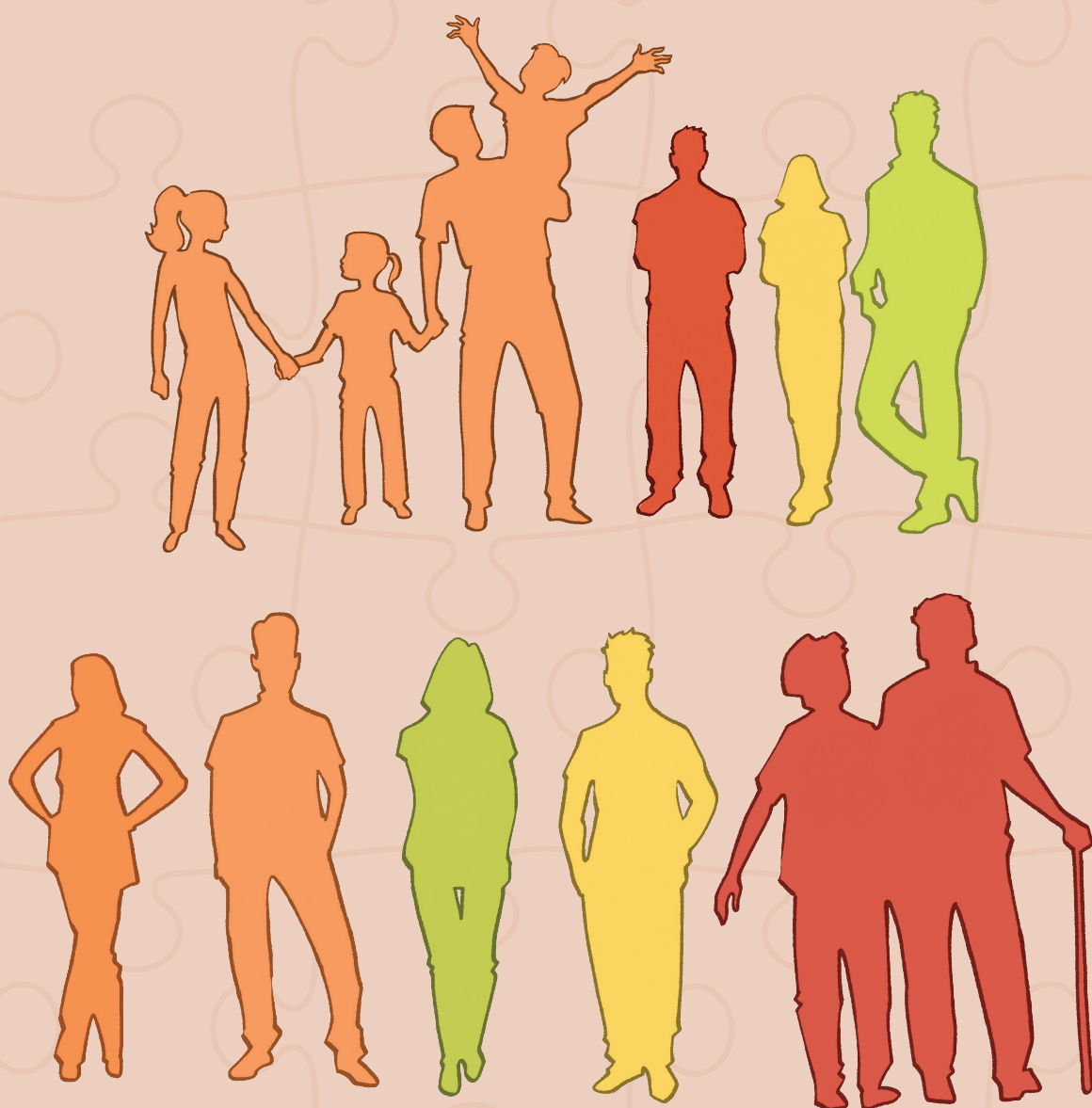


MASTURBATION



РЦСЕ

Ресурсни центар за специјалну едукацију

INTRODUCTION

This lesson plan is for educators and support people working with young people with intellectual disability and/or on the autism spectrum. It focuses on understanding *Masturbation*, and follows the International Technical Guidance on Sexuality Education (ITGSE) framework under the theme *Sexuality and sexual behaviour*. The lesson explains that masturbation is a normal part of human sexuality, and teaches when and where it is private and appropriate. It provides clear, respectful information to help students understand their bodies, make safe choices, and respect social rules. This supports students' rights, builds confidence and autonomy, and helps reduce shame and confusion.

This lesson plan uses evidence-based practices (EBPs), which are recognised as best practice for teaching students with intellectual disability and/or on the autism spectrum. It supports teacher delivery through structured resources, visual supports, task analysis, and age-appropriate educational videos developed by [Amaze.org](https://amaze.org).

This lesson is part of *Sex education for students with intellectual disability and on the autism spectrum: A practical methodology guide*, a resource that supports educators to deliver accessible, inclusive, and trauma-informed sex education to students aged 15 and over with intellectual disability and/or on the autism spectrum. Grounded in evidence-based practices, the Guide promotes the rights of students to sexual autonomy, safety, and well-being, aligning with the UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals, which call for inclusive education, gender equality, and good health for all. The lesson content also reflects the key concepts outlined in the International Technical Guidance on Sexuality Education (ITGSE), ensuring that teaching is comprehensive, rights-based, and responsive to the learning needs and aspirations of students with disability.

[Full Guide](#)

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Masturbation



What does it mean?

Masturbation is a normal part of self-discovery during adolescence. It is a natural activity, and individuals have the right to touch their own bodies. Masturbation involves touching oneself to experience sexual pleasure, which can include stimulating various body parts such as the genitals, anus, breasts, nipples, or other areas that feel good, using hands or sex toys like vibrators and masturbators. Some people prefer using their imagination for masturbation, while others may use pornographic materials, such as books, images, or videos. Certain individuals, such as those with physical disability, may find it difficult or be unable to masturbate.

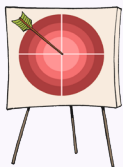
Masturbation is a normal and natural activity that should not be shamed. It is a private behaviour that should always be done in a private space, such as a person's home, and never in public. It is essential to understand the importance of maintaining privacy for such activities.



Why is it important?

Young people with intellectual disability and/or on the autism spectrum have the same desires and sexual needs as people without disability, including the desire to masturbate^{1,2}. There are misunderstandings and assumptions that people on the autism spectrum and/or those with intellectual disability cannot control their sexual urges³. This misunderstanding is one of the reasons teaching students about masturbation is often omitted from sex education delivered to high school students with disability^{3,4,5}. This can lead to people with disability not being provided with important information, such as laws, social expectations, and appropriateness of particular behaviours. Omitting education about masturbation, specifically when it is appropriate (on your own and in private) and not appropriate (in public spaces, when others are around), can put people with disability at risk of harm or legal consequences³.

Learning outcomes based on teacher's and student's perspectives



Learning outcomes

Students can explain how masturbation can be a normal part of human sexuality and development.

Students can outline where and when it is appropriate and not appropriate to masturbate.

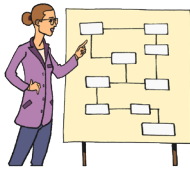
Students know how to ensure the necessary hygiene if they engage in masturbation.

Accessible learning outcome

I know that masturbation is okay to do and is a normal part of life.

I know where and when it is okay for me to masturbate.

I know how to be clean and hygienic when I masturbate.



EXAMPLE LESSON PLAN

Topic: **Masturbation**

Note for teachers:

For many young people, this topic can be very sensitive. Carefully monitor the atmosphere within the classroom.

Students will have different experiences and beliefs about masturbation. It is important that all perspectives are valued equally. It is just as okay to choose to masturbate as it is to choose not to masturbate.

Students should not be asked about their personal experiences with masturbation. This is to ensure that the classroom environment remains a safe place. The topic of masturbation is intimate and is a private behaviour. If a teacher is dealing with a situation where students are masturbating at school and wants to address this topic with them, it is appropriate to do so in private.

If the words masturbation or self-satisfaction are new and difficult for students to grasp, it is okay to use descriptions such “enjoying myself”, “touching my penis/vulva/vagina”.

Teach this topic to the whole class as this is an important topic for all students to understand, regardless of their gender identity. It is then recommended that you provide a separate session with just the girls and just the boys. This is so students can ask questions they may not feel comfortable with asking in front of their peers of the opposite gender.

The teacher prepares a Private Question Box where students can add their questions. This will give students the opportunity to ask questions anonymously. The teacher can then assess whether the questions are appropriate and relevant, and if unsure about the answer, can look up the necessary information before responding.

Learning outcomes	EBP/teaching strategy	Resources needed
Students can explain how masturbation can be a normal part of human sexuality and development.	Visual supports Task analysis	Video player Private Question Box Appendix 1: Where I can masturbate
Students can outline where and when it is appropriate and not appropriate to masturbate.		
Students know how to ensure the necessary hygiene if they engage in masturbation.		

Lesson sequence

Introduction: Ask students what they know about masturbation.

Prompts:

- Have you heard the words masturbation or masturbating?
- What do they mean?
- Do you think there are times when you can masturbate? What are they?
- Do you think there are times when you should not masturbate? What are they?
- Do you think there are places where you can masturbate? What are they?
- Do you think there are places where you should not masturbate? What are they?

Masturbation is a normal part of being human and having sexual feelings. It is important that we only ever masturbate when we are in private with no one else around. It is important that we never masturbate in public or around other people.



Activity 1: Private Question Box

Put a box at the front of the classroom, explain to the class:

- You can add questions to the box at any time whilst learning about this topic.
- It is private and anonymous, so no one will know you are the person asking the question.
- I will then read the questions after class and if the questions are relevant and appropriate I will answer them during the last lesson.

Hand all students a piece of paper and ask them to write down any questions they have. All students (even if they have not asked a question) will then put the piece of paper into the box.



Activity 2: Masturbation – Totally normal

As a class, watch the [Masturbation – Totally normal](#) video on Amaze.org.

What did we learn from this video?

Prompts:

- Is masturbation normal?
- Is it also normal not to masturbate?
- Where should you masturbate?
- Will you run out of sperm if you masturbate?
- Can you get pregnant from masturbating?



Activity 3: Where can I masturbate?

It is important that students learn that masturbation is a private behaviour. It is not something that should be done when they are in public spaces or with other people around.

The teacher distributes [Appendix 1: Where I can masturbate](#) to the class. Students are to work individually or in small groups to sort the visual supports into the correct categories: Where I can masturbate, Where I cannot masturbate.



Activity 4: How to be respectful and hygienic when I want to masturbate

Emphasise to students that masturbation is a natural activity to want to do. It is important that when you want to masturbate you are respectful (you only masturbate in a private space) and you are hygienic (you clean up and wash your hands).

Task analysis of steps:

1. I wash my hands
2. I go into a private space
3. I touch myself
4. I have an orgasm
5. I clean up my sperm or my sex toy
6. I wash my hands



Activity 5: Private Question Box – Answer time

Prior to this activity it is important that you go through all the questions and evaluate if the questions are relevant and appropriate to the topic.

If you are unsure of how to answer some of the questions, please see the resources that are provided in this guide. It is important to provide students with accurate, age appropriate and evidence-based information.

Read out the questions you have selected are suitable for this topic from the Private Question Box. Ask students if they think they know the answer the question. Answer the question, providing accurate, age appropriate and evidence-based information.

Conclusion: Recap the key concepts from this lesson, emphasising that masturbation is a natural and normal activity. It is important that when you want to masturbate you are respectful (you only masturbate in a private space) and you are hygienic (you clean up and wash your hands).



Teacher reflection

Reflect on the lesson asking yourself:

- Was the lesson adapted to different educational preferences and needs of the students?
- Did the students feel safe and able to perceive the topic as legitimate? If not, why?
- If I am a woman, did the students respond to this topic being delivered by a female teacher, did they question the interpretation with regard to my gender and the absence of my personal experience? (and vice versa).
- Did the students understand the legitimacy of masturbation in the context of the boundaries of social and legal norms? For example, do they understand that it's okay to masturbate, but I can't do it in front of my classmates in class?
- Did the lesson cater to the diverse learning preferences and needs of the students?
- How can I build on this lesson to support students to continue to develop their knowledge and understanding of masturbation, its legitimacy and when it is/is not appropriate?
- Were there any parts of this lesson that should be recapped or repeated to help students consolidate their learning?

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Appendix 1: Where I can masturbate

[BACK](#)

Where I can masturbate 	Where I can not masturbate 



