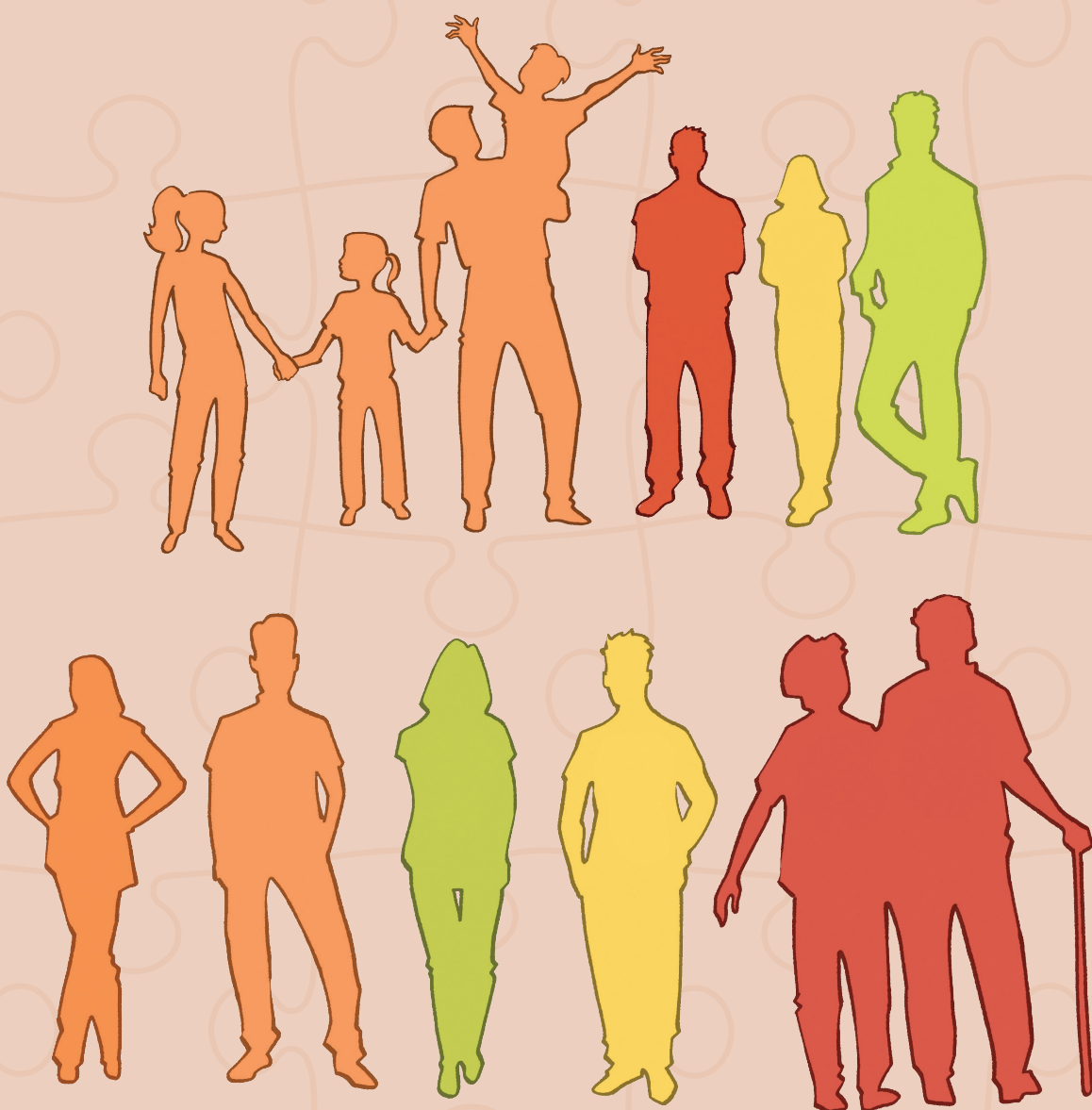


PREGNANCY AND PREGNANCY PREVENTION



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 *Pregnancy and pregnancy prevention*, and follows the International Technical Guidance on Sexuality Education (ITGSE) framework under the theme *Sexual and reproductive health*. The lesson explains how pregnancy happens and introduces different contraception options - like condoms, the pill, and long-acting methods - in clear and simple language. It also teaches that people have the right to choose whether or not they want to become pregnant. This lesson supports students to make informed decisions, feel more confident about their bodies, and take control of their sexual and reproductive health.

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, scenario-based activities that incorporate modelling, task analysis, visual supports, and age-appropriate educational videos developed by [Amaze.org](https://www.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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Pregnancy and pregnancy prevention



What does it mean?

Pregnancy is the carrying of one or more embryos or fetuses within the uterus. It is the result of fertilisation of an egg by sperm.

Pregnancy prevention refers to the methods and practices that individuals can use to avoid unintended pregnancies. This includes understanding and effectively using various forms of contraception such as condoms, birth control pills, long-acting contraception, and emergency contraception, as well as abstinence.



Why is it important?

Women with intellectual disability and/or on the autism spectrum have higher rates of unplanned and unwanted pregnancies than women without disability¹. This can be linked to a lack of sex education in school, which results in decreased knowledge about pregnancy and reproductive health². Teaching pregnancy and pregnancy prevention is crucial for students with intellectual disability and/or on the autism spectrum as it equips them with essential knowledge and skills to make informed decisions about their sexual health and well-being. By understanding the biological aspects of pregnancy and the various methods of contraception, students can effectively prevent unintended pregnancies, reducing the potential for adverse outcomes. This education empowers students to take control of their reproductive health and promotes sexual self-determination.

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



Learning outcomes

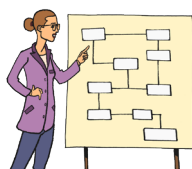
Students can explain the factors that contribute to the risk of pregnancy, including age, timing of intercourse, and contraceptive use.

Students can recall the names and proper usage of different methods of contraception.

Accessible learning outcome

I know how women get pregnant.

I know some of the different ways to avoid getting pregnant.



EXAMPLE LESSON PLAN

Topic: **Pregnancy and pregnancy prevention**

Note for teachers:

Some students in your class might have experienced sexual assaults, abuse or rape. It is crucial that you provide students with a 'content warning' about the topic and that if they need a break or do not want to participate in these lessons, they do not have to. Additionally, it is important that you know the correct procedures for how to support students (school counsellors, hotlines and referral to additional support) and report incidents of sexual assault, abuse or rape. Be aware of the protocols for reporting disclosures.

Students will have different beliefs about pregnancy and contraception based on their cultural and religious values and upbringings. The information about contraceptive methods in this lesson is based on fact and options. As teachers, it is your job to provide students with this information and not to try to influence their choices.

Some parents may not wish for their child to learn about this topic due to cultural or religious beliefs. This needs to be managed based on your school's policies regarding whether students can be withdrawn from lessons based on cultural or religious beliefs. It could be beneficial to meet with parents and explain to them the content of these lessons and how they will be taught. Explain that the school is not trying to influence what students do with their body, the school is providing students with evidence-based information about pregnancy and pregnancy prevention methods.

Students with intellectual disability and/or on the autism spectrum have difficulty understanding abstract concepts and generalising knowledge that is not concrete. Additionally, it's important to talk openly with young people about sex to reduce the stigma and taboos surrounding sex and sexuality. Therefore, appropriate tools for teaching contraception use are models of penises and vaginas, rather than analogies or using non-anatomically correct models.

Learning outcomes	EBP/teaching strategy	Resources needed
Students can explain the factors that contribute to the risk of pregnancy, including age, timing of intercourse, and contraceptive use.	Visual supports Task analysis	Video player Appendix 1: How to effectively use a condom
Students can recall the names and proper usage of different methods of contraception.	Modelling	

Lesson sequence

Introduction: Ask students what they know about pregnancy.

Prompts:

- What is it?
- How does someone become pregnant?
- When can women start to have the potential to get pregnant?

Ask students what they know about pregnancy prevention.

Prompts:

- Have you heard of contraception?
- Does anyone know what this means?
- Does anyone know any examples of contraception?
- Why do people use contraception?



Activity 1: What is pregnancy?

As a class, watch the [Pregnancy and reproduction explained](#) video on Amaze.org. What did we learn from this video?

Prompts:

- How does someone get pregnant?

- Do you have to have sex to get pregnant?
- What kind of sex can lead to pregnancy?



Activity 2: What is contraception?

As a class, watch the [Tips for safer sex and pregnancy prevention](#) video on Amaze.org.

Contraception prevents unwanted pregnancy. Some types of contraception also protect against STIs. There is contraception available for men and for women.

What did we learn from this video?

Prompts:

- Is it normal to be wanting to have sex or already having sex?
- Do you think it is a good idea to use contraception? Why?
- What can contraception help prevent?
- Can you remember some of the types of contraception that can be used?



Activity 3: How to use a condom effectively

The effectiveness of a condom depends on correct use.

As a class, watch the [Condoms: How to use them effectively](#) video on Amaze.org or the [What is a condom and how it is used](#) video from Planned Parenthood on YouTube.

The teacher uses [Appendix 1: How to effectively use a condom](#). The teacher performs a task analysis of how to use a condom using a model of a penis.

Task analysis – How to use a condom effectively:

1. Get the right size
2. Check the use-by date
3. Open carefully
4. Take the condom out
5. Check it is the right way round
6. Put on teat end up
7. Pinch out the air
8. Roll it all the way down to the base
9. When you are finished, hold the base while you pull out of your partner
10. Only take the condom off when you are completely out
11. Put the used condom back in the packet
12. Throw the used condom packet in the bin



Activity 4: Model how to use a condom effectively

The teacher will have a model of a penis and boxes of condoms available.

The teacher will demonstrate how to put on a condom using the steps of the task analysis.

Show a non-example. Put the condom on the wrong way and demonstrate how it cannot be rolled down the penis because it is inside out. Ask the class if they should still use this condom or get a new one.



Activity 5: Students practice how to use a condom effectively

This activity can be done in different ways, depending on the support needs of your students.

Students can either use the task analysis and follow the steps from reading them or looking at the visual supports. For students who need more support, teachers can break down each step and demonstrate one-by-one, allowing the student to repeat the step modelled by the teacher.



Activity 6: Order the steps for putting on a condom effectively

Students can work individually or in a small group for this activity. Hand each group the task analysis that has been cut into separate steps. Students are to order the process of how to effectively put on a condom.



Activity 7: Communicating with your partner

It is important to have conversations with your partner before you have sex. This is to make sure you are both happy to do the same things and have decided on the method of contraception you will use.

It is important that these decisions are made together, and you are both comfortable with what you agree to.

Scenario: Before we have sex

Anna and James have been dating for a year. They want to have sex together for the first time. What do you think they should talk about?

Prompts:

- Have you had sexual partners before me?
- Did you use a condom during sex?
- When were you last tested for STIs?
- What would you like to do? Vaginal sex? Oral sex? Anal sex?
- How will we protect ourselves? Shall we use a condom? Or another type of birth control?

Conclusion: Recap what was taught in the lesson.

Ask students if they can recall some of the different types of contraception that can be used.

Ask students for some of the reasons contraception should be used during sex.



Teacher reflection

Reflect on the lesson asking yourself:






- 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, understanding and skills for pregnancy prevention?
- How frequently should I revisit this topic?
- Were there any parts of this lesson that should be recapped or repeated to help students consolidate their learning?






References



- 1 Frawley, P., & Wilson, N. J. (2016). Young people with intellectual disability talking about sexuality education and information. *Sexuality and Disability*, 34(4), 469–484. <https://doi.org/10.1007/s11195-016-9460-x>
- 2 Sala, G., Hooley, M., Attwood, T., Mesibov, G. B., & Stokes, M. A. (2019). Autism and intellectual disability: A systematic review of sexuality and relationship education. *Sexuality and Disability*, 37(3), 353-382. <https://doi.org/10.1007/s11195-019-09577-4>

Appendix 1: How to effectively use a condom

[BACK](#)

<p>1 Get the right size</p> 	<p>Get the right size</p>
<p>2 Check the use-by date</p> 	<p>Check the use-by date</p>
<p>3 Open carefully</p> 	<p>Open carefully</p>
<p>4 Take out the condom</p> 	<p>Take the condom out</p>
<p>5 Check it is the right way round</p> 	<p>Check it is the right way round</p>

<p>6</p> <p>Put on teat end up</p> 	<p>Put on teat end up</p>
<p>7</p> <p>Pinch out the air</p> 	<p>Pinch out the air</p>
<p>8</p> <p>Roll it all the way down to the base</p> 	<p>Roll it all the way down to the base</p>
<p>1</p> <p>Hold the base while you pull out your partner</p> 	<p>When you are finished hold the base while you pull out of your partner</p>
<p>2</p> <p>Only take it off when you are completely out</p> 	<p>Only take the condom off when you are completely out</p>

<p>3</p> <p>Pop the used condom back into the packet</p> 	<p>Put the used condom back in the packet</p>
<p>4</p> <p>Throw the used condom packet into the bin</p> 	<p>Throw the used condom packet into the bin</p>