

Tshomo and the Magic Bubble

A Story of Brave Words and Safe Touch



Promoting Gender Equality and Social Inclusion in Schools:
Building on What Children Want to Do and Be

Disclaimer

This storybook has been developed under the project “Promoting Gender Equality and Social Inclusion (GESI) in Schools: Building on What Children Value and Aspire To Do and Be.” The project is a collaborative initiative of Samtse College of Education (Bhutan), Kathmandu University School of Arts (Nepal), and RDRS (Bangladesh). It is funded and supported by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) and the International Development Research Centre (IDRC), Canada.

The views and ideas presented in this publication are those of the authors and do not necessarily reflect the official positions of GPE KIX, IDRC, or their respective Boards of Governors.

This storybook is created to help children learn about respect, safety, bodily integrity, mental well-being, and social inclusion. Through an engaging story, children are encouraged to understand that their bodies belong to them and that they have the right to say “yes” or “no” to touch. The story also highlights the importance of consent, kindness, and safe relationships where children feel heard, respected, and valued. Designed for educational use, this book is best read with parents, teachers, or caregivers who can support children in reflecting on the story and discussing its messages.

By promoting age-appropriate learning about protection, dignity, equality, and respectful relationships, this story aims to help children grow with confidence, empathy, and a strong sense of self-worth.

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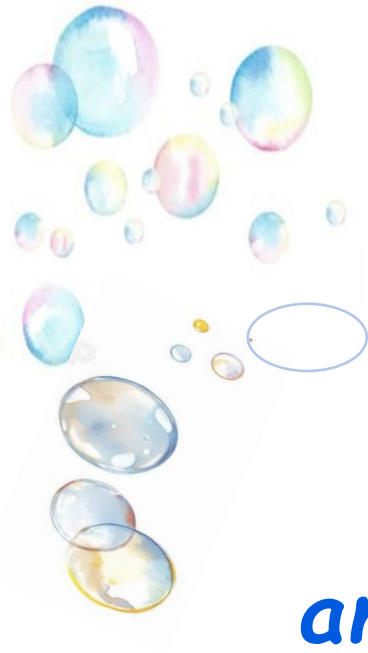
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Tshomo loved bubbles

She blew **BIG** bubbles.

She blew **small** bubbles.

She blew **Rainbow** bubbles.



Pop! Pop! Pop!



Like magic...

A special bubble floated down.
It landed on her nose with a sof

"Pop-sssss!" the bubble whispered
"I am your Boundary Bubble.
I'm here to keep you
safe and strong!"



"How do you do that?"
Tshomo wondered!

Bouncing and twirling,
the bubble sang...

I am like a secret shield!
*I remind everyone that **your body***
*belongs to you. **Just you!***
Not me, not anyone, only you!"



One day...

Uncle Tashi came to visit.
He opened his arms wide and said:

*"Give me a giant bear hug,
Tshomo!"*



Tshomo stopped.
Her tummy did a little flip.



She looked at her shiny bubble.

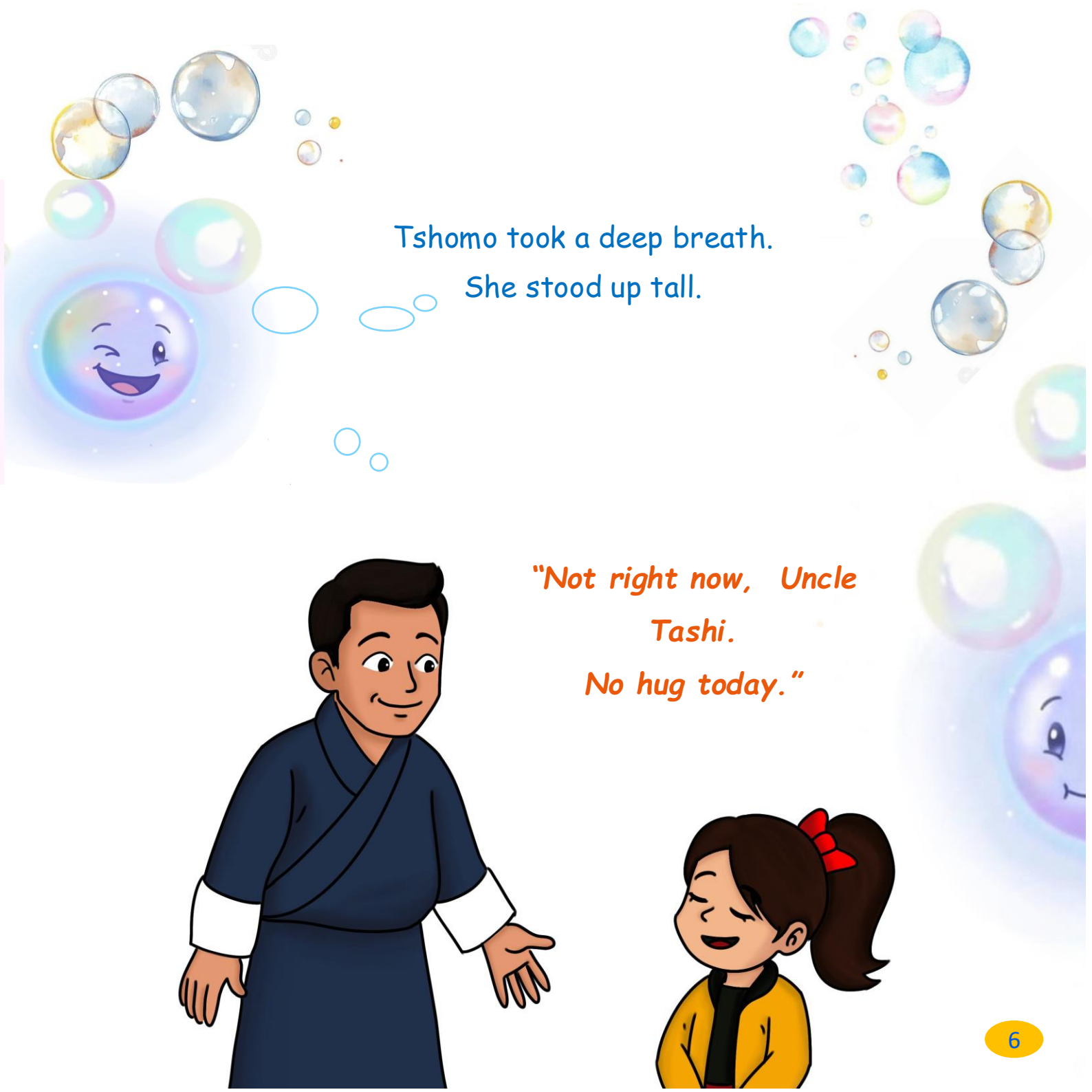
But the bubble bounced,
twirled and sang,...

Your body belongs to you.

Just you!

*Not me, not anyone, only
you!"*



The background of the page is white and filled with numerous colorful, iridescent bubbles of various sizes. Some bubbles have simple faces with eyes and mouths. In the center, there is a line of text. At the bottom, there is an illustration of a man and a young girl. The man is on the left, wearing a dark blue traditional robe with white cuffs, looking towards the girl. The girl is on the right, wearing a yellow jacket over a black shirt, with her hair in a ponytail tied with a red bow. She is looking up at the man with a slight smile.

Tshomo took a deep breath.
She stood up tall.

*"Not right now, Uncle
Tashi.
No hug today."*



"But I can give you a High-Five!"

Slap! went their hands.

Uncle Tashi smiled:

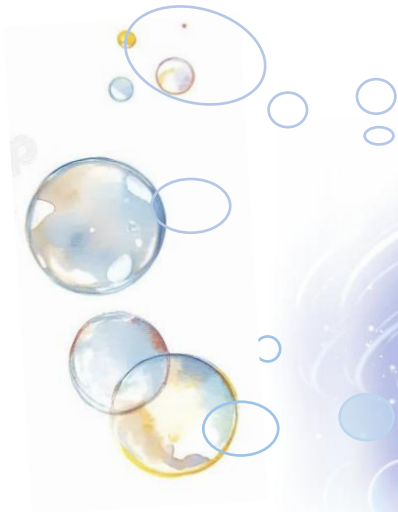
"That's a great High-Five, Tshomo!"



Tshomo felt **PROUD**.

She felt like a superhero.

She felt **STRONG!**



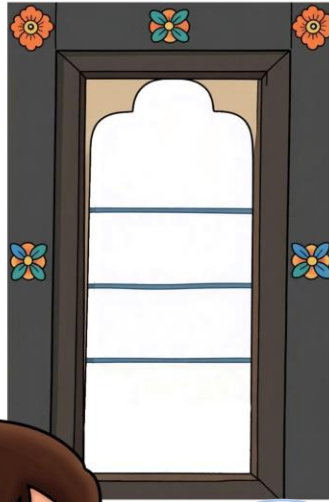
The Magic Bubble spun in
a happy circle and cheered:

*"You used your **voice!!***

*Your very own **superpower!**"*



Later that week, at school...



Tshomo drew a picture
of her bubble.



It had glitter and gold
and
bright purple spots.

Tshomo ran to her teacher, Miss Deki.

Look!

This is my Big Magic Bubble!

It helps me use my voice."



Miss Deki knelt down so she was
eye-to-eye with Tshomo.

"It is beautiful."
Miss Deki said.

Then she asked softly:

*"Would you like a hug, Tshomo?
Only if you want one."*



Tshomo looked at her shiny bubble.
But the bubble bounced,
twirled and sang,...

Your body belongs to you.

Just you!

Not me, not anyone, only you!"

Tshomo thought about it.
Her heart felt happy and bubbly
inside.



"Yes!" she giggled.

"A big, happy hug, please!"

So they hugged...

It wasn't too tight.

It wasn't too long.

It was just right.

And the magic bubble
spun above them,
sparkling in the light.





That evening, Tshomo hugged her drawing
and whispered her new favorite spell:

*"My body is mine,
My voice is **strong**.
I can say **NO**,
And I can say **YES** too!"*



Above her head,
the Big Magic Bubble spun
in a happy circle,
sparkling like a star.

Remember:
Your body belongs to **YOU**.
You can always say **YES** or **NO**.
And your voice is your
SUPERPOWER!



About the Project

The project Promoting Gender Equality and Social Inclusion (GESI) in Schools: Building on What Children Value and Aspire to Do and Be seeks to create safe, inclusive, and supportive learning environments where every child can learn, participate, and thrive. Funded and supported by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) and the International Development Research Centre (IDRC), the project is led by Kathmandu University School of Arts (Nepal) in partnership with Samtse College of Education (Bhutan) and RDRS (Bangladesh).

Implemented over three years in 25 schools across Bhutan, Bangladesh, and Nepal, the project aims to strengthen gender equality and social inclusion in education by improving school policies, practices, and learning environments.

A central feature of the project is the GESI Diagnostic Tool, which was developed based on children's own values, aspirations, and school experiences. By listening to children's voices, the tool helps schools identify areas where greater inclusion, safety, and support are needed. It also guides schools in taking meaningful action to ensure that all children feel respected, valued, and empowered. Designed to be flexible and adaptable, the tool can be used in a variety of educational settings and contexts.

In Bhutan, the project has also supported the establishment of Learning Innovation Knowledge Exchange (LIKE) Clubs in five schools in Samtse Dzongkhag. These student-led clubs provide a platform for young people to promote inclusion, equity, and positive change within their school communities. Through their activities, students continue to champion gender equality, social inclusion, and respectful relationships, helping to create schools where everyone has the opportunity to belong and succeed.



LEARNING,
INNOVATION &
KNOWLEDGE
EXCHANGE



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