“Be-U-Tiful Me”: A Sexual Education Curriculum for Pre-Teen Girls with Developmental Disabilities

By

Bailey Kimball

A Thesis submitted to the School of Community Services in Partial fulfillment of the requirements for the Honours Bachelor of Behavioural Psychology program

St Lawrence College
Kingston, Ontario
April 2019
Dedication
I would like to dedicate this thesis to my stepdad, Rich Meeboer, for always believing in me. I hope you are proud.


I would also like to dedicate this thesis to all the girls who run this world. “Be-U-Tiful”
Abstract

Sex education is a common component in the public school curriculum, however for those individuals with developmental disabilities, accessible resources are difficult to find. Many schools do not provide the appropriate and easily accessible resources for those with developmental disabilities. In clinical settings, the need for sex-education has risen among pre-teen girls with developmental disabilities. This is because pre-teen girls with developmental disabilities are considered vulnerable in society and are not always considered when such programs are developed. Research has been very limited on this subject and the need for a program to teach sex-education to this population is growing. This project aims to meet the needs presented above through the use of a program curriculum. This curriculum is predicted to assist the agency staff in running an 8 week-program on sex-education, personal hygiene and health, self-esteem, and safety and assertiveness in the community. The hope is that the girls who are involved gain the appropriate knowledge and self-confidence they need, as they grow older.
Acknowledgements

I would like to thank my college supervisor Shauna Hoekstra for her constant support and guidance throughout this entire thesis process. Your continuous help and support has been such an amazing contribution to this thesis and I appreciate everything you have done for me over this past year. Thank you.

I would also like to thank the agency staff at Counselling Services of Belleville and District for all their guidance and support during my placement. This project wouldn’t be where it is today without their wisdom in the field and their passion about this field.

I would also like to thank all of my family and friends who were there for me through this entire process. I will forever be grateful.
## Table of Contents

*Chapter I: Introduction* ........................................................................................................... 7  
Thesis Overview .......................................................................................................................... 7

*Chapter II: Literature Review* .................................................................................................. 8  
Developmental Disabilities ......................................................................................................... 8  
Sex Education .............................................................................................................................. 9  
Pre-teens with Developmental Disabilities and Sex-Education .............................................. 11

*Chapter III: Method* ................................................................................................................. 14  
Participants .................................................................................................................................. 14  
Consent ......................................................................................................................................... 14  
Design .......................................................................................................................................... 14  
Settings and Materials .................................................................................................................. 15  
Measures ....................................................................................................................................... 15  
Procedures .................................................................................................................................... 15

*Chapter IV: Expected Results* ................................................................................................. 16  
Program ....................................................................................................................................... 16  
Pre and Post Test Assessments .................................................................................................... 16  
Summary ...................................................................................................................................... 16

*Chapter V: Discussion* ............................................................................................................. 18  
Summary ...................................................................................................................................... 18  
Strengths ....................................................................................................................................... 18  
Limitations ..................................................................................................................................... 18  
Multilevel Challenges .................................................................................................................. 18  
Contributions to Behavioural Psychology Field ......................................................................... 19
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations for Future Research</td>
<td>20</td>
</tr>
<tr>
<td>References</td>
<td>21</td>
</tr>
<tr>
<td>Appendix A: Consent Form</td>
<td>23</td>
</tr>
<tr>
<td>Appendix B: Assent Form</td>
<td>25</td>
</tr>
<tr>
<td>Appendix C: Feedback Form</td>
<td>26</td>
</tr>
<tr>
<td>Appendix D: Pre/Post Knowledge Test</td>
<td>27</td>
</tr>
<tr>
<td>Appendix E: Participant Self Evaluation of Confidence</td>
<td>32</td>
</tr>
<tr>
<td>Appendix F: Recruitment Poster</td>
<td>34</td>
</tr>
<tr>
<td>Appendix G: Information Sheet</td>
<td>34</td>
</tr>
<tr>
<td>Appendix H: “Be-U-Tiful Me” Program Curriculum Manual</td>
<td>36</td>
</tr>
</tbody>
</table>
Chapter I: Introduction

When children reach an age of approximately 10-14 years old, they begin to ask about the changes that are happening to their bodies, where babies really come from, and about those of the opposite sex (Kirby et al., 1994). Boys tend to question more about girls and body parts in addition to the changes that are happening within their own bodies (Kirby et al., 1994). Teaching boys the appropriate information is seen as more accessible and easier to understand (Kirby et al., 1994). For girls, however, sex education is much more complex than what boys need to know. The female body embarks on many different changes that have different effects physically and emotionally than the male body (Cridland, Jones, Caputi & Magee 2014). Individuals with developmental disabilities may have lower cognitive capabilities and slower processing speed than the average teenager therefore, information needs to be presented slower and at an appropriate level of complexity.” (Couwenhoven, 2007). For example, individuals with developmental disabilities may have a lowered ability to process information. People working with these individuals need to have patience and provide simpler information than simpler information than what is presented in standard sexual education curriculums (Couwenhoven, 2007). Sex education for people with a disability has in the past been difficult to access, with most individuals being secluded from this information due to the assumption of their level of cognitive abilities (Couwenhoven, 2007). More and more, people with disabilities find themselves unable to express their sexuality appropriately and know what their rights are in society (Couwenhoven, 2007).

Thesis Overview

The purpose of this project is to develop a training program for an agency that provides services to girls with developmental disabilities between the ages of 10 and 14 years of age to provide them with the appropriate information they are missing due to lack of access to sex-education resources. This training program will be used as a guide to help educate girls with developmental disabilities on the following topics: sexuality, body, puberty, relationships, social media and social skills with regards to self-expression, and self-confidence.

The next chapter will talk about the research supporting sex education and developmental disabilities, comparing and contrasting the views of it. The chapters that follow will discuss the program curriculum, why it was chosen, strengths and limitations, as well as the curriculum’s contributions to the field of behavioural psychology.
Chapter II: Literature Review

Developmental Disabilities

According to Havercamp and Scott (2015), people with developmental disabilities have a higher chance of poor health and less access to proper health care compared to those without a disability. Havercamp and Scott compared the health status and health risks amongst individuals with disabilities, including developmental disabilities, and those with no diagnosis of a disability. The results of the study showed that individuals with developmental disabilities are more likely to report poor health than those without a diagnosis (Havercamp and Scott, 2018). Furthermore, individuals without a diagnosis reported easier access to appropriate health care than individuals with a developmental disability (Havercamp & Scott, 2018). This study helps provide evidence of the need for easier access to health care for individuals with developmental disabilities.

According to Hart and Banda (2012), people with developmental disabilities lack proper communication skills, which leads to being unable to communicate wants or needs. Hart and Banda identify the need to address these deficits amongst individuals with developmental disabilities. In this study, Hart and Banda conducted a meta-analysis the effectiveness of a picture exchange communication system (PECS) on speech and problem behaviour with individuals diagnosed with developmental disabilities. There were 13 studies in total, involving multiple participants each having an official diagnosis (Hart and Banda, 2012). Hart and Banda evaluated the effectiveness of PECS in general, effectiveness on speech and problem behaviour, generalization of PECS, and social validity of the intervention procedure. The results showed that across the studies all but 1 of the participants showed an increase in communication skills and decreased problem behaviours. This study helps show that programs can be effective in treating and supporting people with developmental disabilities across different populations. It also helps to provide evidence that teaching specific skills using easily accessible resources is useful when working with individuals with developmental disabilities.

In a study by Quigley et al. (2018), the authors identified the needs when teaching skills to children with developmental disabilities. According to Quigley et al., children with developmental disabilities require explicit teaching techniques such as modeling and prompting to acquire the appropriate social and play skills needed to be successful. Without these techniques, these social deficits that these children can experience will continue to grow (Quigley et al., 2018). Quigley et al. used an alternating treatment design amongst their child participants to teach them the appropriate play and social skills using modeling, prompting and reinforcement techniques. The results showed an increase in both play in social skills amongst all participants. (Quigley et al., 2018) This study helps to show the importance of using specific teaching methods such as ABA techniques (reinforcement etc.) when working with individuals with developmental disabilities. This program curriculum aims to provide ABA knowledge to the facilitator’s in order for the program to be successful.

According to Simplican et al. (2014), social inclusion is a vital piece of development for any individual, as they are growing older, especially in those individuals with developmental disabilities. Simplican et al. proposed a model of social inclusion that identified the specific factors involved and how individuals can incorporate these factors to achieve social inclusion. Each factor provides the core values of social inclusion and
how important it is to educate individuals with developmental disabilities on these types of subject matter to improve their overall mental health.

According to Heller et al. (2015), it is predicted that the health care and support for individuals with developmental disabilities will increase. Heller et al. presented questions related to the types of intervention already in place, new ones that are being proposed and how these interventions are similar or different, then evaluated the research to answer these questions. Research from previous studies showed that generally, most participants benefited from family support interventions, where individuals with developmental disabilities had their family members involved in their treatment (Heller et al., 2015). This study helps to provide evidence that specialized programs for individuals with developmental disabilities are beneficial.

The above articles showcase possible teaching techniques to use when working with individuals with developmental disabilities. It is important to use the best evidence-based methods when working with these individuals in order for them to be successful.

**Sex Education**

Sex education is the teaching of the body and sexuality to youth and adults when they reach the age of sexual maturity (Couwehaven, 2007). In the below research, the effectiveness and general knowledge of sex education is reviewed.

Kirby et al. (1994) examined the effectiveness of school-based programs that teach children the risks of engaging in sexual behaviour at a young age and the appropriate outlets for engaging in sexual activity. They examined many different studies that involve implementing programs in schools to provide adolescents with the appropriate knowledge of information regarding sexuality (Kirby et al., 1994). Having this knowledge will help to prevent these individuals from engaging in risky sexual behaviours that could lead to problems in the future (Kirby et al., 1994). They found that teens as young as 14 years old were engaging in sexual intercourse (Kirby et al., 1994). Kirby et al. also stated that in these previous studies, some of these girls became pregnant due to a lack of knowledge about “safe sex” (Kirby et al., 1994). This study shows how important it is to include sex education in curriculums today to prevent unwanted pregnancy and the spreading of sexually transmitted diseases (STDs).

According to Eisenberg, Bernat, Bearinger, and Resnick (2008), there has also been much controversy regarding schools teaching sex education in their classrooms. However, much of the evidence is in favour of having these types of curriculums in school settings for their promotion of sexual health and well-being (Eisenberg et al., 2008). Eisenberg et al. conducted a survey for parents of school-aged children to provide their input on the implementing of sex education within their child’s school. The results showed that the parents were in favour of teaching both abstinence and contraception to school-aged children within the school system, thus supporting the evidence shows sex education programs are supported by parents (Eisenberg et al., 2008).

According to Bialystok (2018), when schools in Ontario have sex education classes, many parents remove their children from school up to weeks at a time as they did not believe in their children being provided with this type of education. Sex education is still such a great controversy, however many schools are noticing sexual behaviour in younger students and want to educate those students on appropriate and inappropriate sexual behaviours and how to be safe (Bialystok, 2018).
According to Wight et al. (2002), issues associated with young people’s sexual health include high rates of teen pregnancy and sexually transmitted diseases. Sexual education is considered a high need for youth in order to increase their awareness in their own sexual behaviours (Wight et al. 2002). Wight et al. also state that though this may be beneficial, there is a slight disconnect from how the curriculum is being taught by teachers in the school systems. Therefore Wight et al. conducted a study that involved an intervention group of youth ages of 13-15 receiving the Sexual Health and Relationships: Safe, Happy and Responsible (SHARE) program and a control group receiving the current sex education curriculum. The SHARE program was a five day teaching program that was intended to reduce risky sexual behaviour amongst youth (Wight et al., 2002). The program combines active learning (e.g., games, group work, etc.), information sheets on sexual health, and the development of interactive skills through the use of video and role-play in order to be effective in treatment (Wight et al., 2002). Wight et al. included a pre and post-test assessment in their intervention along with a 2-year follow up with the participants. Wight et al. stated that the results of their study showed that there was a slight difference in the amount of risky sexual behaviours between the adolescents that were in the intervention group compared to the control group, even after the 2-year mark. Wight et al. also stated that there was no difference between the two methods in decreasing any sexual activity. These results from the above study show that the sex education in schools is slightly less effective in reducing risky and unsafe sexual behaviour in youth than a specialized program. This program curriculum uses aspects proposed by the more effective program in order to achieve the best results.

According to Shtarkshall, Santelli and Hirsch (2007), sexual education is recognized by professionals as an important topic, however it still remains a sensitive issue in terms of the social conflicts that come with it. For example, deciding what core values are included in sex education such as gender equality and personal responsibility and what is defined as appropriate adolescent sexual behaviour could be controversial due to religious and/or cultural upbringing (Shtarkshall, et al., 2007). Shtarkshall et al. suggest that the introduction of sexual socialization be a part of the sex education both at school and at home. Bringing sex education home means insuring parents are using the appropriate responses (ie a diagram of body parts) when teaching their children about appropriate ways to express sexuality and the values that are instilled within the home. The above authors also suggested that education be done outside the home (i.e., school) in terms of learning about religious and cultural values, birth control, gender roles and abortion.

Fields (2008) wrote a book on sex education and explained how there are risks to social inequality when providing a sex education curriculum. The chapters included an introduction to sex education, how it relates to social inequality and suggestions in terms of avoiding these conflicts in the future (Fields, 2008). In terms of social inequality, Fields states that many sex education curriculums focus on the idea of abstinence only, while not preparing youth for society in which many people engage in sexual activity before marriage. According to Fields, many education curriculums were geared towards what the religious and cultural influences were at the time, rather than what was going on in the community. Fields concludes that it is important for those who have the greatest need for sex education, such as youth between the ages of 13-18, be given the appropriate information that will serve them better when out in the community. This education should
include: safe sex practices, risks of sexually transmitted diseases (STDs) and how to prevent them, and expressing sexuality and sexual desires (Fields, 2008).

According to Weaver, Smith, and Kippax (2005), due to the increase in sexual activity amongst young teens, the need for sex education has increased. Though there are still controversies between cultural and religious beliefs about pre-marital sex, statistics say that on average only 20% of women are still virgins when they get married (Weaver et al., 2005). This shows evidence that pre-marital sex has become more “normal” in comparison to the years when pre marital sex was seen as ‘sinful’ (Weaver et al., 2005).

According to Luker (2007), there are factors to consider when implementing sex education programs anywhere. First, many cultural and religious beliefs go against sexual activity outside of marriage as it is seen as “sinful” (Luker, 2007). It is also seen in some cultures as only for procreation rather than pleasure. Second, society was brought forward with the gender norms that a woman would not express her sexuality in public that was to be saved only for the bedroom (Luker, 2007). This can cause issues with the way women dress when they are out in the community as it may be assumed that a woman is sexually available and giving herself to anyone (Luker, 2007). Finally, Luker states that marriage in many communities is still believed to be between a man and a woman, even though there are legal rights in place for gays and lesbians to be married to each other. People today still see this as unpleasant and not the normal act of marriage in society (Luker, 2007). This could present various issues when sex education and expressing sexuality programs are brought into the lives of youth in the community (Luker, 2007). This study helps to explain why in some cases, sex education can be a difficult subject to discuss amongst youth and how it can affect their potential religious and cultural beliefs.

The above research examines the controversy and benefits of having sex education curriculums and provides evidence that having these curriculums in place is a high need in society today. Though most schools will have these programs in place, many do not allow people in the special education system to access these programs (Weaver et al., 2005). Over the years, the need has become increasingly more apparent and programs for people with disabilities are of greater demand.

Pre-teens with Developmental Disabilities and Sex-Education

Cridland et al. (2014) examined the experiences of girls with ASD during adolescence. They conducted semi-structured interviews with the mothers of these girls and the girls themselves about different issues surrounding their experiences with puberty and their own sexuality (Cridland et al., 2014). The interviews highlighted various issues such as developing bodies and puberty, sex, and high school experiences (Cridland et al., 2014). The mothers stated during the interviews that they found the severity of their daughters’ diagnosis an issue when teaching them topics like the ones listed above (Cridland et al., 2014). Parents struggled to find appropriate materials that matched level of understanding and comprehension for their young girls (Cridland et al., 2014). The girls reported that they had struggled with mood regulation and not being able to understand exactly what is happening to their bodies (Cridland et al., 2014).

According to Couwenhoven (2007), sexual rights of individuals with developmental disabilities have either been suppressed or denied by society. Until recent years, these individuals were faced with laws that prohibited marriage, forced sterilization, segregation within institutions and procedures that violated the individual’s privacy and right to sexual expression (Couwenhoven, 2007). Over these past few years,
people advocating on behalf of individuals with developmental disabilities have come
together to bring the rest of the world to understand the importance of individuals with
disabilities having the same rights as the rest of society in terms of sex education
(Couwehaven, 2007). Couwehaven created a book, for parents and educational
professionals providing tips and tools in teaching young teenagers with cognitive
disabilities about sexuality as well as their bodies, boundaries and sexuality. This book
provides guidance to professionals in the field when discussing these topics with
individuals with a developmental disability (Couwehaven, 2007). This book was used as
a reference for the content of the program curriculum created in this project.

According to Manoj and Suja (2017), there is little accessible and appropriate
information regarding sexuality available to those with disabilities. Manoj and Suja stated
that individuals with disabilities are more prone to sexually transmitted diseases and
sexual abuse due to their own vulnerability. For these reasons, Manoj and Suja feel it is
difficult to teach sex education to individuals with disabilities, as people may not be
trained or skilled in using these resources to teach individuals with developmental
disabilities. Thus, it would be hard for people with disabilities to gain the appropriate
knowledge needed (Manoj & Suja, 2017).

Shortridge, Steele-Clapp, and Lamin (2001) stated that people with disabilities
have a right to sex education. Shortridge, et al. suggested that people working within the
support systems of these individuals, including families and workers, should be provided
with the appropriate training and materials to teach individuals with disabilities about
sexuality. Without having the appropriate materials, individuals with disabilities will not
gain the appropriate knowledge they need as they mature into adulthood and begin to
explore their sexuality and new relationships (Shortridge, Steele-Clapp, and Lamin,
2001). Shortridge et al. presented a list of materials that were made appropriate to those
supporting individuals with disabilities so support providers may have access to the
knowledge when teaching about sexuality and sexual health. These involved
comprehensible resources as well as content presented with simple language (Shortridge
et al., 2001). This project aims to provide accessible materials by using a facilitator’s
manual to guide the facilitators of this curriculum throughout.

According to Eastgate, Scheermeyer, Van Driel, and Lennox (2012), people with
disabilities have difficulty forming relationships and are thus more prone to sexual abuse
and exploitation. Eastgate et al. suggest that people involved with those individuals with
disabilities must help them to gain the appropriate knowledge they need about their own
sexuality and sexual health as they head into adulthood. Eastgate et al. conducted
interviews with families and support workers to develop specific ideas regarding which
areas are most susceptible to individuals with disabilities. The results were that the
biggest areas of concern were consent, sexual knowledge and health, exploitation, abuse
and prevention (Eastgate et al., 2012). This project aims to address these topics along
with others that pre-teen girls with developmental disabilities will face in their adolescent
years.

The above research shows how it is important to have sex education in the special
education system. This project aims to meet suggestions brought forward by these studies
and provide girls with developmental disabilities the appropriate education to teach them
about their bodies and sexuality. For adolescents, with developmental disabilities,
maintaining and developing friendships can be difficult. It can also be difficult for these
individuals to have a safe environment to go to and the appropriate knowledge of how they can access these resources (Kohler et al., 2008). For girls, issues can arise about their own personal safety, their confidence and knowledge about their bodies, and what for them is safe and appropriate (Couwehaven, 2007).


**Chapter III: Method**

The method describes a proposal for how to evaluate the effectiveness of the curriculum. Potential participants, settings and materials, design and method of delivery are discussed.

**Participants**

The intended participants would be girls with developmental disabilities aged 10-14. The total number of participants should exceed no more than 4 girls per group, however changes can be made to accommodate agency and parent needs. The intent of the program is to increase the knowledge of the participants in terms of sexuality and provide them and their parents with the appropriate resources on the subject matter.

The inclusion criteria would be as follows:
- Girls between the ages of 10-14
- The girls must have an official diagnosis of a developmental disability ranging from mild to moderate in severity

The exclusion criteria would be as follows:
- Boys (both with and without an official diagnosis)
- Pre-teen girls without an official diagnosis
- Girls under the age of 10

**Consent**

The placement student provided an electronic copy of a consent form template that any agency that uses this program curriculum could choose to provide to the parents of potential participants. The consent form (Appendix A) explains the program and what it entails, any risks or benefits, and states that parents can remove their child at any time and without jeopardizing the services they are receiving from the agency in any way. It also states that if they were to have any questions or concerns, they could contact the agency staff member in charge of running the program. The agency would then obtain the form for their records.

The student has also provided an assent form (Appendix B) to explain the program to the participants so they understand what they are partaking in and so that they have the opportunity to express whether they would like to be involved.

The forms will be presented to both the parent and the youth prior to the start of the program. For parents, a brief information sheet (Appendix G) has been provided to explain exactly what the program is about and what the girls will be learning. For the girls, PowerPoint visuals have been provided as well as a brief explanation of the program itself.

**Design**

The student created the training program curriculum during a 14-week placement as part of the applied thesis requirements in the Honours Bachelor of Behavioural Psychology program. The curriculum focuses on providing participants with the knowledge for young girls ages 10-14 about their sexuality, bodies and life changes as they go through their pre-teen and teen years. The information gathered for this curriculum was evidence-based through materials such as peer-reviewed articles and textbooks.
Settings and Materials

The setting of the training program will be at the discretion of the agency staff. Possibilities could include the agency itself in one of their boardrooms. Materials would be those developed in the training program curriculum itself.

Measures

The success of the potential participants will be measured by pre- and post-test assessments (Appendix C) that were developed by the student and the agency staff. These measurements include a self-confidence evaluation and a knowledge test. The knowledge tests consist of multiple choice questions based on each lesson in the curriculum. Each lesson has 4-5 questions at the end of each lesson PowerPoint that will be read to the group and the girls will be asked to provide their answer individually. There is also a picture option for girls who need visual aids attached to the facilitator’s manual. The girls are to raise their hands, write it down or if using the alternative picture test, point to the correct picture. When the girls provide a correct answer, the facilitators will reinforce with verbal praise. The self-confidence evaluation will be given to the girls at the beginning, halfway point and end of the program. The facilitator will show the page to the participants one at a time and ask them to rate themselves on a scale from 1 to 4 on how confident they feel in themselves and the knowledge they have about their sexuality. There are also pictures that coincide with each number to help provide a visual to the girls. There will also be a parental feedback form to be filled out by the parents at the mid point of the 8 weeks to see how the knowledge is transitioning to home and gather any suggestions from parents.

Procedures

The “Be-U-Tiful Me” training program (Appendix H) is designed to run over the course of 8 weeks, with 6 weeks of learning sessions and an introduction and closing week session. Each session will focus on a different topic involving the female body, sex, and relationships. Sessions will be offered to girls who provided assent to participate and whose parents and participants have signed the consent form and returned it to the agency staff. The sessions are outlined in the chapters training program curriculum. Each chapter will contain presentation slides (with activities/ videos for each session), informative handouts for parents to take home with activities they can do with their child, and weekly feedback forms (Appendix H). Each session will run approximately 1 hour in length, however changes can be made at the agency staff’s discretion.
Chapter IV: Expected Results

Program

A sexual education and self-confidence curriculum has been developed for the use of agencies that support youth with developmental disabilities. This curriculum contains 8 lessons (6 content-based lessons and an introduction and closing lesson) of material based on the above topics falling under sex education. This program will be conducted by agency staff over the course of 8 weeks, 1 session per week for 45 minutes-1 hour at a time. Each lesson discusses a different topic falling under the broad area of sex education. The following topics are presented in this order:

1) Introduction
2) Puberty
3) Personal Hygiene
4) Menstruation
5) Safety and Assertiveness
6) Social Media and Self-Confidence
7) Relationships and Sexuality
8) Closing

This order was decided based on the suggested timeline of development in pre-teen girls from the consulted research of Couwehaven (2007). Each lesson is equipped with hands-on activities that will engage the participants and with accessible information that is broken down into simple terms and is designed to be easy for the girls to follow. There are PowerPoint visuals as well to accommodate to all learning types. This will benefit the participants and hopefully provide a better rate of success within the group.

A facilitator’s manual is included in Appendix H. This will guide the staff through each of the lessons and provide them with helpful tips and tools to use for each lesson. It is broken down into lesson plans listing the learning objectives, materials needed, instructions for activities and overviews so that facilitators know what the girls are expected to learn and how they can use verbal praise and reinforcement to ensure the girls success in the program.

Pre and Post Test Assessments

The agency staff, through the use of feedback form and the participant self-confidence evaluation, would help determine what the participants liked and disliked about this program. The use of the feedback form was chosen because it will evaluate what worked and what did not work in the program so that the agency staff can continue to develop the training program as a whole. The knowledge test will be used as a tool to determine the success rate of the participants in this program. This test has multiple choice questions based on the content from the program. By administering this test before the start of the program and after the program is finished, facilitators can determine how much knowledge the participants have gained while in program. A self-evaluation of confidence was also included in this program to help determine how the girls feel about their own success in this program and how they feel about themselves.

Summary

The assumption is that the participants involved will gain more knowledge in the area of sexuality, self-care and social and safety awareness and would determine the
knowledge gained by the participants of this group. By the end of the program sessions, it is hoped that participants will be able to apply the knowledge that they have learned from this program and use the resources provided to gain the appropriate knowledge about sexuality and the other health and social components they will need going into their young adult years.
Chapter V: Discussion

Summary
After research was conducted, it was found that there were not many sexual education programs that were appropriate for young girls with developmental disabilities and that there was a growing need for this. As a result, the purpose of this thesis project was to create a program curriculum that provided the appropriate resources and materials when teaching pre-teen girls about themselves and their bodies.

Strengths
One of the strengths of this program is that it includes various types of activities and resources that accommodate all learning types and developmental levels. This will then increase the likelihood that the participants will meet the learning objectives of the program.

A second strength to this program is it covers a wide variety of topics specific to the female experience through their pre-teen and teen years. This helps to provide the participants with the correct information and resources they need during this stage of development.

Another strength is the layout of the material. For example, the layout of the facilitator’s manual is easy to understand. Each lesson includes a lesson plan, probes for facilitators, and activities geared to the different topics and objectives of each session. This will provide a structure for future facilitators of the program so that sessions may run smoothly.

Limitations
The main limitations for this program was the inability to run a girls group and test whether the curriculum was effective in increasing sex education knowledge for this population. With the agency being limited in the time we had together, it was not feasible. It would have been a benefit to see how effective the program is and where exactly improvements could be made.

Another limitation is that facilitators would best deliver this program having some experience in using applied behaviour analysis (ABA) to teach skills and content. Each group that participates in this program will be different. Although the curriculum provides some general information in the facilitator’s manual on the use of reinforcement and behavioural skills training to teach; facilitators with an understanding of ABA and teaching skills to individuals with developmental disabilities would be best suited to carry out this program. ABA skills will contribute to facilitator effectiveness by providing a way for facilitators to not only evaluate the effectiveness of the program, but also connect with the girls on a teacher to student level. Having a good connection with these individuals with developmental disabilities is an essential component to their success. These individuals also feel very rewarded when they are recognized for doing something good for themselves and learning new ways to help their own changes.

Multilevel Challenges
There are many parts to creating programs that are vulnerable to multilevel challenges. The four key areas to focus on are client, program, organization and society. Within each of these levels, different challenges and barriers can occur. The information
being provided below is an analysis of these challenges in the “Be-U-Tiful Me” curriculum.

At the client level, transportation for families can be very difficult. Some adults do not drive nor have the money to afford a car. This is a barrier for clients who have a high need for this program, but are unable to physically access it. It is also noted that clients who do commit to the eight-week sessions must also commit to the time in learning the material presented in this curriculum by engaging at home. For example, the facilitators could provide a copy of some of the material talked about in each group session for the parents to review with their child at home. This leads to it being a full family commitment as these materials will need to be brought into the home and discussed amongst the family members who need to access it. Many families want these services for their children, and therefore, must put the time and effort into it in order to make it an enjoyable and beneficial learning experience. If the families took the time to review some of these materials with their child, then their child would learn more. Facilitators could support this by having check in’s with the parents when they drop them off or pick them up.

At the program level, the manual has been created based on the assumption that facilitators have the ability to teach the curriculum and use ABA techniques to help ensure the success of this program for the future. Many professionals in this field will not have this experience is required, such as working with clients with developmental disabilities and using ABA techniques, can be a barrier. The facilitator’s manual created to accompany the curriculum can help to address this barrier. Lastly, the skills needed from the families in order to continue to implement the same materials and information at home is needed in order for the program to be successful.

At the organizational level, the placement agency identified a lack of clients being referred for services. This becomes an issue for staff being able to provide services to those who need it. It was also identified that with the time crunch of placement, it would not be feasible for the placement agency to obtain consent and be able to run the program. This leads to a lack of knowledge on the effectiveness of the program curriculum itself.

Finally, from society’s perspective, there could be a rise of cultural and religious barriers. There are many communities that practice abstinence until marriage and believe that expressing your sexuality is morally wrong (Kirby et al., 1994). There are also many cultures that believe safe sex is not the way of life and that when a woman gets pregnant at a young age, she must now become a mother and have no right to choose. These societal and cultural factors can be barriers to the implementation of sex education curriculum. Individuals in the community can sometimes have negative attitudes towards people with disabilities involving their sexuality (Kirby et al., 1994). There is an ongoing myth that people with disabilities are not sexual beings and that educating them on their sexuality will cause them to be ‘oversexed’ (Fields, 2008). This means that the would become

Contributions to Behavioural Psychology Field

This curriculum is designed to meet the needs of clientele at the contributing agency. This agency focuses on working with clients who have developmental disabilities and their caretakers in order to help them improve in their day-to-day routines and various other behavioural needs. This curriculum addresses a gap identified in the
literature of a need for an accessible sex education curriculum for individuals with developmental disabilities and the gap addressed by the agency of a higher need for this type of education for girls with developmental disabilities.

Recommendations for Future Research

It is recommended that future research include some options for girls ages 14 and over in terms of teaching them the appropriate knowledge of sexuality and other sex education topics. It is also recommended that future research test the use of this manual and measure success with social validity measures as well as pre- and post-knowledge tests. If successes are seen, this program could be modified for other developmental levels. Future research can look at optimal sizes for groups, and which ages and developmental levels seem to benefit most from the curriculum. Another consideration for future research would be creating parent groups to assist the parents that are supporting pre-teen girls with developmental disabilities. Creating an environment for parents to express their concerns and allow them to educate themselves more about what their child is going through could be beneficial. Finally, feedback from participants and families will be invaluable in making modifications to the program for future use.
References


Appendix A: Consent Form

Program Title: “Be-U-Tiful Me” A Sexual Education Curriculum for Pre-Teen Girls with Developmental Disabilities

Principal Investigator: Bailey Kimball
Name of Supervisor: Shauna Hoekstra
Name of Institution: St. Lawrence College
Name of Institution/Agency: Counselling Services of Belleville and District

Invitation
Your child is being invited to participate in a girls group. A student created this program in her 4th year of the Honours Behavioural Psychology program at St. Lawrence College. The information in this form will help you understand the program. Please read the information carefully and ask all the questions you might have before you decide if you want your child to take part.

Why is this program being offered?
This program is meant to help pre-teen girls with developmental disabilities learn about sexual education, their bodies, self-care, and safety. We believe that this would be beneficial for you, the parent, and your pre-teens. We want to know what parts of the program were most helpful to you and your child. Your opinions and thoughts are important and we are asking for your help to rate this program by asking you some questions.

What will you need to do if you take part?
If you choose to have your child partake in this program, your child will be asked to participate in 8 sessions of the program. The sessions will be held on __________ at __________ and last about 1 hour. CSBD staff will facilitate the sessions. The first and last sessions will be an introduction and conclusion to the program.

What are the potential direct benefits of taking part?
The potential direct benefits of this program may include:
• Increased knowledge for both you and your girls in the outlined topics
• Provide the girls the ability to socialize with peers in the appropriate manner
• Provide you a connection with the agency that could be able to provide continuous support throughout this process
• Develop your relationship with your daughter and provide you with a better understanding of their bodies and their personalities as they change over time

What are the potential benefits of this program to others? (If applicable)
This information is not applicable to the above stated program.

What are the potential disadvantages or risks of taking part?
The potential disadvantage to your daughter taking part in this program is that they lose time on school/homework to attend sessions. Though the risks of participating in this program are minimal, however some of the content may make you feel uncomfortable.

What happens if something goes wrong?
If something were to happen where you felt your daughter could no longer continue in this program or there is a risk to yourself or your child, you may speak with one of the facilitators of this program.

Will the information you collect in this project be kept private?
We will make every attempt to keep any information that identifies you and your child strictly confidential unless required by law. It is the agency’s legal responsibility to report any incident in which a child may be abused. No names will be written on any forms. Consent forms will be stored securely at the agency. All other research data will be stored securely at the agency.

**Do you have to take part?**

Participation in this program is completely voluntary, it is up to you to decide whether you would like your child to take part in the program. If you do decide to allow your child to take part in the program, you are free to stop at any time, without giving any reason and without it impacting any other services you may be receiving at the agency. If you decide to stop, please speak to one of the program facilitators.

**Contact for further information**

If you have any other questions or concerns, please contact any of the facilitators of this program at the CSBD office.

---

**Consent**

If you agree for your child to take part in this program, please complete the following form and return it to the agency as soon as possible. A copy of this signed document will be given to you for your own records. The original will be retained at the agency.

By signing this form, I agree that:
- The program has been explained to me.
- All my questions were answered.
- Possible harm and discomforts and possible benefits of this study have been explained to me.
- I understand that I have the right to not let my child participate and the right to stop at any time.
- I am free now, and in the future, to ask any questions I have about the program.
- I have been told that my child’s personal information will be kept confidential and that I will keep any information shared by other participants and other parents confidential as well.
- I understand that no information that would identify me will be released or printed without asking me first.
- I understand that I will receive a signed copy of this consent form.

I hereby consent to take part.

<table>
<thead>
<tr>
<th>Parent Name</th>
<th>Signature of Parent</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix B: Assent Form

Project Title: “Be-U-Tiful Me”
Investigator: CSBD

We are doing weekly group sessions about girls and how their bodies and minds change over time.

Some things that could happen if you participate in this group include:

• The information we talk about might make you feel a bit uncomfortable and be hard to understand.
• Be more independent in your daily routine.
• Know how your body works and what helps make you feel good about yourself.
• Know how to keep yourself and others safe.

If you do not want to be in this group, that is okay. You do not have to be in this group if you do not want to be. If you decide to stop after we begin, that’s okay too.

If you decide you want to be in this group, please sign your name.

I, _________________________________, want to be in this group.

___________________________________ (Sign your name here)    (Date)
Appendix C: Feedback Form

Parent Feedback Form

Instructor: CSBD Staff 
Name: ____________________________
Session#: ____________________________
Date: ____________________________

Circle the answer that best represents you and your child’s experience during this group session and fill in your answer wherever blank.

1. Overall, how would you rate your child’s knowledge in the subject area?
   a. Excellent
   b. Good
   c. Fair
   d. Poor

2. How approachable were the CSBD staff?
   a. Very approachable
   b. Somewhat approachable
   c. Not at all approachable

3. How helpful were the CSBD staff?
   a. Very helpful
   b. Somewhat helpful
   c. Not helpful at all
4. How confident are you in the knowledge that your child has gained from this program?
   a. Very confident
   b. Somewhat confident
   c. Not at all confident

5. Are there any other recommendations you would make to improve the group?

Appendix D: Pre/Post Knowledge Test

Lesson 1: Puberty
- 1) What is puberty
   a) Something that happens to your body when you get older
   b) A car
   c) Something you use to cook with
- 2) Where can your hair grow?
   a) Legs, armpits and private area
   b) Face
   c) Nose
- 3) Which part of your body grows?
   a) Head and shoulders
   b) Knees and toes
   c) Breasts and legs
- 4) What is one thing you can do if you are feeling angry or upset?

Lesson 2: Personal Hygiene
- 1. How many times a day should you put on deodorant?
   a. 3 times a day
   b. 1-2 times a day
   c. Never
- 2. How often should you wash your body?
   a) Everyday
   b) Once a month
   c) Once a week
- 3. How often should you wash your hair?
   a) Once a week
   b) Every other day
   c) Once a year
- 4. What do you use to shave with?
Lesson 3: Menstruation
• 1. What can you use to help take care of your period?
   a) A toothbrush
   b) A pad
   c) Shampoo
• 2. What happens when you get your period?
   a) Blood will come out of your vagina
   b) You sweat a lot
   c) You get a runny nose
• 3. How do you feel when you have your period?
   a) Full of energy
   b) Sometimes stomach cramps and back pain
   c) Sore throat
• 4. Who can help you?
   a) Any adult in your life
   b) Somebody on the street
   c) No one can help

Lesson 4: Safety and Assertiveness
• 1. What does abuse look like?
   a) Your parents asking you to do chores
   b) Physically hurting you or yelling and calling you names
   c) Your teacher giving you homework
• 2. How can you make sure you are safe?
   a) Scream and yell
   b) Know what you can do to make yourself safe
   c) Do nothing
• 3. Who is someone you can talk to when you need help?
   a) Your parents or other adults in your life
   b) Your dog
   c) No one
• 4. What do you do in an emergency?
   a) Scream and yell
   b) Nothing
   c) Call 911

Lesson 5: Social Media
• 1. What is social media?
   a) Any website or application on your phone
   b) A talking camera
   c) A place to go talk to people
• 2. What is appropriate to do on social media?
   a) Talk to your friends
   b) Post inappropriate pictures of yourself
   c) Talk to strangers
3. What is inappropriate to do on social media?
   a) Talk to your friends
   b) Post inappropriate pictures of yourself
   c) Post pictures of a family trip
4. What does cyber bullying look like
   a) Someone telling you that you look nice in your profile picture
   b) Someone calling you names and posting mean things about you
   c) You telling someone they look nice in their picture
5. What can you do to get help for cyber bullying?
   a) Nothing
   b) Call that person out
   c) Ask an adult for help

**Lesson 6: Relationship and Sexuality**

1. What is sexuality?
   a) Expressing how you feel in a physical or emotional way
   b) Doing your homework
   c) Taking care of yourself
2. What is an appropriate way to express sexuality?
   a) In a private room behind a closed door
   b) In a public place
   c) By touching someone without asking first
3. What is an inappropriate way to express sexuality?
   a) In a private room behind a closed door
   b) Asking a person if you can hug them or hold their hand
   c) By touching someone without asking first
4. What are the 3 types of relationships?
   a) Food, Water and Animals
   b) Family, Friends and Romantic
   c) Dogs, Cats and Hamsters

Knowledge Test (Picture Version)

1. **Which one is deodorant?**

![Dove Deodorant](image1)

![Johnson's Baby Shampoo](image2)
2. Where does your hair grow?

3. What do you use in the shower?

4. Which one is a pad?
5. What is abuse?

6. Which one is appropriate for social media?

7. What is the right way to express your sexuality?
Appendix E: Participant Self Evaluation of Confidence

On a scale of 1-4, 1 being not confident at all to 4 being super confident, how would you rate how you feel about yourself? Point to or circle it

1- Not Confident  
2- Somewhat Confident
3- Confident

4- Super Confident

Source:
"BE-U-TIFUL ME" GIRLS GROUP

Be-U-Tiful-Me

Counseling Services of Belleville and District
This 8 week group helps girls to understand their bodies and help build their self confidence. It also provides the chance for girls to hang out together in a comfortable and positive environment.
**WHAT DO WE TALK ABOUT?**

**Puberty**
- Learn what puberty is
- Learn about how our bodies change as we get older
- Learn about how our emotions and feelings change
- Learn what we can do to help ourselves feel good!

**Personal Hygiene**
- Learn about the importance of taking care of your body
- Learn about bathing and shower tasks
  - Washing Hair and Body
  - Shaving
- Learn about how and when to use deodorant

**Menstruation**
- Learn about the period cycle
- Learn how to take care of your body when you have your period
- Learn how to effectively use feminine hygiene products

**Safety and Assertiveness**
- Learn what safety and assertiveness means
- Learn about the risks girls have in society
- Learn what your options are in terms of safety and assertiveness
- Learn what abuse prevention looks like and how it works

**Social Media**
- Learn what “social media” is
- Learn about the risks of social media
- Learn about safety and social media (i.e., cyberbullying, “sexting”)
- Learn the different options about social media
- Learn about self confidence
- Talk about the different ways you can present yourself on social media and in the community

**Relationships and Sexuality**
- Learn what sexuality is and how it affects girls
- Learn what relationships are and how it affects girls
- Learn about how to maintain appropriate relationships
- Learn the appropriate strategies in sexuality

**CONTACT DETAILS**

Counseling Services of Belleville
and District
12 Moira St E
Belleville, Ontario
K8P 2R9
613-966-7413

“Be-U-Tiful Me” Program Curriculum Manual

Be-U-Tiful-Me

Developed by: Bailey Kimball

Honours Bachelor of Behavioural Psychology

St Lawrence College and Counselling Services of Belleville and District
Table of Contents

Introduction Lesson (45 minutes) ................................................................. 40

Objectives: ........................................................................................................ 40
Overview: .......................................................................................................... 40
Activities: ......................................................................................................... 40
Wrap-Up: ......................................................................................................... 41
Materials needed: .......................................................................................... 41

Lesson 1: Puberty (45 min-1 hour) ................................................................. 43

Objectives: ........................................................................................................ 43
Overview: .......................................................................................................... 43
Activities: ......................................................................................................... 43
Wrap-Up: ......................................................................................................... 44
Materials needed: .......................................................................................... 44

Lesson 2: Personal Hygiene (45 min-1 hour) ............................................... 47

Objectives: ........................................................................................................ 47
Overview: .......................................................................................................... 47
Wrap-Up: ......................................................................................................... 48
Materials needed: .......................................................................................... 48

Lesson 3: Menstruation (45 min-1 hour) ...................................................... 52

Objectives: ........................................................................................................ 52
Overview: .......................................................................................................... 52
Lesson 4: Safety & Assertiveness (45 min- 1 hour) ............................................... 67

Objectives: .................................................................................................................. 67
Overview: ..................................................................................................................... 67
Activities: ..................................................................................................................... 67
Wrap-Up: ....................................................................................................................... 67
Materials needed: ......................................................................................................... 67

Lesson 5: Social Media & Self Confidence (45 min-1 hour) ...................................... 69

Objectives: .................................................................................................................. 69
Overview: ..................................................................................................................... 69
Activities: ..................................................................................................................... 69
Wrap-Up: ....................................................................................................................... 69
Materials needed: ......................................................................................................... 69

Lesson 6: Relationships & Sexuality (45 min-1 hour) ............................................... 72

Objectives: .................................................................................................................. 72
Overview: ..................................................................................................................... 72
Activities: ..................................................................................................................... 72
Wrap-Up: ....................................................................................................................... 72
Materials needed: ......................................................................................................... 73

Closing Lesson (45 min- 1 hour) ................................................................................. 74

Objectives: .................................................................................................................. 74
Overview: ..................................................................................................................... 74
SEX EDUCATION CURRICULUM

Activities: .................................................................74

Wrap-Up: ....................................................................74

Materials needed: .......................................................74
**Introduction Lesson (45 minutes)**

**Objectives:**
- Get to know each other and our group mates
- Feel comfortable around each other
- Find out where knowledge level is at

**Overview:**
- Welcome message and facilitator introductions
- Talk briefly about what this group will be about
- Video + Discussion (5-10 min) e.g. “What do you think that video was about? How did that video make you feel?” - Reinforce answers
- Talk about what the girls will get out of this group
- Ice breaker games
- Ask the girls if they have any questions or anything they are concerned or worried about when going into this group
- Knowledge test (20 minutes)

**Activities:**

**Ice Breaker Games**

**Name game** - Have the girls sit in a circle or close to each other. You start as the example. Explain that the game works by saying your name and something you like that starts with the first letter of your name. Provide your example. Now have one of the other girls take a turn. Prompt if needed by giving them examples.

**Talent Show** - Each person takes turns. Everyone picks a talent they have that no one knows about and, if they would like, shows it to the group. Have one of the facilitators go first as an example. Once everyone is done, relate this activity to how being open and comfortable with your group is a positive thing and will make this group more enjoyable for the girls.

**Blow Wind Blow** - For this icebreaker game you’ll need to set up your chairs in a circle facing inwards. Make sure there is one less chair than there are players.
Select one player to start off in the middle. They must begin by calling out "Blow wind blow". The rest of the group must respond "blow what?" Then the middle player can say some kind of conditional statement like "everyone with red hair" or "everyone not wearing shoes". All the players that fit into that category must get up and switch chairs with another player. This allows a chance for the middle player to steal a chair also. Once everyone has finished switching as quickly as possible, there will be one player left stuck in the middle. Then the process repeats!

Video- https://www.youtube.com/watch?v=XjJQBjWYDTs “Always #LikeAGirl

Wrap-Up:

- Discuss again with the girls that if they are not comfortable in this group at any time they can talk to you, the facilitator
- If they feel nervous about anything, it is okay and normal for them to feel this way. Provide lots of praise and encouragement for them participating today.

Materials needed:

Knowledge Test
PowerPoint (USB)
Video link (in Power Point)
Chairs
Information Sheet
WHAT DO WE TALK ABOUT?

Puberty
- Learn what puberty is
- Learn about how our bodies change as we get older
- Learn about how our emotions and feelings change
- Learn what we can do to help ourselves feel good!

Personal Hygiene
- Learn about the importance of taking care of your body
- Learn about bathing and shower tasks
  - Washing Hair and Body
  - Shaving
- Learn about how and when to use deodorant

Menstruation
- Learn about the period cycle
- Learn how to take care of your body when you have your period
- Learn how to effectively use feminine hygiene products

Safety and Assertiveness
- Learn what safety and assertiveness means
- Learn about the risks girls have in society
- Learn what your options are in terms of safety and assertiveness
- Learn what abuse prevention looks like and how it works

Social Media
- Learn what “social media” is
- Learn about the risks of social media
- Learn about safety and social media (i.e., cyber bullying, “sexting”)
- Learn the different options about social media
- Learn about self-confidence
- Talk about the different ways you can present yourself on social media and in the community

Relationships and Sexuality
- Learn what sexuality is and how it affects girls
- Learn what relationships are and how it affects girls
- Learn about how to maintain appropriate relationships
- Learn the appropriate strategies in sexuality

CONTACT DETAILS
Counseling Services of Belleville and District
12 Moira St E
Belleville, Ontario
K8P 2R9
613-966-7413
Lesson 1: Puberty (45 min-1 hour)

Objectives:

- Learn the definition of puberty
- Learn how the female body changes and what to expect
  - Body Sweat
  - Body Hair
  - Body Parts
  - Breast Development
- Learn about the progression of puberty
- Learn about the different body parts and their functions
- Learn how emotions and moods change and coping strategies to manage them

Overview:

This lesson will introduce the girls to the initial stages of Puberty. It touches on the specifics of each of these stages and how they progress over time as the girls become older.

Activities:

Emotions Bingo!

- Everyone gets a bingo card and some tokens
- On the bingo card is different things you can do when you are feeling sad, angry, or nervous
- When we call out the name of the activity, place your token on that space, and when you have 5 in a row going up and down, side to side or diagonally, call out “BINGO!”
- Reinforce those who get a bingo, and after game is over reinforce everyone for playing and participating
Wrap-Up:

Review how it is important that when the girls do have these emotions it is normal. It is also important that they use their different coping strategies to help them feel better.

Materials needed:

PowerPoint (USB)

Video Links (Powerpoint)

Bingo Cards- PDF file (USB) (can also print extra copies for parents to practice at home with their children.)

Tokens

Body Part Diagrams- Take home
Male Body Parts

- VAS DEFERENS
- SEMINAL VESICLE
- PROSTATE GLAND
- EPIDIDYMIS
- TESTICLE
- PENIS
Female Body Parts

- Fallopian Tube
- Ovary
- Uterus
- Cervix
- Vagina
Lesson 2: Personal Hygiene (45 min-1 hour)

Objectives:

• Learn about the importance of taking care of your body
• Learn about bathing and shower tasks
• Learn about how and when to use deodorant

Overview:

• What is personal hygiene?
  - What Personal hygiene entails, what it looks like etc.
• Why is it important?
  - Discuss with the girls why they think it is important to keep up with personal hygiene
  - Provide them with reasons on why it is important in terms of health and social aspects
• Break?
• Bathing and Shower
  - Discuss with girls the benefits of taking a shower
  - Provide example task analysis on the steps to taking a shower and bath
  - Discuss with the girls the frequency of taking showers
  - **Activity** – Creating a task analysis for bathing/showering. Have the pictures out for the girls to see and direct them to arrange the steps accordingly. Probe with the step that would go first by showing them and placing it on the board. Let them work on this for about 10 minutes
  - Shaving- talk about what to use when shaving and how appearances are very important and shaving is a big part of that.
• Deodorant
  - Talk about importance of deodorant
  - Show the girls examples of different deodorants and how it should be applied
  - **Activity**: Have them “demonstrate” by pretending to put it on themselves. Provide praise afterwards
Wrap-Up:

- **Activity**: Quiz time - read questions aloud as a group and have them raise their hands for answers. Reinforce answers and participation

**Materials needed:**

- PowerPoint (USB)
- Deodorant (different kinds)
- Shower/Bath PECS (In PowerPoint)
- Bath and shower steps example for parents
Bath Visual Example

I can take a bath

- bath
- turn on water
- test water temperature
- bath is full!
- turn off water
- take off clothes
- get in
- wash with soap
- wash face and body
- put shampoo in hand
- shampoo hair
- rinse and get out
- dry off
- get clean clothes
- get dressed
- Great job!
### Shower Visual Example

<table>
<thead>
<tr>
<th>Step</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get a Clean Towel</td>
<td><img src="towel.png" alt="towel" /></td>
</tr>
<tr>
<td>Gather Soap, Shampoo and Conditioner</td>
<td><img src="bottles.png" alt="bottles" /></td>
</tr>
<tr>
<td>Place Clean Clothes on Bathroom Counter</td>
<td><img src="girl.png" alt="girl" /></td>
</tr>
<tr>
<td>Close Bathroom door for privacy</td>
<td>![closing door](closing door.png)</td>
</tr>
<tr>
<td>Take off Dirty Clothes</td>
<td>![take off clothes](take off clothes.png)</td>
</tr>
<tr>
<td>Turn on Shower</td>
<td>![turn on water](turn on water.png)</td>
</tr>
<tr>
<td>Enter Shower: Wet Hair and Body</td>
<td><img src="shower.png" alt="shower" /></td>
</tr>
<tr>
<td><strong>First Wash Hair/Rinse</strong></td>
<td><img src="image1" alt="wash hair" /></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Then use Conditioner and Rinse</td>
<td><img src="image2" alt="wash face and body" /></td>
</tr>
<tr>
<td><strong>Wash Body with Soap then Rinse</strong></td>
<td><img src="image2" alt="wash face and body" /></td>
</tr>
<tr>
<td><strong>Turn off Shower</strong></td>
<td><img src="image3" alt="turn off water" /></td>
</tr>
<tr>
<td><strong>Get out of Shower; Dry Hair and Body with Towel</strong></td>
<td><img src="image4" alt="dry off" /></td>
</tr>
<tr>
<td><strong>Put on Clean Clothes</strong></td>
<td><img src="image5" alt="get dressed" /></td>
</tr>
<tr>
<td><strong>Leave Bathroom; Put Dirty Clothes in Hamper</strong></td>
<td><img src="image6" alt="Put Dirty Clothes in Laundry Basket" /></td>
</tr>
</tbody>
</table>
Lesson 3: Menstruation (45 min-1 hour)

Objectives:

- Learn about the period cycle
- Learn how to take care of body when you have your period
- Learn how to effectively use feminine hygiene products

Overview:

- Talk about what a period is and what happens when you get your period
- Talk about the different kinds of feminine hygiene products
- Activity: Demonstrate how to open a pad package and then get the girls to try. Reinforce when they do so
- Discuss how the body feels when the girls are on their period (PMS)
- Talk about strategies the girls can use when they are having strange feelings during PMS

Activities:

Pad demonstration- praise for girls that participate
Social story “Taking Care of My Period”- can also make extra copies for girls to take home

Wrap-Up:

Explain that getting your period is a perfectly normal part of growing up and becoming a woman. Remind them that if they keep themselves clean and healthy and they use their coping strategies to stay clam, they will feel better.

Materials needed:

Power Point (USB)
Pads
Social Story- “Taking Care of My Period”
Taking Care of My Period
Every girl gets their period at some point in their life. This means your body is growing up.
It is important to know how to take care of yourself when you have your period. When I take care of myself, I will feel good.
When I have my period blood will come out of my vagina.
If I get some blood on my underwear, this is ok I can just wash them.
I can wear a pad in my underwear to keep my underwear clean. When I need to put on a pad, I should go to the bathroom.
When I put on my pad, I take off the paper and lay it in the bottom of my underwear.
When the pad is full, I can take it off and put it in the garbage.
After I change my pad, I should wash my hands.
I may get stomach cramps or back pain when I have my period. I can ask someone for help.
I may also feel grumpy. It is okay for me to feel this way.
I can talk to an adult about how I’m feeling to help me feel better.
If I do these things to help take care of my period, I will be happier and less worried about it!
Lesson 4: Safety & Assertiveness (45 min- 1 hour)

Objectives:

- Learn what safety and assertiveness means
- Learn about the risks girls have in society
- Learn what your options are in terms of safety and assertiveness
- Learn about abuse prevention?

Overview:

- Ask the girls what they think safety and assertiveness means; reinforce those who answer
- Discuss risks of safety when out in the community
- Provide the girls with options for when they feel they are unsafe

Activities:

Circle Talk:

- Sit in a circle and go around and give 1 idea about what we can do to help others and ourselves if we see abuse. Provide the girls with an example like asking someone else for help. Have the girls provide their answers and reinforce them when they do.

Wrap-Up:

- Administer confidence form with the girls
- Send parents home with a feedback form to bring back the following week

Materials needed:

Power Point (USB)

Resources for Safety Awareness
Resources for Safety Awareness

• National Domestic Violence Hotline- 1-800-799-SAFE (7233)

• Kids Help Phone- 1-800-668-6868

• Three Oaks Women Shelter

• Counseling Offices of Belleville and District

• If immediate emergency, dial 911
Lesson 5: Social Media & Self Confidence (45 min-1 hour)

Objectives:

- Learn what “social media” is
- Learn about the risks of social media
- Learn about safety and social media (ie cyber bullying, “sexting”)
- Learn the different options about social media
- Learn about self confidence
- Talk about the different ways you can present yourself on social media and in the community

Overview:

- What is Social Media and what does it involve- ask the girls what they think social media is. Reinforce those who answer.
- Provide definition of Social Media and examples of different outlets of Social Media
- Discuss why social media is important in this group.
- Discuss the risk factors of Social Media in terms of Appropriate vs Inappropriate (Activity)

Activities:

“Appropriate vs. Inappropriate”- Tell the girls they will be looking at a series of situations where something could be appropriate (good, okay) or inappropriate (bad) to put onto social media. Go through each scenario and have them raise their hands to answer. The next slide after each scenario is the correct answer with a little explanation why. Reinforce answers.

Wrap-Up:

Review the importance of being careful on what you post on social media and about how you present yourself to your family, friends, and other people in the community, both online and in

Materials needed:

Power Point (USB)
Video Links

Resources for bullying sheet
Resources for Bullying

- Kids Help Phone- 1-800-668-6868

- Counseling Services of Belleville and District

- Canadian Mental Health Association

- Crisis Line- 1.866.996.0991
Lesson 6: Relationships & Sexuality (45 min-1 hour)

Objectives:

- Learn what Sexuality is and how it affects girls
- Learn what relationships are and how it affects girls
- Learn about how to maintain appropriate relationships
- Learn the appropriate strategies in sexuality

Overview:

- What is Sexuality
- Girls and Sexuality
- Intimacy
- Sexual Contact and Consent
- Activity- Appropriate vs Inappropriate
- Relationships
- Girls and Relationships
- Relationships with Family
- Friendships
- Romantic Relationships
- Activity-Matching
- Questions/ Discussion

Activities:

- Appropriate vs Inappropriate- similar to the style in Lesson 5 except in terms of sexuality and relationships. The girls will be looking at situations in which expressing your sexuality can be appropriate (good, okay) or inappropriate (bad)
- Matching- Tell the girls that you will show them a series of pictures. Ask them to raise their hands to say which type of relationship they think it is: family, friends or romantic. Reinforce the girls that answer.

Wrap-Up:
Materials needed:

Power Point (USB)
Closing Lesson (45 min- 1 hour)

Objectives:

- Finish off any missed material
- Review material (re do some of the activities to refresh the girls memory
- Get feedback from each of the participants on their overall experience

Overview:

- If any material missed, finish first
- Conduct feedback and knowledge tests
- Fun activities
- Have parents fill out feedback form as well

Activities:

- Fun activities to celebrate ending the program to the agency’s discretion

Wrap-Up:

Thanks the girls for participating in the group and provide reinforcement to all participants on a job well done.

Materials needed:

Power Point (USB)
Knowledge Test
Feedback Forms
Parent Feedback Form

Instructor: CSBD Staff  
Name: ____________________________
Session#: ____________________________
Date: ____________________________

Circle the answer that best represents you and your child’s experience during this group session and fill in your answer wherever blank.

6. Overall, how would you rate your child’s knowledge in the subject area?
   a. Excellent
   b. Good
   c. Fair
   d. Poor

7. How approachable were the CSBD staff?
   d. Very approachable
   e. Somewhat approachable
   f. Not at all approachable

8. How helpful were the CSBD staff?
   d. Very helpful
   e. Somewhat helpful
   f. Not helpful at all

9. How confident are you in the knowledge that your child has gained from this program?
   d. Very confident
   e. Somewhat confident
   f. Not at all confident

10. Are there any other recommendations you would make to improve the group?

Appendix D: Pre/Post Knowledge Test

Lesson 1: Puberty
   • 1) What is puberty
a) Something that happens to your body when you get older  
b) A car  
c) Something you use to cook with

• 2) Where can your hair grow?  
a) Legs, armpits and private area  
b) Face  
c) Nose

• 3) Which part of your body grows?  
a) Head and shoulders  
b) Knees and toes  
c) Breasts and legs

• 4) What is one thing you can do if you are feeling angry or upset?

**Lesson 2: Personal Hygiene**

• 1. How many times a day should you put on deodorant?  
a) 3 times a day  
b) 1-2 times a day  
c) Never

• 2. How often should you wash your body?  
a) Everyday  
b) Once a month  
c) Once a week

• 3. How often should you wash your hair?  
a) Once a week  
b) Every other day  
c) Once a year

• 4. What do you use to shave with?  
a) Toothbrush  
b) Wash cloth  
c) Razor

**Lesson 3: Menstruation**

• 1. What can you use to help take care of your period?  
a) A toothbrush  
b) A pad  
c) Shampoo

• 2. What happens when you get your period?  
a) Blood will come out of your vagina  
b) You sweat a lot  
c) You get a runny nose

• 3. How do you feel when you have your period?  
a) Full of energy  
b) Sometimes stomach cramps and back pain  
c) Sore throat

• 4. Who can help you?  
a) Any adult in your life  
b) Somebody on the street  
c) No one can help
Lesson 4: Safety and Assertiveness

1. What does abuse look like?
   a) Your parents asking you to do chores
   b) Physically hurting you or yelling and calling you names
   c) Your teacher giving you homework

2. How can you make sure you are safe?
   a) Scream and yell
   b) Know what you can do to make yourself safe
   c) Do nothing

3. Who is someone you can talk to when you need help?
   a) Your parents or other adults in your life
   b) Your dog
   c) No one

4. What do you do in an emergency?
   a) Scream and yell
   b) Nothing
   c) Call 911

Lesson 5: Social Media

1. What is social media?
   a) Any website or application on your phone
   b) A talking camera
   c) A place to go talk to people

2. What is appropriate to do on social media?
   a) Talk to your friends
   b) Post inappropriate pictures of yourself
   c) Talk to strangers

3. What is inappropriate to do on social media?
   a) Talk to your friends
   b) Post inappropriate pictures of yourself
   c) Post pictures of a family trip

4. What does cyber bullying look like
   a) Someone telling you that you look nice in your profile picture
   b) Someone calling you names and posting mean things about you
   c) You telling someone they look nice in their picture

5. What can you do to get help for cyber bullying?
   a) Nothing
   b) Call that person out
   c) Ask an adult for help

Lesson 6: Relationship and Sexuality

1. What is sexuality?
   a) Expressing how you feel in a physical or emotional way
   b) Doing your homework
   c) Taking care of yourself

2. What is an appropriate way to express sexuality
   a) In a private room behind a closed door
   b) In a public place
c) By touching someone without asking first

3. What is an inappropriate way to express sexuality?
   a) In a private room behind a closed door
   b) Asking a person if you can hug them or hold their hand
   c) By touching someone without asking first

4. What are the 3 types of relationships?
   a) Food, Water and Animals
   b) Family, Friends and Romantic
   c) Dogs, Cats and Hamsters

Knowledge Test (Picture Version)

1. Which one is deodorant?

2. Where does your hair grow?
3. What do you use in the shower?

4. Which one is a pad?

5. What is abuse?
6. Which one is appropriate for social media?

7. What is the right way to express your sexuality?

On a scale of 1-4, 1 being not confident at all to 4 being super confident, how would you rate how you feel about yourself? Point to or circle it

1- Not Confident
2- Somewhat Confident
3- Confident
4- Super Confident

Source: