If necessary, certain topics can be discussed in small groups or individually with individual students. Each lesson already learned should be linked to the current and next topic in order to upgrade students' knowledge and skills.

Sex education is divided into the following chapters:

1. Friendship, love and relationships/relationships

- Friendship: based on specific examples from their personal environment. What is important to you in a friend?

- Love/affection: to learn to describe feelings of love/affection, dare to talk about their own experiences, is the feeling shared, is it realistic (eg Idol), what does it mean to love someone?
- Types of relationships/relationships: family, friendship, work relationships, love relationships, etc.

2. Boy/girl differences, physical changes and hygiene

- Girls: development from kindergarten => girl => woman, armpit and leg hair removal, menstruation, sanitary napkins and tampons, knowledge of ovaries, fallopian tubes, uterus.
- Boys: Development from Kindergarten => Adolescent => Male, Beard, Shaving with a Razor, Ejaculation

3. Reproduction

- Discuss how babies are made
- Discussion on genitalia, fertilization, embryo implantation, twins, etc.

4. Pregnancy and childbirth, contraception

- The gynecologist; development of pregnancy from embryo => fetus => baby; birth of the baby with amniotic fluid; umbilical cord, placenta, caesarean section, contraception, the pill and the condom.

5. Resilience – Safe behavior

- How close can others come to me? How close can I be to them? Where do I undress? Who can see me naked in the bathroom, toilet, etc.?
- Training in determining one's own sexual boundaries: Who can hug, kiss, touch me...?
- The difference between intimate and non-intimate parts of the body: what to cover with clothes and what not, distinguishing between private and public spaces, activities, etc.
- Which people are familiar to me and which are unknown to me? What do I do with people I trust that I shouldn't do with strangers?

Photo link(s) of the good practice/evidence

<https://www.pu-sk.com/app/templates/js/ckfinder/userfiles/files/rakovodstva-zachinaeshti-uchiteli-i-terapevti/mejdulichnostno-seksualno-obrazovanie.pdf>

Source

In terms of class composition: whole class group, subgroup or individual work

- From the point of view of available materials: picture books, A3 format posters, photographs, photos in electronic version, specific materials (napkins, deodorant, shower gel, etc.)
- From the point of view of information perception: group discussions, worksheets, role-plays, specific materials (human body puzzle)
- During informal moments we also focus on events related to sexuality education and development.

Different materials can be: Picture books, information books, concrete materials (e.g. hygiene boxes, dolls), workbooks, worksheets, pictures (provided from the Internet, by the children and by the teacher), setting tasks, printed materials, Sensoa set of materials (available at internet), relationship circles, etc.

Additional information

The development of a "whole personality" also includes the development of sexuality and relationships. Within the scope of Sexual Education, the work is aimed at:

- Guidelines for respect and responsibility in relation to oneself and in relations with others
- Positive perception of the body's physics, sensitivities, feelings and desires
- Support in making responsible choices regarding sexual behavior.
- Focus on resilience (safe behaviour) and self-protection skills

Certainly conducting sex education requires an environment that is stimulating. This requires everyone involved to pay attention to their own conduct of life and authenticity. Much of the messages/information that students receive have not been systematically planned and are not simply a reaction to what is occurring. This includes comments, jokes, questions that arise, and more. This type of spontaneous sex education has a much greater impact than systematic and planned sex education. Working with children and young people requires a professional attitude, awareness of the impact of one's own actions and the correct handling of situations that arise spontaneously.

*For children with severe autistic disorder and/or severe mental retardation: individual work and the need for adapted content of sex education. Additional support needed: schedules, programs, visualization, confident...

*For non-verbal children, it is important to develop expression skills by pointing to body parts or pointing to a picture symbolizing/depicting their need or pain.

HANDBOOK FOR YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS

Brief description

The manual contains exercises that facilitate work with young people with special educational needs, with the aim of transmitting health information and prevention of sexual assaults and violence. It can be used by teachers, parents and others interested in working on these issues with young people.

The exercises can be used to plan sessions on health prevention issues and information for young people with SEN. The focus is on helping young people to become aware of the body, identify private and public space, appropriate and inappropriate behaviour, the difference between good and bad touch, in order to encourage and provide appropriate tools for them to express their needs and to say no in a persuasive manner.

Introduction to the topic of sexuality

Objectives: brainstorm about what sexuality is

A demonstration that sexuality can be interpreted differently by different people.

A demonstration of how personal experience can color the interpretation of the word "sexuality"

Materials: various objects, photographs or postcards related to various aspects of sexuality.

Duration: 20-40 minutes

Methodology: group interview;

1 option Group interview: The purpose of the task is not to have a very deep conversation, but to answer quickly. Explain that lying is also acceptable. Then approach the task using some of the following statement questions:

- The first time I fell in love I was on... Years
- The first time I fell in love with...
- My first kiss was...
- The love of my life is...
- I would like to kiss...
- What I want to do once is...
- I think that Is the sexiest girl/woman
- I think that Is the sexiest boy/man - It's romantic...
- I think the most beautiful part of the male body is...
- I think the most beautiful part of a woman's body is..

Carpet: Spread the objects (photos, clothes, candles, etc.) on the ground that are related to sexuality, with everyone choosing one of them.

Then ask the participants why they chose this subject? What does it mean to them?

2 Option: Cards and clips with erotic and beautiful and ugly images on the subject of sexuality are placed on the ground. Participants look at them and choose one they like and one they find annoying or distasteful. The cards are divided into two categories of liked/disliked and stuck on the wall so that both sides of sexuality can be seen. The exercise can be used to demonstrate that sexuality is a multifaceted topic – everyone has their own ideas, feelings and experiences. From birth, all humans are sexual beings. Sexuality is limited to a certain age, and sexual development continues throughout life.

What makes it a good practice/What we learn from it

As the specific need may influence the learning style of the group, keep in mind that:

- Learning and processing information may take longer;
- Your target group may have difficulty with concepts, so speak in accessible language
- Some people in the group may have very specific challenges, difficulties in understanding the subtleties of interpersonal relationships, therefore some of the exercises may not be suitable for all young people with SEN.

The type of support and help people need in the learning process will depend on the individual. Work in small groups (5–6 people maximum) and/or conduct individual sessions. When teaching young people with SEN, it is important to keep the following basic rules in mind:

- Divide learning into small parts so that you achieve the educational goals step by step, not starting the next goal without having achieved the previous one.
- Use several different methodologies to achieve a single learning objective. (visual reminder, auditory information, reading, – preferably in writing).
- It is important to tell the participants that they always have the option not to participate. This should be repeated at the beginning of each exercise so that they can choose not to participate, or keep their distance from the group if they choose. If being in a large group becomes uncomfortable, there should be a place they can go to rest (or a safe place in the room).

Photo link(s) of the good practice/evidence

https://bfpa.bg/wp-content/uploads/training_manual_young_people_kms_bg.pdf

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The manual contains exercises that facilitate work with young people with special educational needs, with the aim of transmitting health information and prevention of sexual assaults and violence. It can be used by teachers, parents and others interested in working on these issues with young people.

The exercises can be used to plan sessions on health prevention issues and information for young people with SEN. The focus is on to promote knowledge about the human body, its development and show the difference between girls and boys.

Objectives of the exercise:

- Participants can name different parts of the body.
- Participants can identify feelings related to the body.

Materials: drawing of the human body

- Can outline one participant on a very large sheet of paper
- You can use a set of cubes that form shapes to talk about body, relationship and attachment issues.
- You can also use a large female and male body drawing.

Methodology:

1. Think of words for the different parts of the body – give them to the participants and get them to put them on the appropriate place on the body. You can also ask them to draw or cut out the body parts from fabric and place them on the corresponding places, or if they can't draw, use laminated pictures. This exercise can serve as an introduction to explaining and discussing different parts of the human body and their functions.

2. As a continuation of the exercise, you can associate words with different parts of the body, such as feelings, actions, (kisses, sex, hugs), emotions, etc.
3. It can also be used as a conversation about pregnancy, the menstrual cycle, etc.
4. After you have discussed the difference between women and men, you can have the participants identify themselves by standing next to the appropriate gender. This can be a good way to explain transsexuality or difference. Guidelines: It is important to use the right language and explain what is happening in the body. Depending on the age of the group, you could discuss puberty and the changes that occur in the body.

Try to connect the session with emotions and relationships. In individual work, always try to make a connection with personal desires, aspirations, emotions, etc.

What makes it a good practice/What we learn from it

As the specific need may influence the learning style of the group, keep in mind that:

- Learning and processing information may take longer;
- Your target group may have difficulty with concepts, so speak in accessible language
- Some people in the group may have very specific challenges, difficulties in understanding the subtleties of interpersonal relationships, therefore some of the exercises may not be suitable for all young people with SEN.

The type of support and help people need in the learning process will depend on the individual. Work in small groups (5–6 people maximum) and/or conduct individual sessions.

Photo link(s) of the good practice/evidence

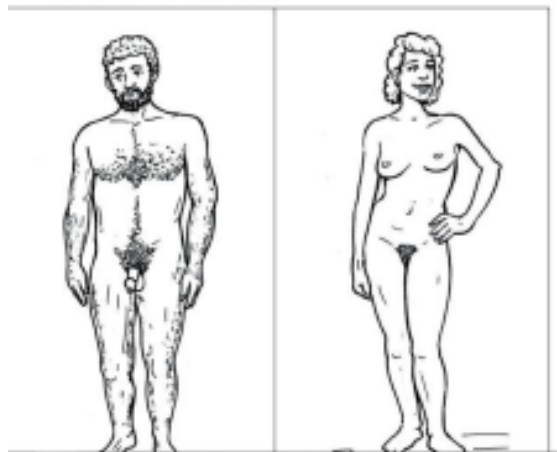
https://bfpa.bg/wp-content/uploads/training_manual_young_people_kms_bg.pdf

Additional information

The focus is on to promote knowledge about the human body, its development and show the difference between girls and boys.



Pro FamilienLandsverband Bayern 



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The exercises can be used to plan sessions on health prevention issues and information for young people with SEN. Theme: public and private places and parts of the body

Objectives:

- learning what is public and what is private space.
- Identifying public and private spaces.
- Identification of intact body parts.
- Ability to identify which parts of the body can be shown in private and which in public.

Duration: 45–60 minutes.

Materials: flip chart and markers

Photographs of personal space and public places familiar to participants (eg bathroom, kitchen, bedroom, street, swimming pool, shop or supermarket).

What makes it a good practice/What we learn from it

Write the words "private" and "public" on a flip chart. Paste a picture of private space and public space under each word. Explain that we are talking about private spaces and public places (use sign language if necessary) and body parts.

Practice saying "private" "public" in the group. You can use signs to support this, such as "door close" for private and "door open" for public.

Private and public places

Distribute a handout with pictures of public places to each participant and have them decide whether the picture is in a private or public place and write it.

Untouched body parts

Give each participant a handout with drawings of a naked woman and a man and have them circle and name the intact parts of the drawn bodies. Ask them why they are private (people can't see or touch them without permission).

Make a connection between private and public places and being dressed or undressed. Where would you go in just your underwear? Where can you be naked?

Guidelines: Trainers should be aware that some of the participants have never had personal space and the concept for them is non-existent or limited.

The trainer should be aware that public toilets can on the one hand be considered a private space as the door can be locked. But at the same time, trainers should emphasize that other people enter and exit public toilets, so they can also be considered public.

Photo link(s) of the good practice/evidence

https://bfpa.bg/wp-content/uploads/training_manual_young_people_kms_bg.pdf

Additional information

The focus is on to promote knowledge about familiarization with public and private spaces and the inviolable parts of the body

DEVELOPING SEXUAL EDUCATION FOR MENTALLY DISABLES PEOPLE (DESEM)

Brief description

The DESEM project aims to develop a sexual education model/methodology for mentally disabled individuals. Each activity that constitutes the project content provides coordinated work of educators/guidance specialists and disabled families, which are the main actors in sexuality education.

By developing a sex education model for people with mental disabilities, the DESEM project aims to:

- develop a sexuality education model with learning/teaching methodology to support social inclusion in mentally disabled individuals;
- develop professional, guidance, personal and ICT skills by providing access to open educational resources for those who are key players in sexuality education (educators and families of the disabled);
- ensure co-ordinated work of key players, to establish an official educational environment away from discrimination and neglect for mentally disabled individuals to ensure that they receive sexuality education.

What makes it a good practice/What we learn from it

Modules about sexuality education prepared for the training of special education teachers, guidance teachers and for families of mentally disabled individuals will be transferred to E-Learning platform.

The e-learning platform will provide individual, independent learning that will reduce the expenditure on education of the trainers and families that are not in the education system and it will offer equal opportunities for re-inclusion and education. It will support the professional development of educator / guidance specialists by offering ICT-based innovative methods and tools for working with people with mental disabilities. It will provide an opportunity to communicate effectively among educators of partner countries.

The development of the e-learning platform will play a leading role in the sustainability of the project, it will allow to leave the formal learning environment and will give access to education without limits of time, space and resources.

Photo link(s) of the good practice/evidence

<https://www.desemproject.eu/e-learning-platform/>

Source

European Agency for Special Needs and Inclusive Education

Greek law 3699/2008 about “Special Education and Training of Persons with Disabilities or Special Educational Needs.”
https://www.kodiko.gr/nomologia/document_navigation/142858/nomos-3699-2008 <https://www.desemproject.eu/>

SEXUAL EDUCATION - SELF-PROTECTION PROGRAM IN THE SPECIAL SCHOOLS

Brief description

PROGRAM FEATURES

Duration: 6 months

Purpose: Self-protection from inappropriate touches or approaches

Objectives:

- To know their body
- To distinguish between the two sexes
- To express their feelings appropriately
- To learn to say "no" to inappropriate touching

Interdisciplinary approach: Language, Social skills, Communication
Implementation methodology: project-work plans, group-collaborative experiential processes, role play, interviews, field study-observation (during evaluation), social experiment.

What makes it a good practice/What we learn from it

Implemented based on 6 thematic axes:

Body awareness and Body Hygiene + Self-awareness

Gender discrimination

Learning emotions

Context of socializing with other people and the opposite sex

Appropriate expression of feelings

Protection of self from others

Source

Couwenhovem, T. (2007). *Teaching children with Down syndrome about their bodies, boundaries and sexuality: A guide for parents and professionals*, Woodbine House.

Greek law 3699/2008 about "Special Education and Training of Persons with Disabilities or Special Educational Needs."
https://www.kodiko.gr/nomologia/document_navigation/142858/nomos-3699-2008

Morfa, X., Candia, K, Lopetora, P. & Botea, M. (Spanish Association of Clinical Sexology) (2003). I want to know about sex, (trans.: Christodoulou, K.), , published by Kastaniotis, Athens.

Additional information

The program was effective, as all the children achieved the individual goals and the final and most important, to say "no" to a bad touch.

Clearly, continuation of the program and persistence is needed to consolidate, consolidate and generalize the knowledge to people and environments.

For the teachers themselves it was a challenge, as it was an unfamiliar subject and required finesse in handling, but the satisfaction through success justified us

SEXUALITY AND DISABILITY INFODAYS

Brief description

A series of infodays held by the Association of Parents-Guardians and Friends of Persons with Disabilities "The Open Embrace"

What makes it a good practice/What we learn from it

Through these series of infodays participants had the opportunity to learn on topics such as:

- the concept of sexual education
- who do education
- what should first be taught
- psycho-sexual development of people with mental disabilities
- the vary basics of sexual education

Source

<https://anixtiagkalia.gr/imerida-sex-and-disability/>

Additional information

For People with Special Needs two different views have prevailed regarding sexual development. One view wants these individuals to have an uncontrollable sexual drive, to such an extent that they are considered dangerous to society as a whole and to themselves. The consequence is the exclusion of these individuals from society in various ways.

The second point of view wants people with intellectual disabilities or some other form of difficulty, asexual. In other words, people who are not going to exhibit sexual behavior since they are 'innocent' like children. Both of these perceptions make the thought of sex education unnecessary. But what is really going on with the sexuality of people with disabilities?

The truth is that, during human development, biological maturation occurs in all individuals. Since, biologically, the maturation is the same, the sexual needs of people with special needs are part of their development like all people. Children with intellectual disabilities, for example, look to adolescence to create relationships, talk about sex and sometimes wish to create their own family. The problem lies in how this instinctual need is manifested and satisfied. People with severe intellectual disability do not show overt sexuality and when they do, the main means of expression is masturbation. On the other hand, people with severe intellectual disability may also find some object, to which they give emotional content in order to be sexually satisfied. People with moderate intellectual disability experience their sexual development more fully and do not focus only on the sexual organs for stimulation. In fact, they tend to look for another person with whom they will be sexually satisfied. People with mild mental retardation come quite close to the sexual behavior of other people.

Therefore, by the term 'people with special needs', we mean many people with different characteristics and difficulties. It is therefore difficult to generalize and indicate with confidence a way of education, because each case is different and depends a lot on the nature of the difficulty. However, there are some basic points about parenting that relate to issues that parents of people with special needs most often face. Like masturbation, sexual aggression. sexual abuse.

INCLUDED: INCLUSIVE SEX-ED THROUGH CREATIVE METHODS

Brief description

INCLUDED brings together 7 European countries to develop an innovative sexual education programme addressed to students, with the involvement of their teachers and families.

INCLUDED is an EU-funded project that aims to design and implement an inclusive sexual education curriculum for high-school students and a model to foster a whole-school approach to sexual education, both based on student-friendly theatrical techniques.

What makes it a good practice/What we learn from it

INCLUDED Project shall develop

- A curricular training programme for students, aimed to support teenage students, including those with intellectual disabilities, to effectively achieve the core learning outcomes of sexual education (according to WHO standards).
- An e-course, which will support teachers and school staff to be able to apply current practices in sexual education for their students through creative methods.
- A methodological guide for schools to develop inclusive sex-ed workshops for families and the school community. Aimed for schools to be able to engage parents and caretakers' active cooperation in the sex-ed programme for students in accordance to WHO policy recommendations.
- Policy guidelines and a detailed roadmap based on the experience in each partner country of how to implement creative whole-school approach to holistic and positive sexed, aimed at school authorities and policy makers.

Source

<https://www.kmop.gr/el/projects-vf/included/>
<https://includedproject.eu/educational-resources/>

Additional information

The expected tangible results of the INCLUDE project are: the design, piloting and evaluation of an inclusive sexual education curriculum for secondary school students, complemented by methodologies to train and actively engage in the sexual education process the whole school community (including parents), using creative and drama-based methods.

STORYTELLING OR ROLE PLAYS

Brief description

Role-play, which can be supported with scripts, gives them the opportunity to try out new interpersonal skills that can be used in many situations. Through storytelling, young persons with intellectual disabilities can navigate topics like personal boundaries and consent. It can also trigger their empathy and help them relate to situations and understand appropriate behaviours.

Serious Game is a game designed to inform and raise awareness among persons with disabilities about emotional, relational, and sexual life. It is an online game accessible from any digital device (computer, tablet or telephone). Adapted in Easy to Read and Understand (FALC) with an integrated audio system, the game is accessible to people with intellectual disabilities. The game is based around a meeting. The player discovers the story of 2 people who work in an ESAT and follows their adventure through 15 scenes. Each scene deals with a different theme (for example, meeting someone, feelings of love, married life, emotions and arguments, sexual health, violence, pregnancy, parenthood). In each scene, the player can choose to move forward on subjects of particular interest to them. The characters, dialogue, information, games and voices were created by and for people with disabilities. A methodological guide has also been developed to help professional and family carers discover and make the tool their own.

What makes it a good practice/What we learn from it

- Playful way to learn informs and raises awareness about emotional, relational, and sexual life
- Methodology based on role-playing to make understanding the topics more concretely.
- Accessible online from any digital device (computer, tablet or phone).
- Adapted in Easy to Read and Understand (FALC) with an integrated audio system.
- Methodological guidelines to help professionals and family carers

Photo link(s) of the good practice/evidence

- https://adapeipapillonsblancs.alsace/index.php/2022/06/20/le-serious-game-est-pret-connectez-vous/?fbclid=IwAR3CUvjcbgIXQr-WwEWAejZ1FCyPnCqjkBolj7K_zw5mEeMS0a5oAKCdrEs
- <https://adapeipapillonsblancs.alsace/wp-content/uploads/2022/06/Livret-A5.pdf>
- <https://prod05.almedia.fr/adapei/>

FACILITATING POSITIVE PEER CONNECTION

Brief description

This methodology consists of facilitating peer connection and community inclusion by bringing youth together, ensuring they have accurate and affirming sexual health information and helping them have open and honest conversations about relationships and sexual health. Promoting interactive discussions can be made by engaging the debate and exchange using simplified language and open-ended questions. It can also be promoted through encouraging the sharing of thoughts and feelings by providing a safe space to discuss.

Trainings (6 sessions) reserved for people with an intellectual disability over the age of 18.

Content :

- How I live my life as a woman or man...
- How I behave as a woman/man in my emotional life...
- How I live in my body...
- How I feel in my heart...

Where does it come from?

Belgium, Inclusion asbl 'Parlons d'Amour'

What makes it a good practice/What we learn from it

Objectives :

- Learn to be at ease with your body, your desires, your frustrations and your difficulties.
- To feel less guilty about the subject of the course: emotional life and sexuality.
- Get more information on the subject

Methodology :

- Within a single session, the trainer will use different facilitation methods: group discussions, information sessions and facilitation sessions.

Photo link(s) of the good practice/evidence

- <https://www.inclusion-asbl.be/formations-sensibilisation/formations-sensibilisation-2/formations-pour-les-personnes-avec-un-handicap-intellectuel/parlons-damour-description-detaillee/>
- Easy to read doc: <https://www.inclusion-asbl.be/formations/parlons-damour/>

MULTISENSORY TEACHING METHOD

Brief description

This method makes teaching more inclusive and reinforce the knowledge and skills of the learner. It includes different kinds of sensory learning, such as visual, auditory, kinaesthetic, tactile or olfactory.

For example, tactile teaching tools or teaching tools that can be touched such as anatomy models, dolls, contraceptive products, and hygiene products make abstract concepts of anatomy, pregnancy prevention, and hygiene much more concrete.

Detailed scale models of complete, realistic human bodies, Matassa dolls are cloth dolls representing adults and children.

They are intended for professional use as teaching aids and mediation tools in the field of emotional, relational and sexual life. Detailed scale models of complete, realistic human bodies, Matassa dolls are cloth dolls representing adults and children.

A medium for expression – Using Matassa dolls creates a distance that encourages discussion. They take on questions and problems. Like puppets, they play roles and portray situations, some invented, some experienced.

They can become a means of expression without putting words into words. In this sense, they are particularly relevant with people who have little or no verbal skills (due to age, disability, trauma, language barriers or other factors).

Where does it come from?

Created by Julie Lachazette at the Anamaya sewing workshop, in partnership with Planning Familial (Belgium). Matassa creations are handmade in France.

What makes it a good practice/What we learn from it

- Handy: sensory learning thanks to tactile dolls
- Realistic, tangible bodies
- Easier access to intimacy to help people speak out
- A tool that can be adapted and adapted

Photo link(s) of the good practice/evidence

- <https://www.les-poupees-matassa.fr/>

DECOMPLEXIFY SEXUAL THEMES THROUGH GAMES

Brief description

In the form of a board game, with counters, dice, puzzles and visual aids, the game provides a number of tools to help people talk about sexual and affectivity topics.

Players have to answer the questions posed by the game leader, an educator or a psychologist, correctly in order to obtain a piece of their puzzle. The game ends when a player has completed the puzzle representing male and female characters. 7 themes are covered: Social norms, Rights & duties, Intimacy, Emotional life, Hygiene & Health, Making choices, Emotions.

It combines the logic of a game of go, Trivial Pursuit and a puzzle. A game lasts around twenty minutes, with a maximum of three to five players.

Aimed at adults with intellectual disabilities, the game aims to provide sex education through the acquisition of codes, rights, duties and prohibitions in this area. The game can be adapted for teenagers.

Where does it come from?

Drawn up by educational staff and a psychologist in a residential home run by Unapei in the Oise region.

What makes it a good practice/What we learn from it

The aim of this game is to make the discovery of access to sexual and emotional life for person with a mental disability efficient and pragmatic.

- It makes it easier for them to take ownership of their own sexual and emotional identity.
- It is used as an assessment tool to understand where they are in their perception of their sexuality and their representation of their emotional life.
- It offers a way to encourage participants to talk about trauma, and to take preventive action on respect for the body, social conventions, prohibitions and consent.
- It offers a pragmatic and adapted space, stimulating and enabling people to express their own representations.

Photo link(s) of the good practice/evidence

<https://esat-unapei60.com/nos-metiers-et-savoir-faire/keskesex-jeu-deducation-a-vie-affective-sexuelle/>

THE DILEMMA

Brief description

The "Dilemma Game" is a GBL based in Freetown, Sierra Leone, allowing exploration of various locations like the School, Market, Health Clinic, Church, and Mosque. It presents dilemmas and learning opportunities related to Sexual Rights, Puberty, Pregnancy, STI's, and Contraceptives. Users engage with educational quizzes, interactive videos, and mini-games for empowerment and education.

It can be played online or downloaded via App and it is provided by the Start UP Lululab.

It's meant for girls and boys aging between 12–16.

It can be played individually or in groups, making it a valuable dialogue tool for discussing Sexual and Reproductive Health and Rights (SRHR) in a safe and engaging manner, whether in a youth club, classroom, or similar settings. It helps normalize discussions on sometimes taboo topics through games and storytelling.

The game was created in partnership with Save the Children Sierra Leone, Save the Children Denmark, BRAC Uganda, and young participants from Sierra Leone and Uganda.

What makes it a good practice/What we learn from it

This is a good practice because it uses an interactive and culturally sensitive approach to educate and engage users in SRHR topics, with a particular focus on young individuals. It not only imparts knowledge but also fosters open discussions and promotes understanding in a safe and enjoyable manner. In particular, it engages users through interactive elements making learning an enjoyable and participatory experience while covering a wide range of topics. This comprehensive approach ensures a deep understanding.

The application provides a safe and engaging space for discussing often-taboo topics related to Sexual Education by turning these subjects into challenges and storytelling, it helps destigmatize and normalize these conversations. Especially for the young audience when played in groups, it serves as a dialogue tool, enabling users to discuss with their peers, promoting open conversations and mutual understanding.

Finally, the Dilemma Game game empowers users by providing them with essential knowledge and information about Sexual education, Consent, Puberty and Hygiene, which is crucial for GIAff4ID's objectives.

Photo link(s) of the good practice/evidence



Source

<https://lululab.org/educationalgames/sexualeducation>

Additional information

The main beneficiaries of the game are primarily young people, especially adolescents, who are in the process of developing their understanding of sexual education. The game aims to provide them with age-appropriate information and empower them to make informed decisions about their health.

However, teachers, youth workers, and facilitators can also use the game as an educational tool to engage and educate young learners in classroom or group setting.

“TAP THAT”

Brief description

"Tap That" is an educational mobile game designed for Android and iOS, targeting teenagers and teaching them about sexually transmitted infections (STIs). The game was developed as part of a year-long project in Design and Technology.

The concept of "Tap That" involves players taking on the role of guardian angels responsible for ensuring the health and well-being of sexually active human charges. They must protect these charges from a monster that spreads STIs and threatens their lives. To do so, players utilize tools like condoms, vaccinations, checkups, cures, and treatments to keep their charges healthy and ultimately defeat the monster. The game challenges players with increasing complexity as they manage a growing number of charges and infections throughout the levels.

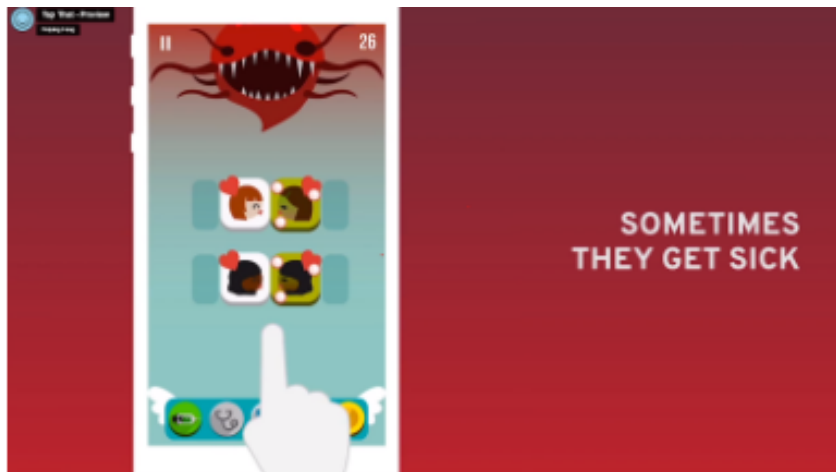
The target are children among 12–17 year olds.

What makes it a good practice/What we learn from it

It effectively combines education with entertainment, targets a specific age group with important information, and has garnered media recognition. Its interactive and real-life scenarios, as well as the availability of detailed documentation, contribute to its value in the field of sexual health education. Furthermore, the project has the potential for creating awareness and impacting a wider audience.

The GBLA demonstrates the value of using innovative educational tools, such as mobile games, to engage and educate teenagers on important topics like sexual health. It highlights the potential of gamification in delivering educational content in an engaging and interactive manner. From this game one can learn an innovative approach in the field of sexual health education. It demonstrates that traditional approaches can be complemented or enhanced by creative and technology-driven solutions, particularly when targeting younger audiences.

Photo link(s) of the good practice/evidence



Source

Paul, Annie Murphy. "What's the Secret Sauce to a Great Educational Game?". kqed.com. April 26th, 2012. Web.
<http://ww2.kqed.org/mindshift/2012/04/26/whats-the-secret-sauce-to-a-great-educational-game/>

Future of Sex Education Initiative. "National Sexuality Education Standards: Core Content and Skills, K-12". A special publication of the Journal of School Health. 2012. Retrieved from <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

MY SEX DOCTOR

Brief description

My Sex Doctor is a mobile app available for iOS and Android designed to provide sex-positive sex education to adolescents aged 17 and above. It covers topics related to sexual health, including consent, sexually transmitted diseases (STDs), and healthy interpersonal communication skills. The app offers a dictionary feature to understand sexual health terms, can be secured with a customized PIN password, and encourages open dialogue about sexual health. It comes in three versions: My Sex Doctor Lite, My Sex Doctor, and My Sex Doctor Plus, with varying levels of ad pop-ups. It aims to bridge the gap between adolescents, practitioners, and parents in discussing sexual health. Offers information on diverse topics, including biological changes during puberty, interpersonal relationship skills, LGBTQ+ classifications, and STD education.

What makes it a good practice/What we learn from it

My Sex Doctor is considered a good practice because it effectively delivers sexual health education, promotes privacy and discretion, bridges the gap in discussions about sexuality, empowers adolescents, and provides resources for practitioners and parents. It encourages informed decision-making and responsible practices related to sexual health. The app recognizes the need for privacy and discretion when discussing sexual health, especially among adolescents. It offers a safe and confidential space for learning and seeking information.

The game's content underscores the sign of empowering adolescents with knowledge about sexual health. Informed decision-making is a crucial aspect of promoting safe sex practices and overall well-being. Another extraordinary merit of the app is that it acts as a bridge for improving communication between adolescents, practitioners, and parents regarding sexual health. In this way, it facilitates more open and honest discussions on this sensitive topic.

Photo link(s) of the good practice/evidence



<https://ubwp.buffalo.edu/happe/2020/09/09/my-sex-doctor/>

Additional information

The primary beneficiaries are adolescents aged 17 and above. The app provides them with essential information and resources on sexual health, helping them make informed decisions and navigate sensitive topics. Healthcare practitioners, counselors, and educators can use it. Basically, it addresses competences related to sexual health literacy, privacy, empowerment through knowledge, communication skills, professional guidance, and technology literacy, contributing to a more informed and open approach to sexual health education and discussions.

OTSIMO

Brief description

Otsimo is an educational technology platform and mobile app that is designed to provide personalized and accessible learning experiences for children with special needs (YPWD). It offers a wide range of educational games and activities to support the development of cognitive, communication, and motor skills in a fun and engaging way. The platform tailors its content to the specific needs and abilities of each child, making it a valuable resource for parents, educators, and therapists working with children who have autism, attention deficit hyperactivity disorder (ADHD), and other developmental challenges. Otsimo aims to make learning more inclusive and enjoyable for all children, regardless of their unique learning requirements.

There are several applications and games available on the website, such as: AAC (Augmentative and Alternative Communication) App, designed for children with communication challenges, including those with speech difficulties, autism, or other developmental disorders. This application assists children in developing their communication skills through the use of alternative and augmentative communication. It provides a visual communication system that allows users to express their needs and desires through images and symbols.

Otsimo Special Education, designed to make up for the educational needs of children with autism and ADHD. It offers a range of interactive and educational games that focus on various areas such as cognitive skills, speech and language development, and motor skills. These games are personalized to suit the unique learning requirements of each child.

Otsimo Speech Therapy: tailored for children who require speech and language therapy, including those with speech delays and communication disorders.

What makes it a good practice/What we learn from it

Otsimo is designed to be inclusive, catering to the needs of children with various special needs, including autism and ADHD. It strives to provide an equitable learning experience for all, regardless of individual learning challenges. The platform uses interactive games and activities to make learning enjoyable and engaging. This can be particularly effective for children who may struggle with traditional educational methods.

Regarding Giaff4ID this platform can be useful in identifying the use of images and the types of game that target YPWD. Also, our team may focus on the holistic approach taken by Otsimo, offering a diverse range of educational and developmental games, underlining the value of promoting sensibility and awareness in children with special needs.

Photo link(s) of the good practice/evidence



Source

- <https://otsimo.com/en/about-us/>
- <https://play.google.com/store/apps/details?id=com.hitapps.associations&hl=it&gl=US>

Additional information

The main beneficiaries of Otsimo include children with special needs, such as those with autism, ADHD, and developmental disorders. Additionally, parents and caregivers of these children benefit from the platform's resources. Otsimo empowers them to actively support their children's educational and developmental journey. Furthermore, educators and therapists working with children with special needs can use Otsimo as a valuable tool to enhance their teaching and therapy sessions.

Otsimo focuses on skill development in various areas, including cognitive, motor, speech, and language skills, addressing the competence of targeted skill development.



GIAff4ID

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