



DISABILITY AND SEXUALITY

amaze

**Advocates
for Youth**
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ABOUT THIS GUIDE

This video discussion guide is part of a set of discussion guides available for peer educators to use to educate young and middle adolescents about sexual and reproductive health.

The discussion guides each incorporate an AMAZE educational video that addresses a topic and can be used to supplement existing lesson plans or resources that you may already be using to provide sexual and reproductive health information to young people. Each video discussion guide consists of an introduction to the topic of the video, a screening of the video, discussion and reflection questions, and an optional activity and/or quiz.



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OBJECTIVE:

To provide young people with an understanding of how people with disabilities have the same sexual and romantic feeling as anyone else, have similar questions about relationships and their bodies, and can reflect a range of sexual orientations, by showing an AMAZE video and facilitating a discussion and opportunity for reflection.



CORE STEPS:

Concluding with the key summary points (5')

Facilitating an optional activity (10')



Introducing the topics (5')

Showing an AMAZE video (4')

Facilitating discussion and reflection (15')

NOTE:

These are the suggested approximate duration times for each step.



TARGET AUDIENCE:

Adolescents, ages 10-19



DURATION:

30 - 40 minutes



ADDITIONAL MATERIALS:

- Video link: <https://amaze.org/video/puberty-disability-sexuality/>

For the in-person activities, you will need:

- Computer with internet access and speakers
- Projector and screen or laptop, tablet
- Sticky notes, paper board/flip chart, and colorful pens for Discussion and Reflection

For the virtual option, you will need:

- Zoom/Google Meet access
- A shared document for reflection



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OPENING:

All people are sexual beings, regardless of their abilities. Now, let's watch an AMAZE video to understand better how young people with disabilities have the same sexual and romantic feelings, needs, and desires for healthy relationship as others.



DISCUSSION AND REFLECTION QUESTIONS:

After showing the video, lead a discussion using the following questions. Pace the discussion according to the available time and prioritize the questions you want to discuss.

1. What was it like to watch this video? What is your initial reaction?
2. What are some challenges that a person with a disability may be more likely to face when it comes to dating? And, what are some ways that they could overcome those challenges?
3. Why would it be important for people, regardless of their ability, to learn about sex and sexual health?
4. What should a person do if they see their friends with different abilities being questioned or judged by someone else, regarding their sexuality and their ability to have a romantic relationship?
5. What are your key takeaways from this video and discussion?

NOTE:

Encourage contributions from participants, but understand it is okay if some are uncomfortable speaking. Don't force anyone to answer if they don't want to. You can also consider using sticky notes or a shared online document so participants can write their thoughts anonymously.

DO!

- Respect participants' opinions
- Practice active listening
- Use inclusive and gender-neutral terms
- Give everyone a chance to answer or share
- Remind participants to be respectful of others and practice active listening

SPECIAL NOTE FOR PEER EDUCATORS

- Be mindful of terminology with regard to disability. You may choose the term '**disability**', or '**different ability**', rather than '**disabled**'. However, it's always best to ask what language people prefer.
- Be attentive to participants' special needs. Some participants may need special arrangements to engage in discussions or activities. For instance, you can adjust the physical space to accommodate participants with limited mobility or modify the activity to require less movement.





OPTIONAL ACTIVITY:

This activity provides a quick, interactive way for participants to further reflect on the information shared in the video.

Explain to participants that you will be playing **Fact or Myth** and reading a few statements that are either true or false. Participants can raise their hand if they think the statement is true, or keep their hand down if they think it is false. If conducting the activity virtually, consider playing Fact or Myth through **Kahoot! Quiz**.

Access the Kahoot! Quiz here

https://bit.ly/kahoot_disabilityandsexuality

Fact or Myth statements:

1. People with disabilities have sexual desires, and that's normal. (True)
2. People with disabilities don't date. (False)
3. People with disabilities can have various sexual orientations and gender identities. (True)
4. People with disabilities can face certain challenges that others may or may not, such as overprotective parents. (True)
5. All young people have a right to sexual health information and access to services, regardless of ability. (True)



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KEY SUMMARY POINTS:

Conclude the session by sharing the key summary points below:

People with disabilities have the same sexual and romantic feelings as anyone else, including a range of sexual orientations. They have the same sexual needs and desires as other people, and they can have different sexual orientations (heterosexual, bisexual, gay, asexual, etc.) and gender identities (transgender, cisgender, gender nonconforming, etc.). Young people with disabilities want the same thing everyone else wants in a relationship—respect, consent, communication and fun, which is why all people, regardless of their abilities need to learn about expressing romantic interest in a partner, healthy relationships, dealing with rejection and sexual health. However, people with disabilities are more likely to face certain challenges, like overprotective parents, friends misunderstanding their disability, and trouble expressing feelings and consent verbally. Further, young people with intellectual disabilities in many contexts cannot legally consent to sex, and may be the victim of sexual predation by persons (including peers) who take advantage of their disability.

If you are a young person with a disability, sexuality education can help provide information about how to communicate interest in a partner, healthy relationships, and so much more. Talk to a parent, guardian, health care provider or other trusted adult about how to get the sexuality education that you need. Spread this knowledge to others so that more people are aware about how all people are sexual beings!



Co-created by
Maryada Neupane,
Naura Haryanto,
and Vouchleang Chhun.