



GIAff4ID

**COOPERATION PARTNERSHIPS IN YOUTH
GAMES FOR IMPROVING AFFECTIVITY IN YOUNGSTERS
WITH INTELLECTUAL DISABILITIES**

Project n° BG01-KA220-YOU-000087092

WELCOME TO THE THIRD ISSUE OF THE GIAFF4ID PROJECT NEWSLETTER!

In this edition, we highlight the significant progress made in our current phase, focusing on the laboratories conducted by our dedicated partners. These laboratories have been pivotal in testing and refining the Game-Based Learning Activities (GBLA) developed to teach Sexual Education and Affectivity to Young Persons with Intellectual Disabilities (YPWID).

**CONTACT US**

Belgium

In Belgium, the laboratories were held at the day care center Les Jardins du 8e Jours, with sessions conducted on two separate days involving 25 participants in total. The game focused on the transition from puberty to adulthood, covering physical changes, personal hygiene, and emotional management. Feedback highlighted the game's ability to foster open communication and understanding of sexual health, though some participants found certain topics challenging. The overall response was positive, with recommendations for future improvements



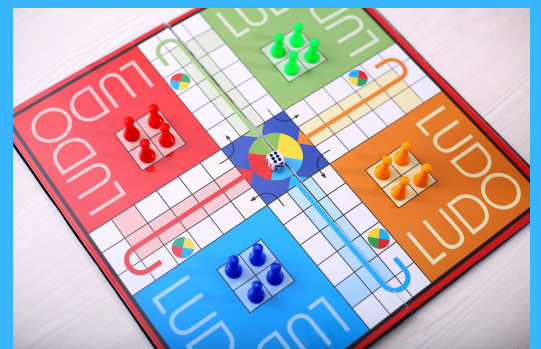
Bulgaria

In Bulgaria, NART organized the laboratories in partnership with a local school, involving 19 students and 4 resource teachers. The sessions included interactive card games and activities focused on personal relationships, sexual health, and emotional awareness. Participants responded positively, with high engagement and enjoyment, indicating the effectiveness of game-based learning in this context. Feedback emphasized the need for such tools and materials to work with students with intellectual disabilities, making these topics more accessible and engaging



Greece

In Greece, the laboratories were organized in the premises of Merimna Katerinis. The games and training materials designed by EILD were implemented, focusing on interactive storytelling and role-playing activities. These activities aimed to enhance understanding of personal boundaries, consent, and healthy relationships among participants. Feedback highlighted the effectiveness of these interactive methods in engaging participants and facilitating discussions on complex topics



Stay tuned for the next project's activities!

Italy

In Italy, the laboratory was conducted in collaboration with "Be&Able," involving 11 participants and 4 educators. The session was structured with an introduction, interactive activities, and a concluding discussion. The "body-rule" game was particularly effective in facilitating open discussions about sexuality and personal boundaries. Participants showed significant engagement and provided positive feedback, indicating the game's success in making complex topics accessible and enjoyable.



Spain

In Spain, the laboratories were held in three special education schools in Catalonia, involving 37 students and 6 educators. The game "My body my rules" was piloted to teach concepts of consent and personal space. Feedback from educators noted that while students with mild disabilities grasped the concepts well, those with more severe disabilities faced challenges. The activity was well-received, emphasizing the need for regular sessions to reinforce these important lessons.



Turkey

In Turkey, ZİÇEV conducted laboratory sessions across multiple cities, involving 12 participants with varying intellectual disabilities. The sessions focused on identifying emotions, differentiating between friendships and romantic relationships, and healthy communication practices. Despite initial shyness, participants became more comfortable discussing sexual topics as the game progressed. The activities were found to be moderately effective in raising emotional awareness and fostering a relaxed environment for sensitive discussions.



Stay tuned for the next project's activities!