

# TEACHING ANATOMY AND REPRODUCTION: SESSION 2

ACT FOR YOUTH CENTER FOR COMMUNITY ACTION

CORNELL UNIVERSITY

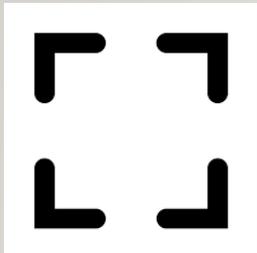


# HOUSE KEEPING



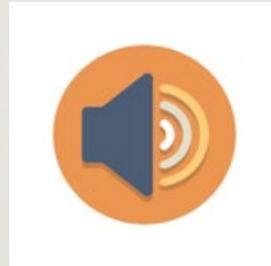
## Experiencing delays?

Try closing out the other programs running on your computer.



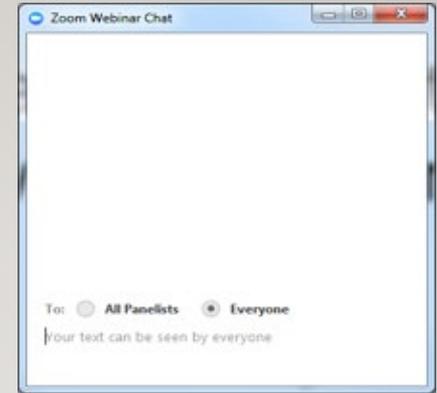
## Full Screen

When I share, your screen will go into full.  
Press ESC to get out of it.



## Audio

You control the volume. Mute when you're not talking.



## Questions?

Use chat function. Post to **Everyone.**



**\*Optional - Rename yourself**  
Add your pronoun to your picture

# AGENDA

---

- Objectives
- Group agreements
- Recap of last session
- Brainstorm on “parts”
- Poll on slang
- Language disclaimer
- Practice Virtual Activities on:
  - ✓ Anatomy & Physiology
  - ✓ Puberty
  - ✓ Reproduction
- Q & A



# OBJECTIVES

---

- Build basic knowledge on sexual and reproductive health.
- Engage in interactive activities on anatomy, puberty and reproduction.
- Take home new activities and resources to teach your youth about anatomy, puberty and reproduction.





# GROUP AGREEMENTS

---

## FOR TODAY'S SESSION

- Respect/Don't yuck my yum
- Oops/Ouch
- Step up/Step back/Share your voice
- What's said here, stays here/What's learned here, leaves here
- ELMO (Everyone, Let's Move On)

## FOR VIRTUAL SESSIONS WITH YOUTH

- Please mute when not speaking
- Try to find the most private and quiet place you can
- If you're on your phone, try not to answer call/texts that come in?
- Be mindful of the language you use to type and respond to one another



# SESSION I RECAP

---

- Poll on sex education received as a young person
- Disclaimer re: language/inclusivity
- Discussed
  - Anatomy – Fill in the blank
  - Puberty Overview inc. chromosomes, hormones & intersex identity
  - Reproduction Videos (Parents & Planned Parenthood)

# BRAINSTORM: NAME THE PARTS

---

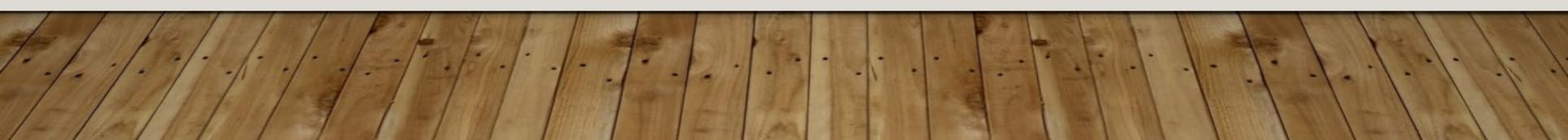
QUESTION: What names do people call different body parts/reproductive organs? Post responses on the whiteboard:

1. To write on whiteboard, hover over the top of your screen & pull down the drop-down menu.
2. Click annotate, then select text.
3. Type response in the text box.
4. To post comment, move cursor outside of the text box, then hit return/send.

# POLL: WHAT ABOUT SLANG?

---

QUESTION: What are your thoughts about the use of slang in teaching sexual/reproductive health?

- A. Totally Approve – It's a great way to meet the youth where they're at!
  - B. OK, as a teaching tool – I allow youth to use the terms they know, but I make sure to tell/explain the correct terminology.
  - C. Mixed – I understand the importance of connecting with youth, but I'm not completely comfortable with the use of slang to accomplish that.
  - D. NO! – I feel like it's important to give youth the proper terminology as a way to empower them.
- 



# LET'S TALK ABOUT LANGUAGE

- Our goal is to cover the basics, while ensuring a safe space
- We recognize a lot of work needs to be done regarding gender inclusivity in sexuality
- This content can be rooted in traditional binary constructs. However, we are working towards more inclusive language and spaces that affirm all identities
- We will try our best to be comprehensive, and invite you to please share your voice, experiences, and knowledge as well as any suggestions on how we could do better
- We might trip up; others might trip up. Please correct us & others if necessary and, give us more current/accurate language or realities



# PUBERTY VIDEOS

---

## AMAZE

- <https://amaze.org/?topic=puberty>

## PLANNED PARENTHOOD

- [https://www.youtube.com/watch?time\\_continue=7&v=t9tFk835vjo&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=7&v=t9tFk835vjo&feature=emb_logo)

REFLECTION/DEBRIEF: Thoughts about the videos? e.g. are they appropriate for youth? Is the content engaging? Is the language clear & understandable?

**IT'S GAME TIME!!!**





# PUBERTY SKETCHIONARY

---

- We need 5 volunteers who will act as “drawers”.
- Privately in the chat box, you will receive an example of a physical change that typically happens during puberty.
- You will be given a minute to draw the puberty change on the white board using the “draw” feature to annotate.
- The group will try to guess the answer & put their responses in the chat box.
- The game will last 5 rounds.

from “Game On! The Ultimate Sexuality Education Gaming Guide”





# PUBERTY CHARADES

---

- We need 4 volunteers who will serve as “actors”.
- Privately in the chat box, you will receive an example of a social, emotional, or behavioral change that typically happens during puberty.
- You must turn on your camera, and in 1 minute, act out the puberty change in front of the group.
- The group will try to guess the answer & put their responses on the chat box.
- The game will last 4 rounds.



# ASYNCHRONOUS LEARNING



The screenshot displays the TeensHealth website interface. At the top, the logo "TeensHealth" is shown with the tagline "from Nemours". Navigation tabs for "for Parents", "for Kids", and "for Teens" are visible. On the left side, there are social media sharing icons for Facebook, Twitter, Pinterest, and Email. The main content area features a slide titled "The Female Reproductive System" with a silhouette of a pregnant woman. The slide is part of a sequence, indicated by "1/13" in the top right corner and a right-pointing arrow. Below the slide, a blue bar contains the text "The Female Reproductive System".

<https://kidshealth.org/en/teens/female-repro.html?WT.ac=ctg#catgirls>



1/11

## The Male Reproductive System

### Slideshow

seminal vesicle  
prostate gland  
vas deferens  
urethra  
scrotum  
penis  
epididymis  
testicle

The Male Reproductive System

<https://kidshealth.org/en/teens/male-repro.html#catgirls>

# JDCopy#24 - 8th Grade Sex Ed by Advocates for Youth

Rights, Respect, Responsibility Curriculum (CA HYA Compliant)

Class code jjswnbt [ ]

Select theme  
Upload photo



## Everybody's Got Body Parts - Lesson 3

*Draft*

This lesson is about body parts, who has what part and what the organ does as part of a person's sexual and reproductive anatomy. Many young people worry a lot about whether their bodies are normal in terms of appearance and function, so this lesson will help provide that information.

1) Watch the Amaze video - Puberty: Biological Female Anatomy and complete only page one of the Everybody's Got Body Parts Worksheet.

2) When done completing the page one of the worksheet, watch the other Amaze video - Puberty: Biological Male Anatomy and complete page two of the Everybody's Got Body Parts Worksheet.

3) When done completing the second worksheet, print and complete the Crossword Puzzle to see what you remember about body parts and their functions. You will need to print this PDF and write in your answers since it is not a fillable

[Edit assignment](#)

# CHAT FLURRY: SPERM & EGG JOURNEY TO REPRODUCTION

---

- We'll now be discussing reproduction by sharing the journey of the sperm and the egg.
- There will be words left out of the story, but featured in the word bank at the bottom of the screen.
- As the story is being shared, **you must fill in the gaps by typing the appropriate missing word(s) in the chat box, but don't hit "send/return" until we say "send it"**
- We will give the correct answers at the end.

# THE SPERM JOURNEY

---

Once upon a time, there was a pair of (1. T \_ \_ \_ \_ \_ \_ \_ \_). They were held in a special sac called the (2. \_ C \_ \_ \_ \_). This sac provided temperature control and could hold the testicles close to the body to keep them warm, or let them hang away from the body to keep them cool.

The testicles are like a factory and made special reproductive cells called (3. \_ \_ \_ R \_). Once these cells were made, they would wait to be released from the testicles. Sometimes, they would wait so long that they dissolved and new ones were made. Other times, they would be released from the testicles on a journey through the male reproductive system, to leave the male's body.

Vas Deferens - Erection - Testicles - Seminal Vesicle - Semen - Scrotum - Urethra - Sperm - Penis - Ejaculation - Prostate Gland

On this day, it just so happened that the sperm got to be released. Here's how! First, the (4. P \_ \_ \_ \_ ) became larger, longer and firmer until it stuck out from the body. This is called an (5. \_ \_ \_ C \_ \_ \_ \_ ). This is a normal process of growing up, and can happen for physical reasons or because of sexual arousal.

Then the sperm travelled out from the testicles up a tube called the (6. \_ A \_ \_ \_ \_ \_ \_ \_ \_ S).

Along the way the sperm got seminal fluid, which was made in the (7. \_ \_ \_ \_ \_ \_ L \_ E \_ \_ \_ \_ \_ ). This gave the sperm food energy for their long trip out of the body.

Then they got some prostatic fluid from the (8. P \_ \_ \_ \_ \_ \_ \_ \_ G \_ \_ \_ \_ \_ ). This gave them a coating to protect them against their enemy (acid) along their journey. Once all of these fluids mixed, they became (9. \_ E \_ \_ \_ \_ ).

The semen then travelled from the vas deferens into another tube called the (10. U \_ \_ \_ \_ \_ \_ \_ \_ ).

Vas Deferens - Erection - Testicles - Seminal Vesicle - Semen - Scrotum - Urethra - Sperm - Penis - Ejaculation - Prostrate Gland

(There are two branches to the urethra, one from the bladder and the other from the vas deferens. When the penis is ready to release semen, a valve blocks off the branch to the bladder so urine cannot escape at the same time.)

By this time, the semen was almost at the end of the journey. After travelling through the vas deferens and the urethra, the semen was released from the penis in a process called (I I. E \_ \_ \_ \_ \_ \_ \_ \_ \_ \_). Then the erection went away, and the penis became smaller and softer.

Vas Deferens - Erection - Testicles - Seminal Vesicle - Semen - Scrotum - Urethra - Sperm - Penis - Ejaculation - Prostrate Gland



# THE EGG JOURNEY

---

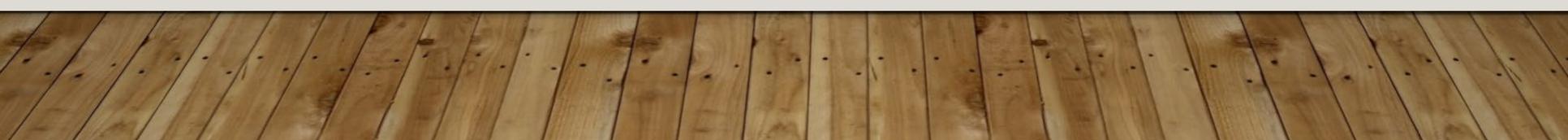
Once upon a time, there was a female reproductive system. Each month, the (1. \_\_\_\_\_) invited a thick, soft lining made up of tissue and blood to grow along its walls.

The lining contained nutrients that would be needed to nourish a (2. \_\_\_\_\_) if a pregnancy was to occur. Once the lining had grown, it waited for the ovaries to do their job.

You see, the ovaries contained special reproductive cells, each called an (3. \_\_\_\_\_), and sometimes called an (4. \_\_\_\_\_).

Each month, one of these cells would reach maturity and be released from the (5. \_\_\_\_\_). This month, it was the right ovary that got to release an egg. The left one would have to wait until the next month.

Baby - Cervix - Egg - Fallopian Tubes - Ovary - Ovulation - Ovum - Sperm - Vagina - Uterus



The (6. \_\_\_\_\_), which wait for the ovaries to release an egg, waved their numerous arms. The waving arms grabbed the egg that was just released and gently guided it into one of the tubes.

After about a day of travel, the egg began to dissolve, unless it gets fertilized by a (7. \_\_\_\_\_).

When the egg disappears, the brain sends a message to the lining of the uterus telling it that a fertilized egg was not going to arrive, so it could leave the uterus. Slowly, the lining passed through the (8. \_\_\_\_\_), into the (9. \_\_\_\_\_), and out of the female's body.

As soon as the lining was gone, the uterus invited a new lining to start to grow. This time around, it would be the ovary and fallopian tube on the left that would do all the work. Then, the process would start all over again. The process of an ovary releasing an egg is called (10. \_\_\_\_\_).

Baby - Cervix - Egg - Fallopian Tubes - Ovary - Ovulation - Ovum - Sperm - Vagina - Uterus

**QUESTIONS & SHARE:** Please share any interactive strategies you've used for teaching SHE virtually



# CHAT: INTERACTIVE GAMES AND TOOLS

---

- Jamboard
- FlipGrid
- Kahoot and Mentimeter
- Scategories
- Students record short snippets of video, and post them to a class site
- <https://jeopardylabs.com/>
- Curriculum: All in One <https://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to->

# RESOURCES (ONLINE)

---

Planned Parenthood

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

Answer

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

Kids Health

<http://kidshealth.org/>

Amaze

<http://amaze.org/>

Amaze Jr

<https://amaze.org/jr/>

Center for Young Women's Health

<http://youngwomenshealth.org/>

Young Men's Health

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

ACT For Youth

[http://actforyouth.net/sexual\\_health/](http://actforyouth.net/sexual_health/)

# VIDEO LINKS/GUIDED SLIDES

---

- PP puberty body parts

[https://www.youtube.com/watch?time\\_continue=7&v=t9tFk835vjo&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=7&v=t9tFk835vjo&feature=emb_logo)

- Amaze videos on Puberty & Anatomy: <https://amaze.org/?topic=puberty>

✓ Inc. Anatomy: Assigned Sex at Birth (Male & Female)

- Kids Health - Female & Male reproductive system:

✓ <https://kidshealth.org/en/teens/female-repro.html?WT.ac=ctg#catgirls>

✓ <https://kidshealth.org/en/teens/male-repro.html#catgirls>

# RESOURCES (BOOKS)

---

Stephanie Mitelman (editor). *Changes, Changes, Changes*. Great Methods for Puberty Education. 2014. The Center for Family Life Education

Bruess, C.E. & Schroeder, E. *Sexuality Education*. Theory and Practice. 7<sup>th</sup> Edition. 2018. ETR.

Harris, R.H. & Emberley, M. *It's Perfectly Normal*. Changing Bodies, Growing Up, Sex, and Sexual Health. 2009. Candlewick Press



**THANK YOU!**



