

My Body



Index page for teachers

| Page No. | Topic |
|----------|--|
| 1. | Pictures of students/friends. Avoid family members to avoid distraction. Discuss concept of boys and girls |
| 2. | Have separate labelled boxes with pictures of boys and girls (use picture of known people including picture of the student concerned) for the student to pick and place on the page. Later, mix up the pictures and ask the student to choose and place correctly. |
| 3. | Discuss general parts of the body (not more than five) and private parts. Discuss- Private parts are covered with underwear. |
| 4. | Ask the student to fill in the blanks with the correct word label. Private parts label must include picture of underwear. |
| 5. | Discuss - why do we lock the door in the toilet? We lock the door because we remove the underwear on private parts. Emphasise underwear and private parts |
| 6. | Discuss - Why do we lock the door? Ask student to fill in the blanks. |
| 7. | Discuss - Why do we lock the door in the washroom/toilet? We lock the door when we go to the Toilet- we pull down underwear We lock the door when we change clothes- remove the clothes We lock the door to have bath- remove clothes We lock the door and change for periods- pull down underwear |
| 9. | With the help of pictures, explain "you need help in the toilet. You are a boy/girl!" Ask the student to place his own picture next to boy/girl. "You should ask for help only from boys/girls!" |
| 10. | Explain again that a boy should ask for help from boys - known people and similarly with girls. Ask the student to identify pictures of boys/girls from a mixed box and place in the relevant boxes. Make sure pictures are large and clear. Female students will only identify females- mother, sister and female teacher. Male students will identify only males - father, brother and male teacher. |
| 11. | Discuss - "when you meet friends/family, it is so much of fun. Give a hi five. Shake hands. That is good touch. You are happy!" Teacher must invite other students or teachers into cabin for a role play. 'Hi. Its so great to see u. Give me a five'. |

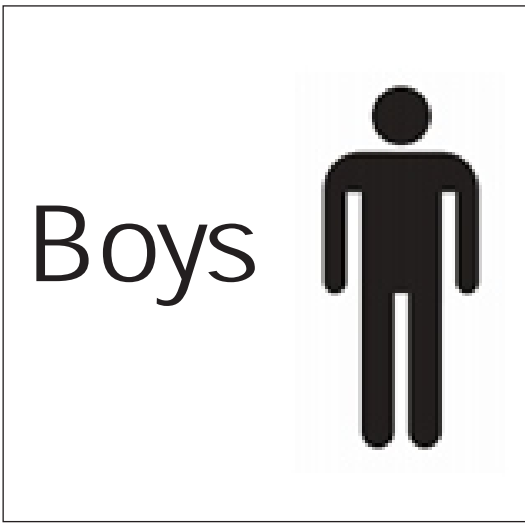


Index page for teachers

| Page No. | Topic |
|----------|--|
| 13. | <p data-bbox="229 421 1374 577">Discuss. "Don't allow anybody to touch you. Bad touch. Crying face. What should you do ? Say No. Take out card and place on that person. Show another teacher. " Do role play.</p> <ul data-bbox="204 636 1485 837" style="list-style-type: none">● Student and teacher - 1 and 2 are there. Two more people - 3 and 4 walk in.● 3 starts harassing 4 by pushing, touching. 4 crosses arms in front and pushes 3 away.● 4 pulls the teacher and put the pull out card on 3.● The teacher loudly shouts at 3 and pushes him out. The teacher comforts 4. <hr/> <ul data-bbox="204 891 1508 1585" style="list-style-type: none">● The pull out card must be used carefully. At that moment when role play is taking place, the pull out card must be used.● During role play, the teaching area must be devoid of any other distractions. The scene of 3 harassing 4 must be done by adult teachers/volunteers without overt abuse so that the student does not get intimidated. Harassing can be shown by pushing, pulling, yanking the hair but no overt abuse such as touching private parts etc.● Generalisation- this can be generalised with the student in the training centre. For example the student drinking water or eating something. One person (teacher/volunteer) pushes student or takes the eatable away and another person (teacher /volunteer) encourages the student to use the pull out card and complain.● It is imperative that the student must have access at all time to the pull out card. Verbal students with good language skills can be taught to complain independently. Students with limited/non verbal students must carry pull out card in their communication book that they use for their every day requirements. |

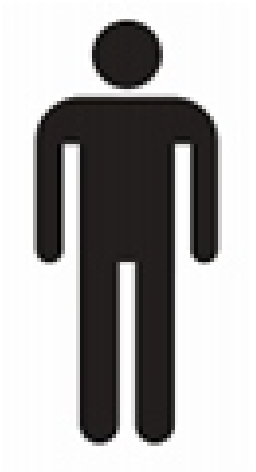
Note: This programme has been conceptualised and executed by Together Foundation in an effort to teach young people with autism about good touch/bad touch and safe guarding themselves.

For more information/suggestions on improving this programme, please call us on 022 28398173/9930358173. E mail us at togethersee@gmail.com

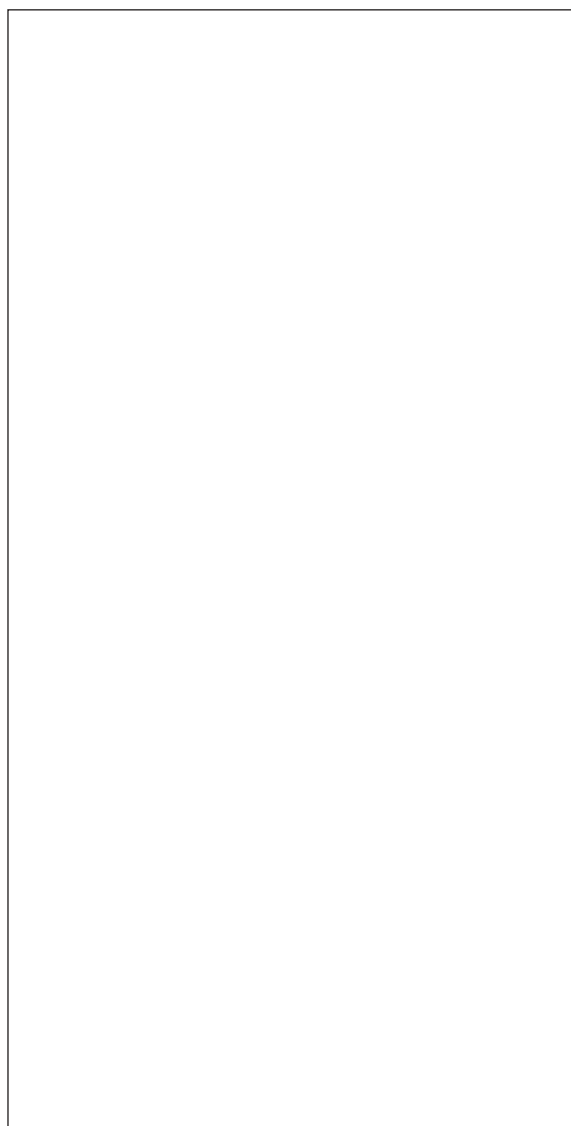
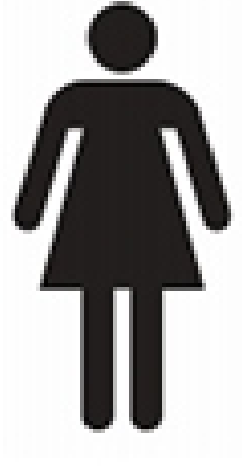


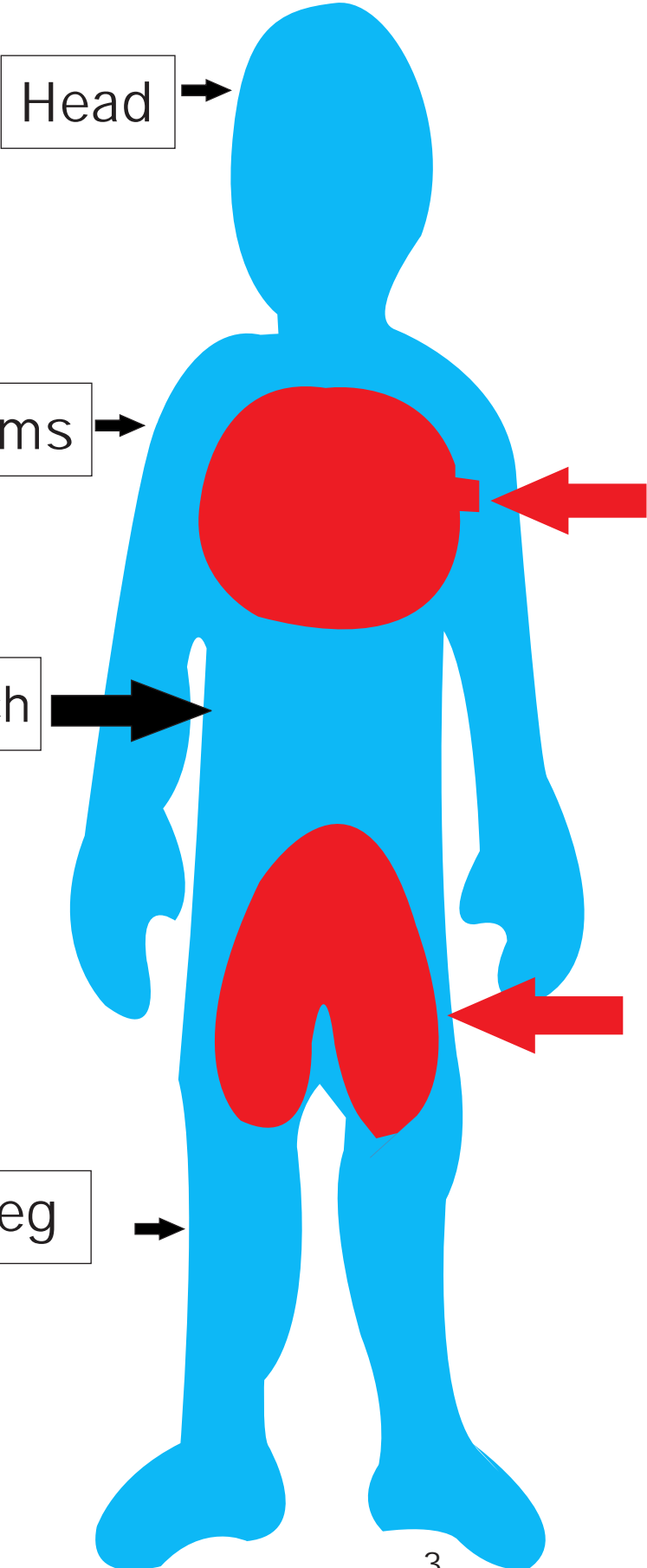
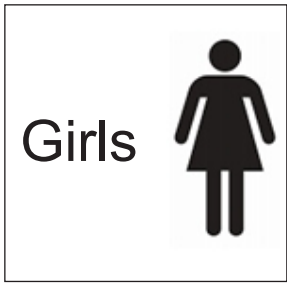
Identify

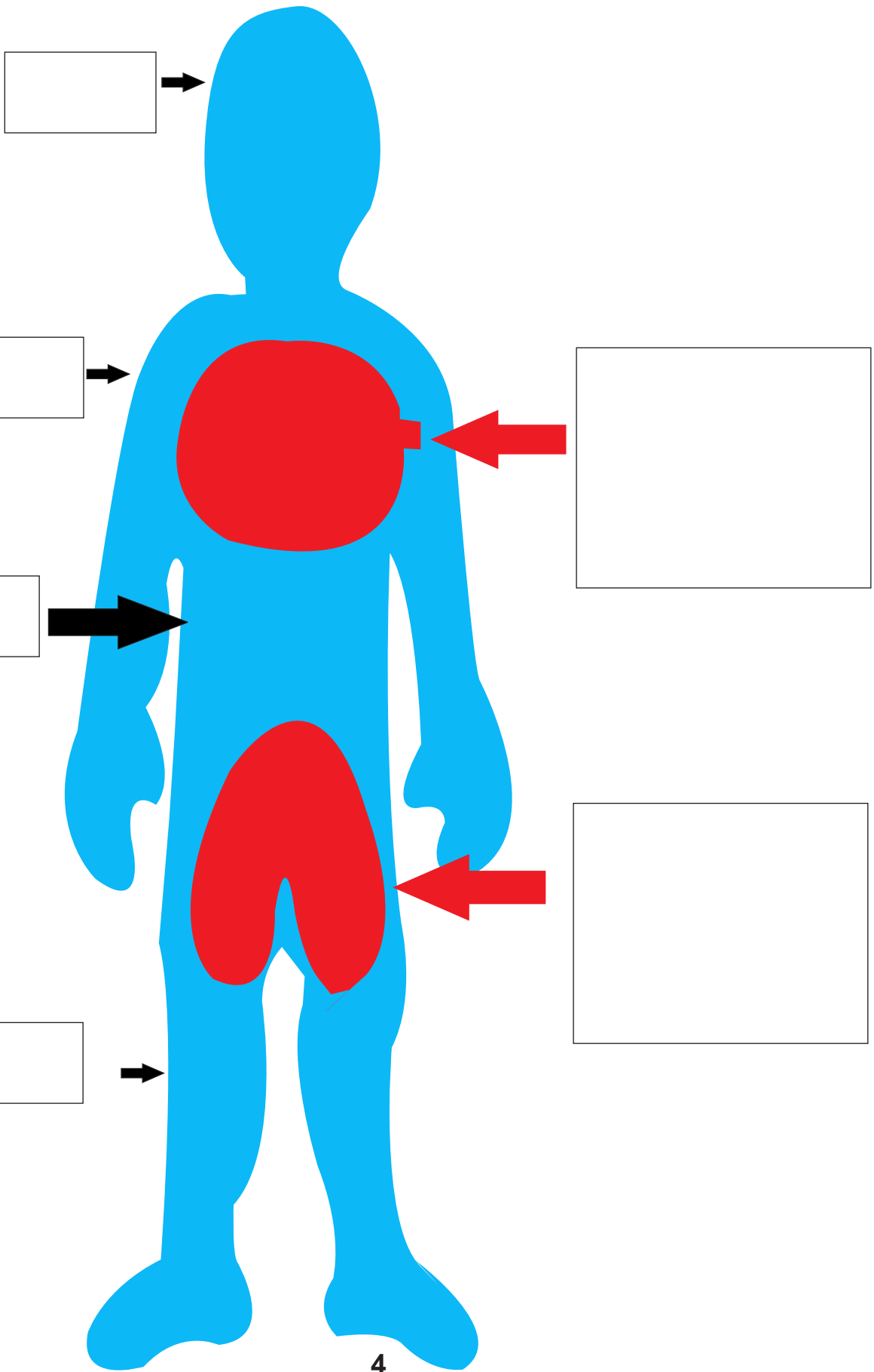
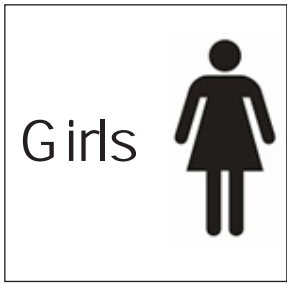
Boys



Girls



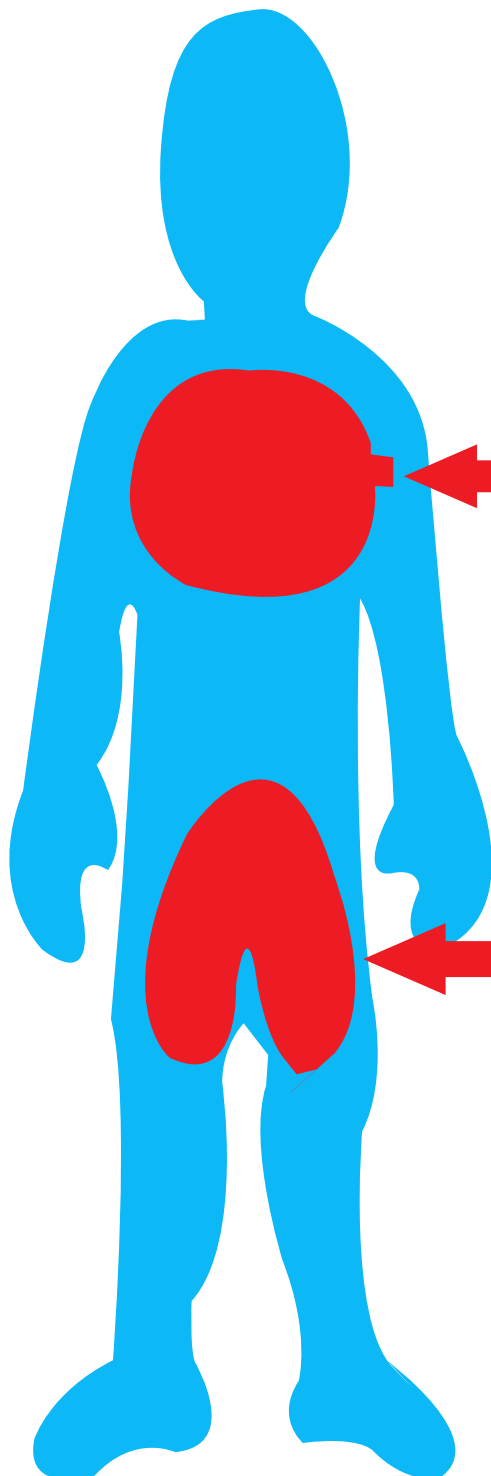




Lock the door



Private part



Private part



Private part

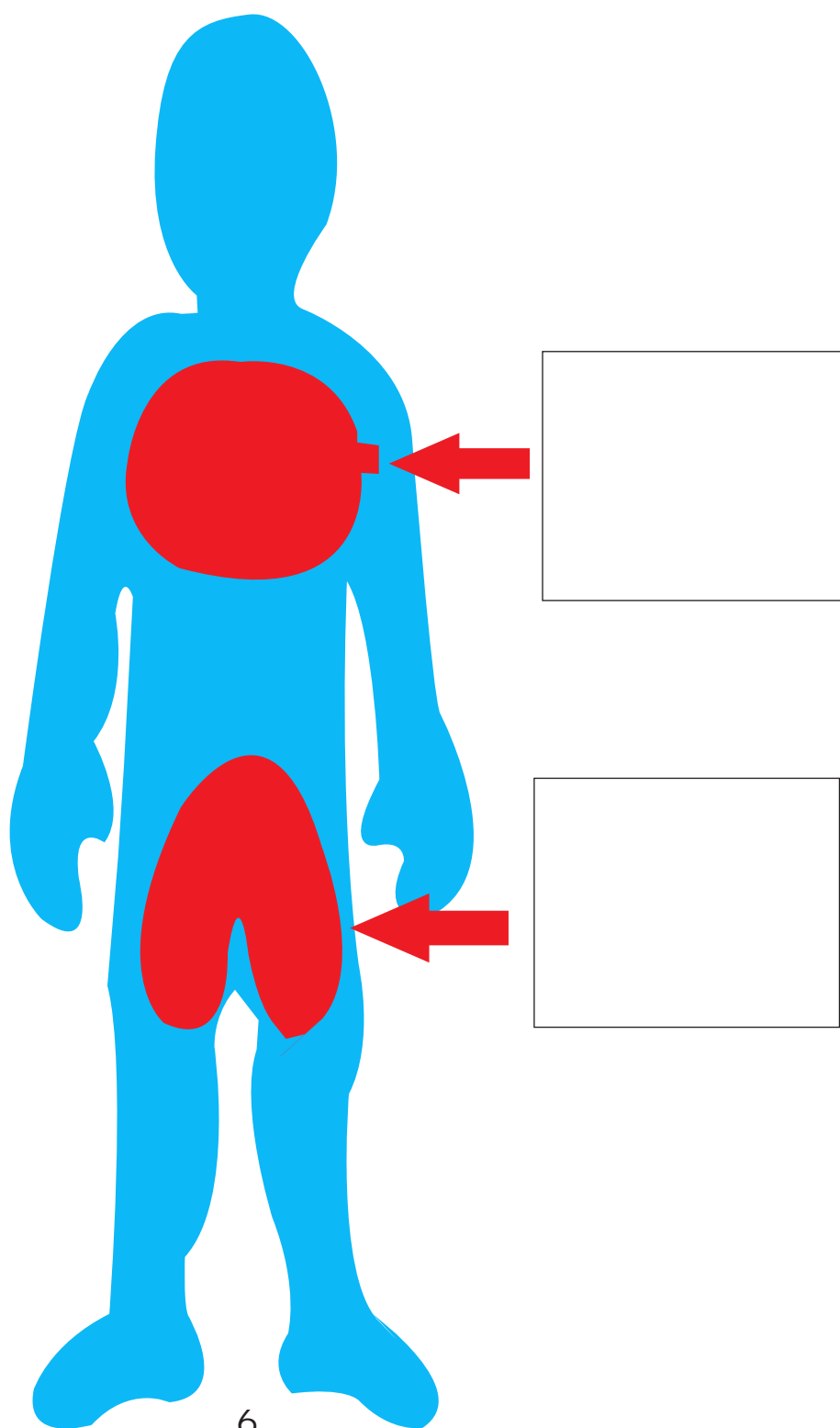




Lock the door



Private part



Lock the door



Toilet



Underwear



Change



Clothes

Lock the door



Bath



Clothes



Period



Pad

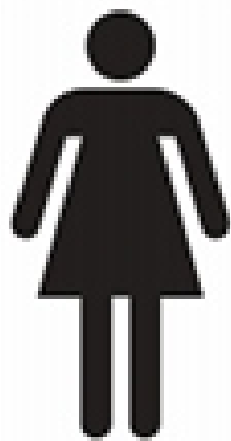


Toilet



Help

Girls





Identify

Mother

Sister

Girl teacher

Girl teacher

Good Touch



Shake hands



Hi Fi



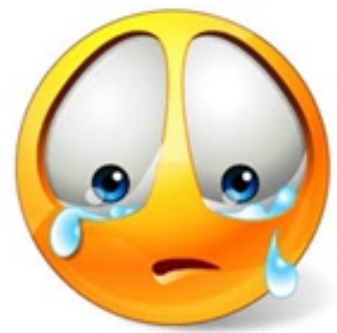
Good Touch



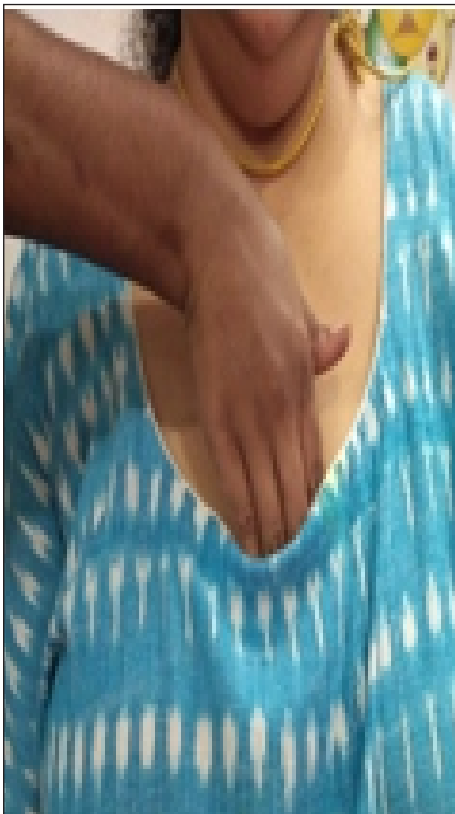
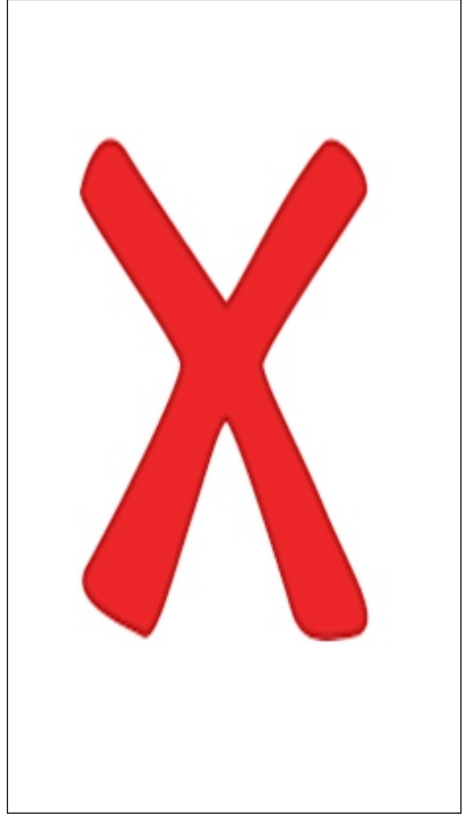
Hold
hands



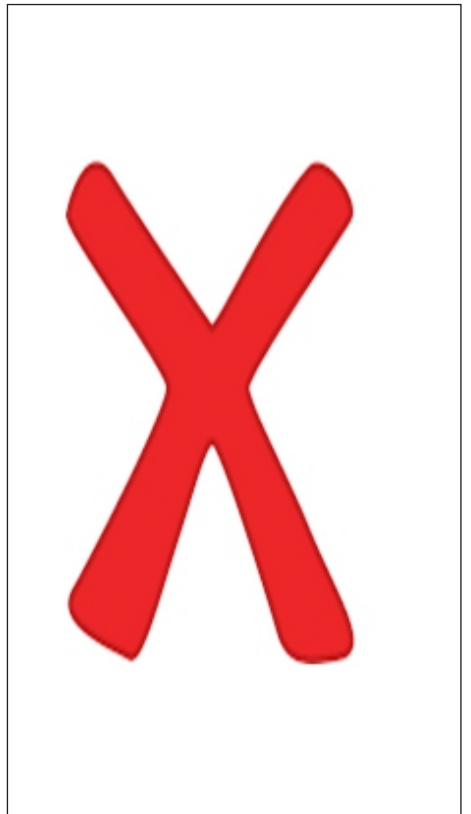
Bad Touch



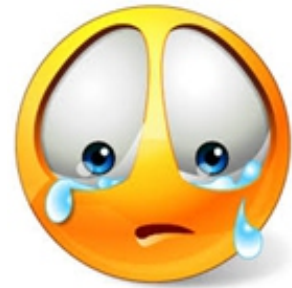
Bad Touch



Bad Touch



Bad Touch



No



Pull out picture
this picture must be
laminated and the
student must be able
to pull it out and stick
it back.

This person is troubling me

Bad Touch



Bad Touch



Bad Touch



Bad Touch

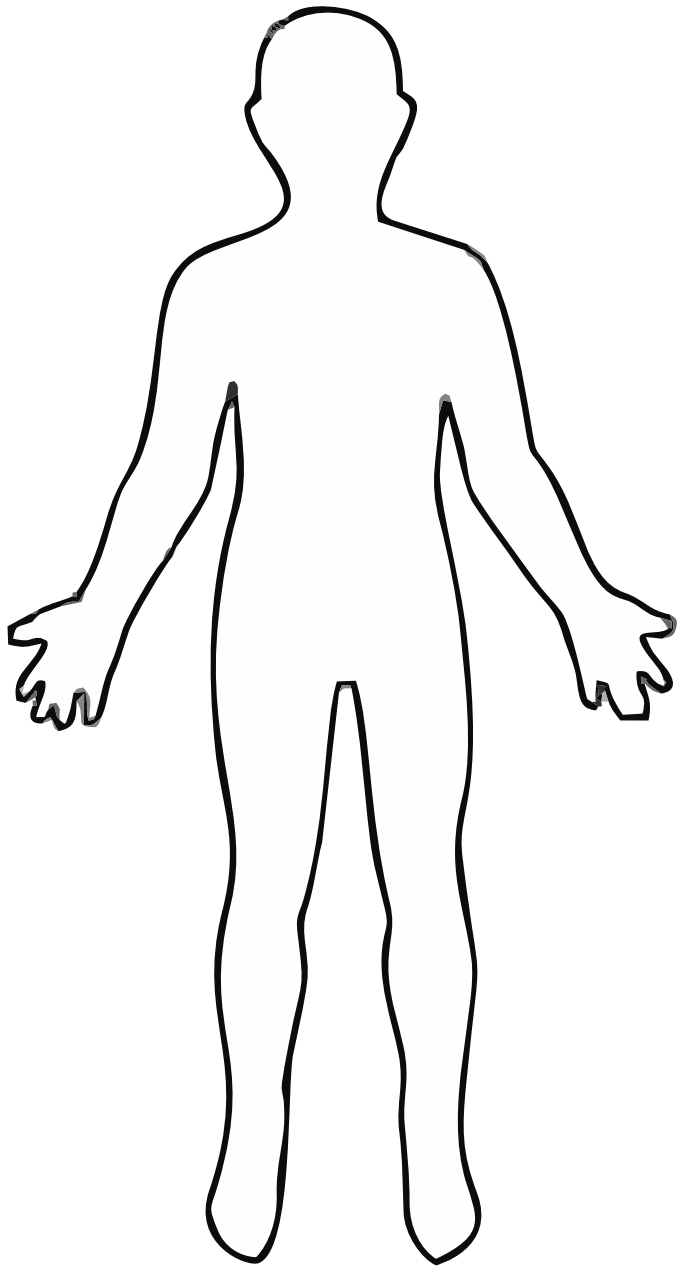


No



Pull out picture
this picture must be
laminated and the
student must be able
to pull it out and stick
it back.

This person is troubling me



My Body



Be Strong



My body

Methodology Part 1 – (Identify the Boy and Girl picture)

- Teacher has to make the student sit on the chair against the wall. Table to be kept between the teacher and student facing the teacher. The AAC book should face the student and the tray to be on the side.
- Start the session by telling the student “We are going to be talking about the body, my body” Use hands to gesture while talking to the student.
- Teacher points to the outline figure of boys and show the student. Next the teacher points to each picture of a boy below and matches it with the boy outline figure.
- Similarly the teacher points to the Girls outline figure and matches it with each of the girl’s photos below.
- Now the student is encouraged to match the boy pictures with the boy outline figure
- Similarly the teacher prompts the students to match each of the girl’s pictures with the girl’s outline above.



My body

Methodology Part 2 (private part)

Girls

- Open the page –Parts of the body
- Teacher will stand and point to the picture and then point to her own body. Head, arm, stomach, leg, private parts “This is head. This is arms. This is stomach. This is legs. This is private part”
- Teacher will ask the student to do the same and student has to stand, point to the picture and show the body part on herself. “You point and show me body parts.”

(This will be done with full prompt but the teacher must prompt without touching the student i.e. the teacher can prompt by showing body part on her own self. This will be followed by partial prompts (verbal) and then independently by the student.)

- Teacher matches the labels on LHS (left hand side) page which is filled in already. Then the teacher labels the body parts on the RHS (right hand side) page and also verbalises (This is head. This is arms. This is...). Teacher asks the student to do the same. “Put the words for the body parts. Put the word for head. Put the word for arms...” The teacher can also point to the body part on herself while teaching.

Full prompt – The teacher will arrange the words in order on the table and help the student match on LHS page and place the words in the boxes on RHS page.

Partial – The teacher places the words randomly on the table and asks the student to label. Encourage the student to first match on LHS page if he is confused. Remember this is not a test or NIOS exam. Be super patient and helpful! You can do this level by not placing randomly but in a row and asking students to do it by herself.

Independent – The teacher places the words and asks him to “Put the correct words for the body parts.” Encourage verbal students to speak up and name the part/non – verbal to show the body part.



Part 3 - Turn the page

- The teacher first discusses the image of the locked door.

What is this? The door is locked. (point to image)

We have to lock the door when we remove clothes, when we remove underwear, when we touch private parts. The teacher has to use lots of simple, easy to understand language. The teacher needs to explain that anytime you remove clothes, remove underwear or touch body parts, you have to first lock the door.

- The teacher will point to the image of private part. (This is private part. We cover it with bra. This is private part. We cover it with underwear.) The teacher will pick up the sample innerwear (packed in zip lock bag) to explain and make the student understand the particular part of the body.
- The teacher will stand up and hold the zip lock bag with the innerwear against herself to explain further.
- The teacher will ask the students to place the sample innerwear on the correct part of the mannequin. To make sure that the student has understood. “Where are the private parts? Put the bra on the private parts. Put the underwear on the private parts”
- The teacher will discuss immediately after discussing the private parts that is important to lock the door before removing clothes.

My body

Methodology Part 4

(Why do we lock the door)

PLEASE POINT TO THE CORRECT PICTURE WHEN SHOWING THE STUDENT

- The teacher points and asks the student 'what is this' and the teacher supplies the answer 'this is – lock the door' and encourage student to verbalise/sign the same. The student will respond that the door has to be locked.
- The teacher asks the student, "Why do we lock the door" and supply the answer "Because we remove our underwear and sit in the toilet" Again the teacher will ask the same question and make the student repeat the answer "Because we remove our underwear and sit in the toilet, we have to lock the door"
- The teacher points to the picture below and asks the students "Why do we lock the door" and supplies the answer, "Because we remove our clothes when we change – we have to lock the door." The teacher encourages the student to answer to the question "why do we lock the door", the student with the help of teacher replies " Because we remove clothes, we have to lock the door"
- The teacher asks the student why do we lock the door and supplies the answer " We take bath – we first remove clothes, so we need to lock the door" The teacher encourages the student to answer to why do we lock the door, the student replies, because we are taking bath, so we have to lock the door.
- The teacher ask the student why do we lock the door and supplies the answer, "we got our period and have to change our pad, so we need to lock the door" The teacher encourages the student to answer to why do we lock the door, the student replies because we have our period and need to change the pad, so we have to lock the door.
- As a conclusion the teacher has to reiterate – when we go into the bathroom, we first lock the door.



Part 5

Whom to call for help in the bathroom

- Teacher tells the student – In the toilet, if you want help, ask help from a girl because YOU are a girl. Teacher will ask student to place her own picture in line with the girl outline picture. Again teacher will discuss and encourage student to respond.
- Now the teacher will ask the student to pick up images of girls whom she will ask for help. Teacher will guide the students to pick up the images of her mother, sister sibling and girl teacher.
- The teacher will repeat the question to the student and prompt the student to answer, “I am a girl and I will call my mother, sister or girl teacher.



Part 6 – GOOD TOUCH

- Two students are made to sit together and the teacher sits across and gives a demo.
- The teacher points to the image and says shaking hands is good touch, next the teacher points to the second image and says “giving a hi – fi is a good touch and last the teacher points to the third image and says “holding hands” is also a good touch.
- After that the teacher stands by the side of the door line with children.
- Two volunteers enter the room and give a demo of shaking hands, giving a hi-fi and holding hands in part of conversation.
- Then the volunteers repeat the three actions but at a very slow pace, they pause when the teacher is explaining to the students about each action.



Part 7 – BAD TOUCH

- The room should be empty, only the book on the table and doll standing on the side at eye level of the teacher.
- Teacher stands near the doll, the volunteer comes and kisses the doll on the mouth, teacher catches the volunteer and says “No” shows the volunteer picture card that says “The person is troubling me” and then teacher pushes the volunteer out of the room and says loudly “Go away”
- Alternate demo, raise the doll and show volunteer touching the doll on her private part, teacher catches the volunteer and says “No” shows the volunteer the picture card that says “The person is troubling me” and then pushes the volunteer out of the room and says loudly “Go away”
- Whenever bad touch program is done it has to end on a positive note. Point at the first picture and say this is “My Body, you have to be strong”, teacher makes the strong gesture. The boy has to repeat with actions “This is my body, I am strong”



The teacher has to end on a positive and reassuring note. It is likely that the student is disturbed by images and discussion of bad touch. So stand upright and reinforce that "This is my body I am strong.'