

EyesOpenIowa

Puberty Guide

K-12



4000 Westown Parkway, Suite #204

West Des Moines, Iowa 50266

[www.EyesOpenIowa.org](http://www.EyesOpenIowa.org)

515.276.6788

## Table of Contents

Page	
2	Table of Contents
3	Welcome
4	Classroom Ground Rules & Icebreakers
5	Lesson Plan: My Body
6	Lesson Plan: Keeping my Body Healthy
7-9	Lesson Plan: Puberty on the Wall
10	Lesson Plan: Puberty Olympics
11-13	Lesson Plan: Puberty Tools
14-15	Lesson Plan: You Can't Embarrass Emily
16-17	Lesson Plan: Puberty Pete
18-27	Lesson Plan: Reproductive Anatomy
28-32	Lesson Plan: Puberty & Sexual Hygiene Review
33-35	Lesson Plan: Learning about Menstruation
36-37	Lesson Plan: Optional Parent/Guardian Review
38	Worksheet: My Thoughts on Puberty
39-40	Worksheet: True False
41	Additional Activities
42-44	Answering Sensitive Questions
45	Family Bulletin
46-49	Resources/References

## Welcome!

We hope this guide will help you as you take on the important task of teaching puberty and sexual health to your students. In this guide you will find activities you can use in your classroom, we encourage you to adapt these activities to your particular group of students.

### Important Tips!

**1. Create a welcoming environment for students.** Students often feel nervous and uncomfortable talking about sexual health. Be sure to create an environment in which they feel comfortable to learn and ask question. Before you begin, set classroom ground rules and start with an ice breaker (ease kids in!). Classroom set up is also important, the more comfortable students are the more likely they are to engage in the lesson. Place students in a circle on the floor or have them put their desks in a circle.

**2. Don't use the word "Normal."** This one is hard, but when we talk about puberty there is no *normal*. Each student will develop and change at their own rate. It's important to remind youth of this, just because their friends have begun puberty and they haven't doesn't mean there is anything wrong with either of them! Each body is unique and different!

**3. Encourage students to find a trusted adult they can talk to.** In the limited time you have to discuss sexual health and puberty with your students you can't possibly cover everything! It's important to help students find a trusted adult they can talk to, remember that not all students may be able to discuss this with their parents.

**4. Keep them together!** Keeping boys and girls together during sexual health and puberty education is important. It's essential for girls to know what changes are happening to boys and vice versa. This can alleviate a lot of questions and speculation. Remind students if they are uncomfortable asking a question in class, they can use the question box or see you privately after class.

**5. Continue this important education!** As we know, a one-time "puberty talk," is not enough! We need to start this education **early** and **often**! Education is the best form of prevention. The goal is to empower students to take charge of their own sexual health and decision making.

## Classroom Ground Rules & Ice Breakers

Below you'll find possible classroom ground rules and ice breakers, depending on the age of students you're working with feel free to adjust these items.

### Potential Classroom Ground Rules:

- One person speaks at a time: This will ensure that all voices are heard.
- Respect different ideas and opinions: This will encourage students to share their thoughts and ideas.
- Use proper scientific language in class: This will prevent students from using a variety of different slang terms when referring to body parts.
- Confidentiality: No sharing of personal information outside the classroom. It is OK to share the concepts and ideas that are covered in class, but it is not OK to talk about who said what.
- Right to refuse: Both the students and teachers have the right to refuse to answer questions, especially those personal in nature.
- No technology: Because this is a sensitive topic area, it's important students don't have phone, iPods, iPads, laptops, etc. (unless directed and monitored by teacher for classroom activity).

### Potential Ice Breakers:

**This or That:** Students stand in a straight line (with room to move side to side), ask students to choose this or that. (example: If you like the Hawkeyes step left, if you like the Cyclones step right, If you like ice cream step left, if you like cake step right). Debrief by explaining that we are all different, but we also have a lot of things in common with our classmates.

**Question Jar:** Place questions on slips of paper and put them in the question jar, each student has to pick a slip from the questions jar and answer it. (Example: What's your favorite thing to do during the summer? What's your favorite frozen treat to eat? What's your favorite book to read?)

**Celebrity:** Ask students to make a list (on board or newsprint) of 10-12 famous people that most students in the class would know (Example: Taylor Swift, LeBron James, Tim Tebow, One Direction, etc.) After the list is complete choose one student to "act out" a celebrity, the first person to guess correctly is the next student to come up.

**Best Friend Party:** Tell students they are going to greet their classmates as if they're best friends and haven't seen each other in a very long time. Tell students to try and greet as many friends as possible. Set a timer for 30-45 seconds. When time is up yell STOP! Tell students to stay with whoever their current "best friend" is. That group of "best friends" must turn to the closest group to them and make a group of four, this will be their "Family." Tell students they need to sit next to their "family." (If you do group activities have students do the activity with their "family").

**Birthday Line-Up:** Have students organize themselves in a line by birthday (month and date). Students are NOT allowed to talk during this activity. Once students believe they are in the correct order have each student share their birthday starting with January. If students successfully complete this activity have them group themselves by favorite color and/or shoe size.

## **Lesson Plan: My Body**

**Age:** Kindergarten and 1<sup>st</sup> grade

**Purpose:** For students to identify and learn the proper names for both male and female body parts. By the end of this lesson students should feel more comfortable using the scientific terms for their body parts.

**Prep:** Cut out male and female body outline (make large for overhead or white board). Cut out male and female body part cards for the following words: Penis, Vulva/Vagina, Breast, Buttocks.

Alternative to the cutouts would be to provide students with a male and female drawing that they can color in each area of the drawing. (Make sure students have both male and female drawings, not just for their specific gender).

Note: The vagina is an internal female organ, the body part girls can see is called the vulva (covered by the mounds pubis).

**Activity:** Explain to students that boys and girls are similar in many ways; have students list all the things that both boys and girls have (eyes, ears, mouth, teeth, hair on their head, hands, feet, etc.). As they list the things they have in common indicated those body parts on the male/female cut out. Then tell students that boys and girls have different body parts that their swim suits cover. Tell students that there are specific names for each of these body parts, sometimes people use “nicknames,” for these parts, but it’s important we use their correct name. Using the body cut outs and label cards, place the label cards on the places of the male and female parts of the body explaining where each part is and what it’s called.

**Follow-up discussion:** Tell students that their body is their own and belongs to them, nobody should make them feel uncomfortable about their body. Swim Suit Rule: tell children that nobody should touch them in their swim suit area (unless it’s the doctor and their mom or dad (or other trusted adult) is in the room, and that sometimes parents may need to, but only if there is a purpose (i.e.- changing a diaper, helping with bath time). Also children have the right to tell someone “No” immediately and firmly if someone touches them and they don’t want them to (even mom, dad, grandma, aunt, etc.). It’s okay to refuse a kiss or touch, even from someone they love! Remind students just as nobody should touch them in their swimsuit area they shouldn’t touch others in their swimsuit area.

Remind students that we are all different and unique and it’s important to find a trusted adult to talk to if we have questions. Help students brainstorm who that trusted adult is (at home, at school, outside of school).

**Lesson Plan:** Keeping my Body Healthy

**Age:** 2<sup>nd</sup> and 3<sup>rd</sup> grade

**Purpose:** For students to discuss ways of keeping their body healthy and to begin discussing puberty.

**Note:** We know that students (especially girls) may go through puberty at younger ages, it's important to begin discussing this topic BEFORE they begin going through these changes. Girls may begin puberty any time between 8 or 9 and 13 (each person is different and there is no right or wrong time).

**Prep:** Area big enough for students to move. White board or newsprint.

**Activity:** Have students brainstorm ways of keeping their body healthy, as they list off the different ways of keeping their body healthy have them act out how they would do this (i.e.- exercise, have them act this out, running in place, riding bike in place).

Example:

- ◆ Eat healthy
- ◆ Exercise (running, biking, walking)
- ◆ Playing sports
- ◆ Wearing sunscreen
- ◆ Getting enough sleep
- ◆ Washing their hands (after using the bathroom, before/after eating, after playing outside).
- ◆ Playing safe (wearing a helmet, watching before crossing the street)
- ◆ Not sharing hats, hair brushes, etc.
- ◆ Keeping their brain healthy (reading, etc.)

Tell students that just like keeping those parts of their body healthy they will begin to go through something called "Puberty" when they get a little older. Write the word Puberty on the board. Ask students if anyone has ever heard of this word and what they think it might mean. Tell students that **puberty is a time when a person's body, feelings and relationships change from a child's into an adult's**. Explain to students that everyone goes through puberty at a different time and different pace, but some people (especially girls) may begin puberty anywhere from ages 8 or 9 to 13. And boys may begin to see changes a little later, like ages 10 to 14. Students will not go through puberty overnight, puberty is like crossing a bridge, for some people the bridge is short and for some it's long. Students may begin to see changes in their body during this time of changes, they should not be alarmed as everything that is happening to them is common. They may begin to grow taller, hair may grow in places it's never grown before, their shoulders may widen and they will begin to perspire. Boys and girls go through some of the same changes, but also some different changes. Tell student's puberty is nothing to be scared of, but it's important to find a trusted adult they can talk to. Help students brainstorm a list of trusted adults (in school, out of school, at home, etc.).

## **Lesson Plan: Puberty on the Wall**

*Note: Pieces of this lesson were adopted from Kidshealth.org and Health Connection Inc.*

**Ages:** 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> (may need to adjust depending on grade doing activity with)

**Purpose:** The objective of this activity is to teach students the different changes that occur in puberty. Some of these changes happen to girls only, some happen to boys only and some happen to both. Students will work together to determine who these changes might happen to. They will also see that during puberty boys and girls go through many of the same changes. It's important to remind students that there is no "Normal" when it comes to puberty and the way we go through changes.

### **Prep:**

Have two characters (one male and one female) either drawn on the board, newsprint or have felt character cut outs.

Have cards cut out (either place Velcro or magnets on the back of laminated cards for easy adhesive to the board or felt). Cards are below.

Make sure each team of students gets "male, female & both" cards.

Explain to students that puberty is a time when people change from a child to an adult. During puberty, the body begins to produce hormones, chemicals that signal parts of the body to grow and change. The body parts that change allow people to reproduce, or have children. Puberty is like crossing a bridge, for some people that bridge is short and for others it's long. People also start crossing the bridge at different times, girls usually start to cross the bridge earlier than boys. There are many changes when we cross the bridge, some are physical, but some are mental, emotional and social. It's important to remember that just because someone has "crossed the puberty bridge" and can reproduce or have children that does not mean they are ready to have children. When we talk about puberty it's important to remember to not compare ourselves to our friends, as we are all crossing our own bridge and our bridge may look different then our friends.

### **Activity:**

Before doing this activity, have students listen to "They Tell Me I'm Going Through Puberty," as told by Chris. When you are done, ask students this question:

**Do you think Chris is a boy, girl or are you unsure?**

Have students share their answer with a nearby classmate and discuss their reason for choosing boy, girl or unsure.

Then proceed into the next portion of the activity. During this portion students will look at the different changes that occur during puberty.

Divide class into "teams" of three or four students. Give each team a set of cards, have the team discuss where they think the cards go (on the male, female or both). After the groups have discussed where they think the cards go each group will go in front of the class, read their card and place it where they think it belongs. If the group places the card at the wrong location the teacher should help the group to put the card at the correct location.

After completing Puberty on The Wall refer back to Chris's story (re-read if time) and ask the students this questions:

**How many of you (raise your hand) think Chris is a boy? Girl? Can't tell?**

Follow-up with a discussion emphasizing the following points:

No change indicates that Chris is a boy or a girl.

The changes happening to Chris are not unusual and could happen to anyone.

The changes Chris is going through are all signs of puberty and will happen to different people at different times.

### **They Tell Me I'm Going Through Puberty**

Hi, I'm Chris and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held a hot washcloth on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But I'm taller and smarter. I think I'll survive.

**Girl/Boy/Both Cards**

Girls (female)	Boys (male)	Both
Ovaries begin to release an egg into the fallopian tube about once a month.	Shoulders broaden	Grow taller
Hips broaden	Sperm production begins	Oilier skin, acne
Menstruation Begins	Nocturnal emissions may begin	Breast development
Start producing vaginal discharge	Ejaculation Begins	Perspiration (sweat)
	Hair grows on face	Pubic Hair
		Underarm Hair
		Arms and Legs grow longer
		Darker, thicker hair on arms and legs
		Genitals enlarge
		Crushes and attractions may begin
		Sudden mood changes may begin
		Concerned about looks (appearance)
		Want more independence

**Lesson Plan:** Puberty Olympics

*Note: Pieces of this lesson were adopted from Health Connection Inc.*

**Ages:** 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> (may want to change cards, add/remove, depending on grade)

**Purpose:** To help students become more familiar with vocabulary, definitions and pronunciation.

**Prep:** Make sets of cards for each vocabulary word including; word, definition and pronunciation. Have bandanas or objects to tie student's legs/elbows together. Make sure you have a space large enough for students to move around with ease.

If this is your first puberty activity preface by explaining puberty. Write the word "Puberty" on the board and ask students what they think it means. Tell students that puberty is when someone changes from a child to adult. They go through many physical, mental, emotional and social changes. Everyone goes through puberty at a different time and different pace, but nobody will go through puberty overnight. Girls tend to begin puberty before boys. Girls and boys go through many of the same changes, but also different changes. Hormones are chemical the body produces that signal different parts of our body to grow and change, the hormones begin to be produced during puberty.

**Activity:** Place all the vocabulary word cards in one section of the room, all definition cards in a different section and all pronunciation cards in a different section. Put students into groups of two or three, tie the students together with a bandana (either at the ankle or elbow). Students will race to get as many correct matches as possible (vocab word, definition and pronunciation). They must show the teacher a correct match before moving on to get a second, third or fourth match. After all matches are collected students will share their matches with the class.

\*Puberty cards are on an additional document.

**Additional Discussion:**

Why is it important to know these terms and definitions?

Who is someone you could talk to when you don't understand a term we use in this class?

**Lesson Plan: Puberty Tools**

*Note: Pieces of this lesson were adopted from Alberta Health Services.*

**Ages:** 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade

**Purpose:** To teach students about the tools that may help them through the challenges of puberty.

**Prep:** Create Puberty Kits (kit and items listed below, if you do not have the specific items, print large colored photos).

If you have not already discussed puberty in class. Give students an overview of puberty, reminding them that everyone will go through puberty at a different time and different pace, people do not go through puberty overnight, but instead it's a process.

**Procedure:**

1. Introduce the Puberty Kit. Tell the students that you are going to use it to teach them about the tools that they have to help them get through the challenging parts of puberty.
2. Have students brainstorm the changes that occur during puberty that could be challenging. (i.e. - acne, B.O., body changes, starting their period, changing friends)
3. Have students choose an item from the kit. You may also give students items, which would allow you to be sensitive to student needs, or to cluster products (i.e., washing items such as shampoo, soap and washcloth could go together.) You may also put students in groups to do this activity.
4. Have students brainstorm answers to these questions:
  - What is the item?
  - How would the item be used?
  - How does this item relate to puberty change?
5. Inform students that each item in the kit relates to a puberty change.
6. Students present each item to the class, with the teacher adding comments to the discussion. Students who are unsure about what the item is or how it would be used can simply state that they do not know.
7. Allow students to pass the items around so that they have a chance to examine them.
8. Debrief this activity using the following questions:
  - What items from the kit are most helpful for shaving? Menstruation? Preventing acne? Smelling good? Looking good? Feeling good?
  - Where can you find or buy most of the items in the puberty kit?
  - Who can you talk to about getting items in the kit?

## **Puberty Kit Contents:**

### **Active Living (Photo)**

Physical and recreational activities such as sports, walking, having fun with friends outside, etc. improve energy, physical and mental wellbeing.

### **Antiperspirant and/or Deodorant (Product)**

Can be used to help with underarm odor.

### **Baking Soda in Box (Photo)**

Can be used as an inexpensive, absorbent foot powder.

### **Ball Cap (Product)**

Hats or caps can become dirty. Wash them or change hats to keep dirt from the face or hair. Hats are good protection from the sun's heat and damaging rays.

### **Healthy Nutrition (Photo)**

Eating healthy food choices improves energy, physical and mental wellbeing. Work towards increasing fruits, vegetables, and whole grains while minimizing high fat and high sugar foods/drinks.

### **Hot Water Bottle**

Exercise and warmth may help with menstrual cramps.

### **Jockey Short Boy's Cotton (Product)**

Boys may choose to wear boxers or briefs. Cotton underwear allows skin to "breathe" and keep moisture away from the body. Underwear should be comfortably loose. The scrotum moves close to or away from the body to adjust the temperature of the testicles, to promote growth of healthy sperm. It is important to change underwear every day.

### **Bra (Product)**

Girls can wear a bra for comfort as their breasts develop. Some boys develop breast tissue for a year or more, but this will go away.

### **Menstruation Supplies (Product X 5: Pad, Pad with "Wings", Panty-liner, Cardboard Tampon, Plastic Tampon)**

Pads are widely available at drug stores and grocery stores. They come in a variety of shapes and sizes. Choose pads that are unscented. Pads attach to the inside of underwear by sticky strips. The wings wrap around the leg openings of the underwear. Pads catch menstrual flow. Keep pads in backpack, locker or bag. Change and dispose of used pads often (wrap in toilet paper and put in the garbage). Panty-liners are similar to pads and are used to catch light menstrual flow or vaginal discharge.

Tampons need to be changed often (at least every 4-6 hours) and come with either cardboard or plastic applicators, some come with no applicator. To dispose of used tampons, wrap them in toilet paper and throw them in the garbage. You may need parental support to help remind you to remove them. Avoid

super-absorbent tampons. Choose unscented tampons. Using tampons incorrectly could result in Toxic Shock Syndrome, a rare but serious infection.

**Razor (Product) \*put the razor in a bag if using the actual product.**

Some men shave their facial hair and some women shave the hair on their legs and underarms. Ask your parents what you should do.

**Shampoo (Product)**

Wash hair often to clean away the oil and dirt. Some people wash their hair every day, some less often.

**Shaving Foam (Product)**

Shaving with moisture feels better. Some people use shaving foam, or soap and water.

**Soap Unscented (Product)**

A mild, unscented soap in bar or liquid form is used for showering or bathing daily and for washing the face twice daily. Scented, deodorant soaps can cause dry skin.

**Sock (Product)**

Wash feet and change socks every day. Occasionally, wash the insoles of shoes.

**Toothbrush, Paste, and Floss (Product)**

Brush and floss teeth at least twice a day. For fresh breath also brush the tongue.

**T-Shirt Cotton (Product)**

Natural fibers such as cotton allow skin to “breathe”. Clothes made from these fabrics may be more comfortable to wear.

**Underwear Girl’s Cotton (Product)**

Cotton underwear is more comfortable as this natural fiber allows the skin to “breathe”. Synthetic underwear (e/g/, nylon, polyester, rayon) may not allow the skin to “breathe”. Some synthetic underwear, pantyhose, and tights, have cotton gussets (crotches) to allow moisture to leave the body. Trapped moisture could cause vaginal infections.

**Wash Cloth (Product)**

A clean washcloth or sponge can be to wash the face with warm water and mild soap. No other skin care products are necessary unless advised by a doctor or parents.

**Water Bottle (Product)**

Drinking water is important and especially during physical activities and in hot weather. Plain water is the easiest and least expensive and doesn’t cause tooth decay. Don’t share water bottles and other mouth objects like lip balm or lip glass and straws even with close friends or family members as they can spread germs that could make you sick or give you an infection in or around your mouth.

**Lesson Plan:** You Can't Embarrass Emily

*Note: This lesson was adopted from Kidshealth.org.*

**Ages:** 4<sup>th</sup> and 5<sup>th</sup> grade

**Purpose:** The objective of this activity is to help students feel more comfortable discussing puberty. Students will learn that they are not the only person who has questions and is going through a time of major change.

**Prep:** Make 1 Copy of You Can't Embarrass Emily for each student. (Below)

**Activity:** Explain to students that a lot of kids their age have questions about puberty, and they've been hired by Emily to help her answer questions for her advice column, "You Can't Embarrass Emily." Allow students to use handouts or other resources to assist them in answering their questions (example website [www.kidshealth.org](http://www.kidshealth.org)).

**Follow-up Discussions:**

Kids your age have a lot of questions about puberty, who could you talk to about your questions?

Where could you find books or resources to help you find out more? (Library, kidshealth.org, girlshealth.gov)

# You Can't Embarrass Emily

Name \_\_\_\_\_ Date \_\_\_\_\_

*Dear Emily,*

*Wow, after playing basketball these days, I am stinking myself out! I've got a serious smell coming from my body. Why am I suddenly smelly, and what can I do to get rid of the odor?*

*Sincerely,  
Stinky Stan*

*Dear Stan,*

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*Best,  
Emily*

Dear Emily,

I finally got my period for the first time about 6 months ago, but it's certainly not a 28-day cycle! After I first got it, I missed a month and then I had two periods with hardly any time in between! Is something wrong with me?

Sincerely,

Irregular Irene

Dear \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Best,  
Emily

Dear Emily,

This puberty thing is humiliating! I woke up the other night with my underwear and my bed all wet! What in the world is going on, and is it going to keep happening to me?

Sincerely,

Wet Wayne

Dear Wayne,

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Best,

Emily

Dear Emily,

I'm embarrassed to even leave the house these days. Not only do I have pimples all over my face, but they're on my back and chest, too! Yuck! What causes these nasty bumps, and how can I get rid of them?

Sincerely,

Bumpy Bella

Dear Bella,

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Best,

Emily

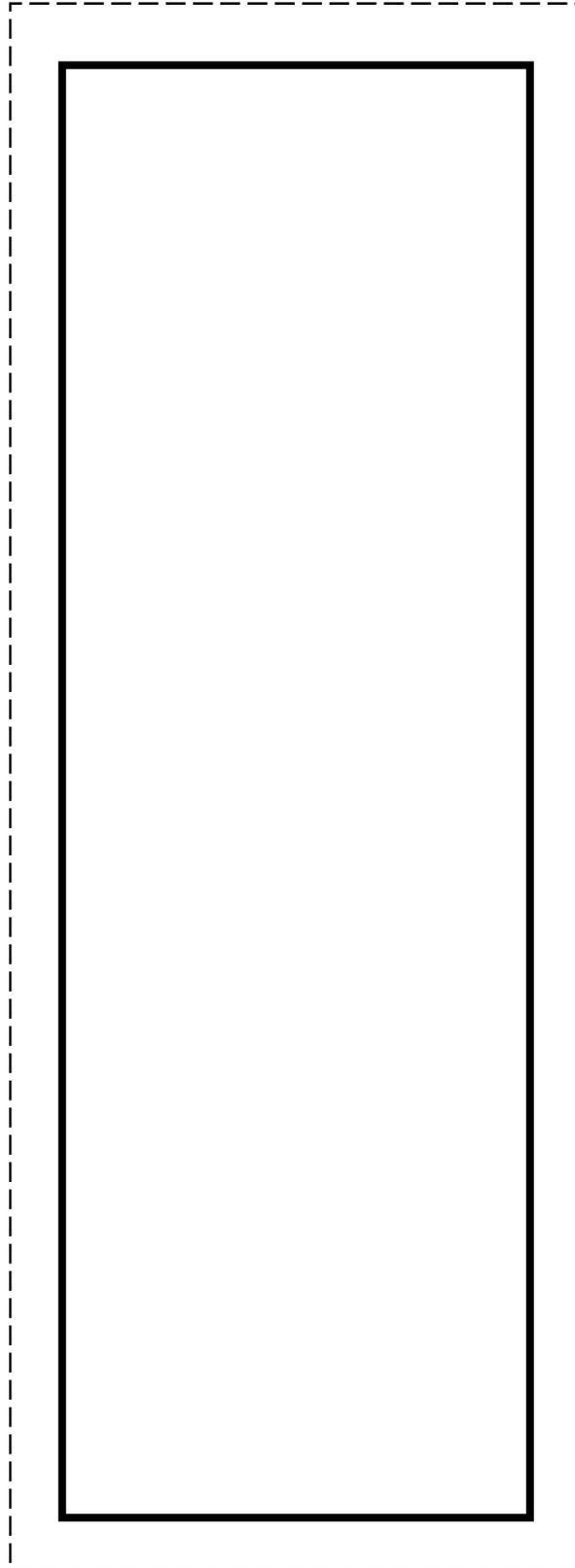
**Lesson:** Puberty Pete

*Note: This lesson was adopted from Kidshealth.org.*

**Ages:** 3<sup>rd</sup> and 4<sup>th</sup> grade**Purpose:** Students will use the things they've learned during puberty to share the information with other students their age.**Prep:** Print one Puberty Pete sheet for each student (below), provide students with colors, colored pencils or markers.**Activity:**

Tell students a local doctor has hired them to design a character called Puberty Pete to help her young patients learn more about puberty. The doctor wants to give a Puberty Pete bookmark to each one of her patients. Tell students before they begin to design their bookmark they should choose one puberty change they want to design their bookmark around. Remind students these bookmarks are for other students their age. After students have had time to design their bookmark, have them share with the class. An alternative would be to collect all bookmarks and randomly pass them out to the class, so each student will receive a puberty bookmark.

# Puberty Pete



**Lesson Plan:** Reproductive Anatomy

*Note: Pieces of this lesson were adopted from ETR and F.L.A.S.H.*

**Ages:** 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade

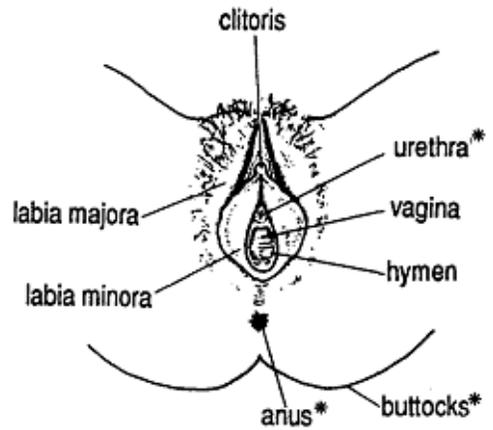
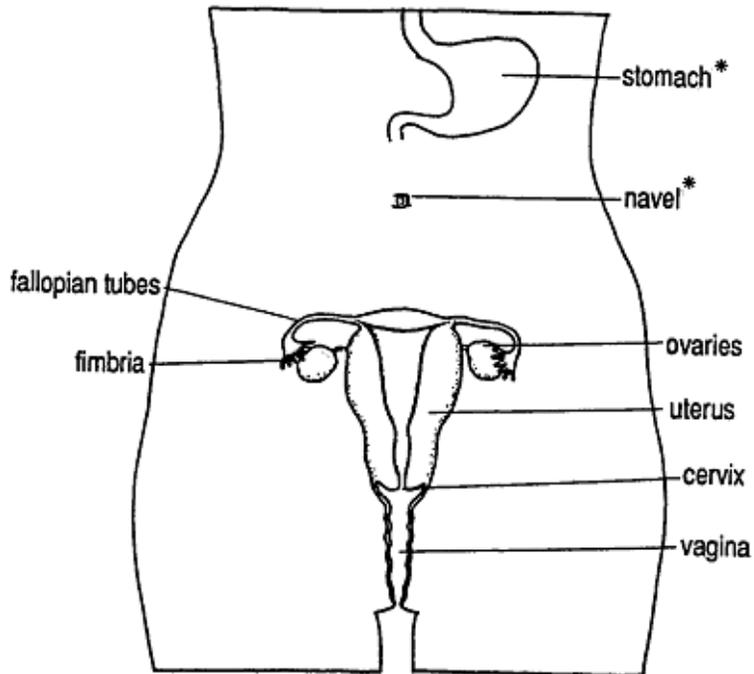
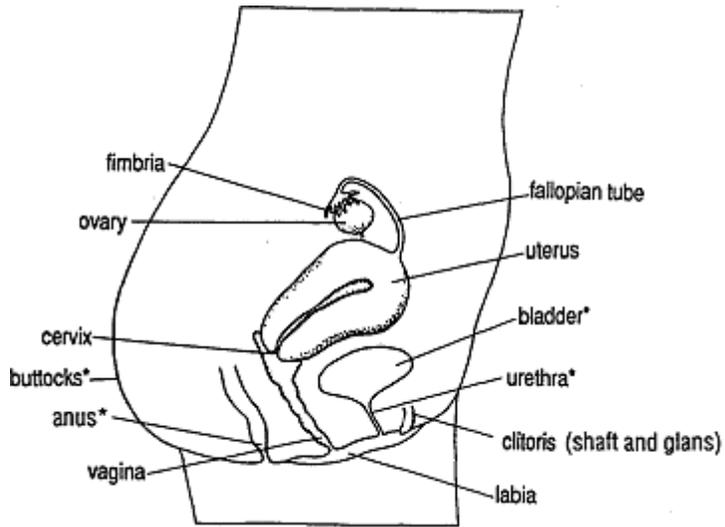
**Purpose:** To get students familiar with both male and female reproductive anatomy. By the end of the lesson students should be able to correctly identify and label the parts of the male and female anatomy.

**Prep:** Provide male and female anatomy sheets to each student. Make enough sets of Reproductive Anatomy cards as you'll need for your class. (Items below)

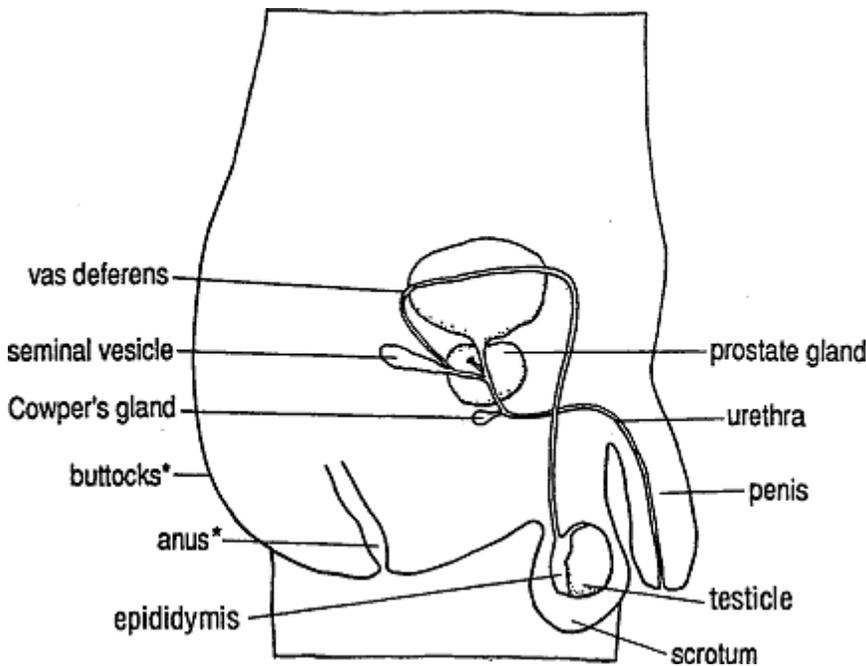
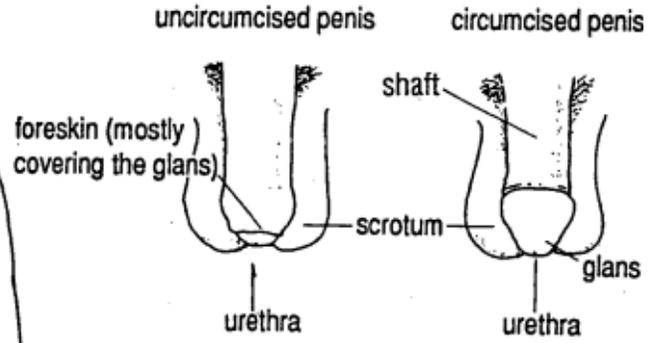
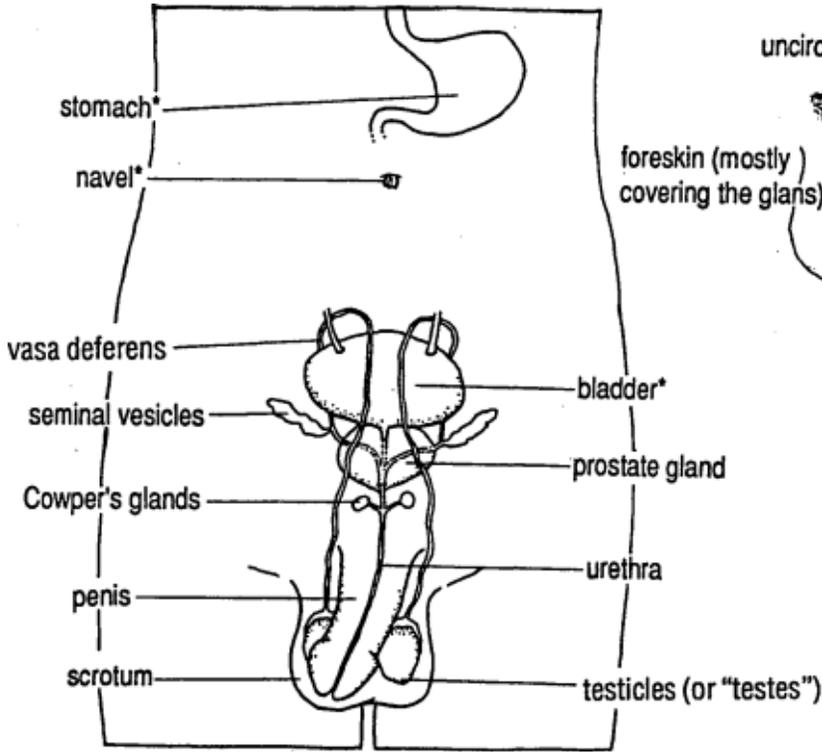
**Activity:**

Show students male and female anatomy diagrams (or create slides for whiteboard/PowerPoint). Explain each sex organ to students (glossary below). As an addition you may want to give students diagrams of the anatomy and have them shade in each part as you talk about it. After you go over male and female anatomy with students, break students into teams of 3-4 and have students compete in a reproductive "match game." Students will match up with the definition and the word.

## Female Reproductive System



# Male Reproductive System



### **Reproductive Glossary for Facilitator Use:**

Anus – The opening in the buttocks from which bowel movements come when a person goes to the bathroom. It is part of the digestive system; it gets rid of body wastes.

Buttocks – The medical word for a person’s “bottom” or “rear end.”

Cervix – The opening of the uterus into the vagina.

Circumcision – An operation to remove the foreskin from the penis.

Cowper’s Glands – also called Bulbourethral Glands -- Glands on either side of the urethra that make a discharge which lines the urethra when a man gets an erection, making it less acid-like to protect the sperm.

Clitoris – The part of the female genitals that’s full of nerves and becomes erect. It has a glans and a shaft like the penis, but only its glans is on the outside of the body, and it’s much smaller.

Discharge – Liquid. Urine and semen are kinds of discharge, but the word is usually used to describe either the normal wetness of the vagina or the abnormal wetness that may come from an infection in the penis or vagina.

Duct – Tube, the fallopian tubes may be called oviducts, because they are the path for an ovum. The vas deferens may be called sperm ducts, because they are the path for a sperm.

Ejaculation – The release of semen from the penis.

Epididymis – The coiled tubes, behind the testicles, where sperm mature, and are stored.

Erection – The penis or clitoris filling with blood and becoming larger and harder.

Fallopian Tubes – The ducts that carry an ovum from the ovary to the uterus.

Fimbria – The finger-like parts on the end of each fallopian tube which find an ovum and sweep it into the tube.

Foreskin – The sleeve of skin around the glans of the penis. It is sometimes removed by circumcision.

Genitals – The parts of the reproductive system on the outside of a person’s body. The female genitals may also be called the vulva.

Glands – The parts of the body which produce important fluids (hormones, sweat, urine, semen, saliva, etc.) or cells (sperm, eggs, white blood cells, etc.).

Glans – The head of the penis or clitoris. It is full of nerve endings.

Gonads – The sex glands. Female gonads are called ovaries. Male gonads are called testicles. Gonads make sex cells (eggs and sperm) and sex hormones. They are part of both the reproductive and endocrine systems.

Hormones – Natural chemicals made by many glands, which flow, along with blood, through the bloodstream. They are messengers which help the body work properly.

Hymen – The thin skin that partly covers the opening to the vagina in some females.

Labia – The folds of skin in the female genitals that protect openings to the urethra and vagina.

Labia Majora – The larger, outer set of labia.

Labia Minora – The smaller, inner set of labia.

Menstruation – The lining of the uterus emptying out. It is sometimes called “having a period.”

Mons Pubis- the area where fat under the skin covers the pubic bone.

Nocturnal Emission – Ejaculation of semen during sleep. It is sometimes called a “wet dream.”

Ovaries – Female gonads. They are glands on either side of the uterus where egg cells are stored and female hormones are made. The singular is ovary.

Ovulation – The release of an ovum from the ovary.

Ovum – The cell from a woman or girl that can start a pregnancy when it joins with sperm cell. It is sometimes called an “egg cell.” The plural is ova.

Penis – The organ of the male genitals which is sometimes circumcised. It is made of a shaft and a glans, and partly covered at birth by a foreskin. It is used for urination and ejaculation.

Prostate Gland – A gland under the bladder that makes some of the liquid part of semen.

Reproduction – Making more of something. In humans it means making babies (more humans).

Scrotum – The sac that holds the testes and controls their temperature.

Semen – The thick, whitish liquid which carries sperm cells.

Seminal Vesicles – Glands on each vas deferens that make some of the liquid part of semen. Gives sperm energy and helps them move.

Sexual Intercourse – The kind of sex when the penis is in the vagina. Also called “vaginal intercourse,” because oral sex and anal sex may be considered intercourse, too. Usually during vaginal intercourse the male ejaculates and this is how most pregnancies begin.

Sexuality – The part of us that has to do with being male or female, masculine or feminine or some of both, being able to trust, liking and respecting ourselves and others, needing and enjoying touch and closeness, and reproducing (making babies).

Shaft – The long part of the penis or clitoris. (The shaft of the clitoris is inside of the body.)

Sperm – The cell from a man or boy that can start a pregnancy when it joins with an ovum.

Testicles – Male gonads. They are glands in the scrotum that make sperm and male hormones. They are sometimes called testes; the singular is testis.

Urethra – The tube that carries urine out of the body. In males, it also carries semen, but not at the same time.

Urine – Liquid waste that is made in the kidneys and stored in the bladder. It is released through the urethra, when we go to the bathroom. Urine is not the same as semen.

Urinary opening- The opening through which urine leave the body.

Uterus – The organ where an embryo/fetus (developing baby) grows for nine months. Sometimes it is called the “womb.”

Vagina –The tunnel that provides a way for menstrual fluid to leave the body, and through which a baby is born.

Vas Deferens – The tube that carries sperm from the epididymis up into the male’s body. The plural is vasa deferens.

Vulva – Another word for female genitals.

## Matching Activity

<b>Outer lips</b> <b>(Labia majora)</b>	Outer folds of skin that surround and protect external reproductive organs
<b>Inner lips</b> <b>(Labia minora)</b>	Inner folds of skin that cover and protect the vaginal and urinary openings
<b>Clitoris</b>	A small, highly sensitive organ that provides sexual pleasure
<b>Urinary opening</b>	The opening through which urine leaves the body
<b>Vagina</b>	The tunnel that provides a way for menstrual fluid to leave the body, and through which a baby is born

<b>Cervix</b>	Narrow end of the uterus that opens into the vagina
<b>Uterus</b>	Pear-shaped organ in which a fertilized egg grows and develops into a baby
<b>Fallopian tubes</b>	Tubes through which an egg travels on its way to the uterus and where eggs can be fertilized by sperm
<b>Ovaries</b>	Female organs that produce female hormones and contain eggs
<b>Vulva</b>	The external female reproductive organs – the labia majora, labia minora, clitoris, urinary opening and vaginal opening
<b>Mons pubis</b>	The area where fat under the skin covers the pubic bone

## Matching Activity

<b>Penis</b>	Made up of spongy tissue. It becomes erect when a man is sexually excited
<b>Testicles</b>	Where testosterone and sperm are made
<b>Scrotum</b>	Holds the testicles and helps keep them at the right temperature
<b>Epididymis</b>	Tightly coiled tube where sperm mature
<b>Urethra</b>	Tube that carries urine and semen out of the body

<b>Vas deferens</b>	Tube that holds mature sperm until they leave the body
<b>Seminal vesicles</b>	Makes fluid that gives sperm energy and helps them move
<b>Prostate gland</b>	Makes fluid that mixes with the sperm to produce semen
<b>Cowper's gland</b>	Makes fluid that cleans the urethra before sperm pass through it

**Lesson Plan:** Puberty and Sexual Hygiene Review

*Note: Pieces of this lesson were adopted from F.L.A.S.H.*

**Ages:** Middle and High School

**Purpose:** This activity serves as a review for students who have already had basic puberty information.

**Prep:** This game can be played as Jeopardy or as a simple questions and answer format. For preparation either create a jeopardy board (electronically or on the white board) using the questions below, or whatever other format you choose.

**Activity:** Break students into teams of 3-4, and using the questions below either play as jeopardy or as a basic Q&A review game.

Here are the correct answers and explanations:

- Q:** A male who has not been circumcised needs to wash under the \_\_\_\_\_. **A:** Foreskin **Explanation:** Uncircumcised men and boys need to pull back the foreskin gently and wash the glans of the penis every day. Otherwise, bacteria may grow in the discharge under the foreskin, causing painful infections.
- Q:** To control underarm odor after puberty many people not only bathe or shower; they also use \_\_\_\_\_. **A:** Deodorant or antiperspirant **Explanation:** In many cultures within the United States, underarm odor is considered unpleasant. Many people use a deodorant (to control odor) or an antiperspirant (to stop wetness). Not all cultures or families agree, however, and it isn't medically necessary.
- Q:** The kind of protection a girl wears inside the vagina when she menstruates is called a \_\_\_\_\_. **A:** Tampon **Explanation:** Tampons are little bundles of cottony material, about the size of one finger. They are one way of soaking up the menstrual flow.
- Q:** The kind of protection a girl wears in her underpants when she menstruates is called a \_\_\_\_\_. **A:** Sanitary pad or sanitary napkin. **Explanation:** These pads are made of cottony material and they usually have adhesive to keep them in place. They are one way to soak up the menstrual flow.
- Q:** A tampon should be changed at least every how many hours? **A:** Four-Six. **Explanation:** If they are left in place too long, tampons can allow germs to multiply. They should never stay in more than four-six hours. So it is a good idea for a girl to use pads at night, even if she uses tampons in the daytime, in case she sleeps longer than that.
- Q:** The formal term for a —jock strap is \_\_\_\_\_. **A:** Athletic Supporter **Explanation:** An athletic supporter is made out of stretchy material, sometimes with a protective cup. It supports and protects a man's or boy's genitals when he plays sports.
- Q:** A check-up for cancer of the cervix is called a \_\_\_\_\_. **A:** Pap Test **Explanation:** The doctor wipes a few cells from the cervix onto a slide. They are checked under a microscope so that she can be helped even before she actually has cancer.

8. **Q:** When should a girl or woman start to have pelvic exams? **A:** Whenever she starts having vaginal intercourse – within a few months of starting -- or if she has problems. **Explanation:** A pelvic exam is a check-up of a girl's or woman's reproductive system. It may or may not include a Pap test. She doesn't need to start having Pap tests until three years after she first has vaginal intercourse. If she hasn't had intercourse by age 21, she should have one then. But everybody, male or female, should start having sexual health check-ups at least once a year, no matter how old they are, once they start having oral, anal or vaginal intercourse. A girl can get a pelvic exam sooner than that if she has questions or concerns.

9. **Q:** Name one place a person can go for a checkup of the reproductive system. **A:** Your family doctor, a community clinic or a Public Health Department clinic. **Explanation:** Any of these answers or the name of a specific clinic is good. All these places see both males and females, of all ages.

10. **Q:** Name one thing you could do if you thought you might have a reproductive health problem. **A:** Talk to your parents or another adult you trust. Go to the school nurse for information and advice. Go to the doctor. **Explanation:** These kinds of health problems rarely go away without treatment. And sometimes you may end up relieved that nothing was actually wrong. Reproductive health problems happen to almost everybody at some time in their lives.

11. **Q:** Name one thing, besides sexually transmitted diseases, that can cause irritation or infection of the genitals. **A:** Any of these answers counts

- Clothing that's too tight
- Nylon underwear
- Perfumed, colored toilet paper
- Not bathing or showering enough
- Bubble bath or soap that contains perfumes or deodorants

And also for girls:

- Pantyhose
- Douching or using feminine hygiene spray
- Wiping back to front when going to the bathroom
- Leaving a tampon in over six hours

And also for guys:

- Leaving sweaty jock straps on after playing sports

12. **Q:** True or False? It is important for girls and women to douche. **A:** False **Explanation:** Douching is rinsing out the vagina and doctors do **not** recommend it. —The vagina makes fluid or discharge to protect itself naturally, and douching can kill good bacteria and lead to vaginal infection. Douche often contains chemicals that are bad for the vagina. Even water and vinegar can wash out good bacteria or introduce bad bacteria.

13. **Q:** True or False? It is a good idea for women and girls to use feminine hygiene sprays. **A:** False **Explanation:** These sprays can actually be harmful. The advertisers *want* a person to feel dirty and —yucky so they can make money! But a healthy vagina is not dirty, as long as a person takes baths or showers. Its normal discharge cleans it; just as the discharge in your eyes keep them clean.

14. **Q:** True or False? Jock itch is caused by a fungus. **A:** True **Explanation:** A fungus called —tinea is what usually causes this itching around a person’s genitals. Tinea also causes athlete’s foot. It’s sometimes called —ringworm but it doesn’t involve any actual worms; it is a fungus. The American Academy of Family Physicians recommends doing these things to prevent jock itch and athlete’s foot:

- ☒ —When you're at home, take your shoes off and expose your feet to the air.
- ☒ —Change your socks and underwear [and gym clothes] every day, especially in warm weather.
- ☒ —Dry your feet carefully (especially between the toes) after using a locker room or public shower.
- ☒ —Avoid walking barefoot in public areas. Instead, wear "flip-flops" ...
- ☒ —Don't wear thick clothing for long periods of time in warm weather. It will make you sweat more.
- ☒ —Throw away worn-out exercise shoes. Never borrow other people's shoes.
- ☒ —Check your pets for [patches of fur loss. Dogs and cats can get tinea, too, and pass it to humans].

15. **Q:** True or False? Men and boys who have been circumcised are healthier. **A:** False **Explanation:** Studies *have* found that men who have been circumcised have lower rates of certain infections and sexually transmitted diseases. But there are medical pros and cons to circumcision, so each family needs to make a decision about their own baby boy based on discussion with their doctor and their personal and religious beliefs. And as long as he washes under the foreskin regularly and uses a condom with sex, an uncircumcised guy can be just as clean and healthy as one who has been circumcised.

16. **Q:** True or False? Young women, especially virgins, should use pads instead of tampons. **A:** False **Explanation:** Some people think that stretching the hymen makes a person no longer a virgin. That is *not* true. It is entirely up to her whether to use pads or tampons. Some women find one or the other more comfortable. Some women use both at once on heavy days. She may want to discuss the decision with her mother or family doctor.

17. **Q:** True or False? Tampons are fairly dangerous. **A:** False **Explanation:** They are actually quite *safe!* A girl just needs to know to:

- ☒ —Wash [her] hands with soap and water before inserting a tampon.
- ☒ —Be careful when [she] wipe[s] after using the bathroom to avoid getting the string of the tampon near [her] anus.
- ☒ —Avoid using tampons when [her] flow is very light [and use as smaller tampon when she has a lighter flow]. Removing a dry tampon can irritate [the] vagina.
- ☒ —Change [her] tampon at least every 8 hours.
- ☒ —Discontinue tampon use and go to the hospital if [she] develop[s] a high fever, vomiting, diarrhea, smelly or yellow discharge, and/or rash that looks like a sunburn.

18. **Q:** True or False? It is OK for girls to swim, bathe, and play sports during their menstrual periods. **A:** True **Explanation:** The idea that a person should sit around and do nothing is a myth! Some people even find that walking and other normal exercise helps if they have mild cramps.

Some women with cramps also find that it helps to:

- ☒ —Apply a heating pad to your lower abdomen (below your navel). Be careful NOT to fall asleep with it on.
- ☒ —Take warm showers or baths.
- ☒ —Drink warm beverages.
- ☒ —Do light circular massage with your fingertips around your lower abdomen.
- ☒ —[Eat foods with plenty of] complex carbohydrates, like whole grains, fruits, and vegetables.
- ☒ —[Cut down on] salt, sugar, alcohol, and caffeine.
- ☒ —Eat light but frequent meals.
- ☒ —Try over-the-counter anti-inflammatory medicine, such as ibuprofen [marketed as Advil® or Motrin®].
- ☒ —Practice relaxation techniques like meditation or yoga.
- ☒ —Try vitamin B6, calcium, and magnesium supplements, especially if your pain is from PMS.
- ☒ —Keep your legs elevated while lying down. Or lie on your side with knees bent.

19. **Q:** True or False? Washing daily with soap and water prevents acne. **A:** False **Explanation:** People should wash gently with mild soap a couple of times a day and after heavy exercise, but it will not prevent acne altogether. Scrubbing hard can actually make acne worse. And thinking that washing will cure acne, makes it sound like people who have it are dirty. That's not true and it's just not fair.

20. **Q:** True or False? Sweets and greasy foods cause acne. **A:** False **Explanation:** That's just a myth. Sweets and greasy foods are not good for you for other reasons, but they have nothing to do with pimples.

21. **Q:** True or False? Acne is caused by dirt getting under the skin. **A:** False **Explanation:** Sometimes maybe dirt does block the pores in the skin, but it is not the main reason people get acne. Usually skin blocks the pores, keeping the oils from getting out.

22. **Q:** True or False? Hormones are the cause of acne. **A:** True **Explanation:** That's why acne often starts during puberty, when a person's hormones are changing. Their skin becomes thicker and it has more oil underneath as the hair glands grow up. Sometimes the oil gets blocked underneath the skin.

23. **Q:** True or False? Facial scrubs which contain little particles to clean the skin can often clear up acne. **A:** False **Explanation:** The little particles might open up white heads and, by exposing them to oxygen turn them into black heads...but that does not get rid of the pimple. It may even make it easier for bacteria to get in!

24. **Q:** True or False? Non-prescription acne medications can help with acne. **A:** True **Explanation:** That's not just something advertisers say to make money! It's *true*; they *may* help somewhat if they're used regularly. Some people do notice side effects such as skin irritation, but they often go away eventually. If they don't, or if they get worse, a person should see the doctor. And people should realize that even the best medication for them may take as long as two months to make a difference.

25. **Q:** True or False? People should brush their hair away from their faces if they want to avoid getting acne. **A:** False **Explanation:** Hair style makes no difference. If it makes a person feel more confident to cover the pimples with their bangs, it won't hurt. They should just be sure to keep their hair clean and not too oily.

26. **Q:** True or False? Most American teens get acne. **A:** True **Explanation:** Acne is certainly annoying, but it is very common. Eight or 9 out of 10 teens and young adults have it. It's not something to be ashamed of.

27. **Q:** True or False? Certain toothpastes and mouthwashes do truly make a person sexier. **A:** False **Explanation:** A lot of people find cleanliness sexy, but no one product is any better than any other, as far as making a person attractive. Advertisers say that, or make it seem like that, to make money.

28. **Q:** True or False? At puberty you start getting a kind of perspiration with an odor. **A:** True **Explanation:** *Before* puberty, people only sweat when they exercise or are hot and it doesn't usually smell. After puberty, a different group of glands produce sweat when you are worried or excited. This kind does have an odor. That's why most people bathe or shower more after their bodies start to change.

**Lesson Plan:** Learning About Menstruation  
*Note: This lesson was adopted from Always Changing.*

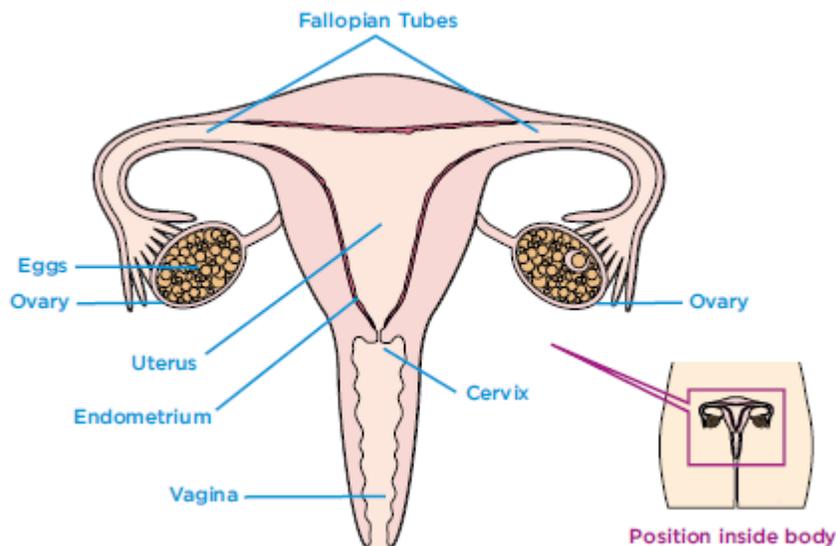
**Ages:** Middle & High School

**Purpose:** To explain the menstrual cycle to students.

**Prep:** Make transparency or copies of internal female organs for class. Provide construction paper, makers, pipe cleaner, cotton balls, other art supplies, markers, glue, etc.

**Activity:** Begin by showing students a diagram of the internal female organs. Place students into groups of 2-3, provide students with various art supplies. Have students create a model/diagram of the internal organs using their art supplies. Have students label each part of the reproductive anatomy with a definition.

<b>Cervix</b>	<b>The base of the uterus with a small opening between the uterus and vagina.</b>
<b>Egg</b>	<b>Also called ovum; the female reproductive cell.</b>
<b>Endometrium</b>	<b>Spongy, blood-filled tissue that lines the uterus and nourishes a developing embryo. Discharged during menstruation.</b>
<b>Fallopian Tubes</b>	<b>Two tubes connecting the ovaries to the uterus through which the egg travels.</b>
<b>Ovaries</b>	<b>Two glands, one on either side of the uterus, that contain a woman's egg cells and produce estrogen, progesterone and other hormones.</b>
<b>Uterus</b>	<b>Also called the womb, a muscular organ, lined with soft nourishing tissue that carried the fetus until birth.</b>
<b>Vagina</b>	<b>The flexible passageway leading from the cervix to the outside of the body. Menstrual fluid flows through the vagina.</b>



Next, begin by explaining that menstruation is part of female reproductive process. Every month or so, a woman's body prepares for possible pregnancy with a pattern of changes known as the menstrual cycle. This cycle is an average of 28 days, but that varies in length from person to person, these differences are normal. For the purpose of this class we will use a 28-day cycle. There are four stages to the menstrual cycle, each controlled by the rising and falling levels of hormones. Explain the four stages below:

<b>Pre-Ovulatory Phase</b>	<b>Days 6-13</b>	Each month, the pituitary gland and ovaries produce hormones which cause one egg in one of the ovaries to mature. One ovary releases an egg every other month. At the same time, estrogen causes the uterine lining to get thicker, forming a cushion of blood and tissue (the endometrium).
<b>Ovulation Phase</b>	<b>Around day 14</b>	Ovulation occurs when a mature egg is released by the ovary. Finger like projections at the opening of the fallopian tube "reach out" and grab the egg as it leaves the ovary. The mature egg travels through the fallopian tube toward the uterus. Now the egg can be fertilized if sperm from a male is present. If fertilization occurs, a woman becomes pregnant.
<b>Premenstrual Phase</b>	<b>Days 15-28</b>	The egg is on its way toward the uterus. On the meantime, the uterus is preparing for the egg's arrival and builds up its lining with blood and tissue. If the egg has met a sperm in the fallopian tube (fertilization), it attached itself to the endometrium. Here the fertilized egg grows into a baby. However, if the egg gets to the uterus unfertilized, it breaks down and mixes with the endometrium.
<b>Menstrual Phase</b>	<b>Days 1-5</b>	During the last phase of the cycle, if the egg has not met the sperm and been fertilized, the uterus does not need the extra lining of blood and tissue (the endometrium) to nourish a baby. The lining dissolves into a

		<p>reddish fluid and flows out of the body through the vagina. This usually lasts 3 to 7 days. The first day of the menstrual period is counted as day 1 of a new cycle. Around day 5, a new egg starts to mature inside an ovary and the cycle begins again.</p>
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**Follow-up discussion with class:**

- ◆ Why is it important for the male students to know about the female reproductive system and menstrual cycle? (It's important to know the anatomy of how reproduction occurs, they probably have women in their lives; mom, sister, partner, etc.).
- ◆ Why is it important for females to keep track of their menstrual cycle on a calendar? (So they know when to expect the menstrual phase, so they can tell if their cycle is not on track).
- ◆ What things could impact a females menstrual cycle (i.e. - birth control, age (as she is young her cycle may not be regular), pregnancy).
- ◆ What are some negative side-effects of menstrual phase? (Cramps, headache, acne, bloating, fatigue, breast tenderness, increase appetite) Note: not all women experience all or any of these side-effects, some may experience many.
- ◆ What products my females use during the menstrual phase? (Tampons, pads, panty-liners). Emphasize that this is a personal choice and no product is better than another.

**Lesson Plan:** Option Parental/Guardian Activity

*Note: This lesson was adopted from F.L.A.S.H.*

**Ages:** 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade

**Purpose:** To allow students to discuss and engage in healthy conversations with their parents/guardian.

**Prep:** Print one sheet per student (sheets below).

**Activity:** Have students interview their parent, caregiver or a trusted adult. Do not have the student right down the answers (this is more to open up discussion). Have parent or caregiver sign the bottom of the sheet and have students return.

Once students have completed assignment briefly discuss in class.

**Discussion Questions:**

Raise your hand if you interviewed a male?

Raise your hand if you interview a female?

How did it feel interviewing this trusted adult?

Can you think of other adults you could talk to about these issues?

Who at school could you talk to when you need advice or have questions?

Who outside your family could you talk to when you have questions or need advice?

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***Parent/Caregiver Interview***

Directions: Use these five questions as a guide to interview a parent (or both parents)/ guardian or other trusted adult about their experience with puberty. Feel free to add a question of your own. Do not write any answers on this paper. Have the person you interview sign at the bottom of the page to show that you have completed this assignment.

1. What do you (adult) remember most about puberty and growing up?
2. What did you (adult) enjoy doing when you were my age?
3. What did you (adult) like and dislike about growing up?
4. How did you (adult) get answers to your questions about puberty and about growing up?
5. What do you (adult) want me to know about growing up?

Parent or adult signature \_\_\_\_\_

Parent or adult name \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## ***My Thoughts about Puberty***

Take a few moments to complete the following sentences.

1) I am looking forward to getting older because...

2) I am nervous about...

3) I want my parents to understand...

Name \_\_\_\_\_ Date \_\_\_\_\_

**True/False Review Game:**

- \_\_\_\_\_ 1. Girls may start puberty any time between the ages of 8 and 13.
- \_\_\_\_\_ 2. Usually, boys start puberty a little younger than girls.
- \_\_\_\_\_ 3. The pituitary gland, in the brain, tells the body when to begin puberty.
- \_\_\_\_\_ 4. Boys only get erections when they think about something sexual.
- \_\_\_\_\_ 5. A person's feelings may change from moment to moment, especially during puberty.
- \_\_\_\_\_ 6. If your parents started puberty early, you might too.
- \_\_\_\_\_ 7. You can tell whether a girl is menstruating by looking at her.
- \_\_\_\_\_ 8. Boys often have some breast growth during puberty.
- \_\_\_\_\_ 9. It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
- \_\_\_\_\_ 10. The main reason teenagers get acne is they eat the wrong foods.
- \_\_\_\_\_ 11. Girls should not use tampons until they are grown.
- \_\_\_\_\_ 12. The vagina is always wet, just like the mouth and eyes.
- \_\_\_\_\_ 13. There is something wrong with a boy if he ejaculates in his sleep.
- \_\_\_\_\_ 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
- \_\_\_\_\_ 15. It is OK for a girl to shower or play sports during her menstrual period.
- \_\_\_\_\_ 16. A boy should start wearing an athletic supporter ("jock strap") during puberty when he plays sports, to protect and support his genitals.
- \_\_\_\_\_ 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
- \_\_\_\_\_ 18. It is necessary to wash more often once you begin puberty.

**ANSWER KEY:**

- T\_\_\_ 1. Girls may start puberty any time between the ages of 8 and 13.
- F\_\_\_ 2. Usually, boys start puberty a little younger than girls.
- T\_\_\_ 3. The pituitary gland, in the brain, tells the body when to begin puberty.
- F\_\_\_ 4. Boys only get erections when they think about something sexual.
- T\_\_\_ 5. A person's feelings may change from moment to moment, especially during puberty.
- T\_\_\_ 6. If your parents started puberty early, you might too.
- F\_\_\_ 7. You can tell whether a girl is menstruating by looking at her.
- T\_\_\_ 8. Boys often have some breast growth during puberty.
- T\_\_\_ 9 . It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
- F\_\_\_ 10. The main reason teenagers get acne is they eat the wrong foods.
- F\_\_\_ 11. Girls should not use tampons until they are grown.
- T\_\_\_ 12. The vagina is always wet, just like the mouth and eyes.
- F\_\_\_ 13. There is something wrong with a boy if he ejaculates in his sleep.
- F\_\_\_ 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
- T\_\_\_ 15. It is OK for a girl to shower or play sports during her menstrual period.
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- T\_\_\_ 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
- T\_\_\_ 18. It is necessary to wash more often once you begin puberty.

## Additional Activities:

Below you'll find additional activities that vary in length that you can do with your students.

- Have students create "Tweets" about puberty. Tweets are 140 characters or less. Have students create tweets about what they think other kids should know about puberty. You can take this one step further by setting up a classroom Twitter account and posting your "Tweets."
- Have students take photos of what puberty means to them. (i.e.- flowers blooming, tree (growing taller), dumb bell (gaining muscles), soap (hygiene), adult). Display photos in a slideshow.
- Have students create "Future" collages, what they want their future to look like. (i.e.- education, job, hobbies, family, health, etc.). If students have access to laptops or iPads they can create these collages electronically, if not provide students with magazines, clip art, and art supplies along with poster board or construction paper.
- Have students create a Puberty Newscast, assigning students to the role of anchor, news reporters, interviewees, etc. Have students both write and preform newscast.
- Create a PSA- Have students use websites, like [www.kidshealth.org](http://www.kidshealth.org), and materials they've been given in class to work in teams (2-3 students) to create Puberty PSA's in the form of TV or Radio ads or movie posters.
- Allow students time to visit [www.kidshealth.org](http://www.kidshealth.org) to explore puberty section of website.
- Have students write a STEM Poem about puberty. (Example: P-pimples, U- underarm hair, B- Body Odor, E-exciting time, R-really confusing, T-teenagers, Y- You grow taller)
- Show the video "Puberty: The Great Adventure for Guys and Girls," by World Educational Media. (Target: 5<sup>th</sup>-8<sup>th</sup> grade) (can be purchased through ETR: <http://pub.etr.org/ProductDetails.aspx?id=100000100&itemno=G052> )

### Anonymous Question Box:

An Anonymous Question Box is a great way for students to ask questions confidentially. This can be done with any grade level. Questions can be submitted either before the lesson or after the lesson. It's suggested that facilitators do not blindly pull questions out of the question box, but take those questions with them and compose answers before providing answers to students. There may be some tricky questions in the question box that may surprise a facilitator.

Allow students the option of putting their name on the back of the question if they would like to meet with you individually. To help conceal the identity of students who have asked questions it's a good idea to make each student write a "question," even if it's something like "how is your day."

Before asking students for anonymous question remind students that you will not answer any personal questions and you have the right to refuse to answer any question.

### Tips to Answering Sensitive Questions for Facilitators:

*Note: Pieces of this guide were adopted from Answer.*

#### **Sensitive Questions**

As you review and prepare to answer student questions about sensitive topics like sexual behavior and orientation, use the following guidelines to form answers that are accurate, appropriate, and complete. Questions may be grouped into five broad categories, which of course, overlap:

1. Requests for information.
2. "Am I normal?" questions.
3. "Permission-seeking" questions.
4. Questions used to shock the teacher and the rest of the class.
5. Questions about the teacher's personal beliefs.

#### **1. Requests for Information**

- A) If you know the answer, fine. If not, it's okay to say, "I don't know" and then refer the student to an appropriate source.
- B) Are there some value issues within the context of the question? If yes, make sure various points of view are presented.
- C) Is the question, although informational, one which you consider inappropriate for classroom discussion? Problems can be avoided if you have established in the context of the class group agreements, an argument such as: "all questions are valid. However, I will have to make the final decision about the appropriateness of each question for total class discussion. If you turn in a question anonymously which I choose not to answer, it is not because it is a bad question. I may feel that it is not of interest to all students or that I am not prepared to lead a class discussion around that issue. Please feel free to see me at the end of class if ever this happens so that I can try to answer your question privately."

#### **2. "Am I Normal?" Questions**

These questions generally focus on adolescent concerns about their bodies and the emotional and physical changes occurring in them.

- A) Validate their concerns, e.g., “Many young people worry that....” And provide information about what they can expect to happen during the adolescent years.
- B) Refer them to parents, clergy, family, physician, community resources, or school counselor for further discussion, if appropriate.

### **3. Permission-Seeking Questions**

These come in two common forms, and may be asking your permission to, or not to, participate in a particular behavior, e.g., “is it normal to...?” or “Did you...when you were growing up?”

- A) Avoid the use of the word “normal” when answering questions. Normal for some is morally unsanctionable for others. Present what is known medically, legally, etc. (the facts) and discuss the moral, religious and emotional implications, making sure all points of view are covered. Refer students to parents and clergy for discussion of moral/religious questions.
- B) Establish, in the context of class group agreements, an agreement related to discussion of personal behavior such as: “ No discussion of personal behavior during class.” If and when you (the teacher) get a question about your personal behavior, you can remind students of this group agreement and redirect the discussion to one of the pros and cons (religious, moral, medical, emotional, legal, interpersonal, etc.) of the particular behavior in question. Again, refer students to parents or clergy for further discussion of moral/religious questions.

### **4. Shock Questions**

- A) See 1.c: group agreement related to appropriate questions for classroom discussion.
- B) Sometimes the shock comes not from the content of the question, but the vocabulary utilized. You can re-word the question to defuse it, especially if you have previously established a ground rule related to vocabulary, such as: “In this class I will be trying to balance two conflicting goals: I want to teach the proper vocabulary for body parts and functions, and I want to communicate with you. Sometimes you may not know the correct word for something you have a question about. Use whatever word you know to ask that question and I will answer using the correct (acceptable) word.”

### **5. Personal Beliefs**

Teachers’ opinions about how or whether to respond to these questions differ. Some feel it is important to respond while others believe their role as teacher gives their response too much weight. If you share your opinion, emphasize that it is only one of many and recommend that students ask their parents about family values and beliefs. Avoid sharing information about personal sexual practices.

# Discussing Puberty

## Family Bulletin

### Growing Up!

This week at school, your child will be studying puberty and growing up. Students will discover the physical changes that happen to the body during puberty, as well as mental and emotional changes. We encourage all parents and guardians to reinforce the material by discussing puberty topics with your child.

### Talking to Your Kids About Puberty

Talking about puberty with your children can be uncomfortable or embarrassing, but it doesn't have to be! School is a great place to learn about puberty, but talking at home is an even better place. Have an open conversation with your child about puberty today!

**Here are some suggestions to help you get the conversation started:**

1. Reassure your children that they can talk to you about anything.
2. Take advantage of teachable moments such as a TV show, a friend's pregnancy, or a news article.
3. Listen more than you talk and confirm with your child that what you heard is what he or she meant to ask.
4. Don't jump to conclusions.
5. Answer questions simply and directly, giving short, factual, and honest answers.

Family Meals! Did you know that eating family meals together most days a week is important for your children and teens? Can't do dinner, how about breakfast or dessert! Family meals are a great time to have open conversations!

6. Respect your child's views by sharing your thoughts and values to help your child express theirs.
7. Reassure young people that they are normal – both their questions and thoughts.
8. Teach your children ways to make good decisions about their health and coach them on how to get out of risky situations.
9. Admit when you don't know the answer to a question. Suggest the two of you find the answer together on the Internet or in the library.
10. Discuss that at times your tween may feel more comfortable talking with someone other than you. Together, think of other trusted adults with whom they can talk.

\*From Advocates for Youth

### Find Out More!

Reading and learning more about puberty can help you feel more comfortable talking with your child about puberty. Check out these helpful links for more information!

#### For Parents:

[EyesOpenIowa.org](http://EyesOpenIowa.org)

[AdvocatesForYouth.org](http://AdvocatesForYouth.org)

[KidsHealth.org/parent/](http://KidsHealth.org/parent/)

[HealthyChildren.org](http://HealthyChildren.org)

#### For Kids and Teens:

[KidsHealth.org](http://KidsHealth.org)

[Pbskids.org/itsmylife/body/puberty/](http://Pbskids.org/itsmylife/body/puberty/)

[StayTeen.org](http://StayTeen.org)

[GirlsHealth.gov](http://GirlsHealth.gov)

## Helpful Websites/ Books:

<http://www.eyesopeniowa.org>

### **EyesOpenIowa**

Iowa's adolescent pregnancy data, information on advocacy, education and collaboration to ensure adolescent sexual health.

<http://www.asktxtina.com>

### **Talking Sex Together**

Talking Sex Together (TxT) is texting campaign for teens where they receive facts, quizzes, polls and conversation starters about sexual health. Teens can also text questions to TxTina on the 1<sup>st</sup> and 3<sup>rd</sup> Fridays of the month. There is also section for adults on the website.

<http://www.cdc.gov>

### **Center for Disease Control**

This website offers scientific and up-to-date information about STDs and HIV/AIDS. Fact sheets can also be printed from the website.

<http://answer.rutgers.edu/>

### **Answer**

Answer is a national organization that provides and promotes unfettered access to comprehensive sexuality education for young people and the adults who teach them.

<http://www.advocatesforyouth.org>

### **Advocates for Youth**

Advocates' popular series of two-page fact sheets cover essential statistics, emerging trends, and resources in a concise and easy-to-use format.

<http://www.guttmacher.org/>

### **Guttmacher Institute**

This site focuses on reproductive health research, policy analysis, and public education. Available information includes custom tables on a variety of topics, policy papers, and journal links.

<http://www.healthyteennetwork.org>

### **Healthy Teen Network**

This site offers an impressive array of information through a large directory of web links, organized by such interest areas as links for teen parents and organizations dedicated to adolescent issues. HTN also offers links to many research studies and resources on a wide variety of topics.

<http://www.statehealthfacts.kff.org/>

### **Kaiser Family Foundation's State Health Facts Online**

This resource contains the latest state-level data on demographics, health, and health policy, including health coverage, access, financing, and state legislation.

<http://www.teenpregnancy.org/>

### **National Campaign to Prevent Teen and Unplanned Pregnancy**

An essential site for national and state-specific pregnancy statistics, fact sheets, helpful links, resources, and the latest research.

[http://www.kidshealth.org/teen/sexual\\_health](http://www.kidshealth.org/teen/sexual_health)

### **Kids' Health**

Learn the facts about sexual health with articles about puberty, menstruation, infections, and just about everything else you wanted to know, for guys and girls.

<http://www.etr.org/recapp/>

### **Resource Center for Adolescent Pregnancy Prevention (ReCAPP)**

ReCAPP provides practical tools and information to effectively reduce sexual risk-taking behaviors. Teachers and Health Educators will find up-to-date, evaluated programming materials to help with their work with teens.

<http://www.glsen.org>

### **Gay, Lesbian, Straight Education Network**

The leading national education organization focused on ensuring safe schools for all students. Established in 1990, GLSEN envisions a world in which every child learns to respect and accept all

people, regardless of sexual orientation or gender identity/expression. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community.

<http://www.colage.org>

### **Colage**

Colage is a supportive site for people with an LGBTQ parent. The site is a place for connection, empowerment and support.

<http://Stopbullying.gov>

### **Stop Bullying.gov**

Stop Bullying.gov is produced by the federal government and is a resource for prevention and getting help to stop bullying.

### **Books:**

The What's Happening to My Body Book for Boys and Book for Girls by Lynda Madaras

What's Going On Down There? And The Period Book by Karen Gravelle

It's a Girl Thing by Mavis Jukes

What's Happening to Me? By Peter Mayle

The Care and Keeping of You: The Body Book for Girls, American Girl Library

The Care and Keeping of You 2: For Older Girls, American Girl Library

**\*This packet was created by EyesOpenIowa to assist you when teaching puberty to your students. Parts of activities were adopted from [www.kidshealth.org](http://www.kidshealth.org), [www.etr.org](http://www.etr.org), F.L.A.S.H, Always Changing, Health Connection Inc., Answer and Alberta Health Services.**

**EyesOpenIowa: Your Connection to Adolescent Sexual Health**

**Our Mission: To lead Iowa communities in advocacy, education and collaboration to ensure adolescent sexual health.**

**4000 Westown Parkway, Suite #204**

**West Des Moines, Iowa 50266**

**515.276.6788**

**[www.EyesOpenIowa.org](http://www.EyesOpenIowa.org)**

**For further assistance please contact:**

**Bobbie Jo Sheridan, Training & Education Coordinator**

**[bobbiejo@eyesopeniowa.org](mailto:bobbiejo@eyesopeniowa.org)**

**515.276.6788**

