

Sexuality and Relationships

Templates for Tactile Diagrams

Statewide Vision Resource Centre



How to Use this Resource

Students with vision impairments will experience greater success in their class lessons relating to "relationships and sexuality" if they are provided with materials in their preferred learning format – electronic text, braille, tactile diagrams, large print, and/or audio.

This free booklet (downloadable as a PDF from the SVRC website) contains a range of diagrams that are commonly presented in primary and secondary school sexuality/relationships classes.

All diagrams are presented in A4 paper size and should be printed in colour.

These diagrams can be reproduced in tactile format (raised lines with braille labels) for students who read braille.

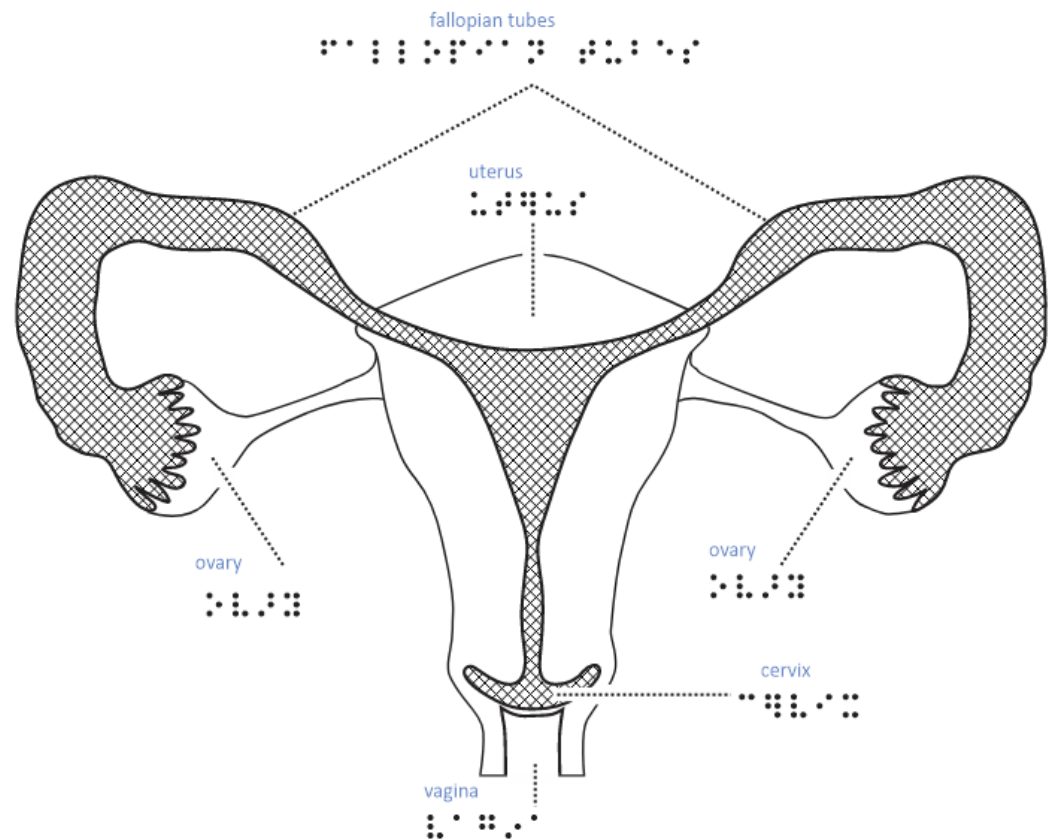
The diagrams are grouped as follows:

- Female reproductive system
- Male reproductive system
- Reproduction

For some of the diagrams, there is a simplified version with fewer labels for younger students and a more complex version with more detailed labelling for the secondary-aged student.

Braille and print labels

The diagrams in this booklet feature a simplified image with braille labels. Above the braille labels (for use by educators and others who do not read braille) is the print of the braille in a light blue colour. When the diagram is reproduced in tactile format, the black lines and braille will be raised, but not the light blue text. For example, the diagram (right) shows a uterus with ovaries, fallopian tubes, cervix and vagina labelled in braille (black) and print (light blue). The print labels will be visible but not tactile.



Supporting the student

The teacher should select the diagram(s) that are relevant to the content that is being taught, and the age/stage/ability of their student, and have these pre-prepared for use by the student. It is probably preferable if the student who is blind is given the opportunity to explore, with teacher support, the diagram(s) prior to the class. This will alleviate any embarrassment the student might feel when touching the diagrams while everyone else is looking at the diagrams on the board.

Further, this will give the teacher the opportunity to discuss:

- "front view" of a diagram
- "cross section" of the body
- lines that are part of the diagram and dotted lines that indicate a label
- objects that are "in front of" or "behind" other objects
- the location on the human body of the parts represented in the diagram

There may be other concepts that are new to the student who is blind which will require additional teaching.

You will need:

1. colour photocopier
2. A4 sheets of swell/capsule/stereo paper
3. PIAF or SwellForm Heater

What to do:

1. Select the diagrams that would support student learning in the planned lesson(s).
2. Print these diagrams, single-sided, **IN COLOUR** on to swell/capsule/stereo paper.
3. Pass these diagrams through a heat fuser (e.g. PIAF or SwellForm Heater) to create tactile images.

Optional:

- Add additional lines, labels, headings etc using a PIAF pen (or similar).
- Additional braille text/labels can be prepared using a braille font in MS Word. Adhere these to the colour printed diagram prior to copying to swell/capsule/stereo paper.
- Use liquid paper/tape to remove unwanted lines and labels prior to copying to swell/capsule/stereo paper.

For further information:

See "[Relationships and Sexuality Education for Students with Vision Impairment](#)" which was created by Monash University Occupational Therapy (Honours) students, Claire Pardo and Hei Wah (Natalie) Chan in conjunction with staff of the Statewide Vision Resource Centre.

Topics include:

- Glossary of terms and definitions
- Accessibility requirements
- Anatomy
- Relationships
- Consent
- Sexual health
- Personal care
- Puberty

This document is also available as a free download from the SVRC website.

Original print diagrams were sourced from the following publications:

- *Making a Baby* by Rachel Greener
- *Secret Girl's Business* by Fay Angelo, Heather Pritchard and Rose Stewart
- *More Secret Girl's Business* by Heather Anderson, Fay Angelo and Rose Stewart
- *Secret Boy's Business* by Rose Stewart, Fay Angelo and Heather Pritchard
- *Welcome to Your Period!* by Yumi Stynes & Dr Melissa Kang

Acknowledgments:

Thank you to the staff of the SVRC for their input into this project. Thank you, in particular, to Braille Transcribers Jordi Pullen and Dianne Hewes for their meticulous work to produce and proof-read the diagrams.

And just one more thing:

If you have feedback/comments/corrections or you'd like to suggest additional diagrams to include in this resource, please contact us via the SVRC website or email svrc@education.vic.edu.au.

Deb Lewis

Transcription Manager, Statewide Vision Resource Centre

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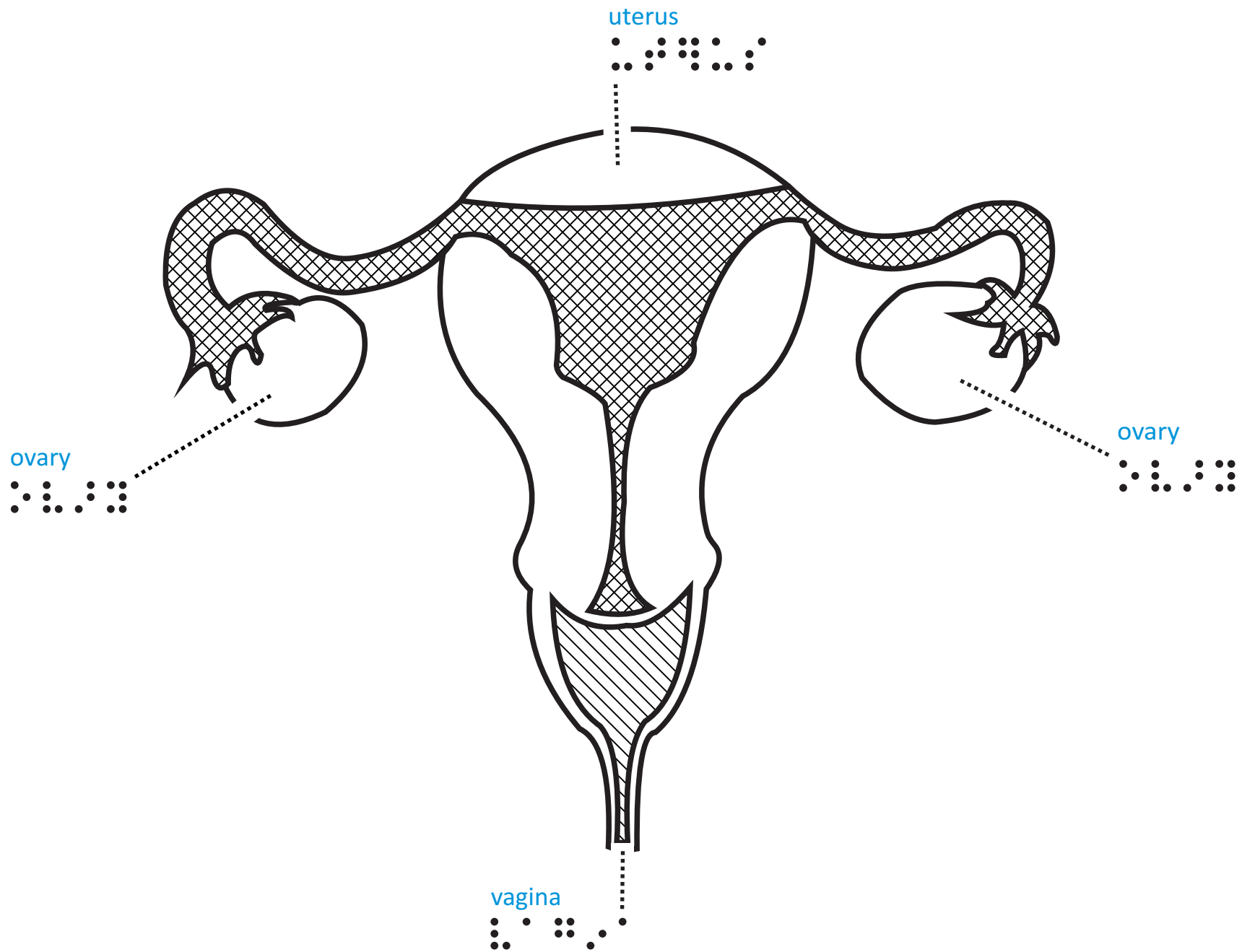
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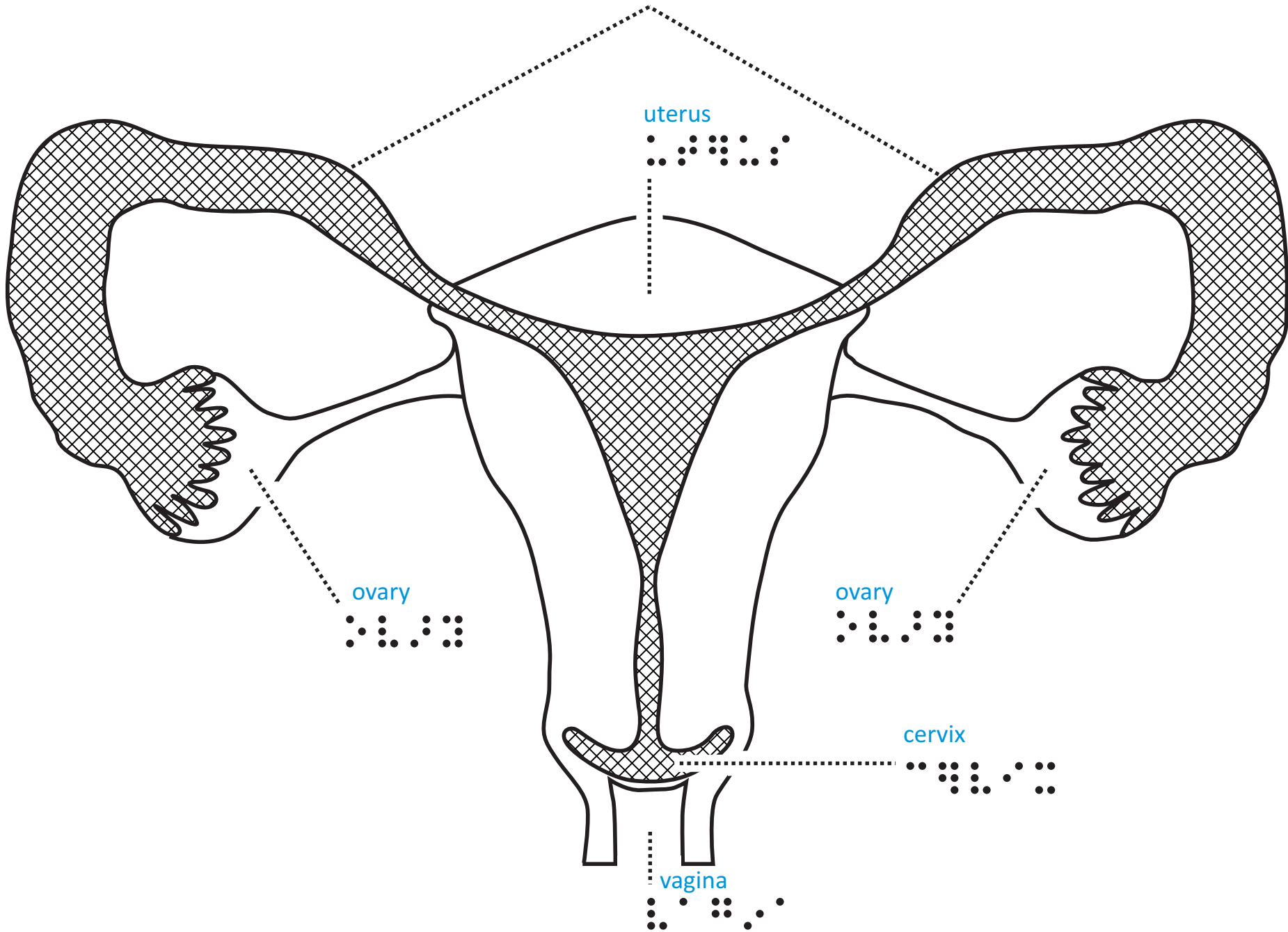
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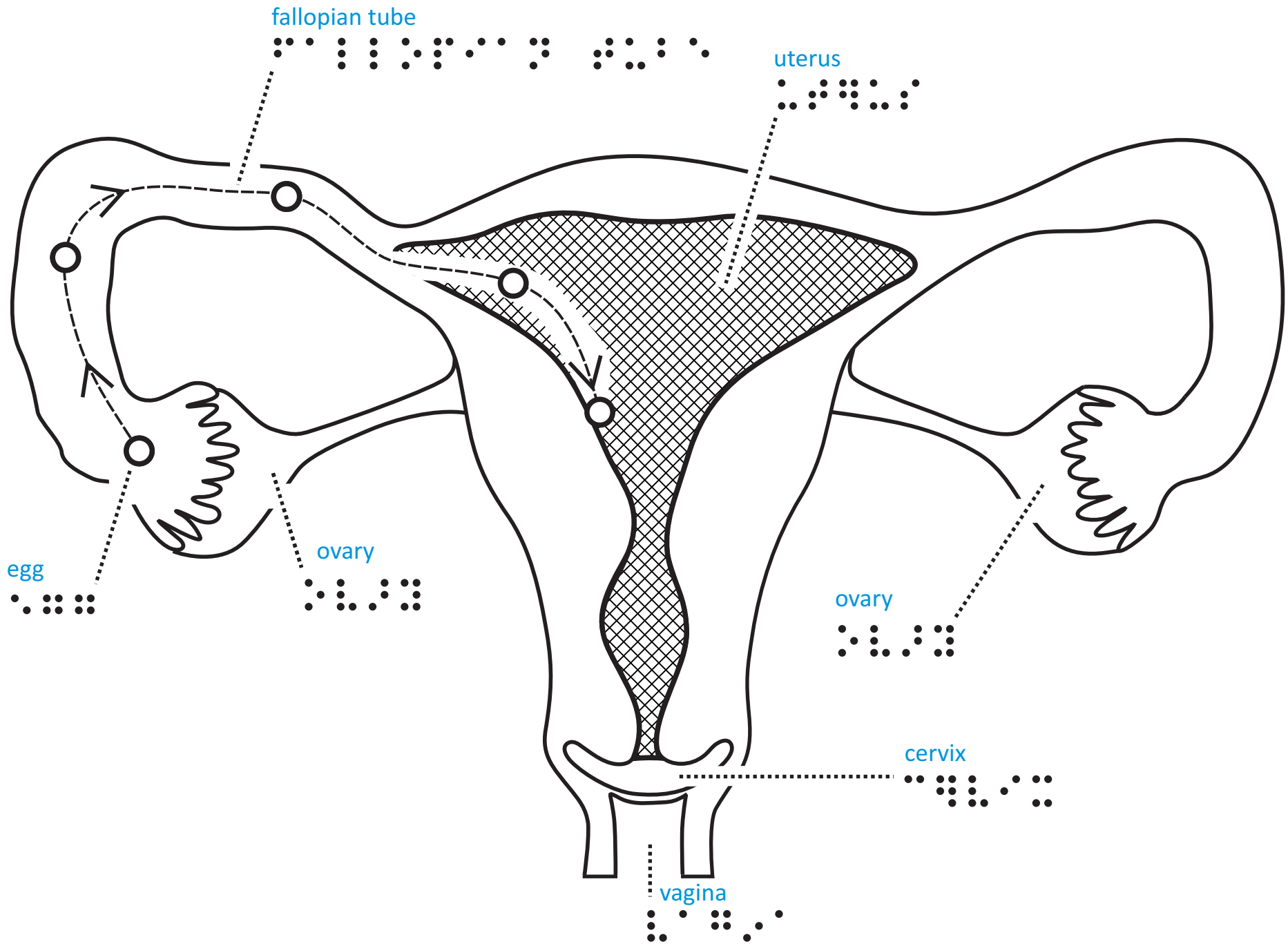
Female Reproductive System

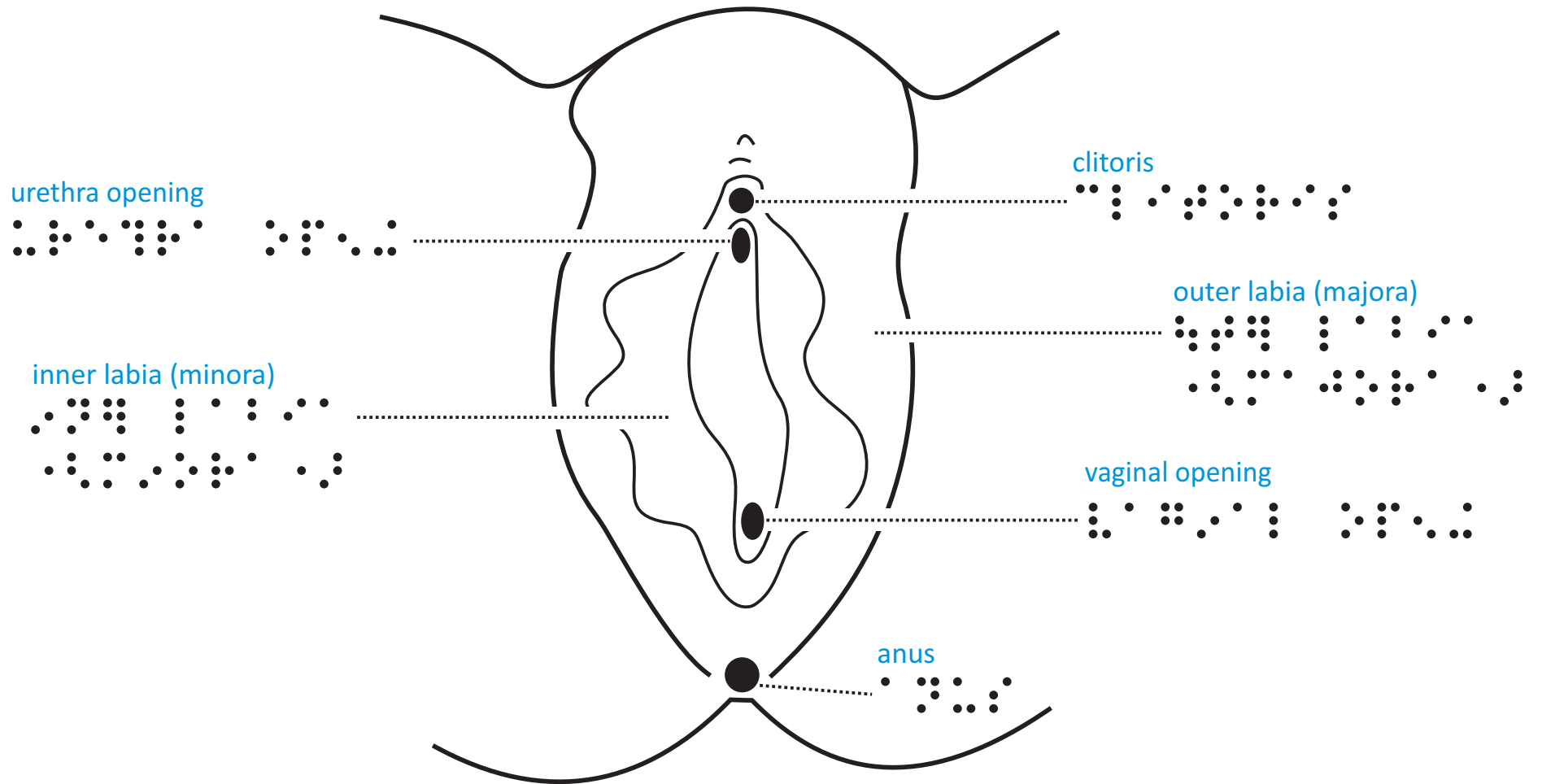
Female Reproductive System



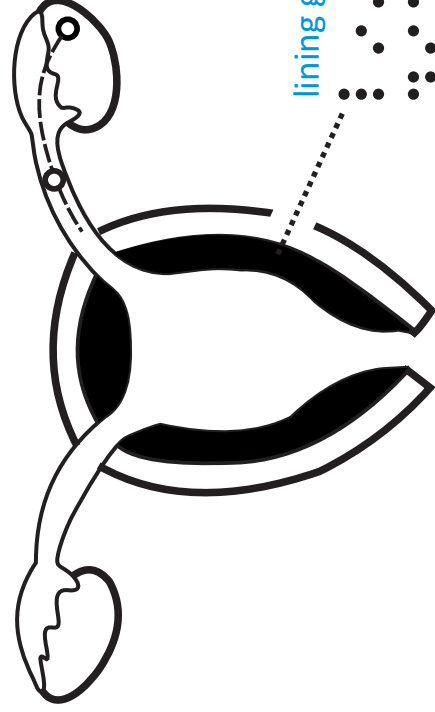
fallopian tubes







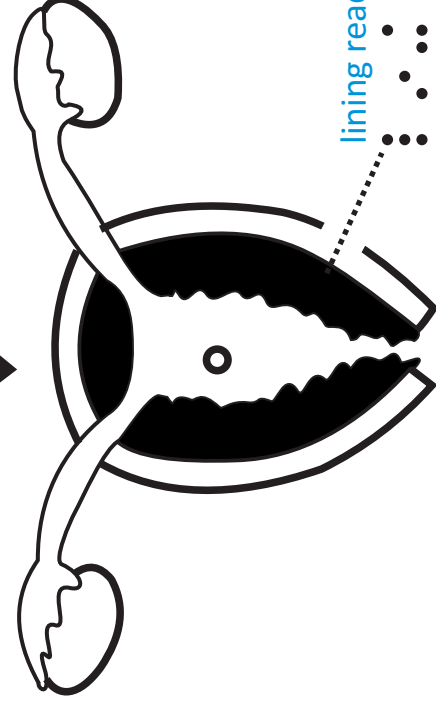
ovulation



lining growing thicker



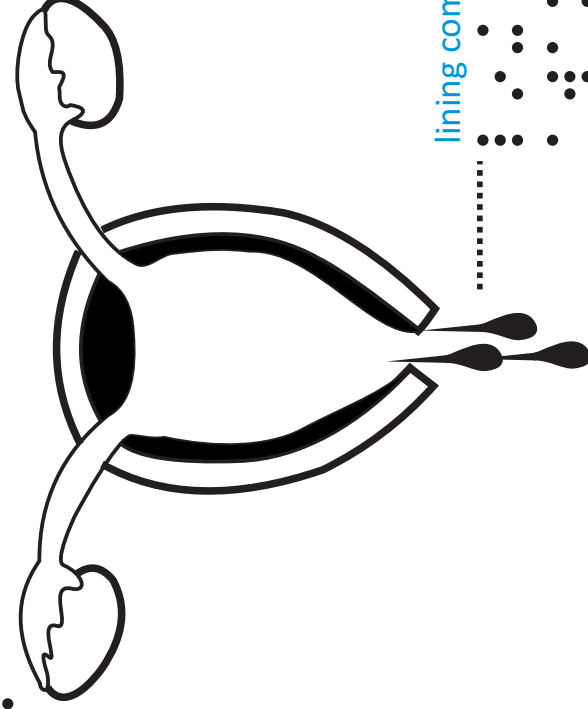
luteal phase



lining ready for baby



menstruation



lining comes away



Inserting a tampon



bowel



anus



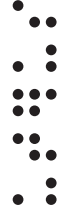
vagina



string of tampon



uterus



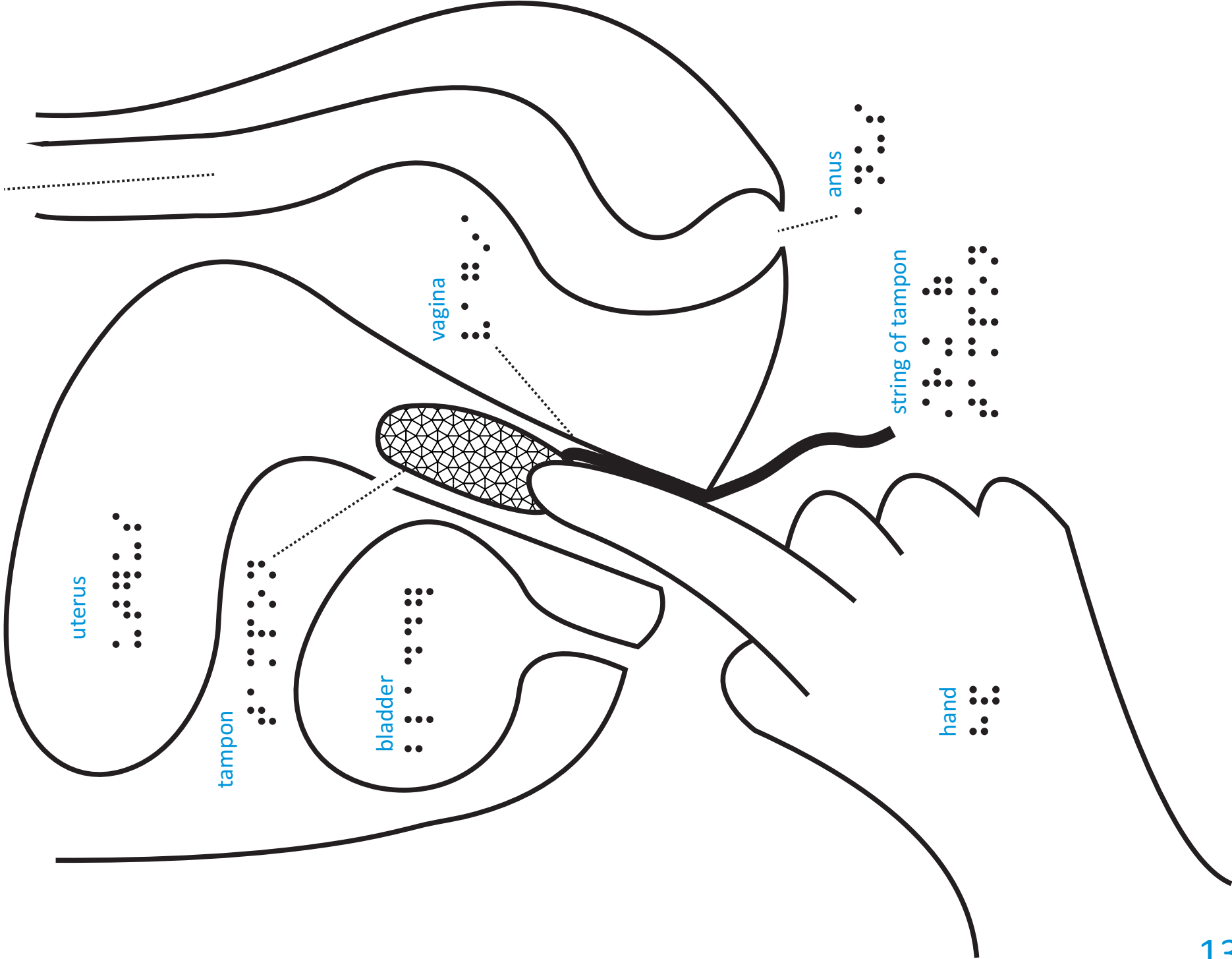
tampon



bladder



hand



fallopian tube



ovary



uterus



bladder



pubic hair



urethra



spine



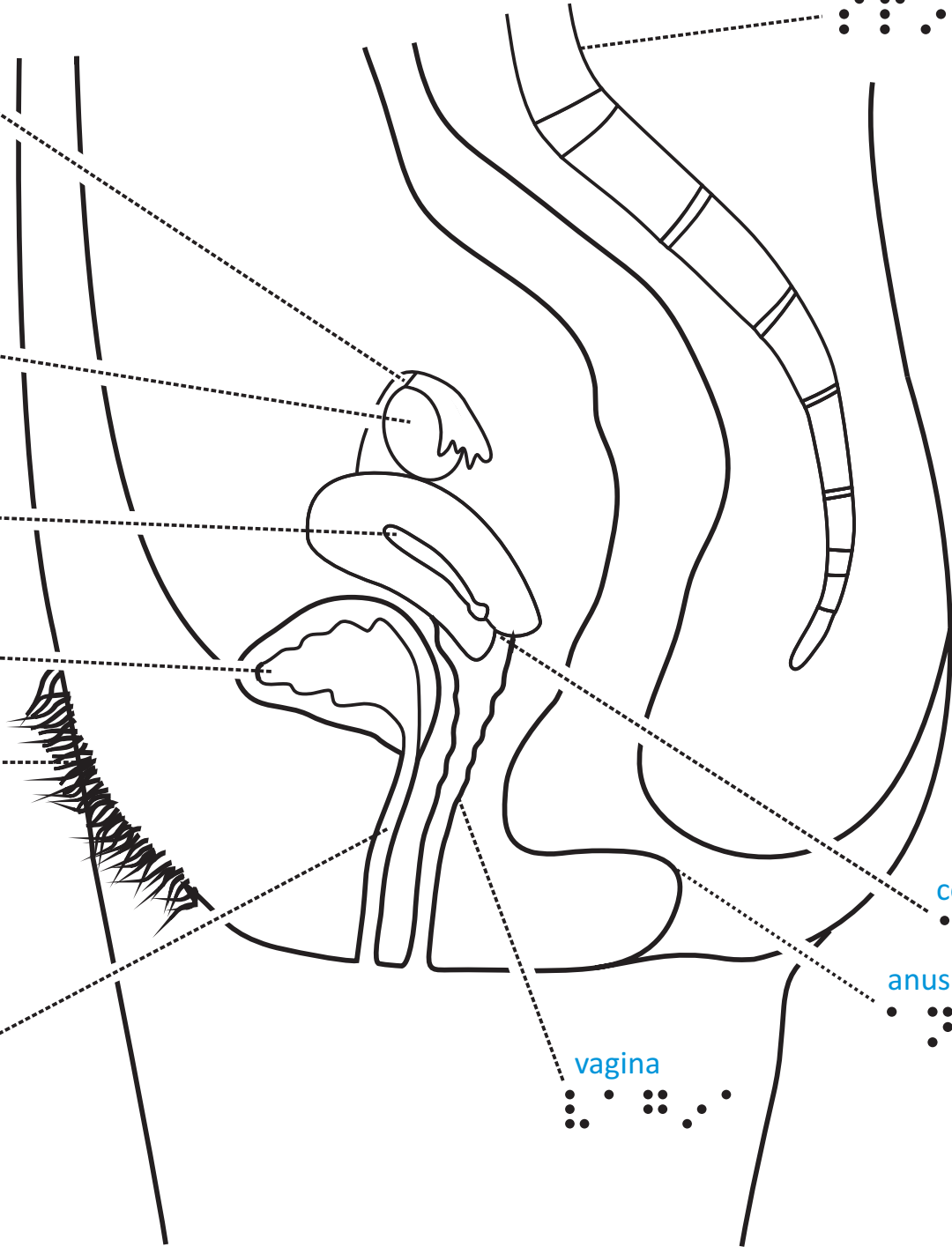
cervix

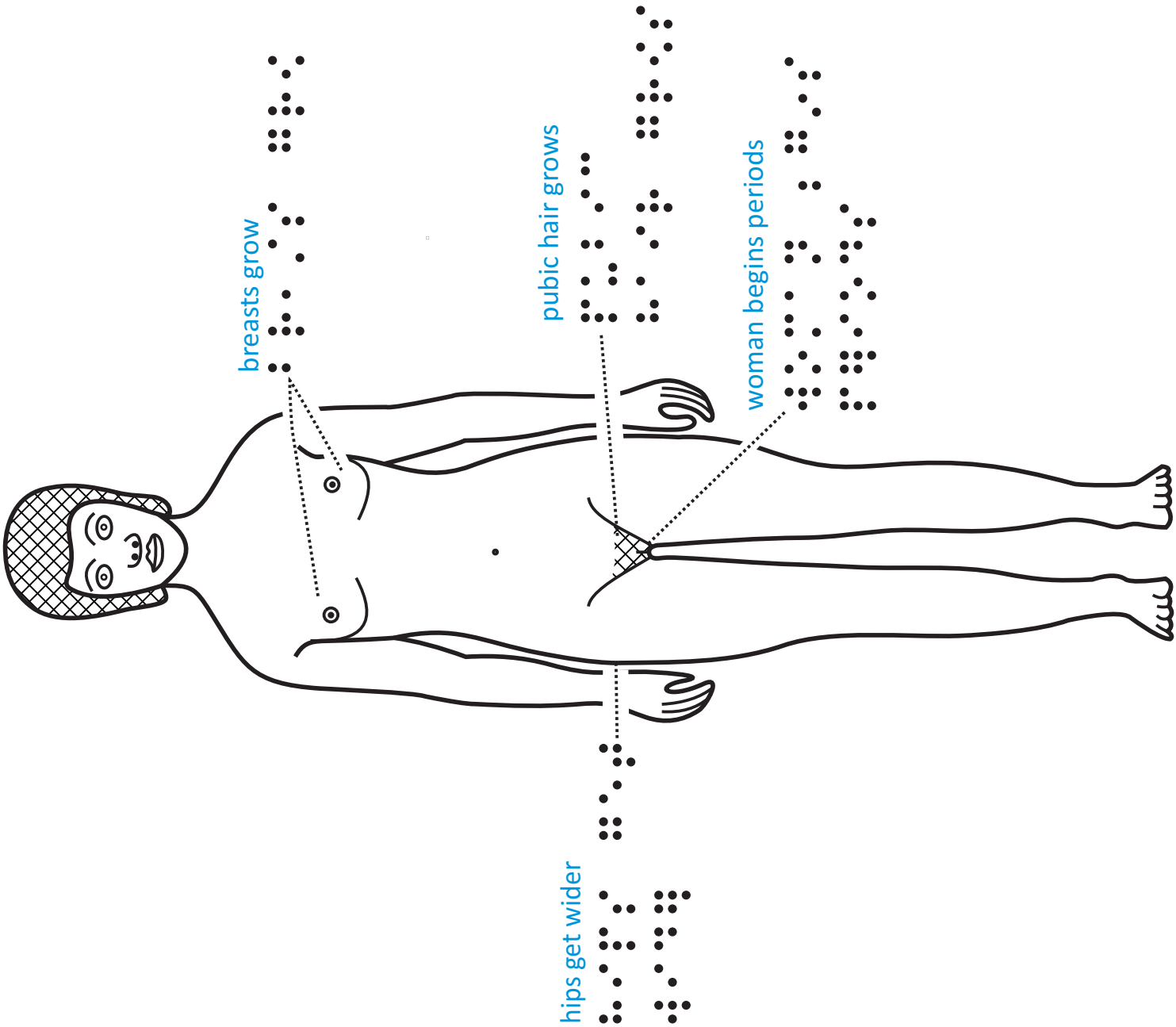


anus



vagina



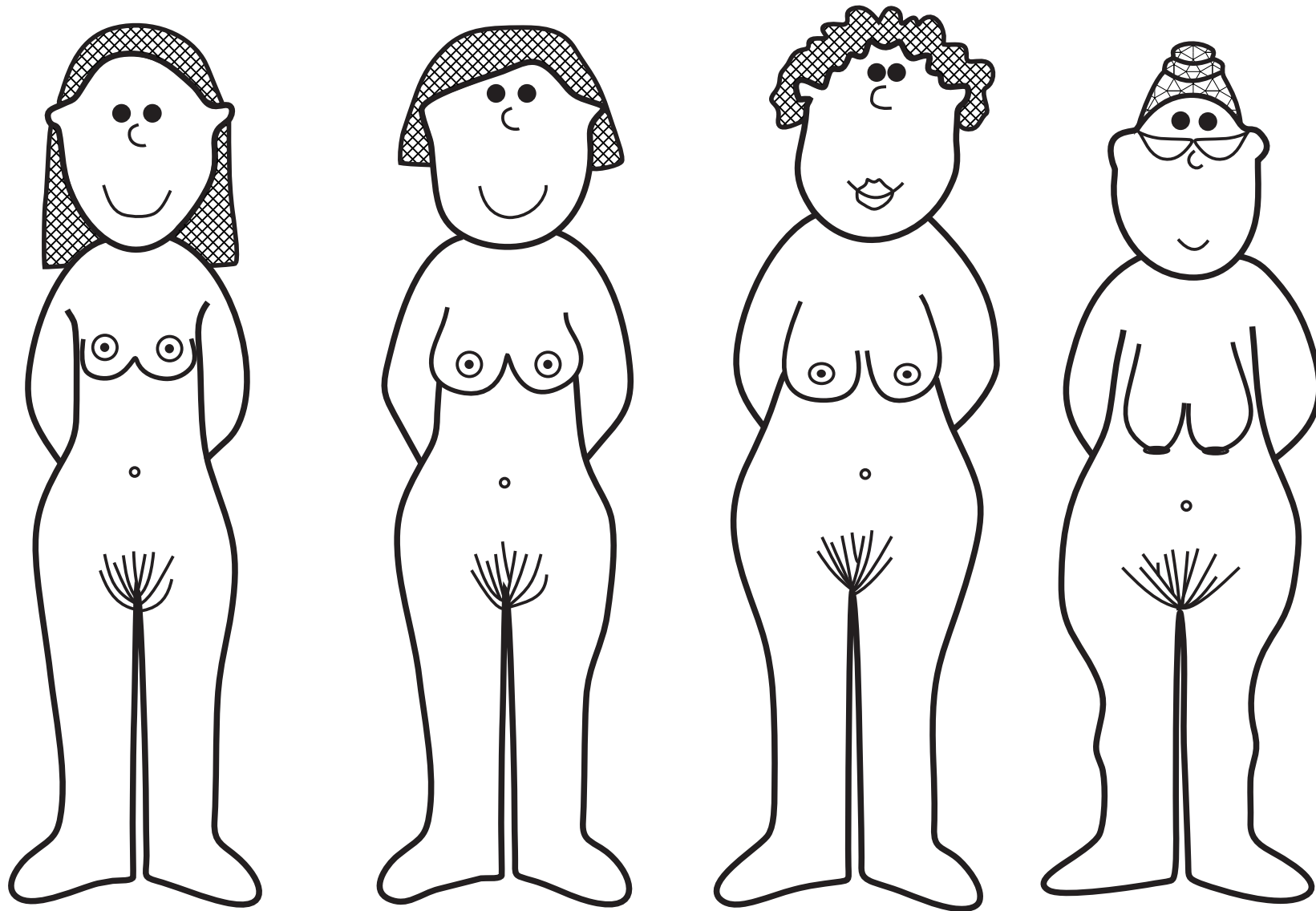


breasts grow

hips get wider

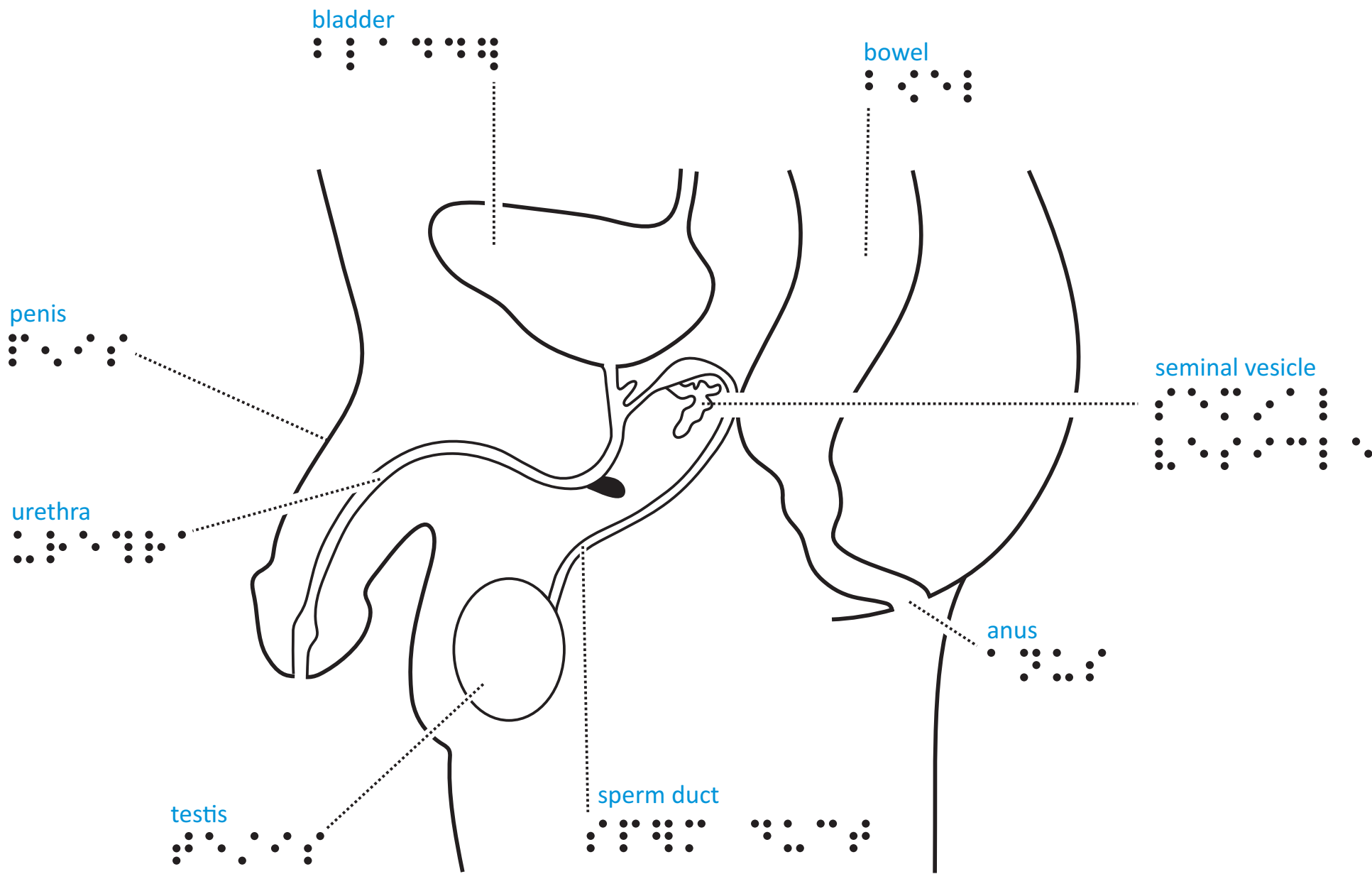
pubic hair grows

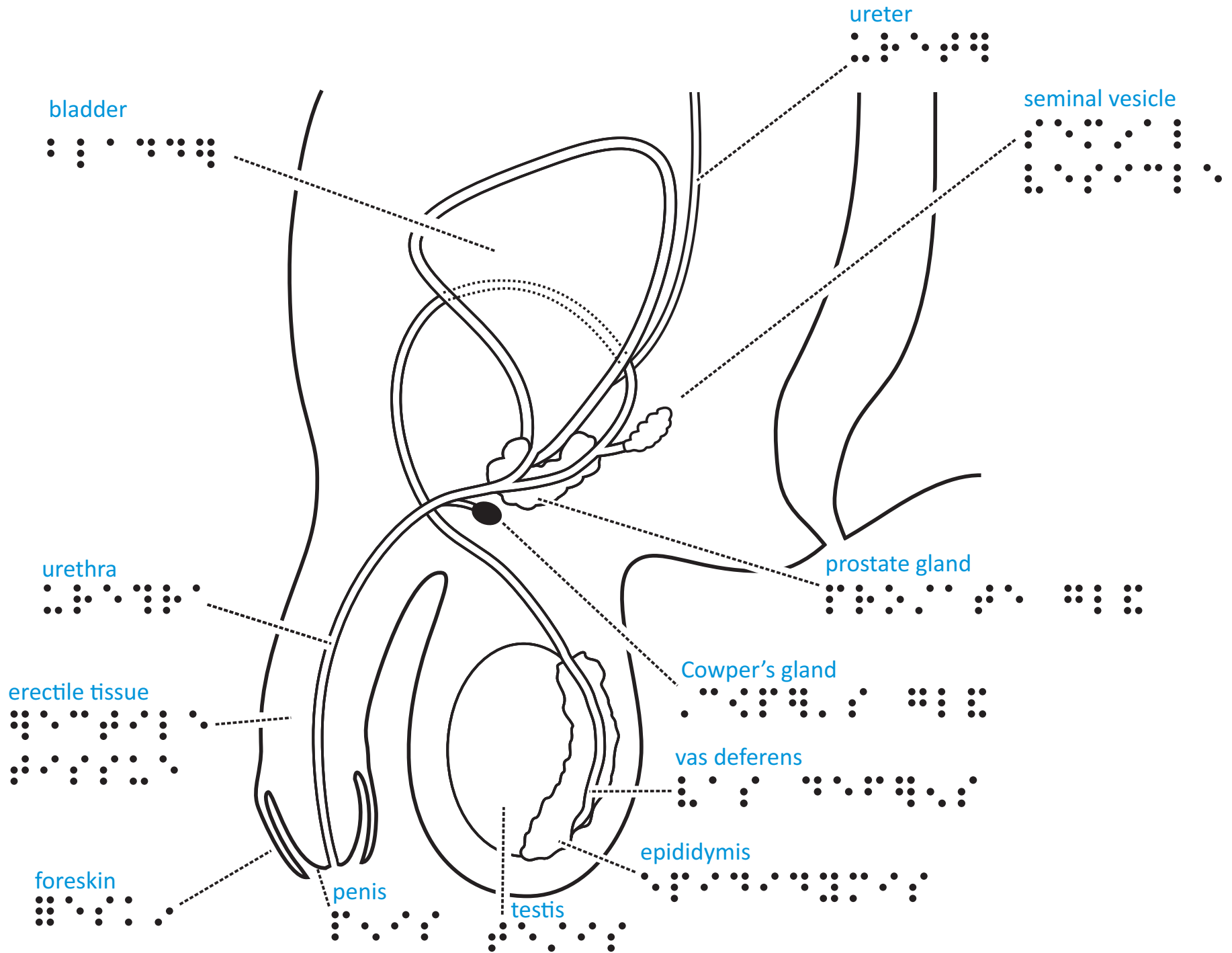
woman begins periods

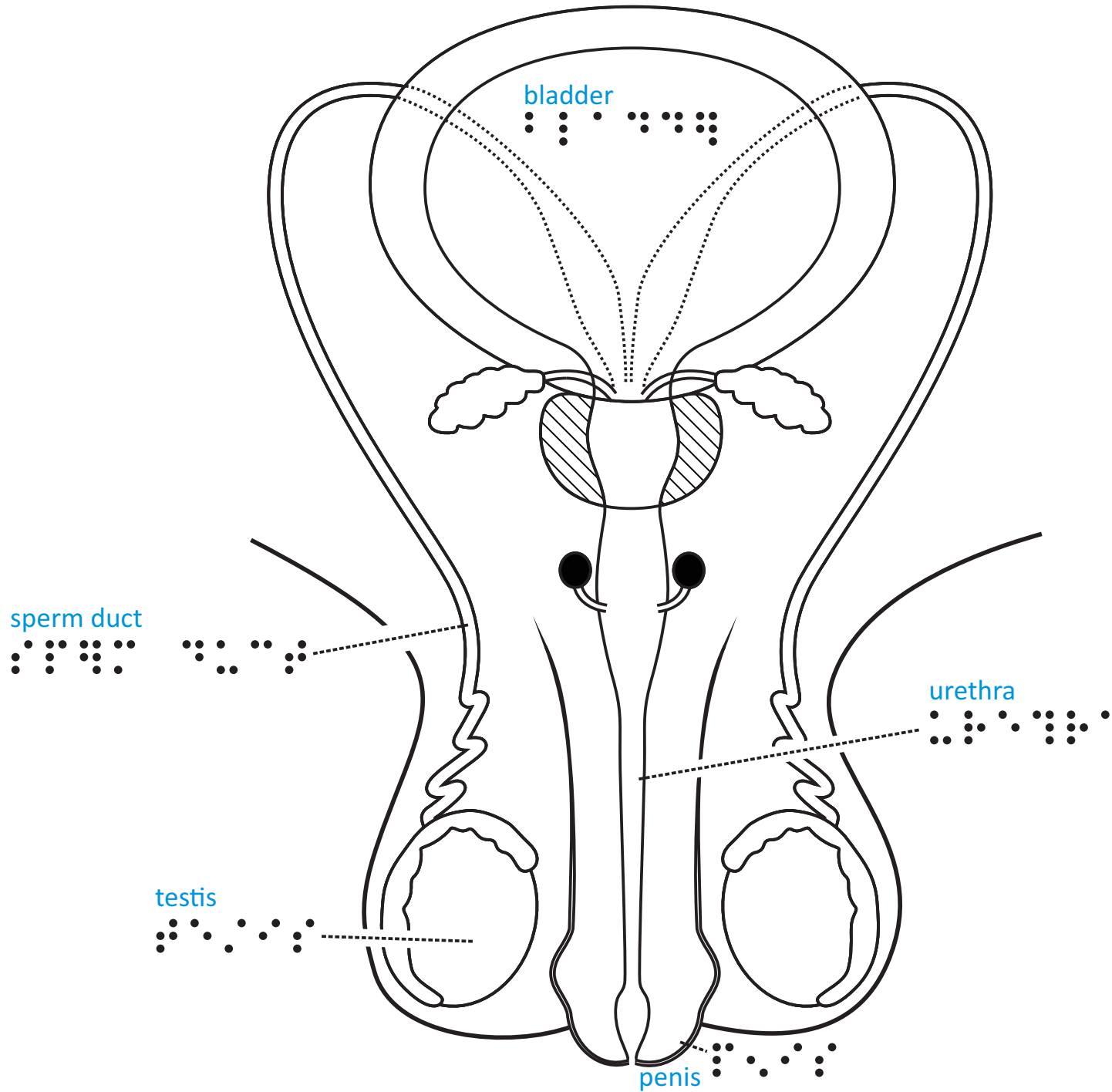


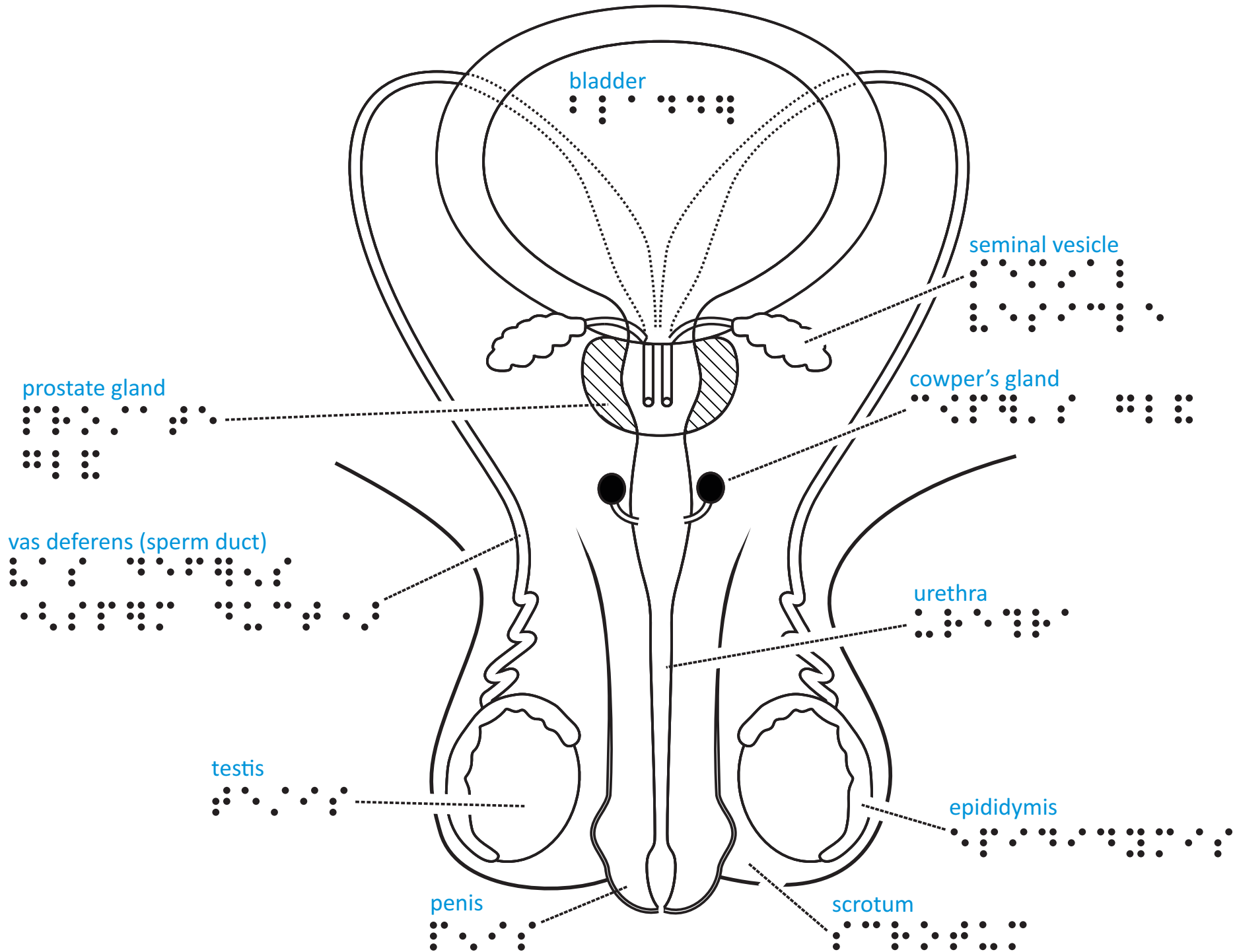
Male Reproductive System

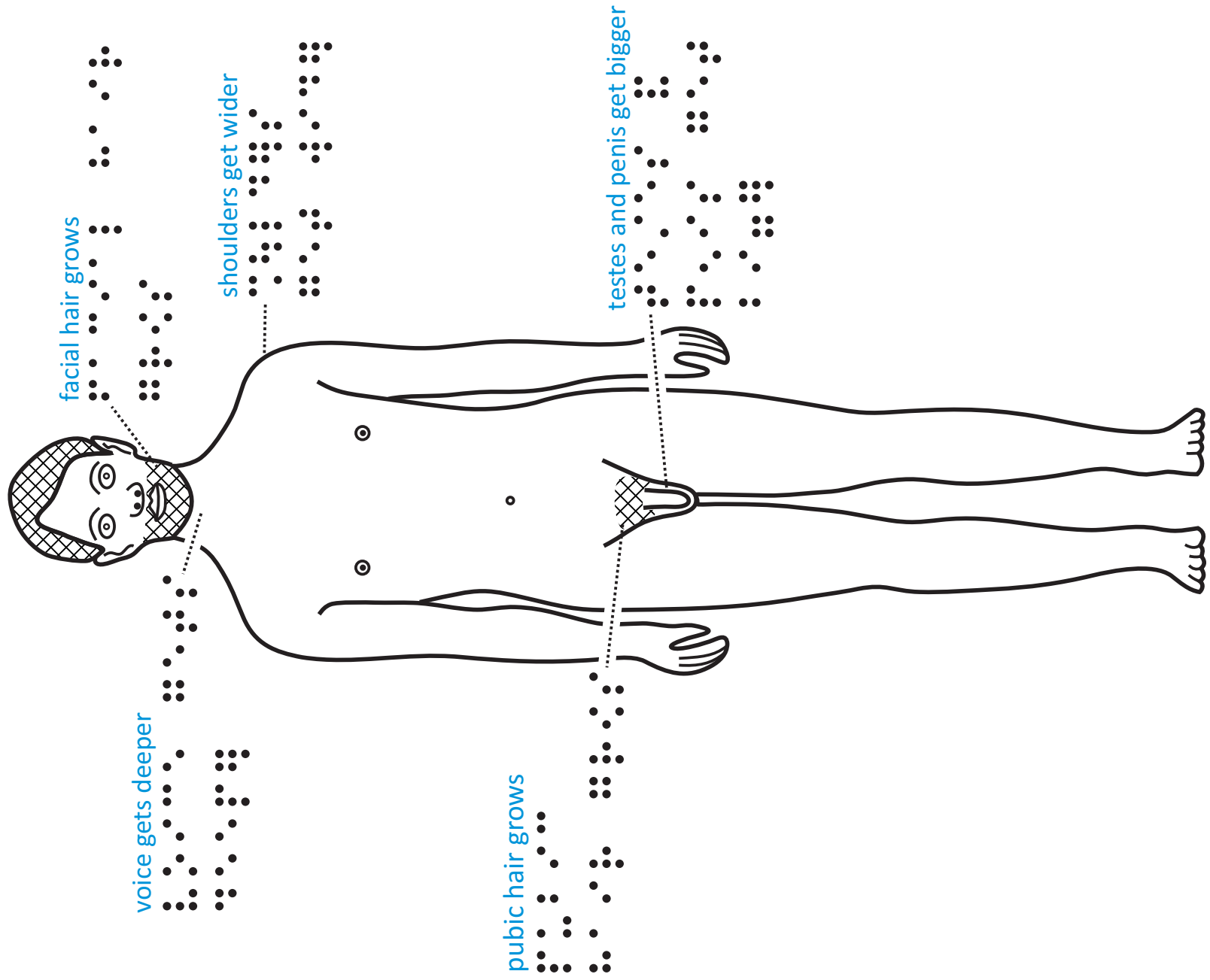
♂ ♂ ♂











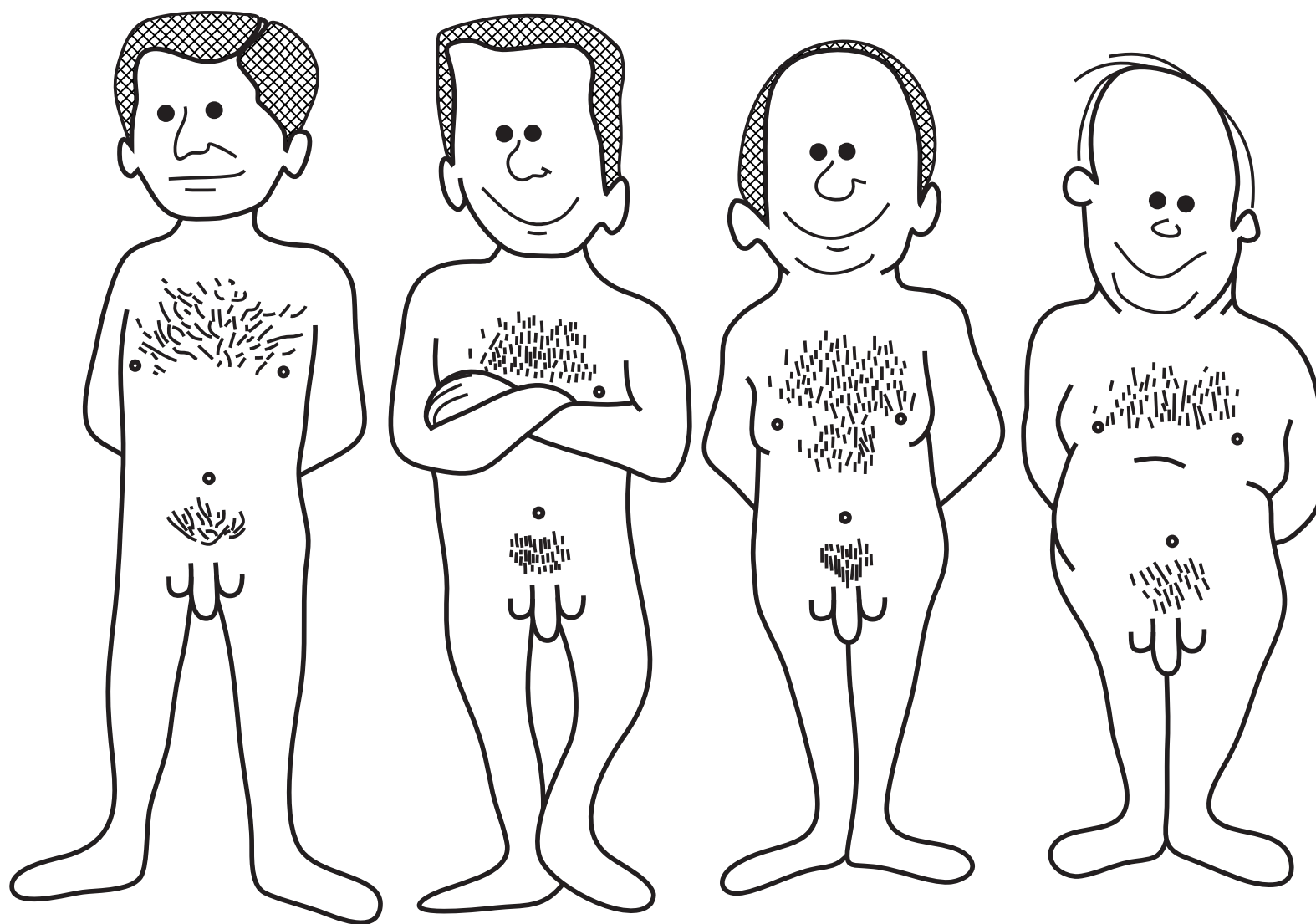
voice gets deeper

facial hair grows

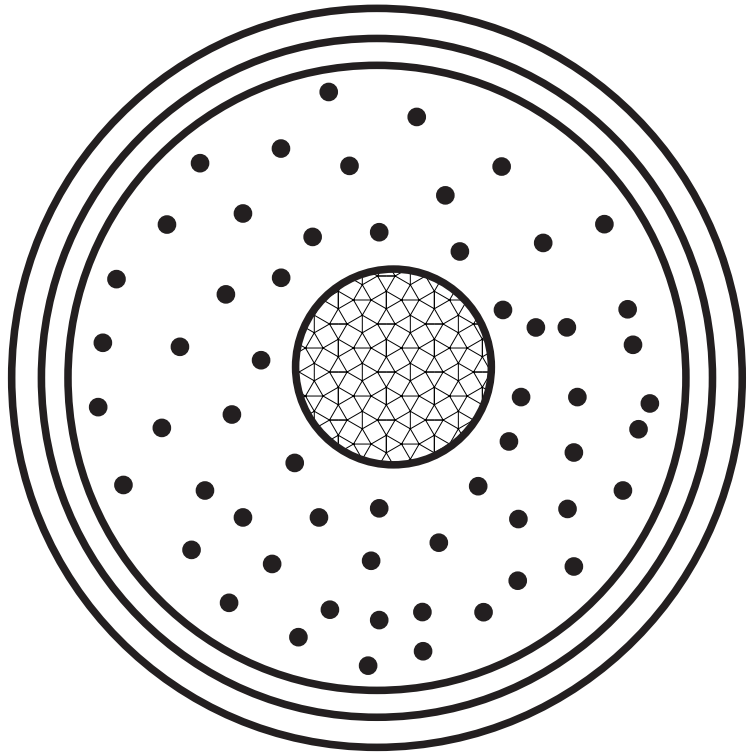
shoulders get wider

pubic hair grows

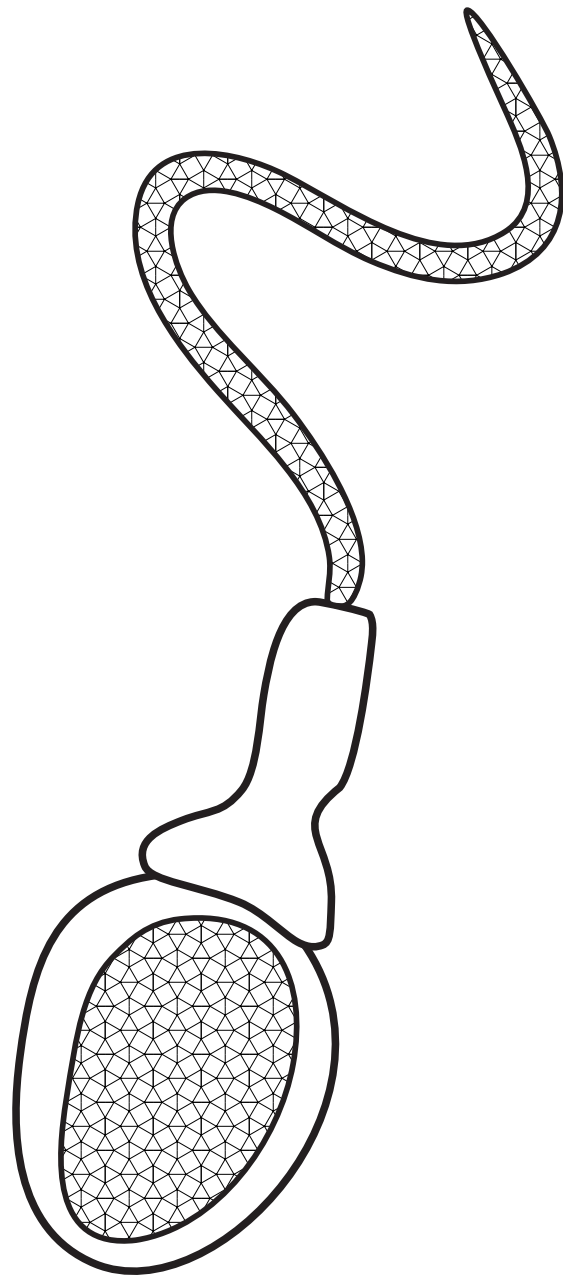
testes and penis get bigger

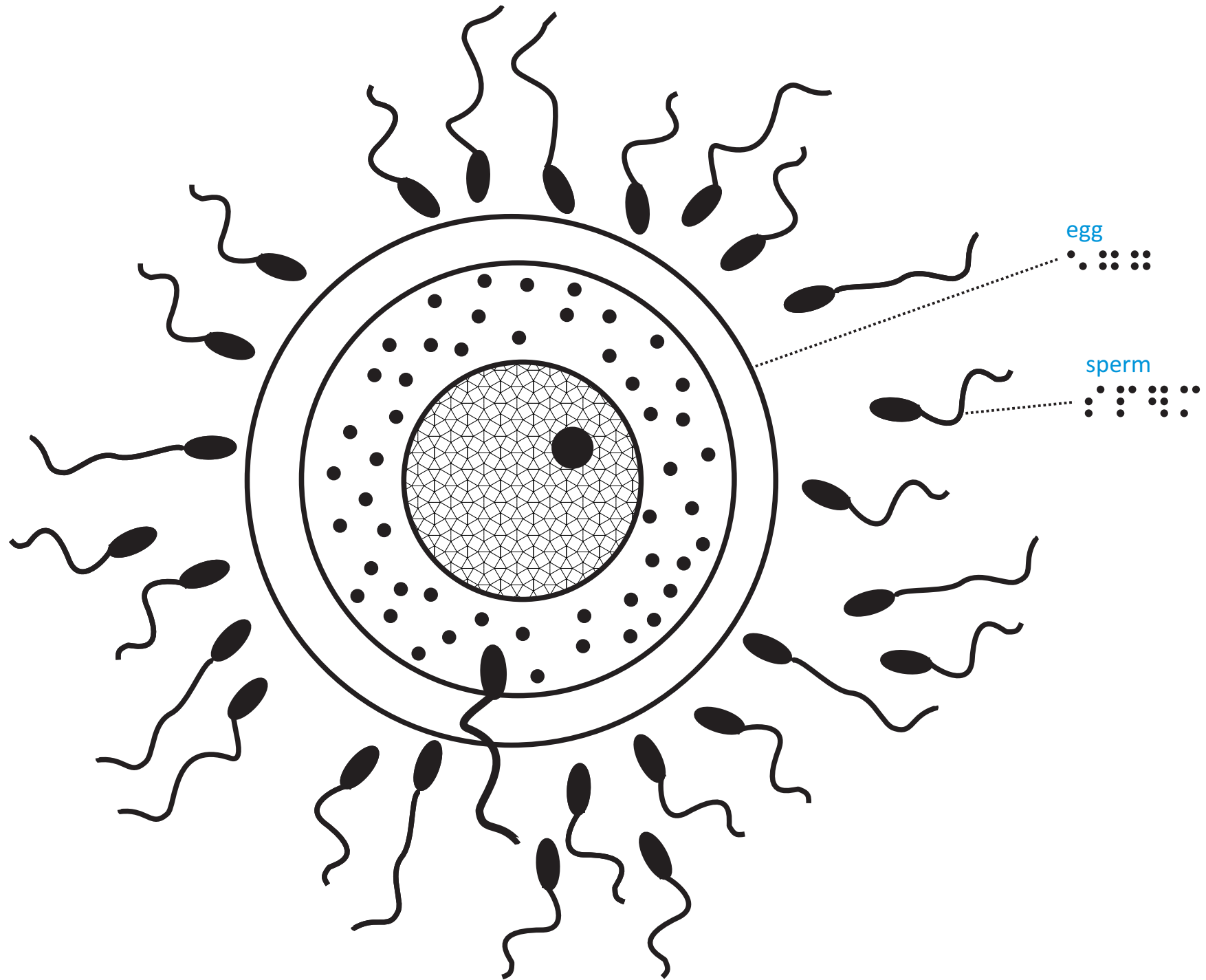


egg



sperm

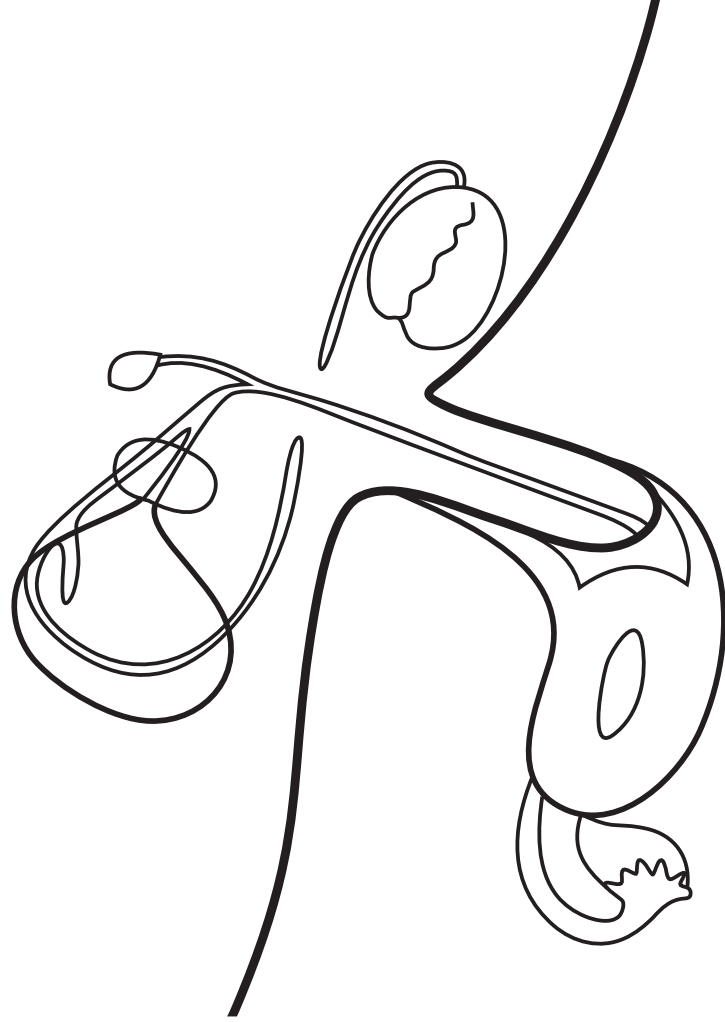




Intercourse

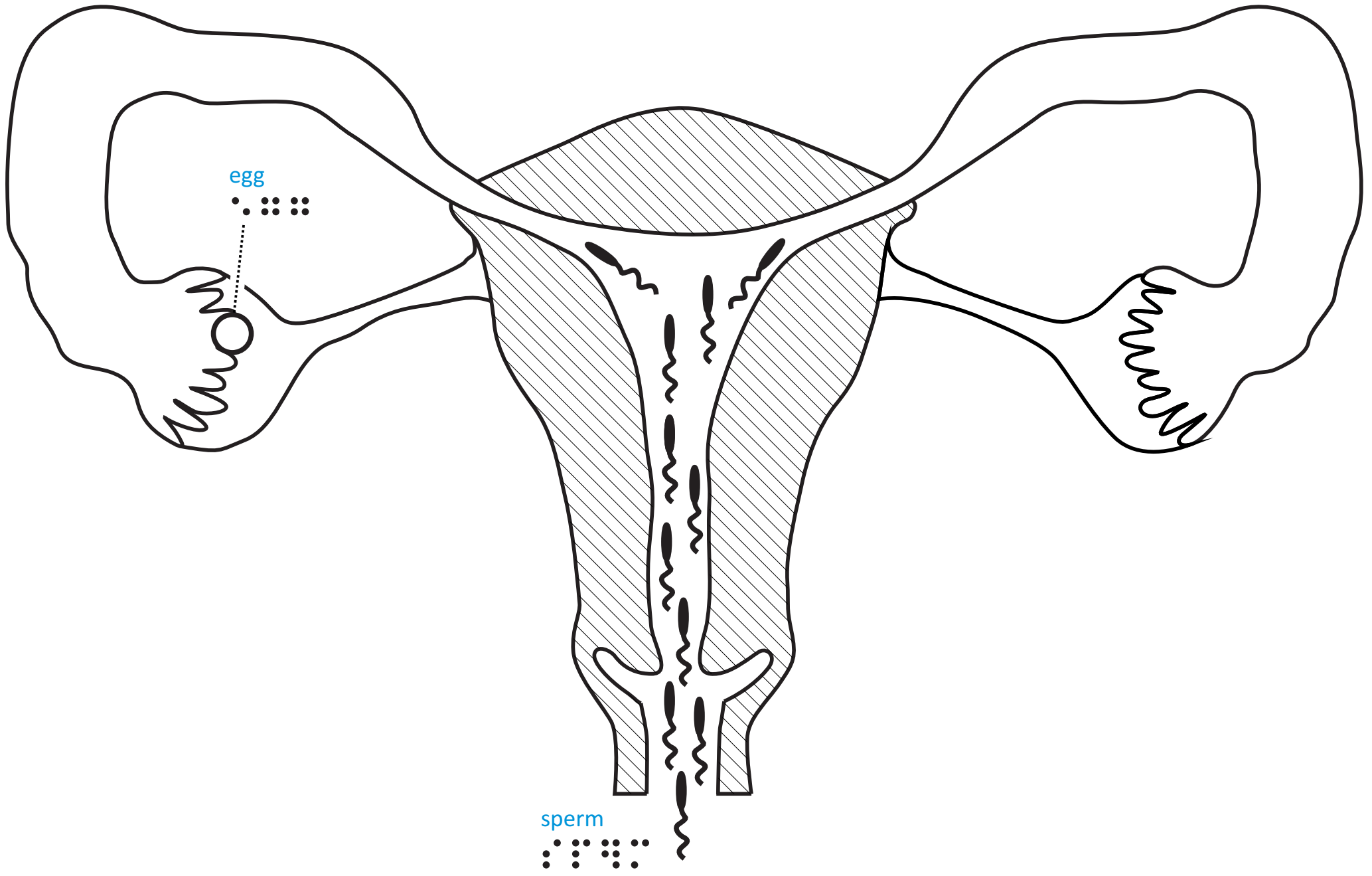


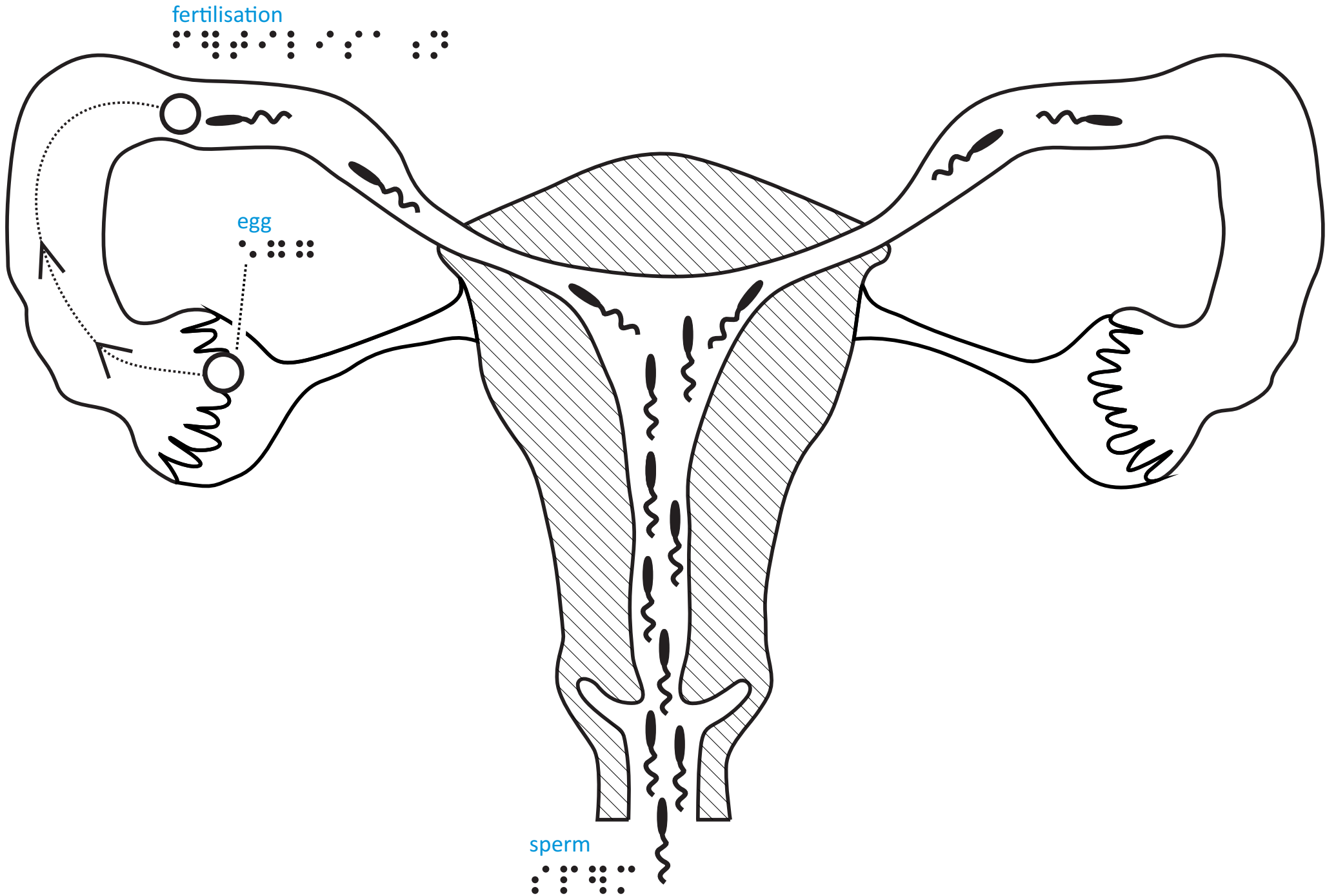
male body

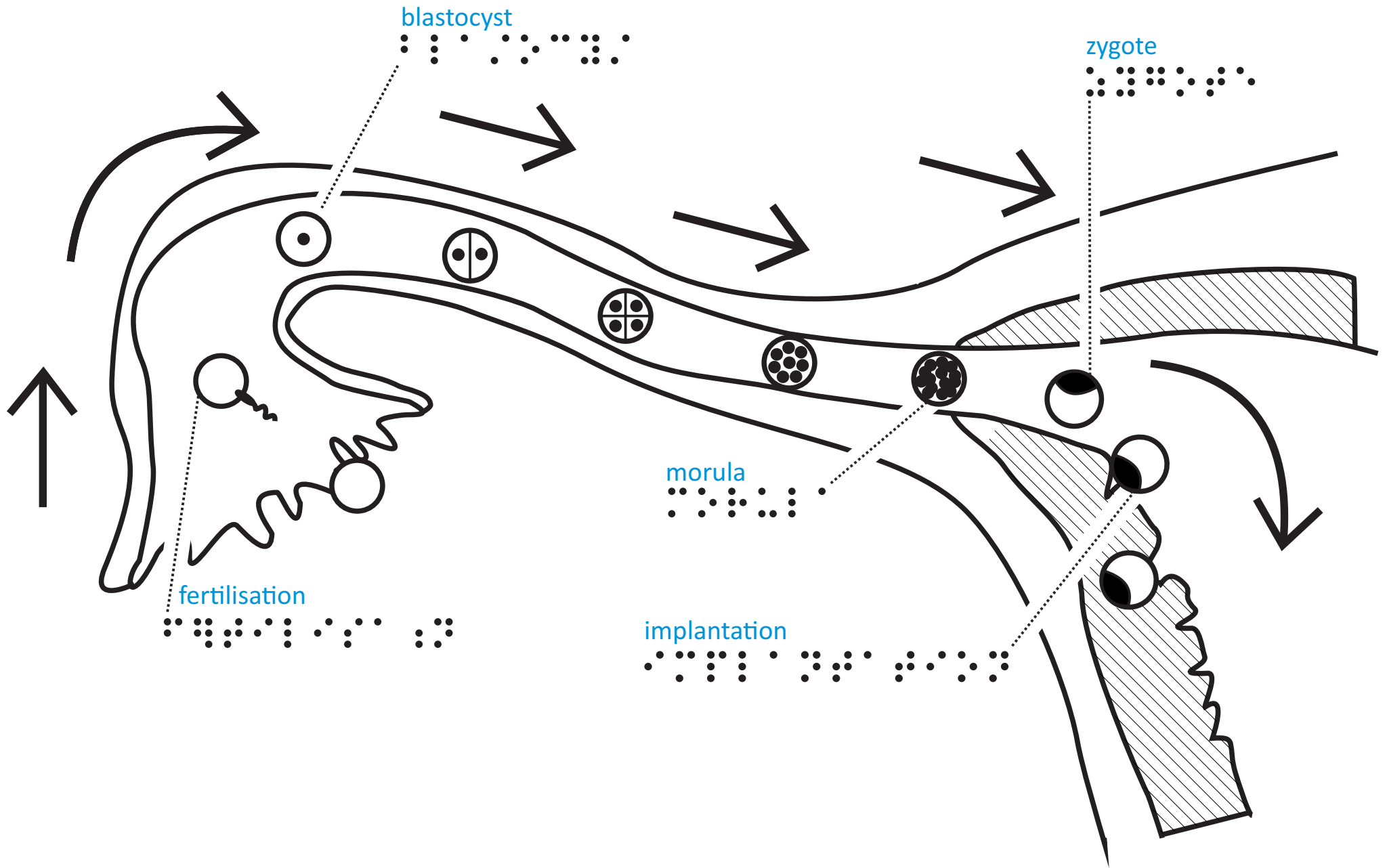


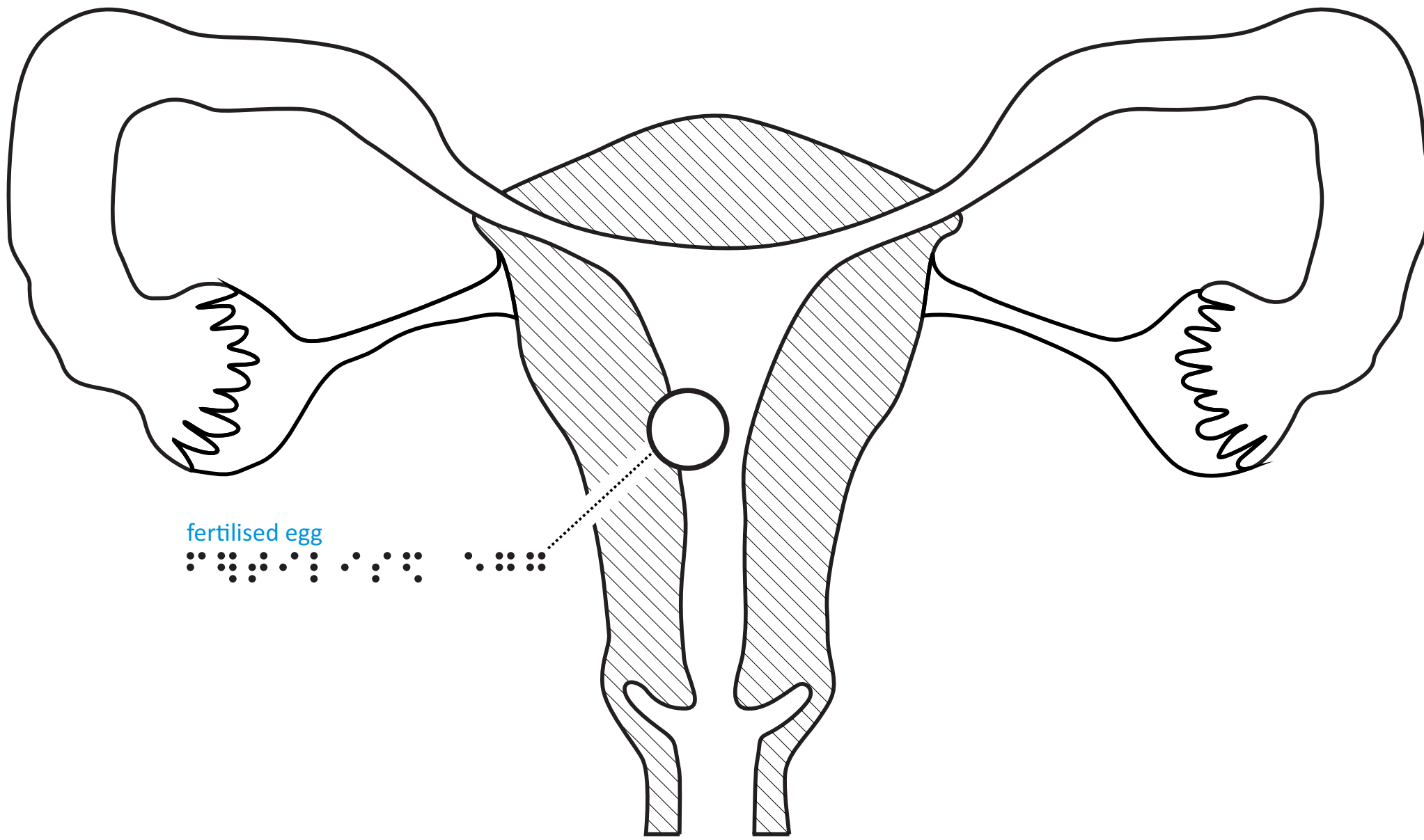
female body







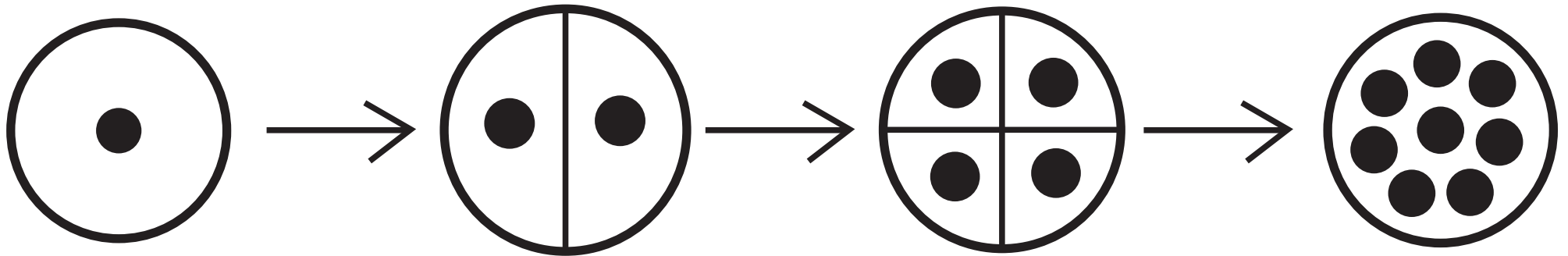


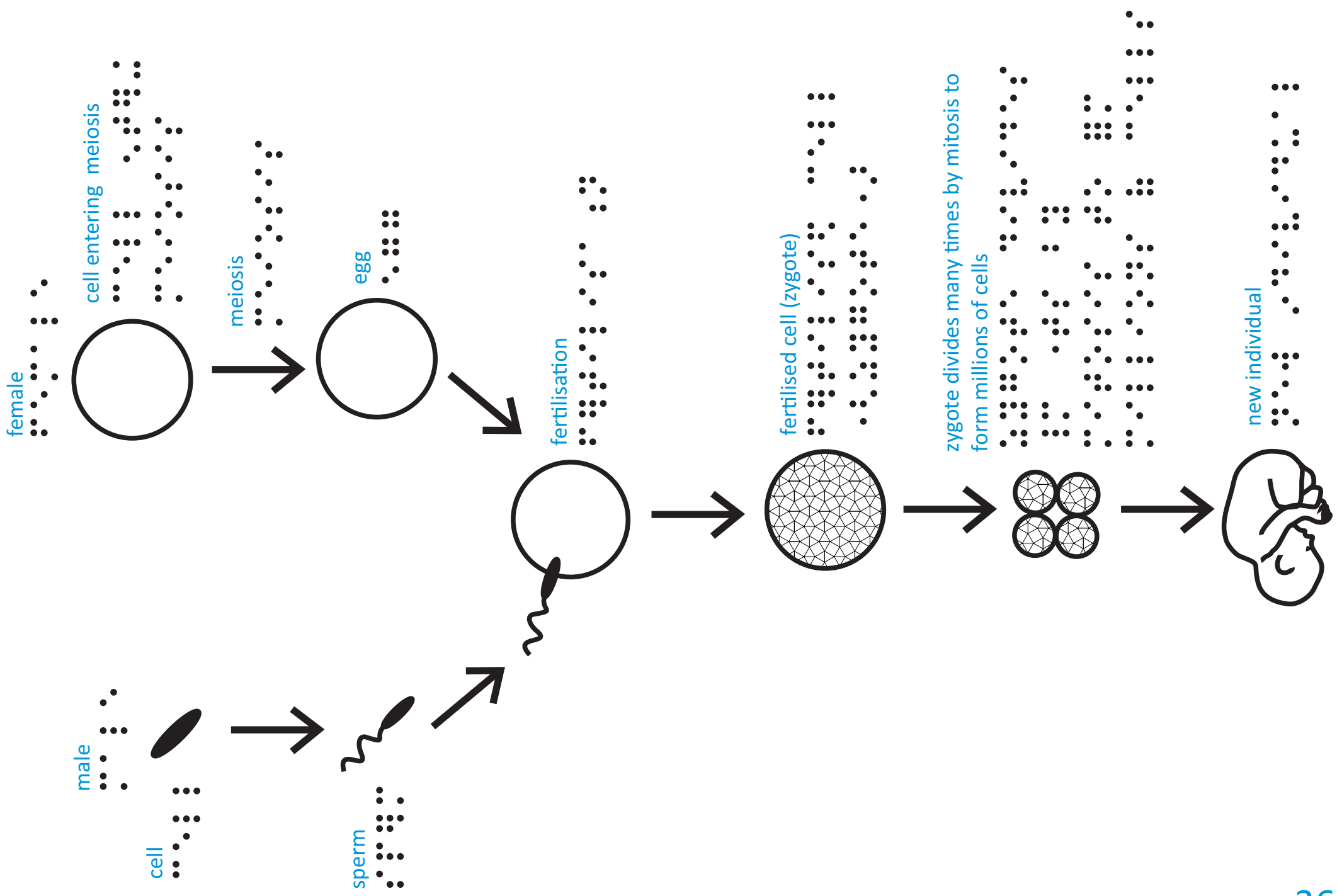


fertilised egg

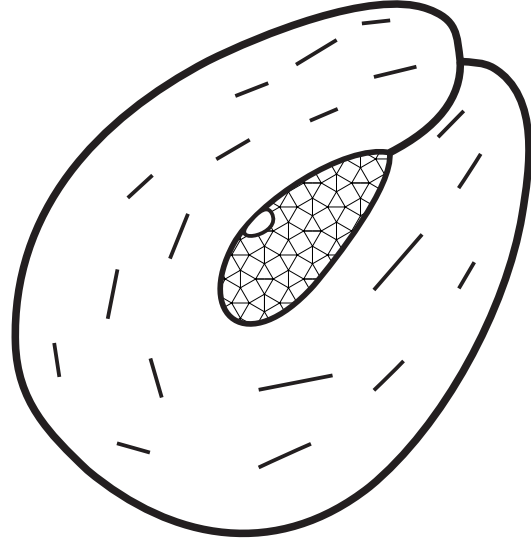
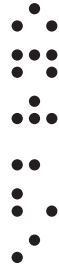


fertilised cell divides

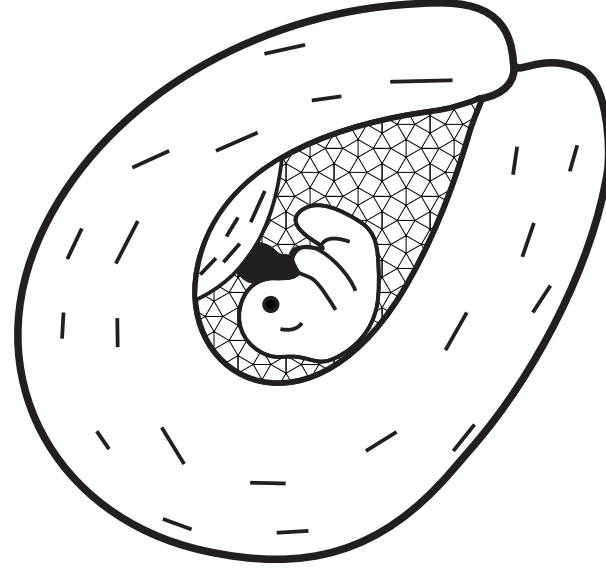




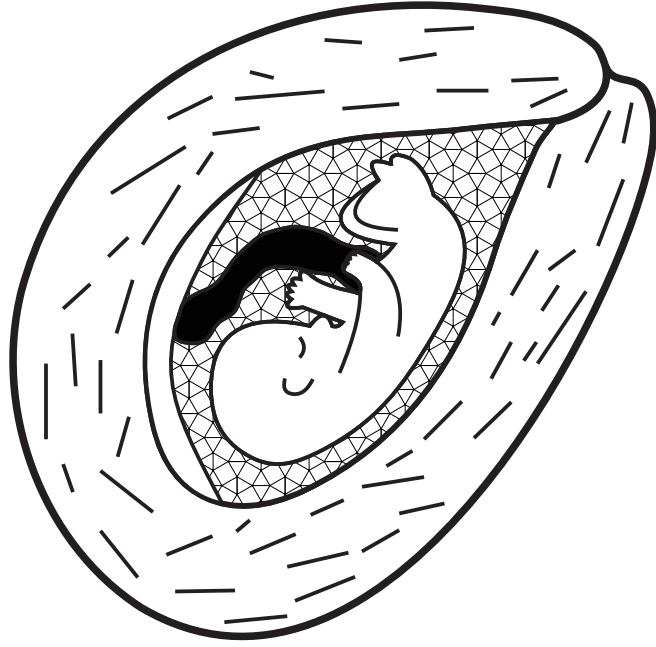
embryo



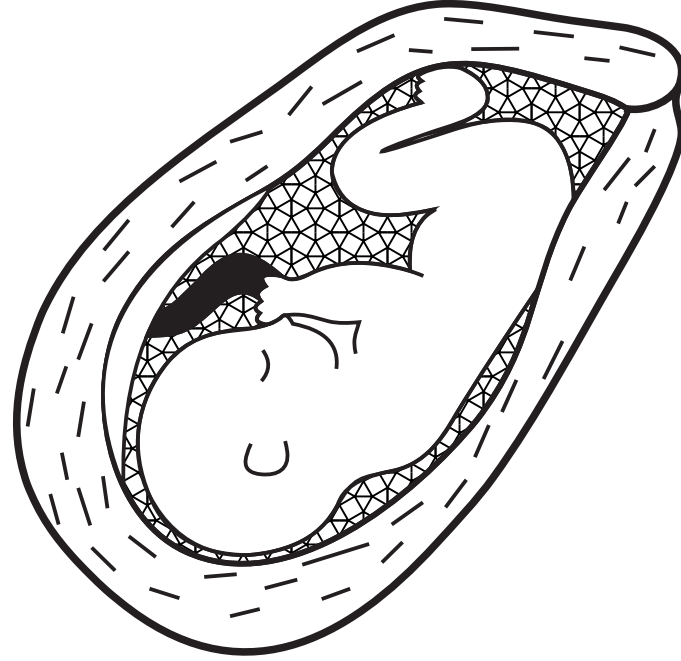
two months



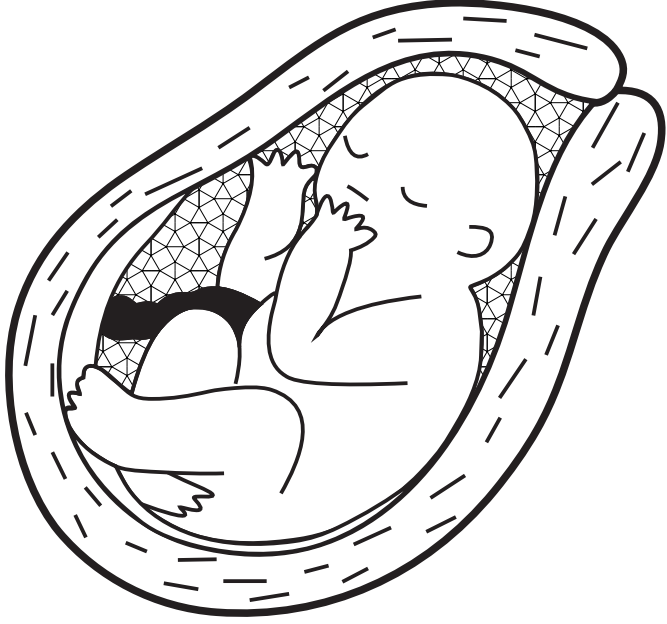
three months



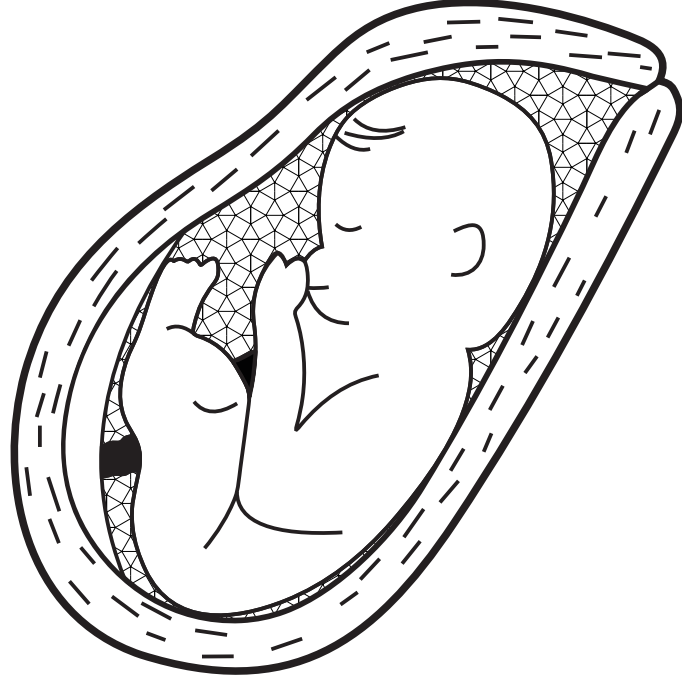
five months



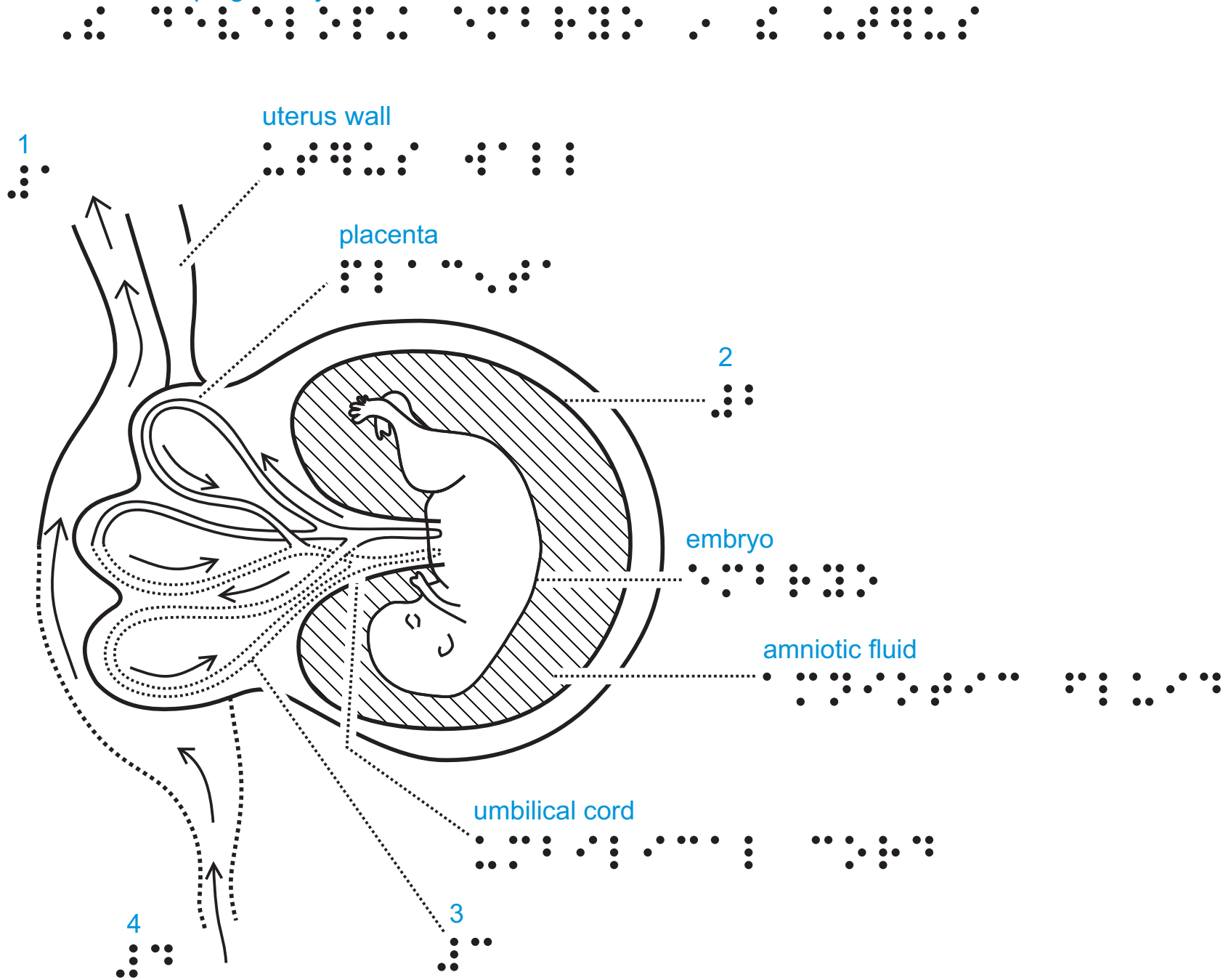
seven months



nine months



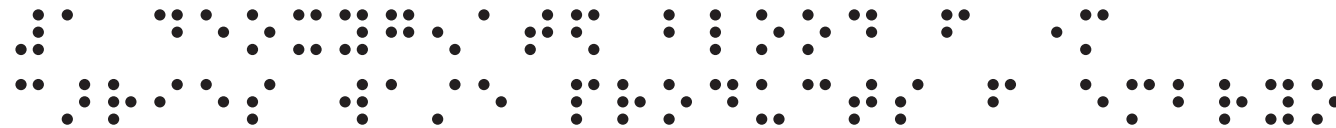
The developing embryo in the uterus



key (to page 40)



1 deoxygenated blood from mother carries waste products from embryo



2 amnion membrane filled with amniotic fluid to protect the embryo

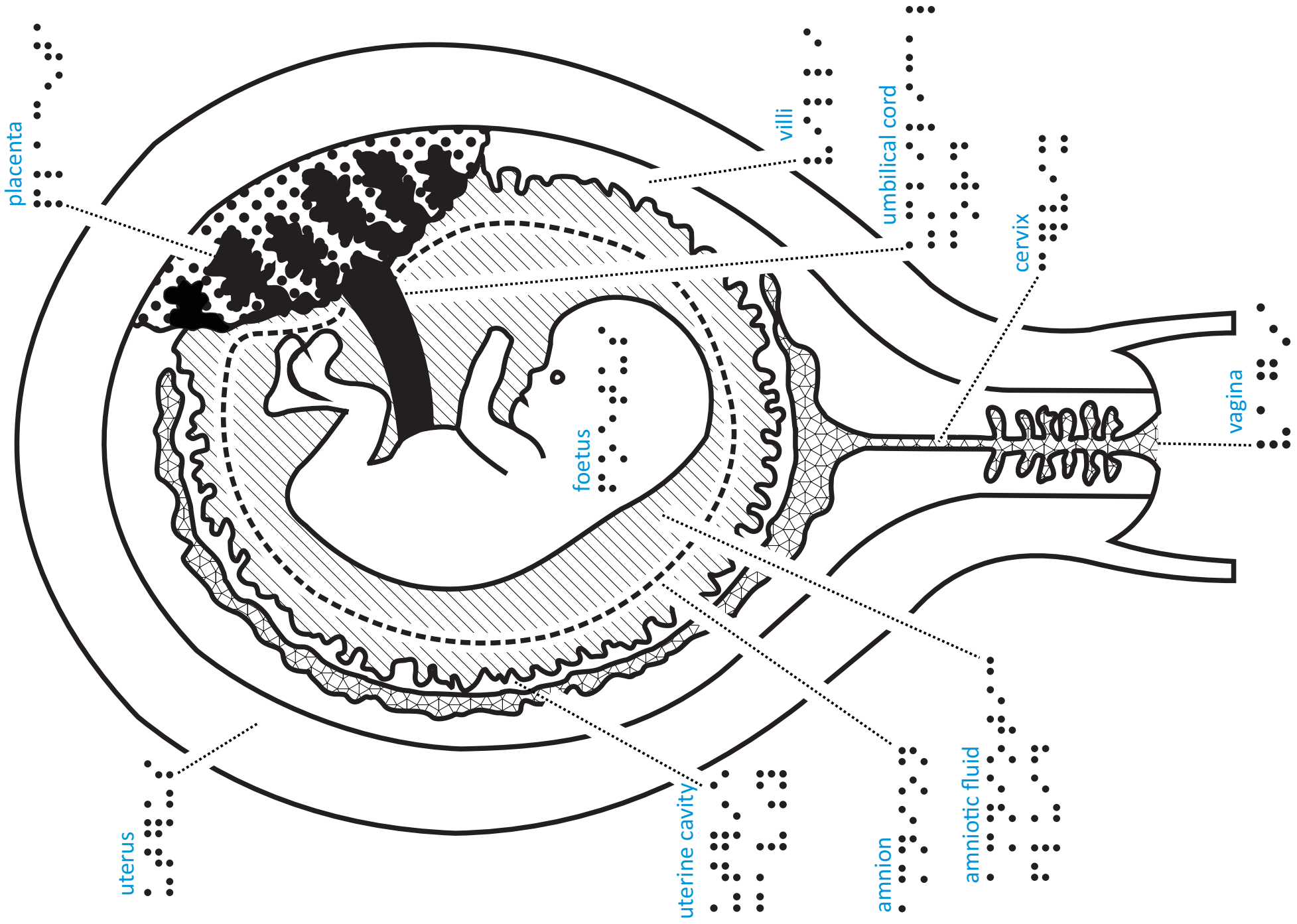


3 network of capillaries in the placenta



4 oxygenated blood from mother carries food and oxygen to the embryo

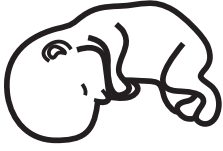




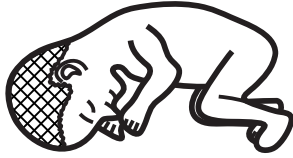
9 weeks
fetal stage begins



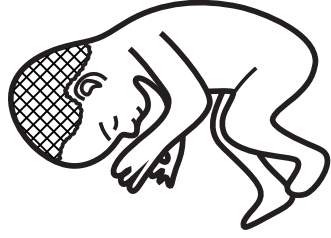
12 weeks
sex organs differentiate



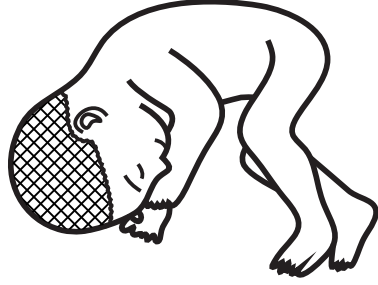
16 weeks
Fingers and toes develop



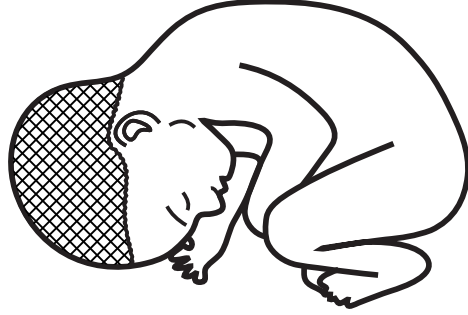
20 weeks
hearing begins



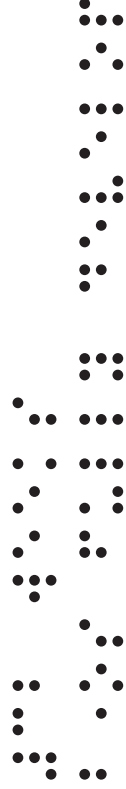
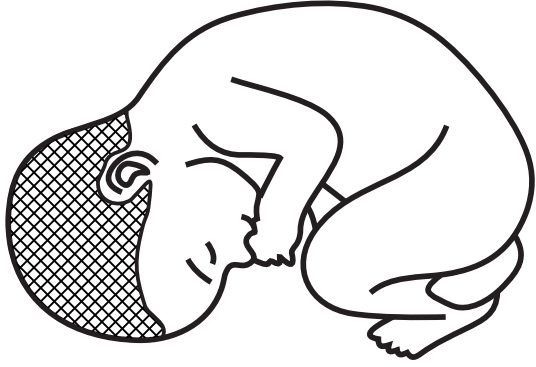
24 weeks
lungs begin to develop



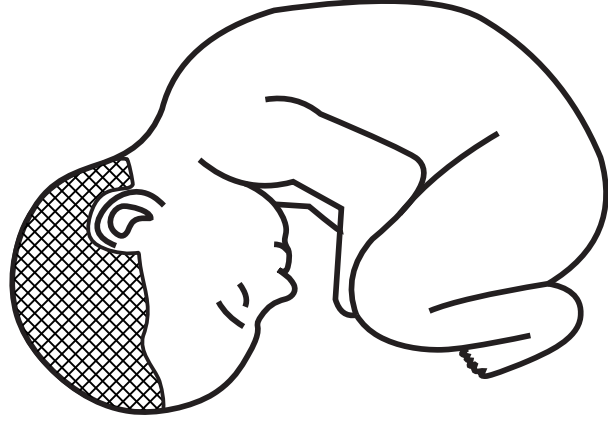
28 weeks
brain grows rapidly



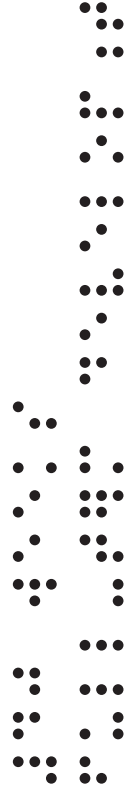
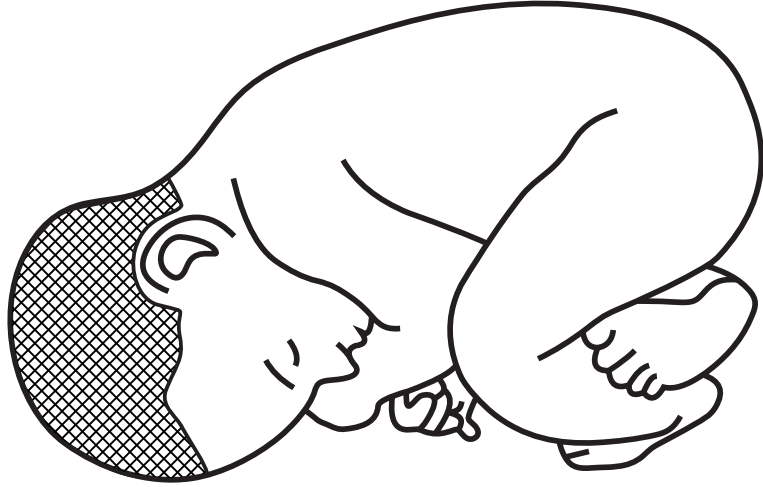
32 weeks
bones fully develop



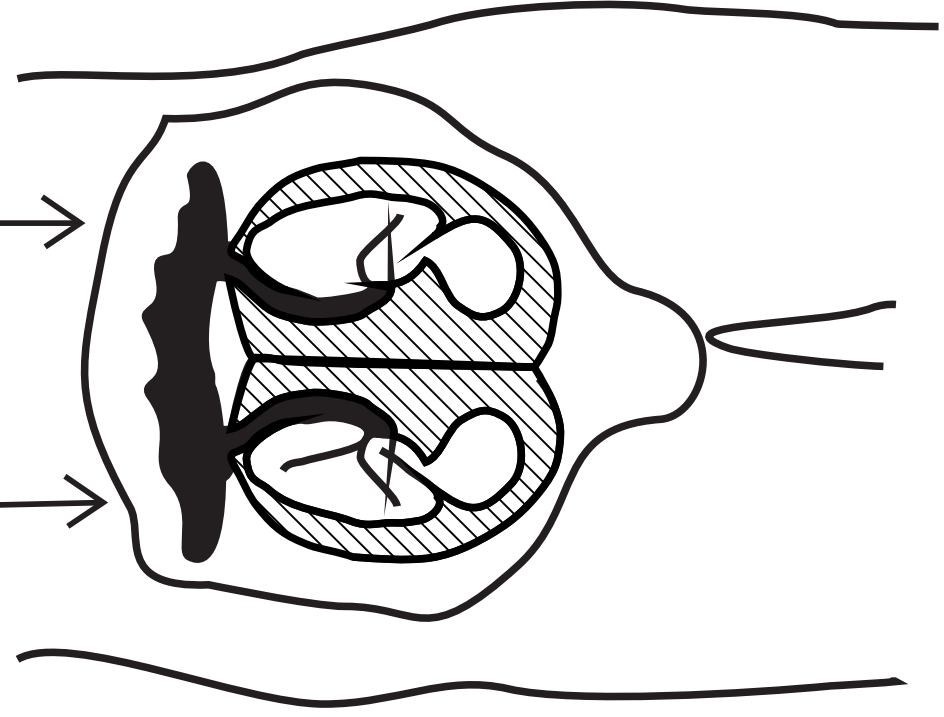
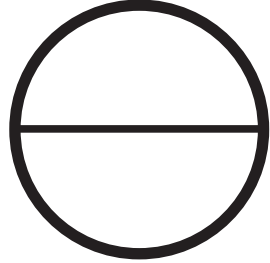
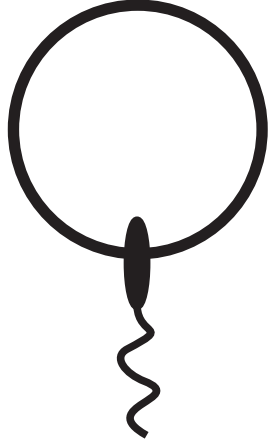
36 weeks
muscles fully develop



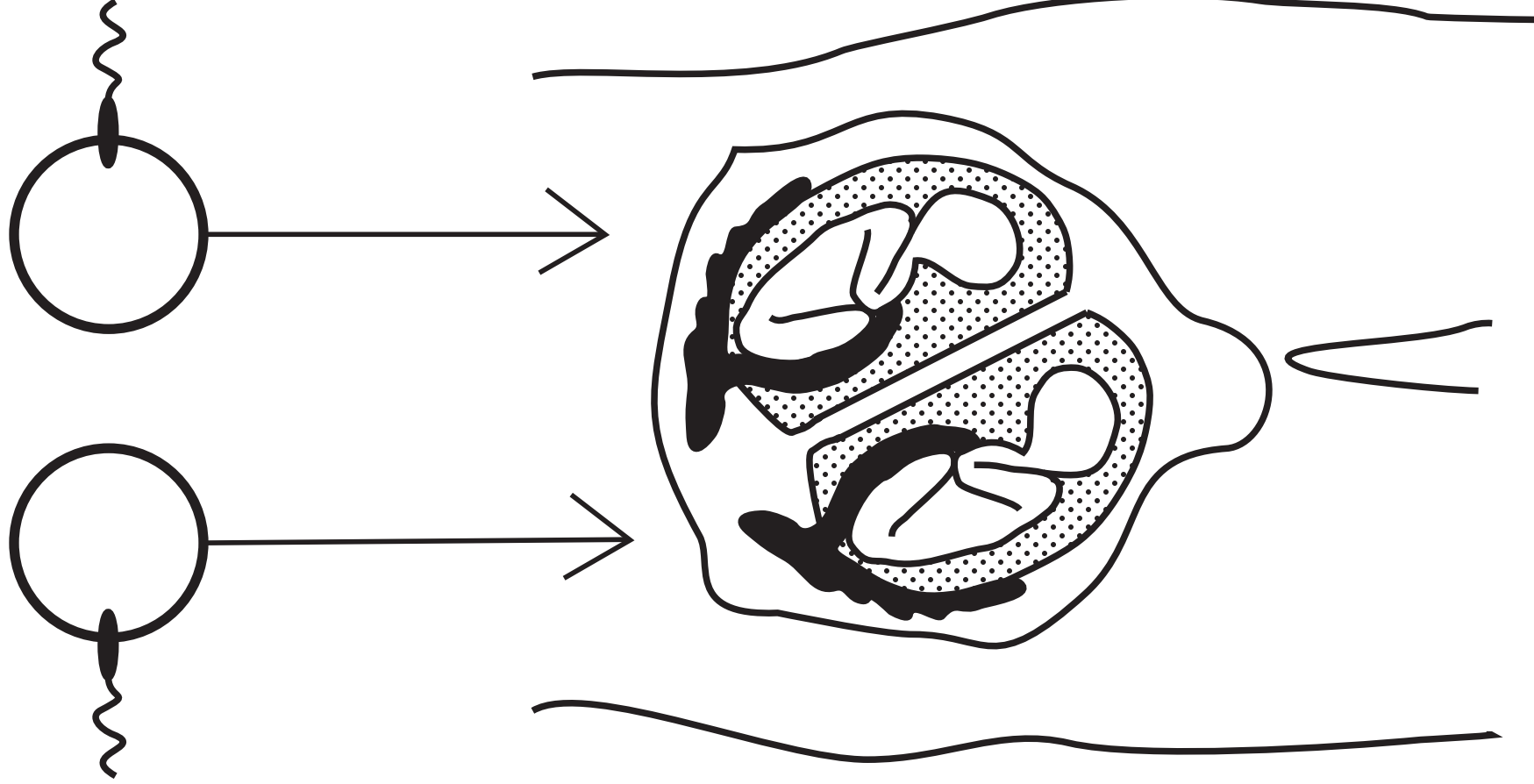
40 weeks
full-term development



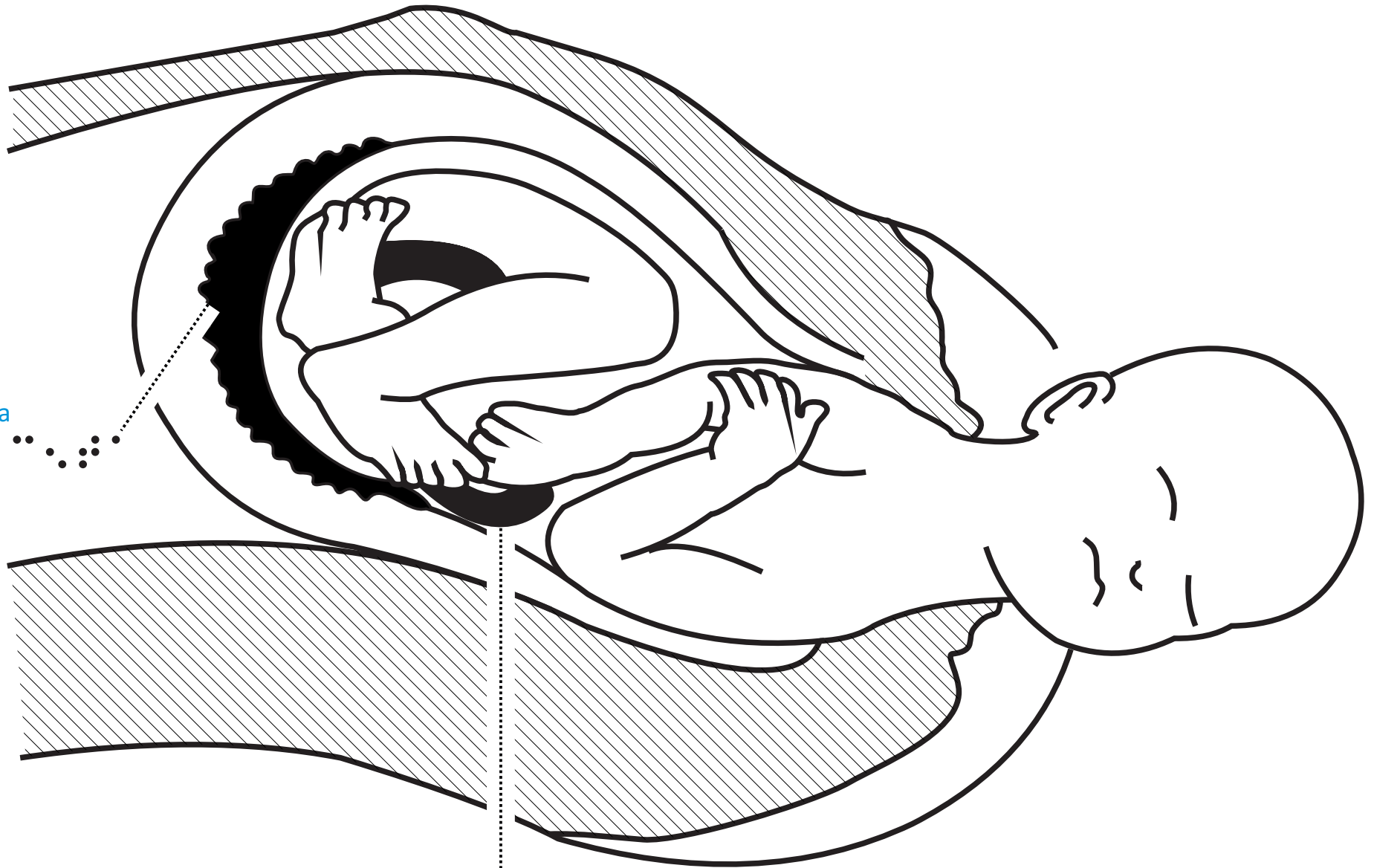
Identical twins



Fraternal twins

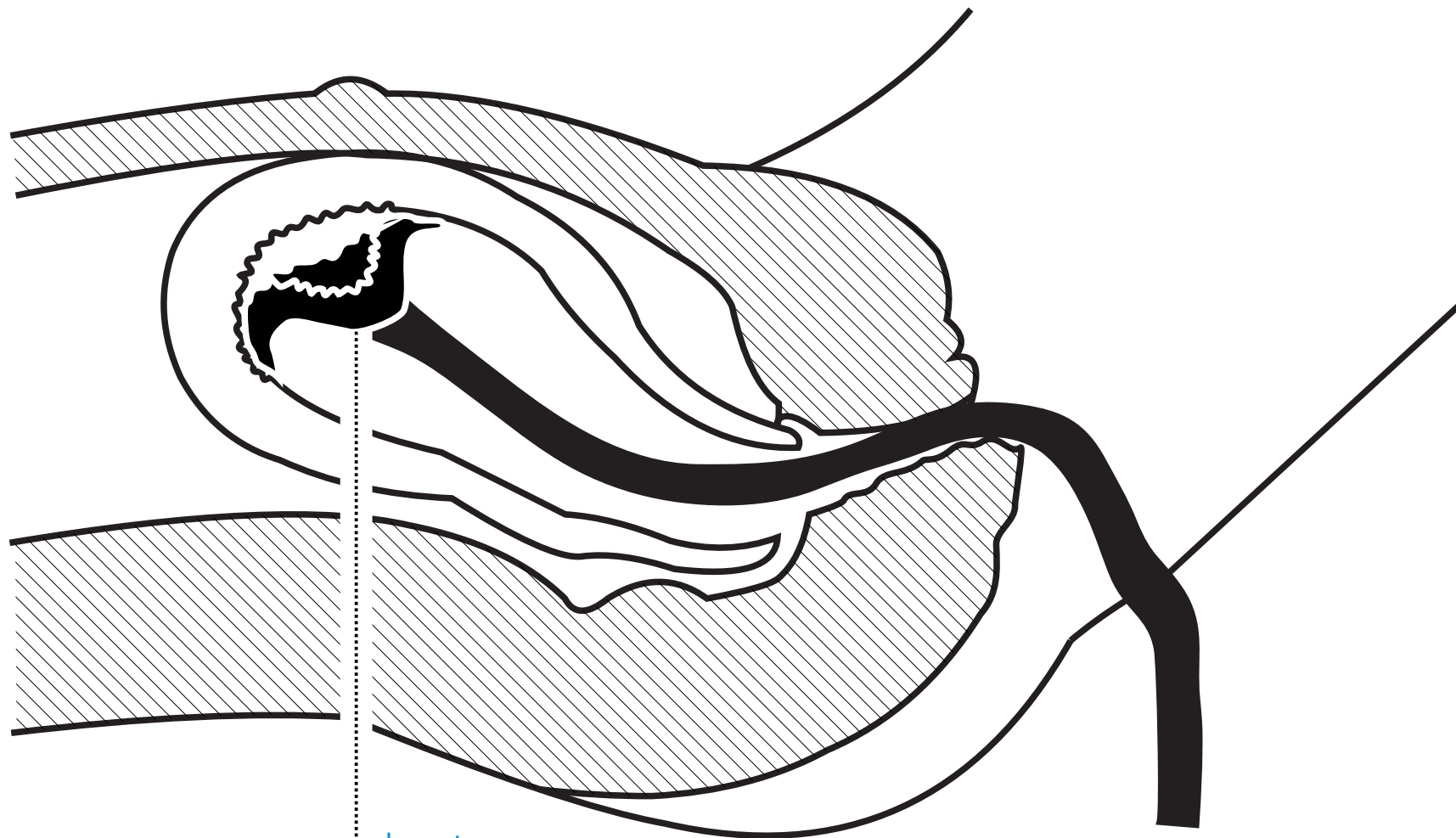


placenta



umbilical cord





placenta comes away



umbilical cord

