



WOMEN WITH DISABILITIES AND SEXUAL VIOLENCE EDUCATION GUIDE

Illinois Imagines Project
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WOMEN WITH DISABILITIES AND SEXUAL VIOLENCE EDUCATION GUIDE

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- Department of Human Services, Division of Rehabilitation Services
- Department of Human Services, Division of Mental Health
- Department of Human Services, Division of Developmental Disabilities
- Illinois Coalition Against Sexual Assault
- Illinois Family Violence Coordinating Council
- Illinois Network of Centers for Independent Living
- Blue Tower Training
- Illinois Self-Advocacy Alliance

We owe a great debt to all of the women with disabilities and community teams who participate in this project. They contribute countless time and energy to every aspect of Illinois Imagines. Along the way, they give us invaluable insight into their world, sharing their thoughts, feelings, ideas and dreams. Without their guidance, Illinois Imagines would not be possible.

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SECTION 1 INTRODUCTION

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INTRODUCTION

As Module 4 has been implemented across Illinois, the Illinois Imagines team recognized that the modules needed more concrete examples and activities based on the learning styles of some people with intellectual disabilities. Other lessons learned include:

Group Size: a group of 5 to 8 participants is the ideal size;

Teachers: having two teachers including a self-advocate, is the best practice for teaching this material.

This supplement includes strategies, activities, handouts, and information for teaching sexual violence education with women with disabilities to enhance the process for both teachers and participants. In this section you will find: general guidelines, teaching tips and strategies, and supplemental activities and materials. Please consult the Illinois Imagines website for updated information at www.illinoisimagines.org.

GENERAL GUIDELINES

Setting Ground Rules

Page 9 of Module 4 (Education Guide) describes the importance of setting ground rules for each class. Ground rules are a way to create an environment that feels safe and comfortable to all participants and the teacher. It is ideal to encourage the class members to come up with their own ground rules. The teacher may ask, "What rules do we need to work together in a group?" Most groups will easily come up with many ideas. If a group is quiet, the instructor can provide an example and watch the response or have people vote. It is okay to ask someone in the group what ideas he/she has. Some people will not volunteer an idea, but may have a great idea to offer when asked. It is also empowering to ask a participant to record the answers. In classes where not everyone will be able to read, the group can come up with symbols or pictures to go with each rule. Using this process of active participation and validating people's ideas is a great way to start a class which validates the values of each participant's ideas.

Adapting Activities

The curriculum and the supplemental activities are for the instructor to use in a manner that best suits the class participants. You are free to bring in other materials and

activities that you may have. It is advisable to adapt activities according to individual communication and learning styles, as well as individual experiences. If someone in the class learns best with pictures, find pictures that can be used with that person. Bring in music that relates to a lesson. One self-advocate uses the song “Who Says?” by Selena Gomez to help others with disabilities know that they have value and are beautiful. You can add role plays for people who learn best when their body is involved in the learning.

It is also important to be sensitive to different experiences and opportunities that class participants may or may not have. For example, not everyone has ongoing contact with family members, so using examples that include non-family members would be helpful in those situations. Not everyone drives a car or has access to traditional forms of dating. Get to know the class members, and use examples that class members can relate to in their lives.

AGE: The learning sessions were developed for adults who can give legal consent. Some activities would need to be adapted in order to use them with minors. For use with adults who have guardians, consult your agency’s policies or with your supervisor.

Disclosures

Page nine of Module 4 (Education Guide) addresses disclosures. When we teach people with disabilities about healthy relationships and sexual violence, it may be the first time some of the participants have heard this information. It may be the first time that a welcoming environment for disclosures has been created. It is very possible that someone may disclose a sexual violence experience during or after a class.

Be aware that a disclosure can come in many different forms. A participant in class may draw a picture of their experience, point to themselves during a discussion, or begin crying. Be sensitive to the various communication styles and responses that participants may have and provide support as indicated. It is important that you are ready to receive disclosures and know what to do. The Guide for Disability Service Agencies Module of the Tool kit, page 42 gives specific responses for you to say (and not say) when someone discloses. It is optimal that disability service agencies have a policy on sexual violence that includes a response to the person and referrals to the local Rape Crisis Center. Remember that all people can benefit from the services of a Rape Crisis Center and that services can be adapted based on an individual’s specific learning style and needs.

Teaching Strategies and Tips

Note: This is in addition to Teaching Tips page 10 of Module 4 (Education Guide).

- Recognize that the participants in your group will have a broad range of experiences and knowledge about the topics you will be teaching. Some participants may already have some knowledge about the topic and others may have no previous knowledge.
- The participants with more knowledge and experience can help support those who have had little or no previous information in the topic area.
- Offer choices. It is important that the group participants have choices during the groups. For example, they may be able to choose how the room is set up, where they sit, what color of markers to use, etc. Enhancing choice increases personal power.
- Be flexible with the material. The curriculum is a guide and the most important thing is that the pace is suitable for the participants. You may need to repeat the same lesson more than once to complete the information at the pace that works for the participants.
- Be flexible with the group participants. It is not critical that everyone sit at a table like in a typical classroom. Someone may need to stand or pace or sit away from the other class members. They may still be observing everything that is going on.
- Ask open-ended questions to gain more insight about someone. You can say, "Help me understand..." Or "Tell me more about that."
- Look for different ways to reinforce the lesson in the natural environments. Work with others in the person's living and learning environment to support the learning of basic concepts. For example, a participant might be reminded by a family member about personal space.
- Use gender-neutral language; for example people have different kinds of bodies instead of male and female bodies.
- Be creative. Use pictures, music, role plays, etc. Relate the material to things the participants are interested in such as television shows.

- Use a variety of learning strategies. People learn in different ways. Try to incorporate verbal, visual, music, art, logical, movement, and interpersonal activities in your teaching.
- Understand that everyone can learn and everyone communicates. Repetition is often needed with participants who have learning disabilities. Stay the course and trust in people's abilities.
- Share information with significant others in the participants lives. (See the Guide for Parents and Guardians for sample information to be shared with family members and significant others.)

USING THIS GUIDE

Supplement

This supplement is intended to be used side-by-side with the Education Guide (green book). The supplemental lessons and handouts are sequenced exactly as the lessons in the Education Guide. The supplemental guide will tell you where to change a lesson, using a different activity or handout.

Nearly every class uses handouts from the Education Guide (green book) or supplements contained in this Supplement for Teachers.

Introduction Session

If a group is going to be ongoing, an introductory session is advised. When a group first meets, it is a good idea for the teacher to take time to get to know each participant. An Introductory Session activity is provided in the supplemental activities.

Review

For ongoing groups, it is good practice to take a couple of moments at the beginning of each session to review the last session. Many classes have papers that are used. The instructor can tell the class, "These papers are yours. You get to decide what you do with them. You get to decide who you share them with. You decide where you keep them."

Main Point

Each class ends with a main point. A main point is a positive statement that the teacher will teach the group. The teacher will say the main point and have the participants repeat it. This can be done several times at the end of each group to help the participants learn and remember the main point.

Introductory Session: Getting to Know The Group

Use: This is a beginning level session

Time: 30 minutes

Objectives:

- Introducing group members
- Get to know group members
- Go over content of the course
- Set Ground Rules
- Set days and times that the class will meet
- Assess individuals knowledge on content of material

Materials

- Flip chart/Markers
- Binders or Folders
- Ball of yarn
- Pre-assessment Test

Preparation

- Supply or ask members to bring folders or binders
- Copy pre-assessment
- Review lesson

The Lesson:

Start off by thanking the group participants for coming. Use an ice breaker to get to know one another. Use a ball of yarn and toss it around until everyone has had the chance to introduce themselves, by stating their name, their favorite person to be with, and their relationship status.

The purpose of this lesson is to develop a relationship with the participants. Get to know each participant in the group before you teach difficult subjects. Find out a little bit about each participant; e.g., their likes, living situation, dislikes, communication style. This approach gives the teacher time to get to know a few things about each participant and to assess how each participant learns best. This approach establishes a boundary — the teacher gets to know the participants before discussion about sexual violence occurs. It models the concept of taking time to get to know people. In situations, when a one-time group is being held, the opening session is not applicable.

Once participants have done this explain the content of the course. They need to understand that it covers different kinds of relationships, dating, private body parts, sexual abuse, and safety planning to prevent sexual abuse. If at any time a participant seems to be disturbed by a topic, check in with them to see if they need to speak to someone in private.

Explain that the handouts will be theirs to keep forever. However, a few of them will be used in multiple sessions, so they should bring the handouts to each session. Discuss how this will be accomplished. Should the participants be responsible for bringing them to each session? Should the facilitator collect the folders or binders at the end of each session? Should extra copies of the handouts be made? Other ideas need to be considered. Let the individuals decide.

It is very common for disclosures to come up within the group. Explain that this is a safe place and that their stories will be heard. If stories bother other participants, there should be a place where they can go and talk to someone.

Confidentiality also needs to be discussed during this lesson. Teachers need to say whatever is said in this room, stays in this room. The only exception is when a teacher feels that a disclosure needs to be shared to ensure an individual's safety.

Ground rules should be set by the group. Write them down on a flip chart. It might be a good idea to hang them up at the beginning of each lesson. If the group does not come up with being respectful to others' opinions, talk one at a time, or other key rules, then the teacher should suggest adding them.

Establish days and times that the class will meet. The teacher decides what days and times the class will meet. The days and times need to be the same each week to allow for participants to make arrangements to come. It seems to be a common trend that classes meet on a weekly basis to complete a lesson. There are nineteen lessons. While each takes less than one hour to complete, it's recommended that facilitators allow extra time to listen to disclosures or to work out problems that arise during sessions. Lessons may need to be repeated depending on the individuals' unique learning styles.

Assessment - the pre-assessment is the last thing to do during this lesson. Pass a copy out to each participant. Have them complete it on their own time or read it aloud to the class. Collect and review them to get a feel for what each member knows and at what pace you can teach the lessons.

Closing Session: Reevaluation and Celebration

Time: 30-60 minutes

Objectives:

- Reevaluate Participants
- Participants take home everything that they have done during the course
- Participants know their safe person
- Participants sense of completion

Materials:

- Post Assessment Test
- Food and drinks (Optional)
- Folders or binders
- Certificates

Preparation:

- At the session before this last session ask participants to invite a safe person and send an invite home with them
- Copy post assessment
- Copy or make certificates
- Make sure that all participants' materials are in their binder folders
- Organize food if its included
- Review Lesson

The Lesson:

Post Test – Pass out the post test to each participant. Read it aloud if you need to or give them enough time to complete the test. Explain that it is okay if they do not do well on it and it's used to see what the course has taught them. Keep them to evaluate what participants learned.

Celebration – Next it's celebration time! Ask each participant to sit with the safe person they have invited. Explain to everyone that the materials in participant folders or binders can be reviewed periodically to reinforce what they have learned about healthy relationships and reducing the risk of sexual violence. The participant may or may not need support from their safe person to accomplish this. Emphasize that the materials are there to be used to stay safe and to help in the event of sexual violence or any other emergency that the participant may have to overcome.

Call each participant and their safe person one by one to the front of the room and have them introduce who they invited. Present the participant with a certificate. If you have their binders also give them out at this time. If the participant chooses to say a few words, allow them time to speak. Once each participant has been honored give them a final round of applause.

If food is provided you could offer it now or after your closing remarks.

Closing – In your closing remarks, please emphasize that there's always help for victims of sexual assault. Make sure they have contact information for their local rape crises centers, shelters, and any other helpful information needed in the case of sexual abuse. If you are willing, give them your e-mail or phone number so that participants can contact you with any questions. If not, than arrange for someone else that they can contact. End the session by saying positive, encouraging, praising, and thankful words. Stay to answer questions.

Pre and Post Assessment

Directions: Circle each correct answer. There may be more than one correct answer for each question.

1. Who can I have a relationship with?

- A. Family
- B. Intimate partner
- C. Friends



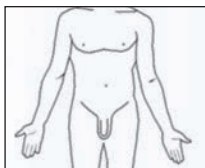
2. Who is someone that would be bad to start a relationship with?

- A. Someone who lies
- B. Someone who you can trust
- C. Someone who respects you



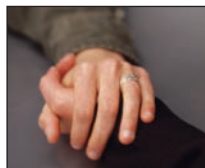
3. What is a body part that anyone can see?

- A. Penis
- B. Hand
- C. Breasts



4. Which action is private?

- A. Kissing your partner
- B. Touching private parts
- C. Holding hands



5. What is not an example of sexual violence?

- A. Someone tricks you into having sex by lying to you
- B. Holding hands with your partner, after you both agree
- C. Someone tells you that something bad will happen if you do not have sex

6. What can you do if someone tries to sexually abuse you?

- A. Say no
- B. Get away
- C. Tell someone
- D. All of the above



7. What is not safe

- A. Being around someone who wants to hurt you
- B. Telling a safe person if someone says that he or she will hurt you
- C. Calling the hotline if you are abused

8. What is NOT true

- A. Sexual violence only happens to women
- B. Sexual violence is a crime
- C. Sexual violence is never the victims fault



Invitation to Celebrate!

WHAT: Last Session Healthy Sexuality and Sexual Violence Prevention

WHEN: Date/Time

WHERE: Meeting Site

WHY: To Honor Class Completion and Celebrate Safety _____ is inviting _____ to come to this celebration. You are a safe person to her and she wants to share this moment with you.

R.S.V.P. _____



Certificate of Completion
Presented to:

Illinois Imagines
Module 4
Education Guide

(Teacher's Name)

(Date)

SECTION 2 EDUCATION SESSIONS

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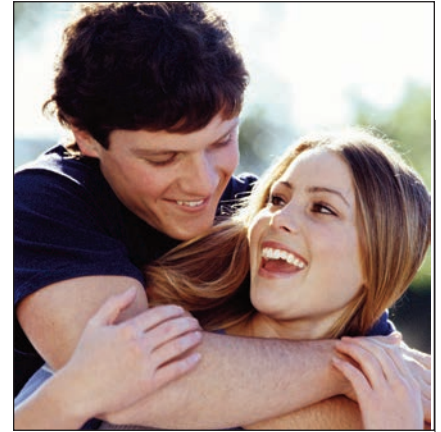
EDUCATION SESSIONS: HEALTHY RELATIONSHIPS

The following education sessions provide a foundation to help women with disabilities identify characteristics of healthy relationships. The sessions address the basic elements of relationships. It is important to provide this baseline information, because often women with disabilities have not been educated about the qualities of healthy and unhealthy relationships. The sessions help reinforce the concept that everyone is entitled to safety in their relationships with others.

Lesson	Page #	Handout	Minutes
#1 What are Relationships?	14-21	1A-1F	30
#2 Thumbs Up/Thumbs Down	22-25	2A-2C	30
#3 Who Would You Date?	26-30	3A-3D	15
#4 Dating Relationships	31-34	4A-4C	45
#5 Starting a New Dating Relationship	35-38	5A-5C	30

Healthy Relationships

Lesson 1: What Are Relationships?



Use: This is a beginning level session that corresponds with pages 16-19 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes to Lesson 1: At the start of the lesson, along with or instead of utilizing a flip chart to list the different types of relationships, pass out the following five supplements (1A, 1B, 1C, 1D, 1E). Review the different types of relationships.

Invite (and assist as needed) participants to write names or draw pictures of people in their lives who fit in each group. You may want to suggest they do this at home.

Main Point: The main point for Lesson 1 is "I deserve healthy relationships." Distribute Supplement 1F to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do so. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.



Stranger

Someone I have just met

Someone I don't know anything about

Someone I have never met before

My Strangers:



Acquaintance

Someone I know, but not well

Someone I do not spend free time with

Someone I do not share personal feelings with

Someone I have not known for very long

My Acquaintances:



Friend

Someone I like to spend time with

Someone I can share personal feelings with

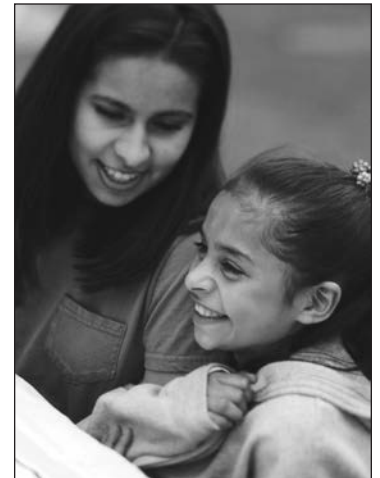
Someone who likes to help me

Someone who likes me for me, not for what I have

Someone I have known for a long time

Someone who respects what I like and don't like

My Friends:



Family

Someone who is related to me

Someone I grew up with

Someone I live with

Someone who helps me with my wants and needs

Someone I feel close to and call 'family'

My Family:



Intimate Partner

Someone who is my boyfriend/girlfriend/husband/wife

Someone I am intimate with (kissing, talking about feelings)

Someone I trust and who trusts me

Someone I am attracted to and who is attracted to me

Someone I share personal feelings with

Someone who respects what I like and what I don't like

My Intimate Partner:

Main Point:



“I deserve healthy relationships.”



Healthy Relationships

Lesson 2: Thumbs Up/Thumbs Down



Use: This is a beginning level session that corresponds with pages 20-21 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes to Lesson:

1. On Page 20, at the start of the lesson, pass out Supplement #2A. Review with participants along with or instead of using a flipchart.
2. On page 21, as part of the Thumbs Up/Thumbs Down activity, pass out and re-view Supplement #2B.

Main Point: The main point for Lesson #2 is "I have the right to healthy relationships." Instead of or after using Handout 2A, pass out Supplement 2C, Main Point. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Relationships



Healthy Relationships = People Who

- Care About You
- Respect You
- Don't Hurt Your Feelings
- Don't Hurt Your Body
- Make You Feel Good
- Can Be Trusted
- Treat You Like an Adult
- Help You Stay Safe
- Are Honest With You
- Tell You the Truth

Unhealthy Relationships = People Who

- Lie to You
- Hit You
- Call You Bad Names
- Steal From You
- Ask You to Steal
- Tell Your Secrets
- Make You Feel Bad
- Make You Feel Like A Child
- Make You Feel Unsafe
- Hurt You

Thumbs Up/Thumbs Down

People do things in relationships that are both healthy and unhealthy. Use this handout as a guide to remember what is healthy behavior (thumbs up) and unhealthy behavior (thumbs down) in a relationship.

**Thumbs Up =
Healthy**



**Thumbs Down =
Unhealthy**



A close friend shares personal feelings with me.	X	
Someone lies to me.		X
A close friend gives me a back massage.	X	
Someone hits me.		X
A friend keeps calling me "stupid."		X
A family member gives me a birthday party.	X	
Someone tells me that they are proud of me.	X	
Someone pressures me to have sex.		X
A friend tells someone else my secret.		X
Someone keeps borrowing money from me and doesn't pay me back.		X
A friend asks me to steal from a store.		X
A friend tells me that I look nice.	X	

Main Point:



"I have the right
to healthy relationships."

Healthy Relationships Lesson 3: Who Would You Date?



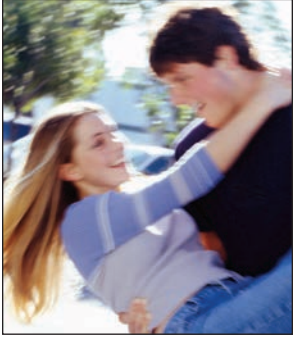
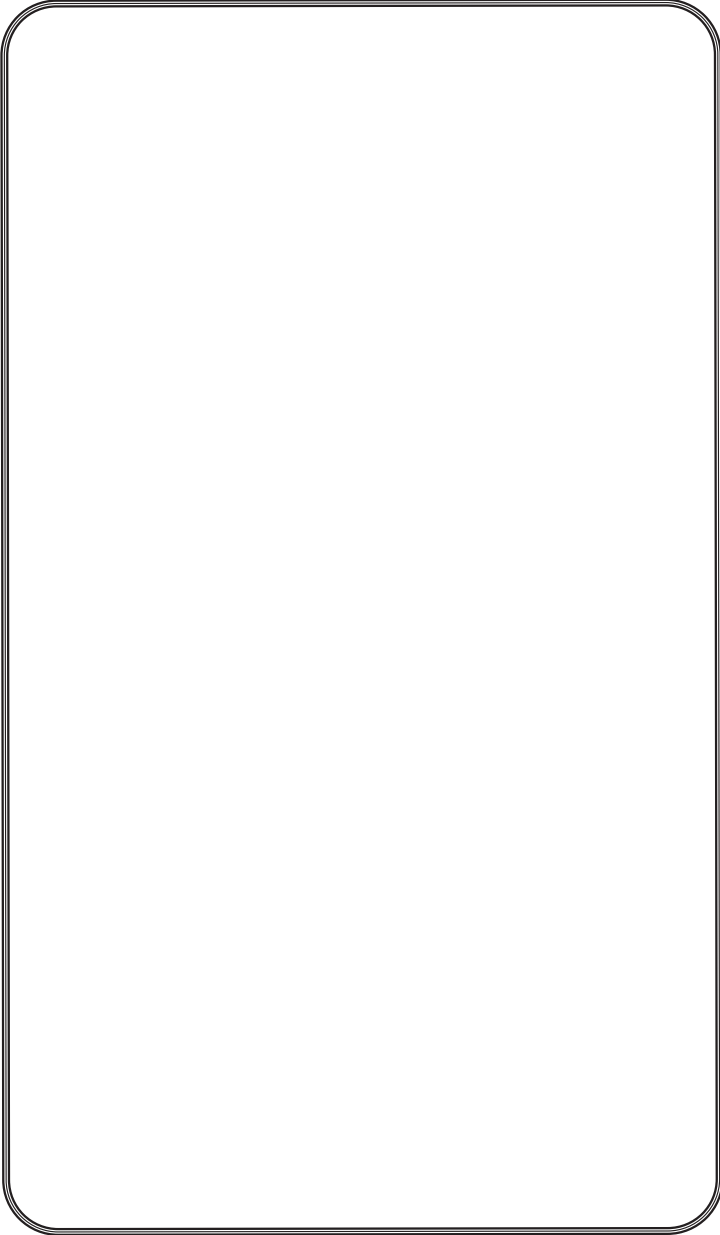
Use: This is a beginning level session that corresponds with page 22 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes to Lesson:

1. On page 22, before beginning the lesson, pass out Supplement #3A. Ask the participants to share what their definition of dating is. Write responses on flip chart paper for all to see. Participants may add additional responses on their handouts. Remind participants that they can use the handout as a guide to remember what dating means to them.
2. On page 22 at the start of the lesson, do not pass out Handout #2 and 3. Instead copy and cut out red and green flags from Supplement #3A (or use construction paper or other stop/go symbol). Bring one set of flags per participant to use during the Red Flag/Green Flag activity. Read the Red and Green Flag statements randomly and ask participants to use their flags (e.g. red = no, green = yes) to show if they want to date someone like this.

Main Point: The main point for Lesson 3 is "I choose a dating partner who respects me." Hand out Supplement 3D Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

What Does Dating Mean To You?



Green Flag/Red Flag Supplement

Green Flag

Yes





Red Flag

No



Yes/No Consent

Consent (permission) means that two people agree to something. Both people have to agree every time for there to be consent (permission). If one person does NOT agree, there is NOT consent, or permission. Listed below are descriptions about people you might date. Please mark whether the descriptions are healthy (green flag) or unhealthy (red flag).

	Green Flag = Healthy 	Red Flag = Unhealthy 
<input type="radio"/> is kind	x	
<input type="radio"/> admits when he/she is wrong	x	
<input type="radio"/> puts me down		x
<input type="radio"/> respects my rights	x	
<input type="radio"/> lies to me		x
<input type="radio"/> acts like he/she is the boss of me		x
<input type="radio"/> has own friends and encourages me to have mine	x	
<input type="radio"/> drinks too much alcohol		x
<input type="radio"/> helps me when I ask	x	
<input type="radio"/> is honest with me	x	
<input type="radio"/> calls people mean names		x
<input type="radio"/> calls, e-mails, or texts me all the time		x
<input type="radio"/> asks before touching or kissing me	x	
<input type="radio"/> sometimes makes me feel scared		x
<input type="radio"/> takes "no" for an answer	x	
<input type="radio"/> I can trust	x	
<input type="radio"/> Touches or Kisses me even when I say "no"		x

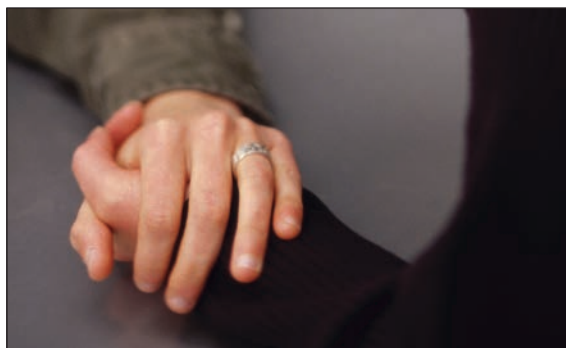
Main Point:



“I choose a dating partner
who respects me.”

Healthy Relationships

Lesson 4: Dating Relationships



Use: This is an advanced level session that corresponds with pages 23-25 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

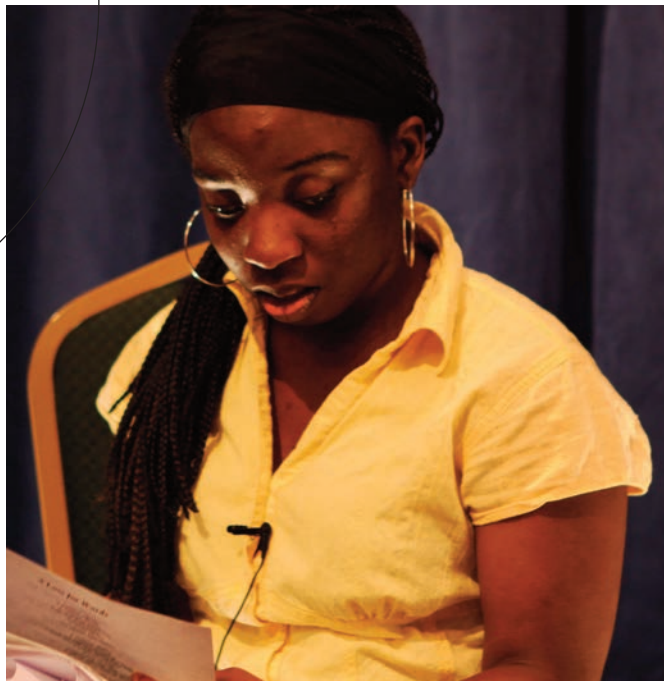
Changes to Lesson:

1. On page 24, along with the first part of this lesson, pass out Supplement 4A "What I Want/What I Don't Want." Ask participants to write or draw what they want in a relationship and what they don't want in a relationship. Ask participants to share with the group what they have written and/or drawn if they desire.
2. Instead of Handout #4, distribute Supplement 4B "Relationship Behaviors." Ask the group to think of their boyfriend/girlfriend/ husband/wife/partner when doing this quiz. If they say they do not have a boyfriend/girlfriend/husband/wife/partner, ask them to think about a previous relationship or a friendship. Read each statement out loud and ask the group if the statement describes behaviors of people in relationships. Tell participants that they can use the supplement to remember what is healthy and unhealthy in a dating relationship. Remind participants that if a person is mistreating them in a relationship, it is not their fault. People deserve to be treated with respect and dignity.

Main Point: The main point for Lesson 4 is "I can change my mind about my relationships." Supplement 4C: Lesson 4 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

What I Want, What I Don't Want

**What I
want/like ...**


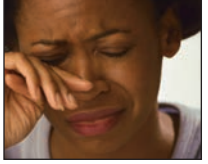


**What I don't
want/don't like ...**

Relationship Behaviors

Use this handout as a guide to remember what are healthy and unhealthy behaviors in relationships.

My boyfriend/girlfriend/husband/wife/partner ...

	Healthy 	Unhealthy 
<input type="radio"/> won't let me talk to other people.		x
<input type="radio"/> doesn't want me to spend time with other people		x
<input type="radio"/> is okay if I say "no" to being touched, hugged or kissed	x	
<input type="radio"/> is happy for me to make my own decisions about my life	x	
<input type="radio"/> sometimes scares or hurts me		x
<input type="radio"/> tries to work out arguments by listening and speaking kindly	x	
<input type="radio"/> is happy for me to see my own friends if/when I want to	x	
<input type="radio"/> might try to hurt me or others if I wanted to break up		x
<input type="radio"/> makes me feel good about who I am	x	
<input type="radio"/> makes me feel bad about who I am		x
<input type="radio"/> Pressures me for kisses, hugs or sex		x

Main Point:



"I can change my mind about relationships."

Lesson 5: Starting a New Dating Relationship



Use: This is an advanced session that corresponds with pages 26-29 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes in Lesson: Instead of using page 29, distribute Supplement 5A: "Starting a Relationship in a Safe and Healthy Way." Review the tips out loud. Remind participants that they can use the handout as a guide to remember how to start a relationship in a safe and healthy way.

Tell participants that there may be things that they feel are unsafe and unhealthy when starting a new relationship. Everyone has the right to say "no" when we feel that something is unsafe or unhealthy. Ask participants to share all the ways they can say "no," writing ideas on flipchart for all to see. Distribute Supplement 5B: "Ways To Say No." Review the tips out loud. Remind participants that they can use the handout as a guide to remember that there are ways they can say "no" when something unsafe or unhealthy happens in a relationship.

Main Point: The main point for Lesson #5 is "I can start a healthy relationship." Distribute Supplement #5C: Lesson 5 Main Point to participants. Say the main point out loud. Ask participants to repeat the affirmation out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the affirmation at home.

Starting a Relationship in a Safe and Healthy Way

○ Get to know a person.



○ Go out with a group or friends or to a public place.



○ Plan fun, public activities.

○ Be clear with the other person.



○ Introduce the person to at least one friend or family member.



○ Let at least one other person know when you are with this person, where you will go, and when you will return.



Ways to Say No

No.

I don't want to do this.

Stop that.

Let's do something else.

Stop. I'm uncomfortable with this.

No. Stop it now.

Let's go somewhere else.

I am not doing this.

I have to go now.

No. We are not doing this.



MAIN POINT:



“I can start a healthy relationship.”

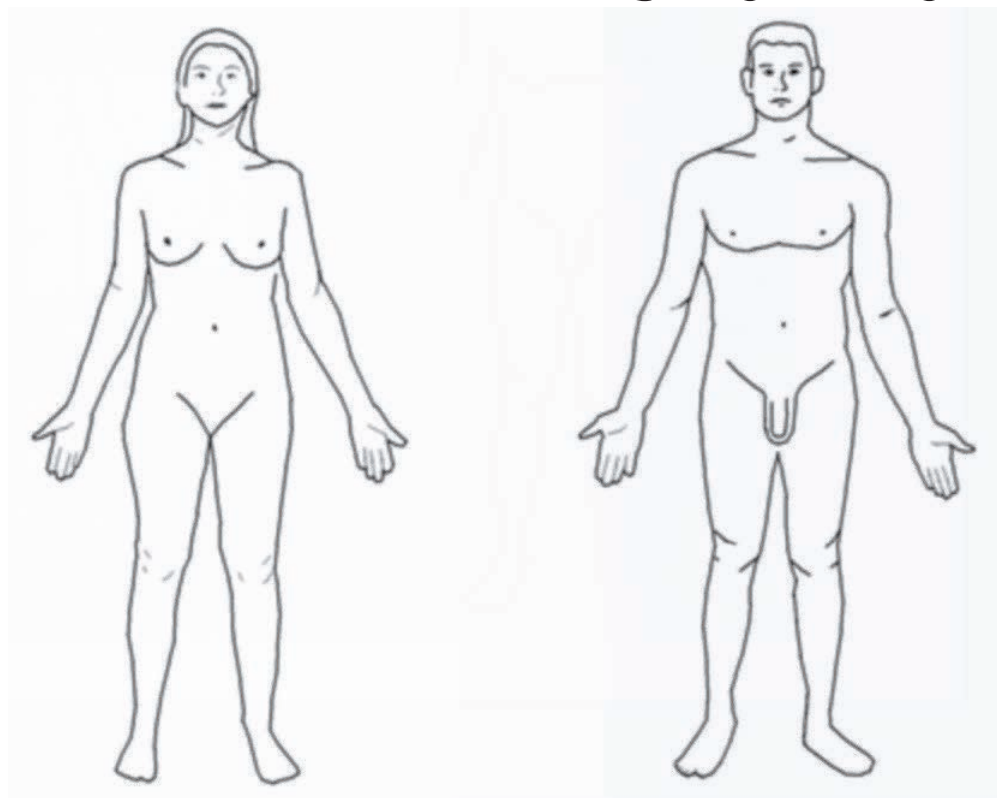
EDUCATION SESSIONS: HEALTHY SEXUALITY

The following education sessions provide basic knowledge women with disabilities need when thinking about or engaging in healthy sexual activities with a partner. This information prepares women to understand healthy sexuality and sexual behavior. This will enable them to identify sexual behavior they are comfortable with and to be able to respond to and report sexual violence. A cornerstone of sexual violence prevention education for women with disabilities is the recognition that they have the right to engage in sexual activity. Far too often, information on how to explore and express their sexuality in safe, positive ways has been kept from women with disabilities. Yet, this information is important to help women with disabilities understand sexual violence and the difference between healthy sexuality and sexual violence.

Lesson	Page #	Handout	Minutes
#1 Knowing Our Bodies	39-44	1A-1D	30
#2 Public and Private Behavior	45-48	2A-2C	20
#3 Sexuality: Feelings and Actions	49-53	3A-3B	20
#4 Consent: The Yes/No Exercise	54-59	4A-4C	20

Healthy Sexuality

Lesson 1: Knowing My Body



Use: This is a beginning level session that corresponds with pages 32-33 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes to Lesson:

1. On page 32 instead of, or in addition to posters of a man and woman in bathing suits, pass out Supplement 1A.
2. After naming the body parts of the man and woman in bathing suits, pass out Supplement 1B.

Distribute Supplement 1A and 1B, Identifying Body Parts and Identifying Private Body Parts, and review the body parts named in the handouts to reinforce the lesson.

Ask participants if they have ever heard about 'personal space'. Write down ideas shared by the group on flipchart paper for all to see. Summarize the ideas by saying that personal space is the space around the person that he/she is comfortable with and that other people should not enter another person's space without permission. Personal space can be visually demonstrated in different ways:

- Holding arms out at shoulder height and turning all the way around, creating an invisible circle around a person.
- Putting a hoola hoop on the floor and stepping inside to the middle of the hoola hoop, with the hoola hoop representing the circle of personal space around a person.
- Putting a round plastic tablecloth on the floor and stepping inside to the middle of the tablecloth, with the tablecloth representing the circle of personal space around a person.
- Using sidewalk chalk to draw a 6' diameter circle on the floor and stepping inside to the middle of the circle, with the circle representing the circle of personal space around a person.

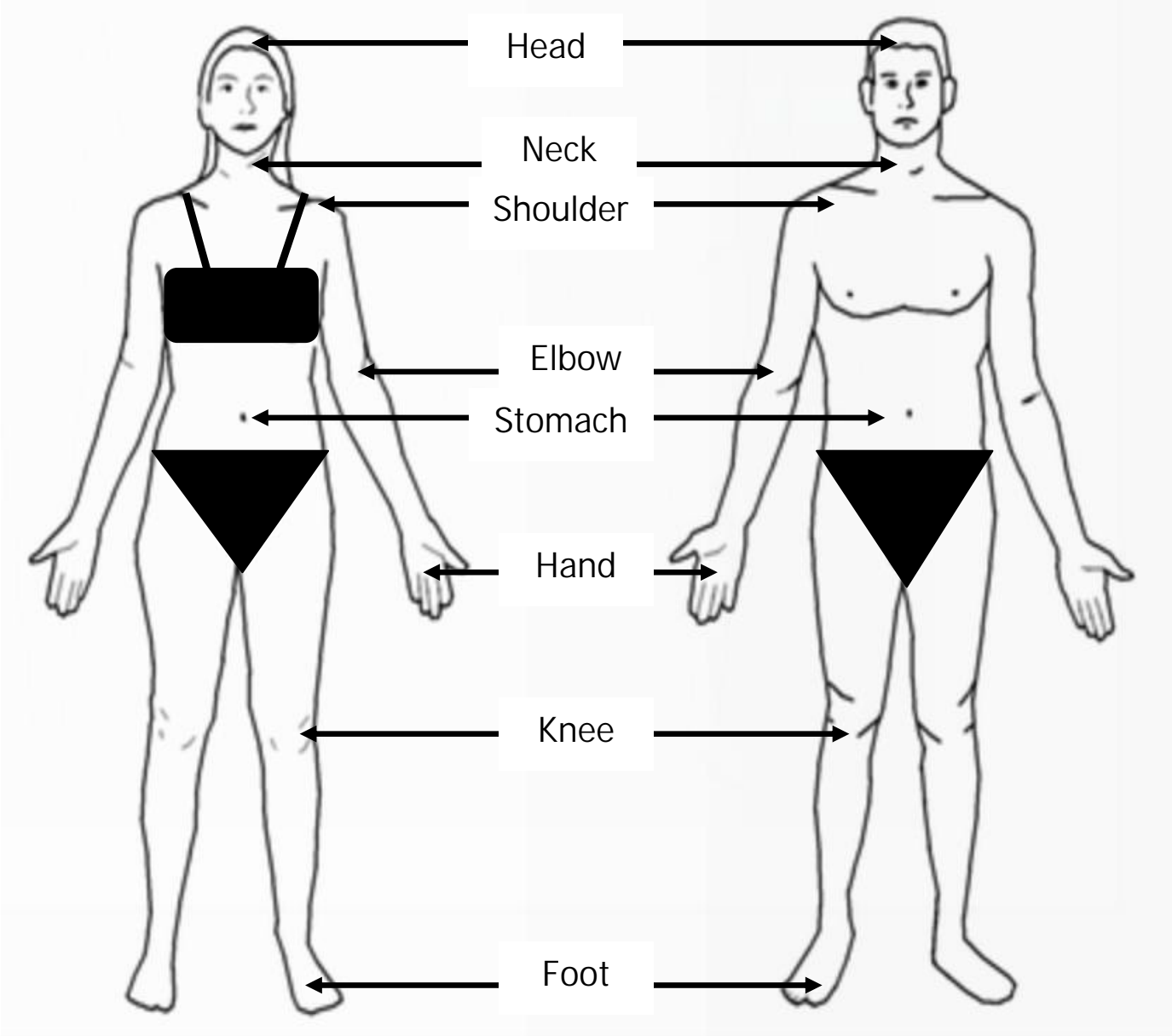
Ask participants to practice personal space as they are able and choose to do so, providing support upon request.

Distribute Supplement 1C: "My Personal Space." Remind participants that personal space is the space around you that belongs only to you. Nobody should come into your personal space without permission. Ask participants to draw a circle around the person that represents their personal space, provide support upon request. Remind participants that they can use the handout as a guide to remember what their personal space is.

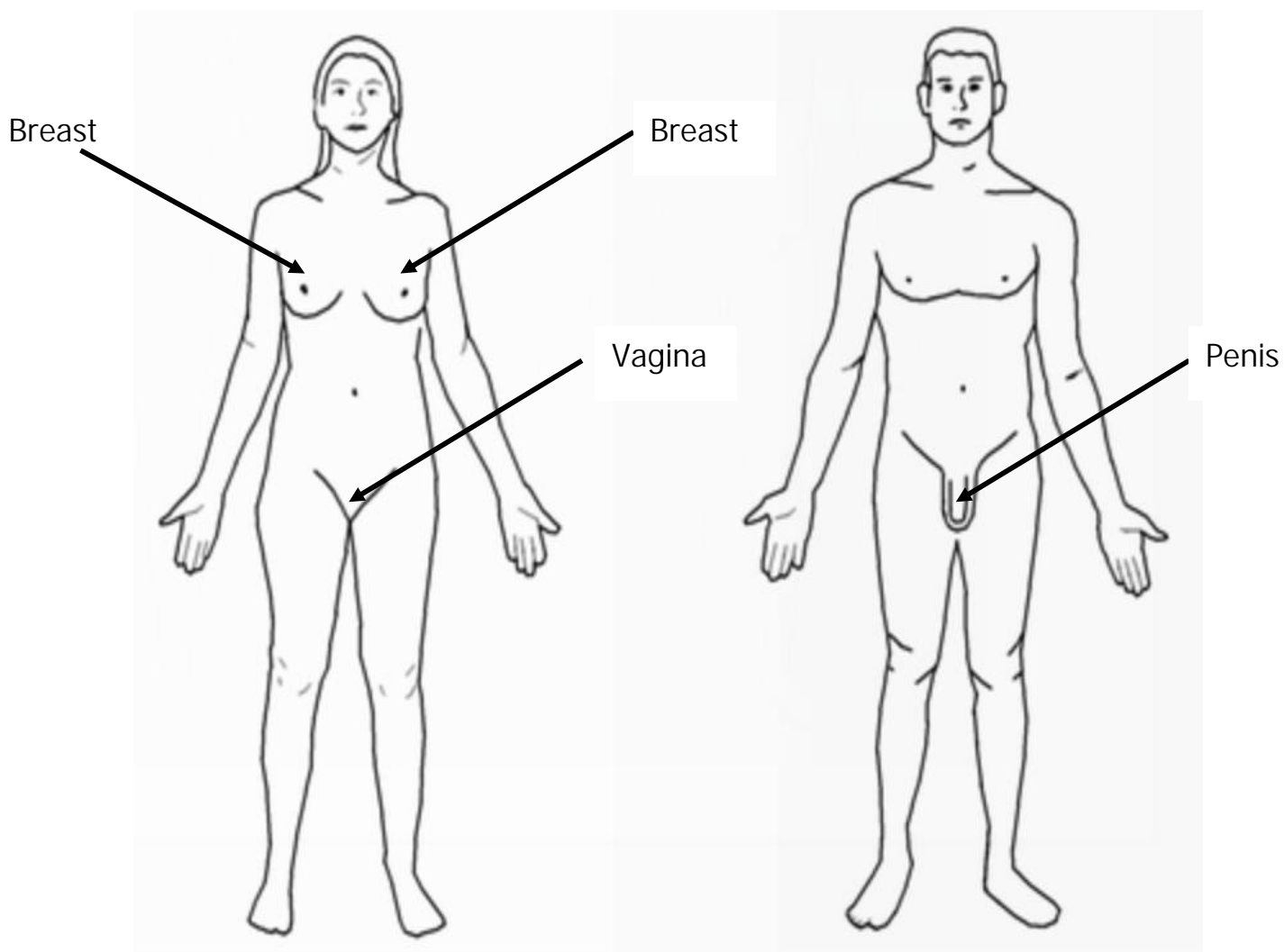
Close by reminding group members about public and private parts, and that nobody should ever touch their private parts or enter their personal space without permission.

Main Point: The main points for Lesson #1 are "I can say 'Ask me first,'" "I am the expert on my body," and "I respect your personal space. You respect my personal space." Distribute Supplement 1D: "Main Point" to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Identifying Body Parts



Identifying Private Body Parts



My Personal Space

Your personal space is the space around you that belongs only to you. Nobody should come into your personal space without your permission. The circle you have drawn around the person below represents your personal space.



MAIN POINT:



"I can say 'Ask me first.'"

"I am the expert on my body."

"I respect your personal space.
You respect my personal space."

Healthy Sexuality Lesson 2: Public and Private Behavior

PUBLIC



PRIVATE



Use: This is a beginning level session that corresponds with page 34 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes in Lesson: Instead of index cards, copy and distribute Public and Private graphics (Supplement #2A) and the Public and Private checklist (Supplement #2B).

Remind participants that they can use the checklist to remember what activities can be done in public and what activities should be done in private.

Main Point: The main point for Lesson #2 is "I know what is public. I know what is private." Distribute Supplement #2C: Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Private vs. Public Cards

PUBLIC





PRIVATE



What is Public? What is Private?

Some things we want to do are things we can do in public. Other things we might want to do are private.

	Public	Private
		
Eat my lunch	x	
Comb my hair	x	
Take off my clothes		x
Sing a song	x	
Touch my private parts		x
Kiss my boyfriend/girlfriend/partner/spouse		x
Look at pictures	x	
Look at pictures of naked people		x
Read a book	x	
Go to the bathroom		x
Hold a friend's hand	x	

MAIN POINT:



“I know what is public and what is private.”

Healthy Sexuality

Lesson 3: Sexuality, Feelings and Actions



Angry



Frustrated



Happy



Silly



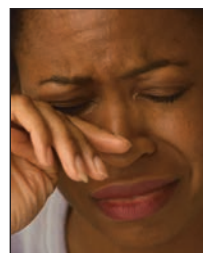
Bored



Scared



Embarrassed



Sad

Use: This is a beginning level session that corresponds with page 35 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change in Lesson: Instead of following the lesson outlined on page 35, tell the participants you are going to talk about sexuality. Explain that every person is sexual. Sexuality includes non touching behavior like flirting and contact behavior like intercourse and masturbation. People might express sexuality by themselves or with a partner. It is healthy to be aware of the feelings and actions we have when we are being sexual. It helps us to know if we are engaging in a safe and healthy relationship. It also helps us to be safe if someone is hurting or abusing us sexually.

Ask the participants to name feelings involved in healthy sexuality. If they have trouble getting started, ask them how they feel when they are attracted to someone such as like, love, lust, horny, butterflies in stomach, happy, excited, etc. Write responses on flipchart for all to see.

Next, ask the participants to name actions involved in healthy sexuality. If they have trouble getting started, ask them to say how they feel and what they do when they are attracted to someone such as flirting, kissing, holding hands, hugging, making out, touching private parts, etc. Write responses on flipchart for all to see.

OUR RIGHTS, right now

Distribute Supplement 3A: "My Feelings and Actions." Talk through the handout, taking the participants through having sexual feelings to choosing their actions. Refer back to responses written on the flipchart for feelings. Next say that we have three choices when we are having sexual feelings; we can:

- Do nothing
- Do something with ourselves
- Do something with another person

The choice on what we do when we are having sexual feelings depends on several things:

- Is it the right time?
- Is it the right place?
- Do I have consent from the other person?

Ask participants what the right time to act on sexual feelings is, listing ideas on a flipchart for all to see. Examples should include:

- Not during work
- Not during school
- Not on community outings

Ask participants what the right place to act on sexual feelings is, listing ideas on a flipchart for all to see. Examples should include:

- At home
- In the bedroom
- Doors and curtains closed (for privacy)
- Not in public

Ask participants what they can do if it is not the right time or right place or if they don't have consent from the other person to act on their feelings.

Remind participants that they can use the handout to help guide their choices when they are having sexual feelings.

Review the flipcharts, reviewing the meaning of healthy sexuality. Close by reminding group members about public and private parts and behavior. Nobody should ever

touch their private parts or enter their personal space without permission. Also remind group members about public and private behavior.

Main Point: The main point for Lesson 3 is “I can choose my feelings and my actions.” Distribute Supplement 3B: Lesson 3 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

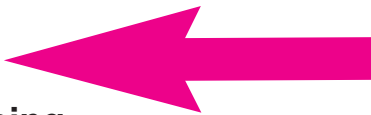
My Sexual Feelings and Actions

My Sexual Feelings are ...

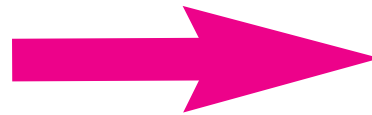


**My
Actions**

Do Nothing



**Do Something
with Another Person**



Things to think about:

- Did I get consent?
- Is this the right time?
- Is this the right place?



Do something with myself

Things to think about:

- Is this the right time?
- Is this the right place?

MAIN POINT:



Angry



Frustrated



Happy



Silly



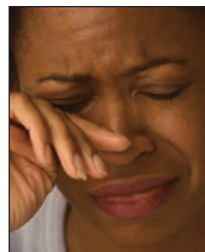
Bored



Scared



Embarrassed

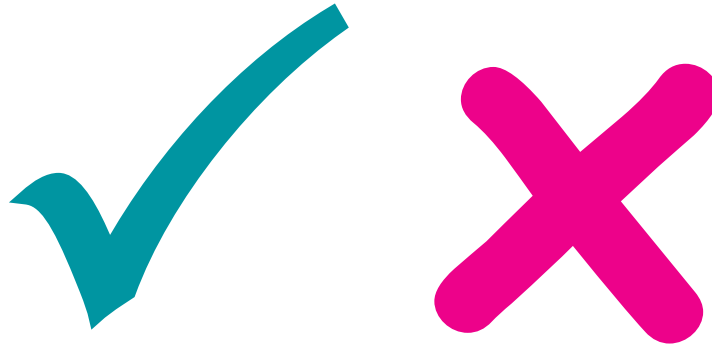


Sad

“I can choose my feelings and my actions.”

Healthy Sexuality

Lesson 4: Consent: The Yes/No Exercise



Use: This is a beginning level session that corresponds with page 37 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change in lesson:

1. As part of the lesson use Supplement #4A

OR

Create materials/objects that can be used to indicate agreement or disagreement with statements. The materials/objects should be something that participants can hold in their hands and raise up high or move in some manner. Examples of materials/objects include green or red cards or signs using construction paper; flags made of crepe paper or ribbon, fuzzy sticks (also called pipe cleaners or chenille sticks), or any other materials that show a visible response.

After each scenario, ask questions relating to person, time and location to begin introducing these concepts as they relate to consent.

You may wish to add more scenarios to reinforce the message.

Geri and Carl have been in a dating relationship for a while. One night Carl asks Geri if he can touch her breast. Geri says “Yes.” Is this consent (permission)? Why or why not? Does Carl have consent (permission) to touch her breast next month? Why or why not?

2. Distribute Supplement 4A: Yes/No Consent, and remind participants both people need to say or sign “yes” for there to be consent (permission). Review each scenario and ask the group to vote, using the Yes or No Supplement or other created materials/objects, on whether there is consent (Yes) or not (No). Remind participants that they can use the handout as a guide to remember about consent (permission) in a dating relationship.

Ask participants what they can do if they do not give consent (permission) and the other person continues to ask or try to do something that they don't want. Review Supplement 4C: Ways To Say No; to help reinforce ways that people can say “no” to help them to be safe.

Main Point: The main point for Lesson 4 is “I can say, ‘Ask first.’” Distribute Supplement #4D: Lesson 2 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Yes/No Consent Supplement

Red X = No Consent



Green Check = Consent



Consent







Consent (permission) means that two people agree to something. Both people have to agree every time for there to be consent (permission). If one person does NOT agree, there is NOT consent, or permission. After reading each scenario, hold up a Green Checkmark (consent) or a Red X (no consent) to indicate if there is consent or not.

Green Checkmark = Consent



Red X = No Consent



<p>Amy wants to sit next to Maria. She asks if she can sit next to Maria. Maria says “No thanks.” Does Amy have consent (permission) to sit next to Maria?</p>		
<p>Robert wants to hug Jose. He asks if Jose wants a hug. Jose says “Yes.” Does Robert have consent (permission)?</p>		
<p>If Jose says yes to a hug today, can Robert give him a hug tomorrow?</p>		
<p>Chris and Terry are kissing. Terry asks if Chris wants to have sex. Chris gets off the couch and turns away. Is that consent (permission)?</p>		
<p>Geri and Carl have been in a dating relationship for a while. One night Carl asks Geri if he can touch her breast. Geri says “Yes.” Is this consent (permission)?</p>		
<p>Does Carl have consent (permission) to touch her breast next month?</p>		

Ways to Say No

I can say No nicely.



I can say No loudly.

I can walk away.

I can roll away.

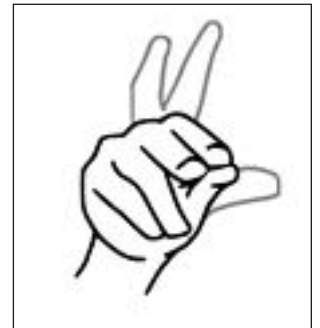


I can shake my head No.

I can sign No.

I can say No Means No.

I can say stop.

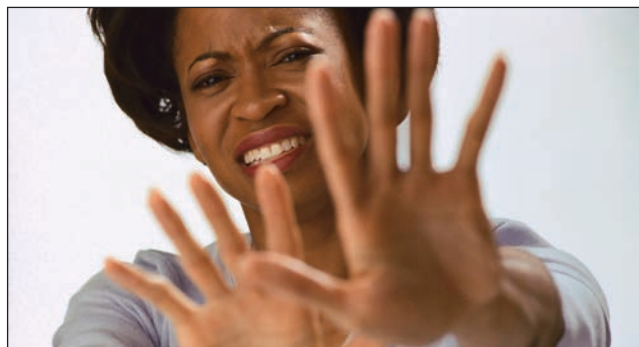


I can go get anyone to help say No.

I can scream for help if nothing else works.



I can practice self defense.



MAIN POINT:



"I can say, 'Ask first'."

EDUCATION SESSIONS: SEXUAL VIOLENCE RISK REDUCTION

The following education sessions help women with disabilities differentiate between healthy sexuality and sexual abuse/violence. Women with disabilities often do not have much experience with sexuality and may not understand when they are experiencing sexual abuse rather than healthy sexuality. These sessions provide the danger signs that women can look for and how to say “no” to unwanted sexual contact.

Lesson	Page #	Handout	Minutes
#1 Our Rights, Right Now	61-62	1A	30
#2 What is Sexual Violence?	63-65	2A-2B	30
#3 Boundaries	66-70	3A-3D	30
#4 Consent	71-72	4A	30
#5 Red Light/Green Light	73-78	5A-5C	30

Sexual Violence Risk Reduction Lesson 1: Our Rights, Right Now



Use: This is a beginning level session that corresponds with page 40 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Main Point: Distribute Supplement 1A: Lesson 1 Main Point to participants. Say the main points out loud. Ask participants to repeat the main points out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main points at home.

MAIN POINT:

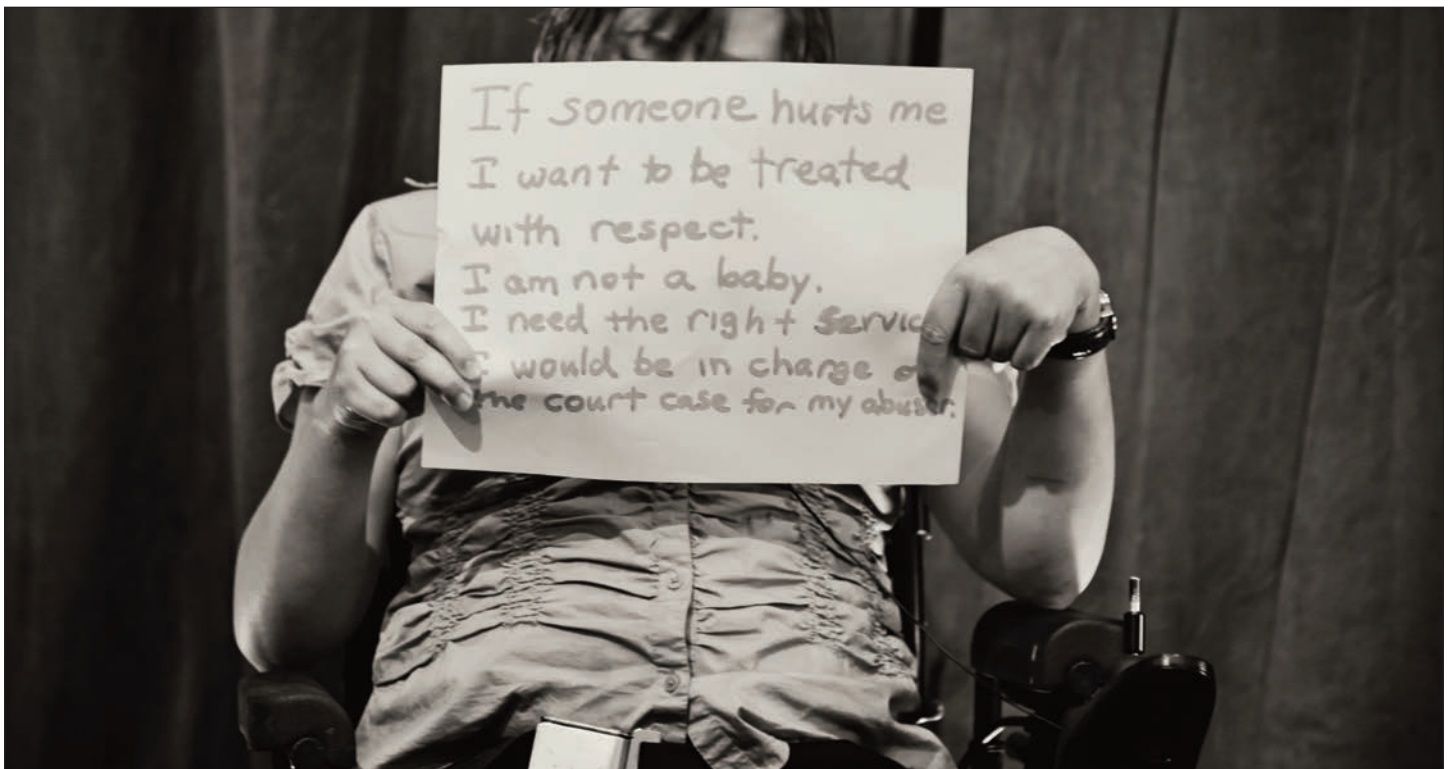
“Sexual violence is never the victim’s fault.”

“The victim is not to blame.”

“I will tell someone if I experience sexual violence.”

“I have rights.”

“Help is available.”



Sexual Violence Risk Reduction Lesson 2: What is Sexual Violence?



Use: This is a beginning level session that corresponds with pages 42-44 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change in Lesson: At the end of the lesson, before passing out the universal hand-out, distribute Supplement #2A: Consent. Share with participants that consent means saying “yes” freely without any tricks, threats, bribes or force. Review each scenario, and ask the group to vote, using their thumbs, on whether there is consent (thumbs up) or no consent (thumbs down). Remind participants that they can use the handout as a guide to remember what is consent and what is not consent.

No handout included Review Handout 4C: “Ways To Say No” to help reinforce ways that people can say “no” to help them to be safe.

Main Point: The main point for Lesson 2 is “Sexual violence is never the victim’s fault.” Distribute Supplement 2B: Lesson 2 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Consent = Saying Yes Freely without any Tricks, Threats, Bribes or Force

Do the following sentences show consent between people or not?	Green Checkmark = Consent	Red X = No Consent
Staff says that he/she will write you up if you don't watch the dirty movie with him/her.		✗
Your boss says that he/she will buy you an ice cream in exchange for a kiss.		✗
Your friend asks you for a hug and you say 'yes'.	✓	
A person asks you to come with him/her to have special time together but says that you can't tell anybody.		✗
You ask your boyfriend/girlfriend/ husband/wife/ partner to take a cool shower together on a hot day, and he/she says yes.	✓	
Your brother says, "If you touch my penis, I'll buy you a new video."		✗
Your minister/pastor asks you to take off your pants and underwear.		✗
The pizza delivery person says that he/she won't give you the pizza you ordered if you don't show your breasts.		✗
A friend says, "We are going to play doctor, and I won't be your friend anymore if you don't play."		✗
Your boyfriend/girlfriend/husband/ wife/partner says that he/she will break up with you if you don't have sex.		✗
Your partner asks if you want to make love. You say 'yes'.	✓	

MAIN POINT:



“Sexual Violence is never the victim’s fault.”

Sexual Violence Risk Reduction Lesson 3: Boundaries



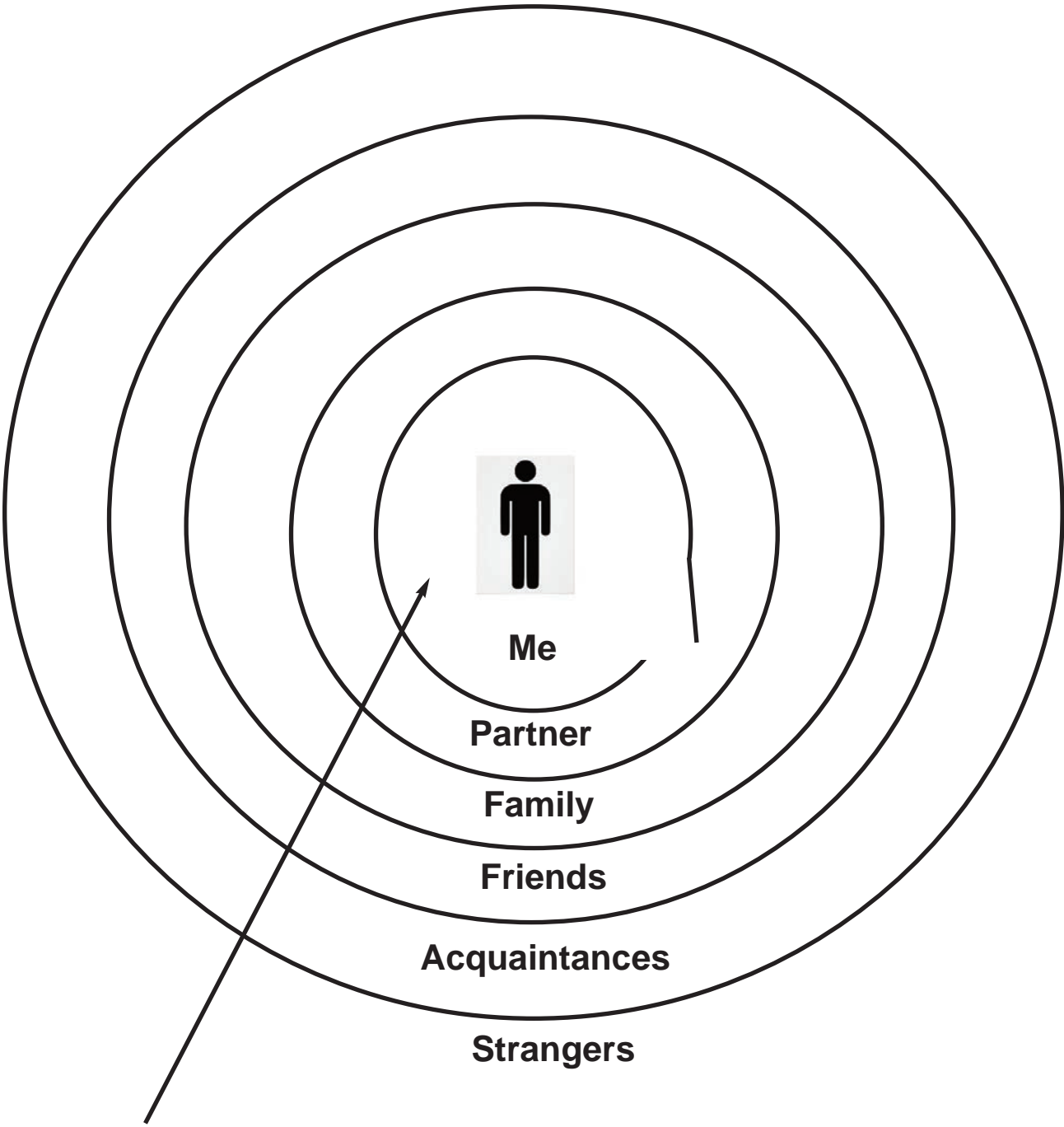
Use: This lesson corresponds with pages 45-46 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change in Lesson: Instead of the role plays at the top of page 46, distribute Supplement #3A: Boundaries. Review the boundaries on the handout, sharing where the different relationships are in terms of where a person is, and who can come into personal space with permission. Remind participants that nobody can come into their personal space without their permission.

Next, use Supplement 3B and 3C. Using cards on 3C (cut out before session) invite the group to use the cards to vote on whether the boundaries are healthy or unhealthy.

Main Point: The main point for Lesson 3 is "It is never my fault if someone violates my boundaries." Distribute Supplement 3D: Lesson 3 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2-3 times. Remind the participants that they can practice saying the main point at home.





Boundaries



My Personal Space

Healthy and Unhealthy Boundaries

Some people because of their relationship with you should not ask for sexual activity. These people include family, staff, caretakers, police officers ministers or other people in authority. This means that they should not flirt with you or touch you sexually. Use this handout as a guide to remember Healthy Boundaries (green checkmark) and Unhealthy Boundaries (red x).

	Green Checkmark = Healthy Boundaries	Red X = Unhealthy Boundaries
<p>My boyfriend takes me to a movie. We are holding hands. I am happy. Later, he asks me if I can kiss him when we say goodbye to each other.</p>		
<p>My favorite support staff person offers to take me out and I happily agree. Later the staff asks me if I would do something really special for taking me out. I say 'yes'. The staff then moves closer to me and takes my hands and puts them between his/her legs and asks me to rub on him/her.</p>		
<p>My girlfriend and I are sitting on the couch. She moves closer to me and starts leaning on me with her face near mine. I am not interested in kissing or making out with her. When I tell her I don't want to do anything she stops.</p>		
<p>My step-parent and I are watching a movie in the living room. My step-parent moves really close to me and starts to touch my private parts.</p>		

Healthy and Unhealthy Boundaries

Red X = Unhealthy Boundaries



Green Check = Healthy Boundaries



MAIN POINT:



“It is never my fault if someone violates my boundaries.”

Sexual Violence Risk Reduction Lesson 4: Consent

YES You Decide **NO**

Use: This corresponds with pages 47-49 of the Women With Disabilities and Sexual Violence Education Guide (light green color). It should follow Lesson 3, to reinforce the concept of consent. The session may be divided into smaller segments by stopping at the indicated places.

Change in Lesson: Page 48 and 49 for the role plays, you may want to ask a participant to role play the scenario.

Main Point: The affirmations for Lesson #4 are

- "I can say 'no!'"
- "I can get away."
- "I can tell someone."

Distribute Supplement 4A: Lesson 4 Main Point to participants. Say the main points out loud. Ask participants to repeat the main points out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main points at home.

MAIN POINT:

YES You Decide **NO**

"I can say 'no'."

"I can get away."

"I can tell someone."

Sexual Violence Risk Reduction Lesson 5: Red Light/Green Light



Use: This corresponds with pages 50-51 of the Women With Disabilities and Sexual Violence Education Guide (light green color).










Change in Lesson: If you desire a more physically engaging activity, instead of using Red Light/Green Light cards, instruct participants to line up across the back of the room (shoulder to shoulder) as they are able. Participants will be moving forward throughout the activity, so be sure that there is enough space for them to move without risk of harm. Once the line has been formed, tell the participants that they may move forward every time they think the scenario described in the activity/action is safe (Green Light). They are to keep moving forward until they hear an activity/action in the scenario they think is unsafe (Red Light), and then stop. Utilize the scenarios from Handout 5A: Red Light/Green Light. If space is limited, participants can move two steps or feet forward if the activity/action in the scenario is safe (Green Light) or one step or foot backward if the activity/action in the scenario is unsafe (Red Light).

OUR RIGHTS, right now

Distribute Supplement 5A: Red Light/Green Light. Share with participants that if someone is touching you or wants to touch you in a way you don't want or is hurting you, it is okay to say 'no'. It is okay to say 'no' if someone asks you to do something that is against the law or dangerous. Review each scenario, and ask the group to vote on whether there is safe touch (Green Light) or unsafe touch (Red Light). Remind participants that they can use the handout as a guide to remember what is safe touch and what is unsafe touch.

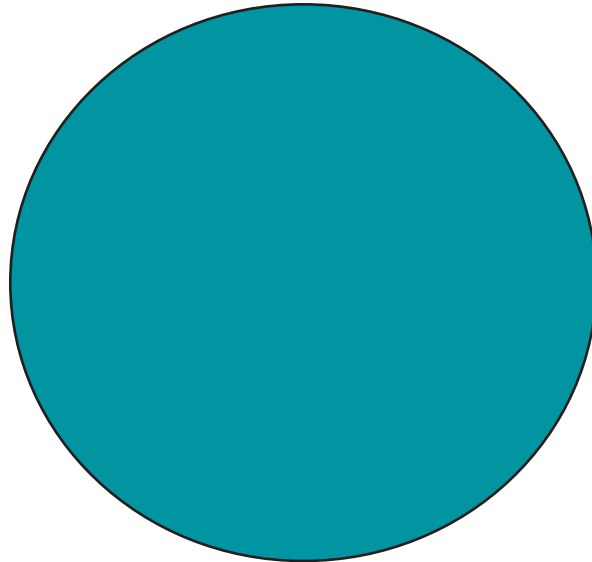
Main Point: The main point for Lesson #5 is "I listen to my feelings. I can say 'no' if it feels unsafe. I can say 'yes' if it feels safe." Distribute Supplement 5B: Lesson 5 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Safe and Unsafe Touch

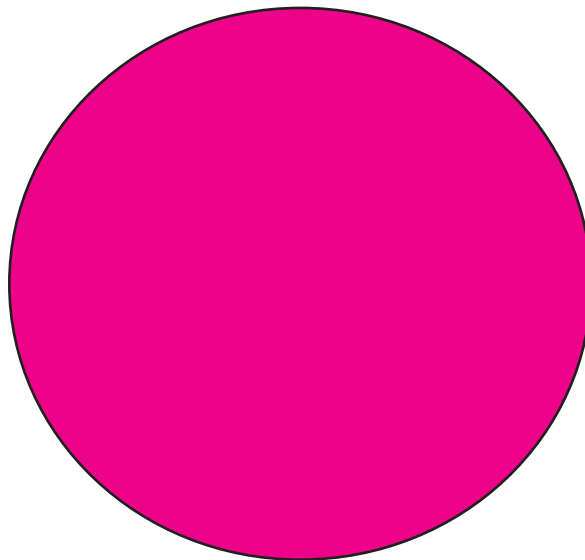
Is this safe or unsafe touch?	Green Light = Safe Touch	Red Light = Unsafe Consent
Staff shows you his penis.		
My boyfriend asks to hold my hand while we were at the movies.		
My cousin tells me I will get a chocolate bar if I take my clothes off and have pictures taken.		
My teacher gives me a hug after I pass a test.		
A friend dares me to pinch the bus driver's butt.		
An aunt asks me for a kiss after giving me a birthday present. I say "yes."		
My older brother asks me to touch his penis and tells me not to tell anyone.		
A PA (personal assistant) touches inside my vagina when helping me bathe.		
The person sitting next to me on the bus puts his/her hand under my dress.		

Green Light/Red Light Cards

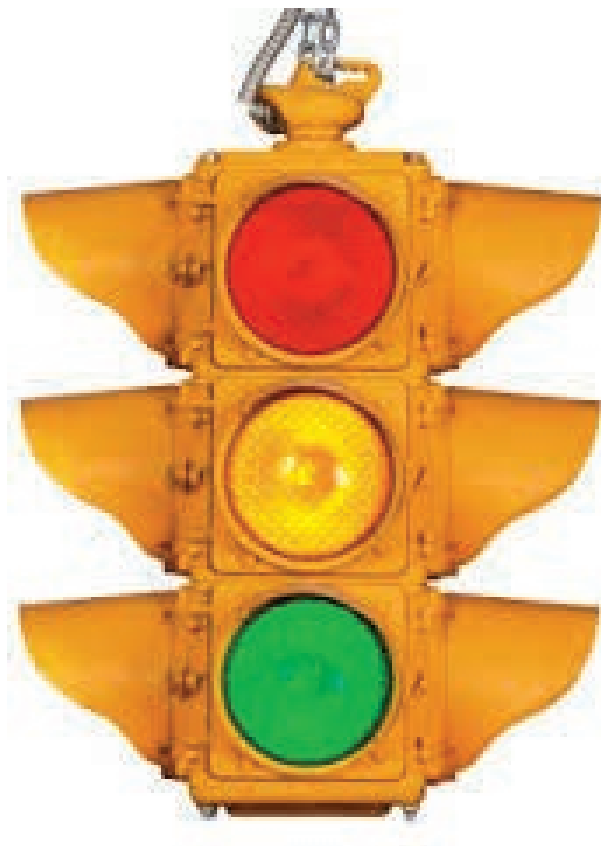
Green Light = Safe Touch



Red Light = Unsafe Touch



MAIN POINT:



“I listen to my feelings.”

“I can say ‘no’ if it feels unsafe.”

“I can say ‘yes’ if it feels safe.”

EDUCATION SESSIONS: SAFETY AND SUPPORT: HOW TO GET HELP

The following education sessions provide women with disabilities information to assist them if they experience sexual violence. The sessions teach them how to get help from friends, family, disability service providers, rape crisis centers and others. This information is crucial to making sure women know that they don't have to keep quiet about sexual abuse and how to get services.

Lesson	Page #	Handout	Minutes
#1 Ways to Reduce Risk	79-80	1A	15
#2 Safe People, Safe Places	81-82	2A	30
#3 Design a Support Person	83-85	3A-3B	30
#4 Safety Planning	86-88	3A-3B	20
#5 Empowerment Graffiti	89-90	4A	30

Safety and Support: How To Get Help

Lesson 1: Ways To Reduce Risk



Use: This is a beginning level session that corresponds with pages 54-55 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Changes to Lesson: Instead of just asking the question at the bottom of page 54, and discussing participant awareness, invite participants to show their choices through body movement. Prior to the start of the class, place two different colors of paper on the wall (colored construction paper works well). Make sure the area that will be used is free from obstacles. Begin the activity by explaining that you will read a question and they will have two choices on what they would do/how they would respond. Tell the participants to “answer” by moving to the color that matches their choice.

Main Point: The main point for Lesson 1 is “I can help myself be safe.” Distribute Supplement 2A: Lesson 1 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

MAIN POINT:



"I can help myself be safe."

Safety and Support: How To Get Help Lesson 2: Safe People, Safe Places



Use: This is a beginning level session that corresponds with pages 56-57 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change in Lesson: Instead of using blank sheets of paper (p57) distribute supplement 2A.

Main Point: The main point for Lesson 2 is "I know my safe people. I know my safe places." Focus on supplement 2A: Lesson 2 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2 – 3 times. Remind the participants that they can practice saying the main point at home.

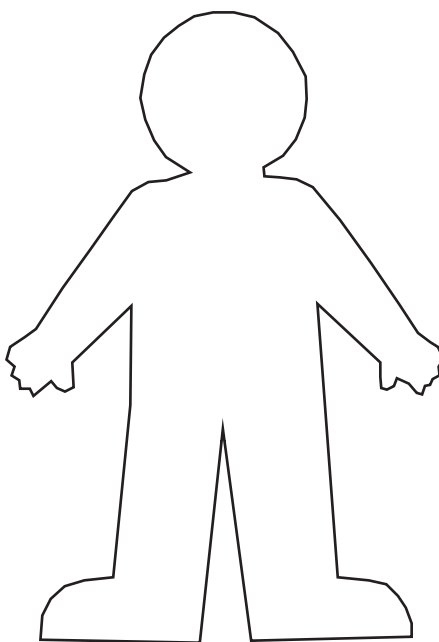
I Know My Safe People I Know My Safe Places

Safe People

Safe Places

Safety and Support: How To Get Help

Lesson 3: Design a Support Person



Use: This is a beginning level session that corresponds with pages 58-59 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change in Lesson: Instead of Handout 7, use Supplement 3A: My Support People. And ask participants to write or draw their answers to the questions, providing support as requested. After participants have completed the questions, ask participants if anyone in their lives fit the description. If so, ask them to turn the page over and write or draw who their support person (or people) is in their lives, providing support as requested. If not, ask them to begin to look for people who may have these qualities. If necessary, discuss individually with group members. Once the handout is completed, ask if participants would like to share with the group what they included on their handout. Remind participants that they can use the handout as a guide to remember what qualities they want in a support person and who their support people are.

Main Point: The main point for Lesson #3 is "It is okay to ask for help." Distribute Supplement 3B: Lesson 3 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

My Support People

My Support People Think:

My Support People Say:

My Support People Feel:

My Support People Do:

My Support People Help:

My Support People Are:

MAIN POINT:



“It is okay to ask for help.”

Section 4: Safety and Support: How To Get Help

Lesson 4: Safety Planning



Use: This session corresponds with pages 60-61 of the Women With Disabilities and Sexual Violence Education Guide (light green color).

Change to Lesson: After discussing examples of a safety plan on page 61, invite the participants to create a personal safety plan using Supplement 4A. Tell them to draw or write more ideas. Review the page. Ask the group who they can share their safe plan with and when they can share it. Remind participants that they can use the handout as a guide to remember their safety plan when they are at home, at a work/day program, in the community, and when using transportation.

Main Point: The main point for Lesson 4 is "I will use my safety plan." Distribute Supplement 4B: Lesson 4 Main Point to participants. Say the main point out loud. Ask participants to repeat the main point out loud as they are able and choose to do. Repeat 2–3 times. Remind the participants that they can practice saying the main point at home.

Personal Safety Plan

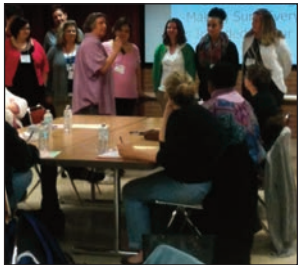
Home

- Lock the Doors
- Tell A Parent



School/Class/Work

- Know Your Safe People
- Tell About Abuse



Transport

- Carry a Phone
- Tell About Abuse



Community

- Go With a Friend
- Carry a Phone
- Tell About Abuse



MAIN POINT:



“I will use my safety plan.”

Safety and Support: How To Get Help

Lesson 5: Empowerment Graffiti



Use: This is a beginning level session that corresponds with page 62 of the Women With Disabilities and Sexual Violence Education Guide (light green color). This session may be best following other sessions about sexual violence.

Changes in Lesson:

1. For the mural, you could add a variety of mediums (sequins, buttons, felt, feathers, foam pieces, etc.)
2. Optional: Take a group picture or individual pictures in front of the mural, sharing the picture(s) at the closing celebration. Please remember to ask for permission from each participant prior to taking any pictures.

Main Point: The main point for lesson 5 is "I have a voice." Distribute supplement 5A with slogans similar to graffiti. Read the slogans aloud. Remind participants they can say these slogans out loud to remind themselves and others that they have rights and personal power.

Use Your Voice!

Sexual Abuse is a Crime

Handle Me With Care

My Body
Belongs to Me!

No Means No!

**I HAVE THE RIGHT
TO SAY NO**

STOP SEXUAL VIOLENCE!

THERE IS NO LOVE IN ABUSE

I AM POWERFUL!

