

NAVIGATING HEALTHY RELATIONSHIPS

Sex Education for Disabilities



TEACHER'S
GUIDE

SEX EDUCATION

Course Summary

Key Points: Identifying

The SEEDS *Sex Education* series is designed for individuals with Intellectual and Developmental Disabilities (I/DD) and presents medically accurate information in an approachable way. We believe that every individual deserves the right to access information to protect their health, safety and dignity. The *Sex Education* material has been carefully curated to present foundational concepts using simple language, repetition, and review to appeal to a wide array of learners. General education curricula often fall short for students with disabilities as it is implied that they understand prerequisite concepts when beginning these courses. SEEDS addresses this deficit by using evidence-based practice and emphasizes the most critical concepts from sex education subject matter, without over complicating the topic.

Students who complete the SEEDS *Healthy Relationship* curricula series, which lays the foundation for relationships and boundaries, will benefit from this *Sex Education* series to give them a comprehensive understanding of their bodies, reproduction, safer sex practices, and how to adapt to the many changes they will face as they transition into adulthood.

National Standards for Sex Education

SEEDS curricula follow the national standards for comprehensive sex education as outlined by leaders in the field. In this series, you will find the following concepts addressed:

- Anatomically correct names for reproductive body parts, their function, and proper hygiene.
- Changes that happen to the body during puberty & what to expect when they go to the doctor
- Factors that influence body image, self-esteem, & gender roles
- Gender Identity & Expression
- Sexual Orientation
- The process of conception
- Sexual health and contraception, including STI & STD
- Process of childbirth and pregnancy options
- Different ways to make important informed decisions
- Sexual abuse & coercion, and what to do when it happens

SEX EDUCATION

Course Outline

Lesson Objectives

Lesson 1:	Gender Roles <i>1. Student will describe the differences and similarities in males & females and how society may expect them to act.</i> <i>2. Students will identify at least 3 examples of how friends, family, media, society, & culture influence how we should act</i>
Lesson 2:	Private Body Parts <i>1. Students will identify female body parts</i> <i>2. Students will identify male body parts</i> <i>3. Students will identify the reproductive organs for male & female</i>
Lesson 3:	Puberty <i>1. Students will define puberty</i> <i>2. Students will identify the physical, emotional and social changes that occur during puberty.</i> <i>3. Students will identify how puberty prepares human bodies for the potential to reproduce.</i> <i>4. Students will identify the role of hormones in puberty and sexual response cycle</i>
Lesson 4:	Hygiene <i>1. Student will identify at least 3 ways to keep their body clean</i> <i>2. Students will identify menstruation and how to maintain personal hygiene products</i>
Lesson 5:	Body Image & Self-Esteem <i>1. Student will define self-esteem</i> <i>2. Students will identify three different ways body image is influenced</i>

- Lesson 6:** **What to Expect at the Doctor**
1. Student will identify what happens during a physical exam
2. Students will identify 2 things that they can talk about with their doctor
- Lesson 7:** **Identity & Expression**
1. Student will define gender identity
2. Students will define gender expression
3. Students will discriminate between sex assigned at birth and gender identity
- Lesson 8:** **Sexual Orientation**
1. Student will define sexual orientation
2. Students will identify at least three different types of sexual orientation
- Lesson 9:** **Reproduction**
1. Student will define sexual intercourse
2. Students will define fertilization
3. Students will identify that vaginal sex is the only sexual activity that leads to pregnancy
- Lesson 10:** **Sexual Health – STD & STI**
1. Student will identify 3 STIs
2. Students will identify 3 STDs
3. Students will define HIV/AIDS and that it is a lifelong disease
- Lesson 11:** **Contraception**
1. Student will identify abstinence as the most reliable form of contraception
2. Students will identify at least 3 different types of contraception and who uses them
3. Students will define emergency contraception and where to access it
- Lesson 12:** **Childbirth**
1. Student will describe the signs and symptoms of pregnancy
2. Students will identify 5 prenatal practices that can contribute to a healthy pregnancy
3. Students will identify how a baby is born

Lesson 13: Pregnancy Options

- 1. Student will identify 3 options for pregnancy*
- 2. Students will define abortion*
- 3. Students will identify at least 3 resources/skills they need to become a parent*

Lesson 14: Decision Making: Am I Ready?

- 1. Student will identify 3 different ways that people make decisions*
- 2. Students will identify how different factors can influence decisions*

Lesson 15: Consent & Abuse Prevention

- 1. Student will define sexual abuse and rape*
- 2. Students will identify that abuse is not their fault*
- 3. Students will demonstrate assertive strategies for handling abuse*

Lesson 16: Review

- 1. Student will define and discuss the topics learned in the sex education lessons*

Planning Page

The following pages are samples from the Sex Education for Disabilities lessons. If your school or organization would like additional samples, please contact us and we can arrange for additional viewing of the lessons.

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TIME

30-60 minutes, 1 session

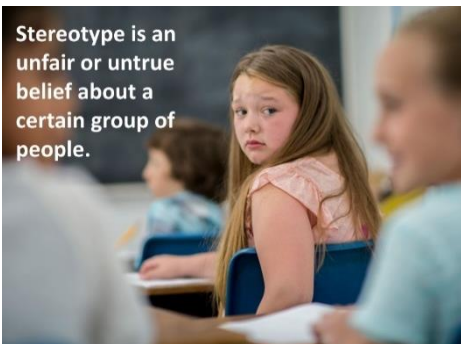


MATERIALS

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Slide 3:

Stereotype is an unfair or untrue belief about a certain group of people.



Lesson 1: Gender Roles Cont'd

Teacher Notes

“The first thing we’re going to learn about is stereotypes. Does anyone know what a stereotype is?”

Allow students to respond

“A stereotype is an unfair or untrue belief about a certain group of people. Stereotypes do not consider how people are unique or different, and make it seem like everyone in that group is the same. Stereotypes can sometimes be hurtful or disrespectful.”

Allow students to respond and discuss different stereotypes and how they can be harmful but avoid bringing up specific examples that might be sensitive to members of the class

“Has anyone here ever experienced a stereotype that didn’t describe who you are?”

Allow students to respond



TIME

30-60 minutes, 1 session



MATERIALS

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Slide 3:



Body with
a Penis

Lesson 2: Private Body Parts Cont'd

Teacher Notes

**It is likely that students will use slang terms when identifying private body parts. This is often due to either misinformation, nicknames given to body parts when they were young, or even just from embarrassment.*

Try to make the students feel comfortable by allowing them to name the body parts as they know them, then emphasize that we will be using medical terms in this class, and we need to learn the correct names.

It's important not to shame them for using slang but encourage the correct terminology. Practice before class if you need to. The more comfortable you are using them, the more comfortable they will be!

“This is a picture of a body with a penis. These are body parts that most male/boy bodies have. As you grow up, these parts are going to change. We will talk more about that in the next lesson. Can anyone tell me what are some of the body parts you see here?”

Allow students to respond



TIME

30-60 minutes, 1 session



MATERIALS

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- Flash Drive

Slide 3:

When does Puberty start?



Lesson 3: Puberty Cont'd

Teacher Notes

“Puberty starts at different times for everyone. It is common for kids to start puberty around age 8-9. Puberty will continue until about age 14 or 15. Girls typically start a little earlier than boys, but everybody is different.

Some changes may happen early and then nothing happens for a couple of years, or things may all happen around the same time. This is a normal part of growing up and everyone does it differently!”

Allow students to discuss



TIME

30-60 minutes, 1 session



MATERIALS

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Slide 3:



Lesson 4: Hygiene Cont'd

Teacher Notes

***The next part of this lesson focuses on menstrual hygiene. While only people with a uterus & ovaries will experience this process, we recommend that all genders learn and understand about the menstrual cycle to build sensitivity and compassion toward those who do. Consider normalizing this lesson for all genders, to destigmatize the menstruation process and reduce embarrassment or shame.*

“The next things we’re going to learn about is menstruation and how to keep your body clean if you experience periods.”



TIME

30-60 minutes, 1 session



MATERIALS

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Slide 11:



Lesson 5: Body Image & Self-Esteem Cont'd

Teacher Notes

“Positive self-talk takes some practice, and it may take some time for some people to build their self-esteem, but it is important to remember how wonderful and unique you are! You can be proud of your body, your race and ethnicity, your gender identity, and the culture that helped make you who you are.”

Allow students to discuss



TIME

30-60 minutes, 1 session

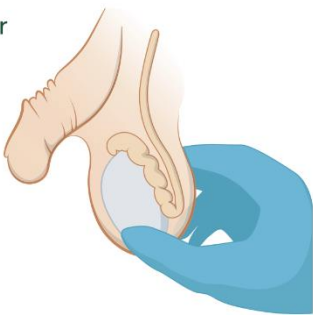


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Slide 5:

Testicular Exam



Lesson 6: What to Expect at the Doctor Cont'd

Teacher Notes

“At around age 15, boys, or people with a penis will need to start getting a testicular exam. To review, does anyone remember what the testicles are?”

*Allow students to respond
(2 ball-like glands inside the scrotum. They make sperm and the hormone testosterone)*

“Does anyone here know what a testicular exam is?”

Allow students to respond

A testicular exam is done so the doctor can feel whether your testicles are developing properly and that there aren't any problems. The doctor will feel around the testicles and the groin area. They may ask you to turn your head and cough so that they can check for a hernia. The doctor is also going to hold each testicle between their thumb and first finger rolling it gently to feel for any lumps and to make sure it hasn't become large or hardened. The doctor is checking to make sure there are no signs of cancer.”

“The doctor can also show you how to check for lumps so that you can be checking in between doctor's visits each year. It is important to let a trusted person know right away if you feel a lump, or your testicles feel hard so they can get you to a doctor for a medical checkup.”

“Remember that an exam of your private parts should be done by a medical professional, in a doctor's office, and they should be wearing gloves.”

Allow students to respond



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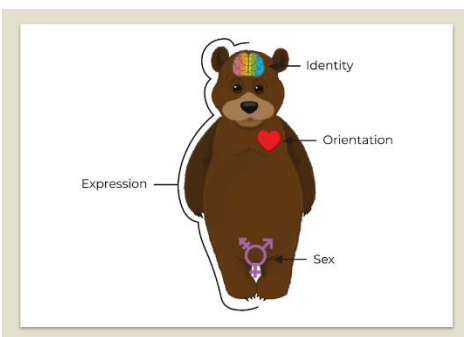
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MATERIALS

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Slide 3:



Lesson 7: Identity & Expression

Teacher Notes

“This is the Gender bear, and this bear can help us to understand who we are and how we express ourselves. The Gender bear helps us see the different things that make each of us unique.”

“In our lesson about private body parts, we learned about gender or “biological sex” that is assigned at birth. Can anyone remember how this is done?”

*Allow students to respond
(doctor assigns at birth based on private body parts/genitals, or a blood test)*

“Sex is simply the private body parts, hormones, and chromosomes that you were born with. Like we talked about before, some bodies have penises, testicles, and the hormone testosterone, and some bodies have vaginas, uteruses, and produce the estrogen hormone.”

“When you were a baby, the doctor assigned you a gender, or “sex”, depending on what your genitals looked like. This is the gender that was put on your birth certificate.”

Allow students to respond & discuss



TIME

30-60 minutes, 1 session



MATERIALS

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Slide 7:



Lesson 8: Sexual Orientation Cont'd

Teacher Notes

“Only you know what is in your heart. Some people know from a young age who they are and who they are attracted to. Other people take some time to figure this out or it may change over time. As you grow up you may begin to feel romantic or sexual feelings about another person or different people. All of this is normal and part of the growing up process.”

“Some people may have a hard time talking to others about feeling different, so they don't tell anyone for a long time. It's important to be caring and supportive of each other as you all go through the process of growing up and becoming adults.”

“If you have more questions, you can ask them here or talk to another trusted adult.”

Allow students to respond & discuss

“In our next class we're going to be talking about how babies are made.”



TIME

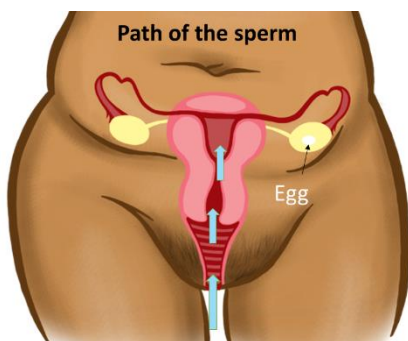
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MATERIALS

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Slide 6:



Lesson 9: Reproduction Cont'd

Teacher Notes

“When two people have vaginal sex, they can make a baby. The organs you see in the pictures are what make and grow the baby. This is a picture of a vagina, uterus and ovaries. Only a person with a uterus and ovaries can get pregnant.”

“Who remembers the menstrual cycle or period? What happens once a month before the period?”

Allow students to respond

“About once a month, a girl’s body releases an egg from her ovaries. When a boy’s penis releases sperm inside her vagina, the sperm swim to find the egg (paths of arrows). If the sperm doesn’t find the egg, the body will get rid of the egg and some extra tissue, which is called a period.”



TIME

30-60 minutes, 1 session



MATERIALS

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Slide 7:

Sexually
Transmitted
Diseases (STD)



Sexually
Transmitted
Infections (STI)

Lesson 10: Sexual Health – STD & STI Cont'd

Teacher Notes

“Another risk that you need to know about is sexually transmitted diseases and infections. These are sicknesses that you get on your private parts, or inside and outside your body. STDs and STIs are passed through sexual touching with another person, either through the penis, vagina, mouth or anus of someone else who has the sickness.”

“There are several sicknesses that we are going to learn about. Some will go away with medicine, and others you will have for life. All STDs and STIs need attention from a doctor or healthcare worker.”



TIME

30-60 minutes, 1 session



MATERIALS

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- Flash Drive

Slide 13:



Lesson 11: Contraception Cont'd

Teacher Notes

“There are so many choices! It can feel a bit confusing to pick one.”

“Remember, abstinence is the only way to stop pregnancy and STDs 100% of the time. If you decide to become sexually active, it’s a good idea to talk to your doctor and a trusted adult to help you choose what contraception is best for you.”

“It’s also really important to discuss contraception with your partner before having sex. You both should talk about how you plan to prevent pregnancy and STDs. Together, you can make a plan to keep each other healthy and safe!”

Allow students to respond & discuss

Optional Role play activity

Have students practice asking a partner what kind of contraceptives/birth control they would like to use or are using. Discuss pros & cons and express feelings regarding the use of contraceptives to practice these conversations. Can include dialogue about whether they feel ready to have sex or not and how to express that to a partner.



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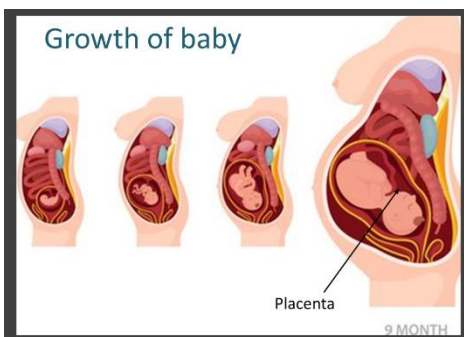
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MATERIALS

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Slide 9:



Lesson 12: Childbirth Cont'd

Teacher Notes

"In this picture you can see the baby growing at a couple of different stages. Does anyone know what the 3 stages of pregnancy are?"

Allow students to respond

"Trimesters! During each part of pregnancy, called a trimester, the baby gets bigger, and important things happen to help the baby live outside the mother's body, like growing a healthy heart and lungs to breathe. There are 3 trimesters, and by the end of the 3rd trimester, the baby is ready to be born."

"Throughout the pregnancy, the uterus will get bigger and stretch to fit the growing baby. Does anyone know how the baby gets its food while it's inside the mother?"

Allow students to respond

"A special organ called the placenta grows in the uterus after someone gets pregnant. The placenta is connected to the baby's belly by the umbilical cord, which brings food and oxygen to the baby while it grows. After the baby is born, the umbilical cord is cut, and it heals to become a belly button. When the baby is born, the placenta also comes out and is thrown away."



TIME

30-60 minutes, 1 session



MATERIALS

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- Flash Drive

Slide 8:



Lesson 13: Pregnancy Options Cont'd

Teacher Notes

“Can anyone tell me what the third option is for people who do not want to have a baby?”

Allow students to respond

“Does anyone know what abortion is?”

Allow students to respond

"Abortion is the third option for people who want to end an unwanted pregnancy. It is a safe and legal way for those who do not want to be pregnant or who might have health risks. There are two different kinds of abortions. Let's talk about both of them."



TIME

30-60 minutes, 1 session



MATERIALS

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- Flash Drive

Slide 4:



Lesson 14: Decision Making- Am I Ready? Cont'd

Teacher Notes

“What kind of affect do you think drugs and alcohol can have on your ability to make a decision? Do you think you can make good decisions if you’ve been drinking or using drugs?”

Allow students to respond

“When you use drugs and alcohol, do you think you are making decisions based on your value system, or just acting on impulse?”

Allow students to respond

“When you use drugs and alcohol, it can be harder to make decisions based on your values. They can affect your judgment. Drinking or using drugs might make having sex seem like a good idea, even if you’re not ready. You might forget to use birth control or condoms.”

“Also, if you or your partner is drunk or high, it’s important to remember that consent is not possible.”



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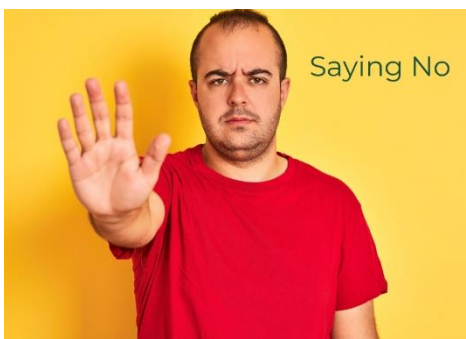
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Slide 4:



Lesson 15: Consent & Abuse Prevention Cont'd

Teacher Notes

“Saying “No” can be hard sometimes, but if you don’t consent to having sex, it’s important to communicate that to your partner. If they don’t respect your choice, they are not a trusted person and don’t have your best interests at heart. This can be a sign of an unhealthy relationship. No one should try to pressure or convince you to do something you’re not ready for or comfortable with.”

“When telling someone No, you want to look them in the eye and use a clear and confident voice. Does anyone remember how we practiced protecting our personal space? Saying no is just like that.”

“Let’s talk about some of the different ways that you can say No.”

Write responses on the board and talk about them, then have students role play how to say “No”

Common examples:

- *I’m not ready*
- *I don’t want to*
- *I don’t feel comfortable doing that*
- *No (Remember that “No” is a complete sentence and no further explanation is needed!)*

“If you have a partner who accepts and respects your boundaries, you can discuss things that you DO feel comfortable doing. These may be things like hugging, kissing, holding hands, or other touches that you both feel comfortable and agree with.”



TIME

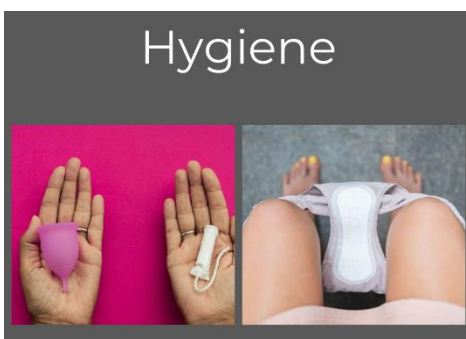
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MATERIALS

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Slide 5:



Lesson 16: Review Cont'd

Teacher Notes

“Can anyone tell me one of the ways we can take care of our bodies?”

*Allow students to respond
(Take daily showers, wash hair regularly, use deodorant, put on clean clothes, etc.)*

“We also learned about menstruation in this lesson. Can anyone tell me a product that people who have periods can use?”

*Allow students to respond
(Pads, tampons, cups, etc.)*



TIME

30-60 minutes, 1 session



MATERIALS

- Pointer
- Flash Drive

Slide 9:



Lesson 16: Review Cont'd

Teacher Notes

“Can anyone define sexual orientation?”

*Allow students to respond
(Sexual orientation is who you are attracted to and want to become a special someone)*

“Can anyone tell me what LGBTQIA stands for?”

*Allow students to respond
(Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, & Asexual)*



For Further Information Contact:

(P) 619.299.3161
www.seedstherapycenter.com

Our Mission:

By creating learning opportunities for individuals with disabilities, we aid in nurturing healthy and meaningful relationships and in reducing sexual exploitation. We teach individuals to safely and appropriately access the community environment in order to decrease law enforcement interventions and promote social autonomy.

Through education and behavioral support, SEEDS assists people with intellectual & developmental disabilities (I/DD) to relate effectively with their community and attain the skills needed to protect and advocate for themselves.

People with I/DD are at a much higher risk of sexual assault. Research indicates that this population are 7 times more likely to be abused than their non-disabled counterparts. Furthermore, most of these victims know and trust their perpetrators. Despite this staggering number of abuse cases, people with developmental disabilities continue to be grossly undereducated in the areas of relationship boundaries, abuse, sexuality, and social skills.

SEEDS was founded in 1987 as an educational resource for supporting agencies and individuals with disabilities in the areas of abuse, sexuality, relationship boundaries, and social skills. SEEDS offers education through a variety of modalities including multi series curriculum, classes, parent education, workshops, socialization activities, community outreach, agency consultation and training, and individual sessions.