



### **REPRODUCTIVE HEALTH - PART 2**

**Activity Purpose:** To identify the major structures and functions of the reproductive systems in preparation for later understanding and discussing STDs/STIs, HIV, and teen pregnancy.

#### Youth will:

- Describe how pregnancy happens.
- Explain the importance of early prenatal care.
- Identify types of reproductive health care examinations to maintain reproductive health.
- Identify reproductive health risks specific to 2SGLBTQ youth.

Activity Outline	Core Content Components	Instructional Method	Timing
Welcome & Introduction	<ul><li> Question Box</li><li> Introduce Lesson</li><li> Words of Wisdom (WOW)</li></ul>	Large Group Lecture	5 minutes
2 Mad Lib	• Mad Lib Activity + Handout	Large Group Activity	10 minutes
The Sperm and the Egg	<ul><li>Sperm &amp; Egg Competition Activity</li><li>Healthy Pregnancies</li></ul>	Competing Teams	20 minutes
4 Keeping Healthy	<ul> <li>Review/Introduce common childhood vaccines</li> <li>Discuss regular heath checkups</li> <li>2SLGBTQ Sexual &amp; Reproductive Health</li> <li>Resources for Youth Sexual Health</li> </ul>	Large Group     Discussion	10 minutes
5 Closing	Revisit Words of Wisdom	Large Group     Lecture	5 minutes

#### **Materials:**

- Question Box (QB)
- Words of Wisdom
- Diagrams of reproductive systems, as either PowerPoint slides or other visual displays

#### **Handouts:**

- Student Handout 11.0: Mad Lib
- Facilitator Resource 11.0: The Sperm & The Egg: 2 sets of internal reproductive system labels
- Student Handout 11.1: How Does Pregnancy Happen?

#### **Preparation:**

- · Display Words of Wisdom
- Print or project the Mad Lib Handout
- Create two sets of signs for the sperm and the egg activity
- Print copies of How Does Pregnancy Happen? handout
- Share online resources from planned parenthood and <u>WeRNative.org</u>/resources links

### 1. Welcome & Introduction



5 minutes,Large Group Lecture

- Review Session 10: Reproductive Health Part 1
- Answer any questions in the Question Box
- Introduce today's session: Reproductive Health Part 2
- Remind students to be respectful and remind them about their group agreements displayed.
- · Read today's WOW



We are responsible for each other and ourselves."

- Kodiak Alutiiq Traditional Value

# 2. Mad Lib



10 minutes, Large Group Activity

- Ask if anyone knows what a "Mad Lib" is. (It's a kids' word game where one player gives specific types of words to another player—like "noun", "verb", "a color", "a food"—and the second player uses those words to fill in blanks in a story. When the story is read, it often has funny and has unintended meanings.)
- Ask the students to call out a word in each of these categories (go slowly, one word at a time to give you time to write down the words):
  - 1. Feeling
  - Famous person's name & pronouns
  - 3. Verb ending in "-ing"
  - 4. Action
  - 5. Illness or health problem
  - 6. Body part
  - 7. Physical sensation
  - 8. Living creature
  - 9. Family member

#### **Facilitator Note**

- The Mad Lib can be projected onto a whiteboard or written out before hand on several poster papers as a way to save on multiple copies.
- Pass out Mad Lib handout.
- Then fill in the blanks on the Mad Lib worksheet as a whole group. Once all the blanks are filled, ask the volunteer to read the "story" to the group. It usually ends up being a very silly story that makes little sense and gets lots of laughs.

#### For example:

Terry felt a lot of <u>shyness</u> for their partner, <u>Julia</u>. But lately they had been <u>swinging</u> a lot because they (<u>pronoun</u> or they) wanted to <u>wash clothes</u> with them, but Terry didn't want to because they were worried about getting <u>diabetes</u>. Terry had a friend who had gotten it, which had caused their friend's <u>hand</u> to <u>tingle</u>. Terry also didn't want their partner to end up having a <u>rattlesnake</u>. After all, Terry wasn't ready to be a <u>grandmother</u>.

- Now have everyone look at the blank Mad Lib story again.
- Say, "today we're going to continue talking about reproductive health again and pregnancy prevention, so let's try to come up with words that apply to those concepts for our mad libs story.
- As a group, go through the exercise again and ask for volunteers to call out realistic terms and sexual health topics to fit the story. For example:

Terry felt a lot of <u>love</u> for their partner, <u>Angelina</u>. But lately they had been <u>fighting</u> a lot because <u>they</u> (insert pronoun or they) wanted to <u>have sex</u> with them, but Terry didn't want to because they were worried about getting <u>an STD</u>. Terry had a friend who had gotten it, which had caused their friend's <u>penis</u> to <u>burn</u>. Terry also didn't want their partner to end up having a <u>baby</u>. After all, Terry wasn't ready to be a <u>parent</u>.

### Student Handout 11.0: Mad Lib

Terry felt a lot of (feeling) for their partner, (famous person's name & pronoun). But lately they had been (pronoun or they) wanted to (action) with them			
& pronoun). But lately they had been (pronoun			
(verb with -ing) a lot because (pronoun			
or they) wanted to (action) with them,			
but Terry didn't want to because			
(pronoun or they) were worried about getting			
(illness or health problem). Terry had a			
friend who had gotten it, which had caused their friend's			
(body part) to			
(physical sensation). Terry also didn't want their partner			
to end up having a (living creature).			
After all, Terry wasn't ready to be a			
(family member).			

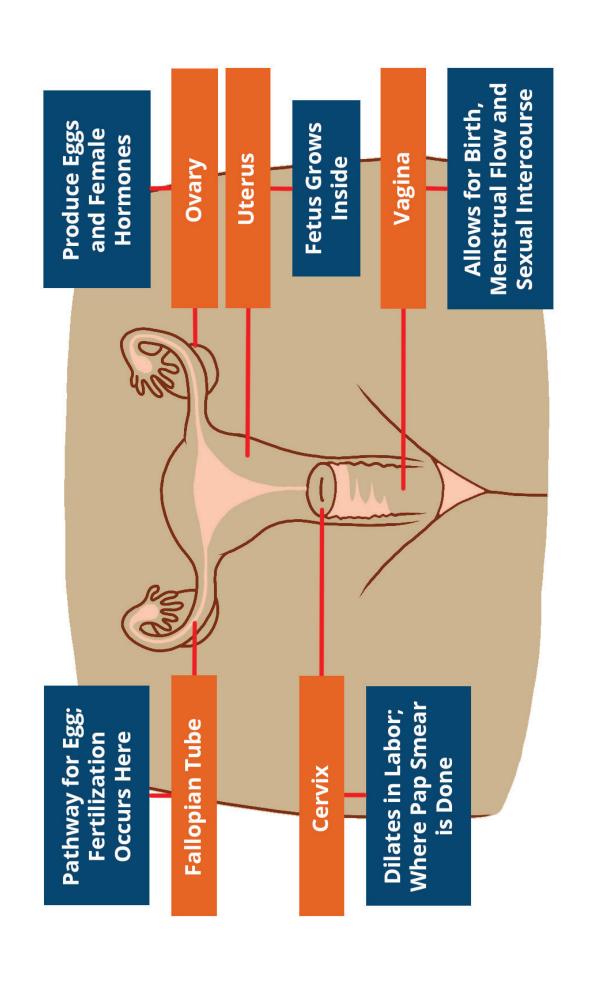
## 3. The Sperm & The Egg 1

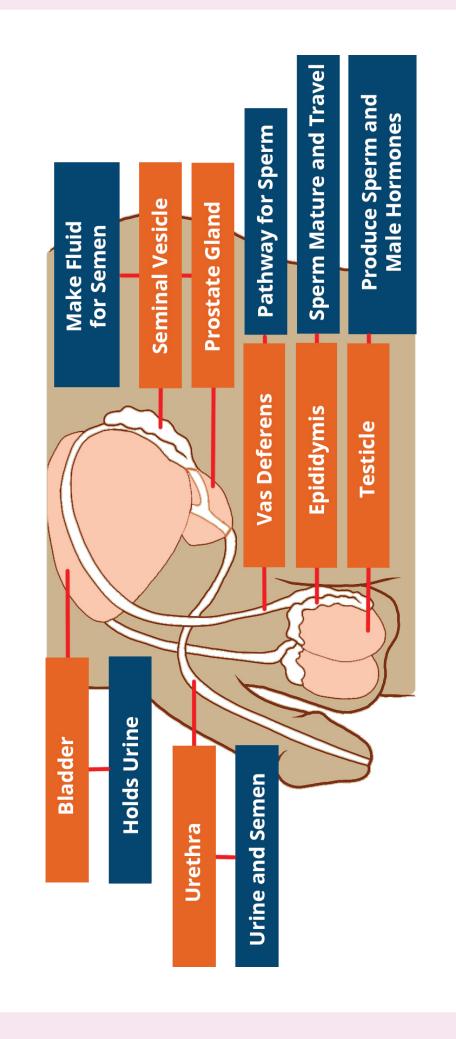


20 minutes, Competing Teams

- Introduce the topic by stating that one of the goals of Native STAND is to prevent unplanned pregnancies. Now that they are more familiar with the reproductive systems, they need to understand more about how pregnancy occurs, so they can keep it from happening until they're ready for the responsibility of being parents.
- · Get students into 2 groups.
- Provide both groups with a few copies of the story, "how does pregnancy happen" to read as a group. Then ask students to work with their group to put the cards of each anatomical term into the order to show the journey from where the sperm and egg each start to where they meet during fertilization.
- You will project or post posters of the internal anatomy diagrams used in the last session.

<sup>&</sup>lt;sup>1</sup> Adapted from Big Decisions curriculum, available at: http://www.bigdecisions.org.





- Each body part sign has a component of the internal reproductive systems that are critical to the journey of the sperm and egg meeting. The goal of the activity is to get the signs in the correct order the fastest.
- The correct order for the cards is:

#### The Journey of the Sperm & Egg

- 1. Sperm (START HERE)
- 2. Testicle
- 3. Epididymis
- 4. Vas Deferens
- 5. Urethra
- 6. Vagina
- 7. Cervix
- 8. Uterus
- 9. Fallopian tubes
- 10. Ovary
- 11. Egg (end here)

Note: make sure the cards are shuffled!

- Ask the students to walk through the journey.
- Project or show the diagrams with the names plugged in for the body parts to help students check their work.
- Review the information on the handout and answer any remaining questions.
- You may reward the fastest team with a prize if they have the correct order.

Card Cut Outs for the Sperm & the Egg Activity, make 2 sets

SPERM (START HERE)

**TESTICAL** 

**EPIDIDYMIS** 

VAS **DEFERENS** 

URETHRA

**VAGINA** 

**CERVIX** 

**UTERUS** 

**FALLOPIAN** TUBE

**OVARY** 

(END HERE)

**Facilitator Resource 11.0** 

The Sperm & The Egg

#### **Facilitator Note**

Share the key points in this section, but you don't necessarily have to detail some of the more specific details such as vaccine names. Highlight the points that you feel are most relevant for your students, but focus on connecting their health needs to their age behaviors and identity.

Be sure not to skip over the 2SLGBTQ and Transgender specific sections, even if you think no student in your class identifies as 2S or LGBTQ.

# Student Handout 11.1:

How Does Pregnancy Happen?

#### Getting the Sperm and Egg Together

Every day sperm is created in the Testicles. Sperm matures in the Epididymis. During an orgasm (or ejaculation), millions of sperm travel through the Vas Deferens and are released through the Urethra along with Semen.

Once a month, an Egg is released from one of the Ovaries. The Egg travels through the Fallopian Tube from the Ovary toward the Uterus.

During vaginal sex, the penis ejaculates in the vagina. That ejaculation shoots millions of sperm up into the Vagina, where they race through the Cervix, then the Uterus and into the Fallopian Tubes hoping to find an egg. If the Sperm find one, fertilization may occur.

#### From Fertilized Egg to Baby

Each month the brain sends out hormones that cause changes in the Uterus. At one point in the monthly cycle, the body creates a potential home for the fertilized egg in the wall of the Uterus. A person can only become pregnant during the days when the Uterus is ready. If the fertilized egg doesn't attach during this part of the menstrual cycle, the Uterine lining is expelled from the body during a period.

Pregnancy starts when the fertilized egg attaches to the Uterus. Once it's attached, the egg grows into an embryo and eventually a fetus. As the embryo develops into a fetus, the placenta develops. The placenta is an organ that connects the parent to the child. It supplies nutrients to the fetus and takes away waste. The entire process, from fertilized egg to baby, takes about 40 weeks.

#### The Body's Changes

A body goes through many changes during pregnancy. The pregnant parent gains weight to help keep the fetus growing and protected. They produce more blood, so that there's enough for two bodies instead of one. Toward the end of the pregnancy, breasts enlarge and get ready to produce milk. And in preparation for the final delivery of the baby, some muscles and ligaments (ligaments attach muscles to bones) relax, so that the baby has room to get out of the body.

Both parents may experience emotional changes as they begin to prepare to be parents. They may practice breathing techniques to prepare for delivery. It is important that the parents see a doctor or health care provider throughout the pregnancy to monitor the baby's development and the health of the parent carrying the baby. The healthcare provider can advise the parents on staying healthy throughout the pregnancy by exercising, eating well, and avoiding alcohol, drugs, smoking, caffeine, and other things that are not good for the baby. Both parents should also seek out support from their relatives, friends, elders, and community both during pregnancy and after delivery. People who have gone through pregnancy and delivery before can share their experiences and provide important emotional support to the parents.

## 4. Keeping Healthy



10 minutes, Large Group Discussion

• For the past few sessions, we have been talking about some important reproductive— or sexual—health issues that affect many teens.

### It's important to maintain overall health.

- Many experts recommend yearly check-ups. The visits typically include:
  - **A health history and exam** (including history of personal illness or illness among family members; height and weight; blood pressure; heart rate; visual check of ear, nose and throat; listening to lungs, checking reflexes)
  - A review of vaccination history and needs (all teens should have immunizations against Tetanus-Diptheria- Pertussis, Measles-Mumps-Rubella, chickenpox, polio, influenza, Pneumococcal polysaccharide, Hepatitis A, Hepatitis B, and Human Papilloma Virus HPV). Most school requires updated vaccinations in order for students to enroll and attend school.
  - **Education about healthy habits and risky behaviors** (including the topics of drugs and alcohol, tobacco, physical activity, nutrition, injuries, and sex).
- Ideally, at least part of the visit should be done without the parent or guardian present, so you can talk to your health care provider openly and confidentially about drug and alcohol use, sexuality and sexual activity, smoking, and other sensitive topics.
- When a person begins to have sex, what's talked about and done in clinic visits should expand to include screening for STDs/STIs and discussions about STD/STI/HIV and pregnancy prevention. (Some people assume that an STD/STI test was done when it wasn't. Specifically ask your health care provider if you are being tested for STDs/STIs.)

- In addition to these topics, there are some differences in what teens can expect at these visits:
  - **People with a uterus:** discussion topics may include pelvic pain, period cycle, and contraception; a pelvic exam may be done to make sure internal organs are healthy; a breast exam may be done to look for lumps; cervical cancer screening ("Pap smear") is a procedure the health care provider will gently sweep a plastic brush on the cervix and look at the cells collected under a microscope. It is recommended for people with a cervix to start this at age 21 and every 2 years after.
  - People with a penis: discussion topics may include the use of anabolic steroids, care
    for uncircumcised penises; an exam of the testicles may be done to check for lumps or
    hernias.
  - **People with Intersex genitals:** discussion topics will include similar topics of healthy internal and external genital functioning, contraception, and screenings for cancers.
  - **Everyone who visits a Health care providers** will be screened for intimate partner violence, depression, eating disorders, and thoughts of suicide.
  - 2SGLBTQ youth have unique reproductive health needs and are often at higher risk for STDs/STIs, HIV, and even teen pregnancy than "straight"—or heterosexual— youth. This is because they are less likely to have health care services that understand their unique needs and provide information that relates to their relationships and sexual activity. It's important to find health services that understand you as a person and address your health needs based on your behaviors and your identity.

### **Support Transgender Students**

- Transgender youth in particular, need knowledgeable health care providers, mental health support, peer support, and education<sup>2</sup> who understand their unique health needs.
- Transgender youth may face ridicule or discrimination in health care settings because practitioners may not have been properly trained or stemming from their own prejudices against transgender identities.
- A caring and committed health care provider is key for healthy transgender youth. Many transgender people take hormones to change their appearance under the supervision of a trained and knowledgeable physician.
- Because of barriers to health care, transgender youth may be especially susceptible to disreputable practices and predatory practices.

### Facilitator Note

- Planned Parenthood and We R Native have great resources on where to locate compassionate and knowledgeable health care providers.
- If there are additional clinics in your area that provide LGBTQ affirming health care services, share those with students.

<sup>&</sup>lt;sup>2</sup>Adapted from http://www.sexetc.org/story/glbtq/2238

# 5. Closing



- Answer any questions and encourage use of the question box.
- Refer students to the Resources on We R Native.
- Preview next session: Safe Snagging.
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to them and how they relate to today's session and activities.





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