

# PUBERTY: MY CHANGING BODY Lesson 2

DIFFERING ABILITIES

## LEARNER OUTCOME

Identify, label and discuss human reproductive body parts.



### MATERIALS:

1. Public Parts Illustrations (unlabelled & labelled)
2. Private Parts Illustrations (unlabelled & labelled)
3. Whole Body Including Public and Private Parts Illustration
4. Body Outlines
5. Male Reproductive Parts (unlabelled & labelled)
6. Female Reproductive Parts (unlabelled & labelled)
7. Female & Male Puberty Progression Illustrations



### INTRODUCTION:

It is important for students to identify the physical changes that will happen during puberty and to learn how to take care of their growing bodies. This lesson will help students to become familiar with the appropriate terms for reproductive body parts, a skill that can help students stay safe. Teaching students when to talk about body parts in conversation is an important concept as students learn about public versus private behaviours.



### APPROACHES/STRATEGIES:

#### A. GROUND RULES

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

You should be prepared for giggles in your class. Try to acknowledge students' reactions to the subject by saying that puberty and body parts can be difficult to talk about and it's ok to feel a bit uncomfortable.

## **B. ESTABLISHING LANDMARKS – TALKING ABOUT PRIVATE BODY PARTS**

1. Get your students to feel for their hipbones.
2. Explain that we are going to be talking about our bodies, the changes our bodies go through as we grow up and the names for our private body parts.
3. Then get them to wiggle their bottoms on their seats. Let the students know that we are going to be talking about body parts mainly from the hipbones to the sitting bones. These are private body parts and some of them are inside our body so we cannot see them.
4. Ask your students:
  - a. “Raise your hand if you are a girl” “Raise your hand if you are a boy”.
  - b. How can you tell the difference between a man and a woman?
5. Explain to your students that it is normal to be embarrassed about our bodies sometimes, but we are in a safe place to discuss this.

## **C. NAMING SEXUAL AND REPRODUCTIVE PARTS ACTIVITY**

The objective of this activity is to help students identify the correct names for their body parts.

1. Using the **Body Outline Illustrations** and the **Whole Body Including Public and Private Parts Illustrations** name and locate the body parts as a group, starting with the male.
2. Begin by asking the students to name the missing facial features on the **Male Body Outline** – eyes, ears, nose, mouth, chin and hair. Sketch in the missing facial features on the Male Body Outline as the students correctly identify their proper placement. Be sure to emphasise that eyes are different shapes and colours, ears all look different, even in the same family. Other parts of our bodies are different too.



Having Ground Rules in place can be a very successful way to facilitate a positive classroom environment. Click [here](#) for more information on how to set up ground rules.



To expand Activity B further you may choose to use the Public and Private Body Parts Illustrations and have students identify body parts as either private or public.



Research has found comprehensive sexual health education programs that provide instructional information on all aspects of human sexuality promote protective behaviours against sexual exploitation.<sup>1</sup>

3. Explain that we want to imagine that the **Body Outline Illustration** characters are naked. Take time to discuss with the group that for our learning this is OK and safe.
4. Ask students, “Would it be OK if we were naked in the classroom? Where can we be naked? Why is it important to cover private parts in public?”
5. Now move on to the male’s body. Remind students that we want to imagine the naked body parts, especially the private body parts. This may feel embarrassing but knowing the correct “body science” names helps us take care of ourselves.
6. Using the **Male Body Illustration** as a reference, decide as a group where the belly button, penis, scrotum and chest/nipples would be located on the Male Body Outline. You will also need to reference the buttocks for your students. Sketch in the missing body parts on the outline as each body part is named and located. Note that during puberty pubic hair grows around the genitals. Hair also grows under the arms, on the chest and the face.
7. Now move to the **Female Body Outline** and sketch in the missing facial features. Using the **Female Body Illustration** as a reference, decide as a group where the belly button, hips, breasts and vulva would be located on the Female Body Outline. You will also need to reference the buttocks for your students. Sketch in the missing body parts on the outline as each body part is named and located. Note that during puberty hair grows around the vulva which is in the pubic area. Hair also grows under the female’s arms.



It is important to acknowledge that some people have reproductive systems that aren't exactly like what is talked about in the lesson. For more information on gender diversity, see the [Sexual & Gender Diversity](#) pages at [teachingsexualhealth.ca](http://teachingsexualhealth.ca) or the booklet [Gender Identity in Schools](#).

### Reproductive Organs – Internal Body Parts

Teachers may determine that their students have a good working knowledge of the external sexual and reproductive body parts and can move on to discuss the function of the internal organs. This knowledge is important for those



Teachers may want to be creative and produce a life size body outline to use in the classroom. For students who need more hands-on/experiential learning this can be

students who may go on to study the lessons on reproduction and birth, contraception and sexually transmitted infections.

1. As a group use the **Male Reproductive Parts Illustration (unlabelled)** and ask students if they can fill in any of the labels. Remind students that they are to use the body science names and correct any slang that is used e.g., correct “balls” by using testicles.
2. You may want to prepare label cards or write the terms on the board so that students can fill in the gaps.
3. For those students who are not able to label the illustration use the **Male Reproductive Parts Illustration (labelled)** to practice the vocabulary. The definitions for teacher use section below helps with both definitions and pronunciation.
4. Repeat steps 1-3 using the **Female Reproductive Parts Illustrations**. You may want to expand further with your students on the topic of [anatomy and physiology](#) using some of the mainstream graded lessons.

To expand further with students on the topics of erections, ejaculations and menstruation please go to Lesson 4 Taking Care of Me.



The illustrations used in this lesson may make students feel uncomfortable. Explain to your students that the illustrations are simple line drawings, not photos, and that they should not be afraid of them. When we learn about body parts we are acting as “body scientists” and scientists use the drawings to understand how the body works.



Illustrations in biology text books do not traditionally use the side views of the body that are presented in this lesson. Using side views to show where the internal reproductive organs are placed may help some students understand more clearly. Explain to your students that we cannot see our internal organs so we have to imagine that we can see them in our bodies. It may help students if a teacher holds the diagram and physically turns his or her body to the side to help show how the illustrations work.

## **Male Reproductive System Definitions for Teacher's Use:**

### **Penis (pee'-nis)**

- The male external sex organ.
- Semen and urine are discharged from the penis.
- It is made up of spongy material that fills up with extra blood (becomes erect) when sexually aroused.
- There is no bone in the penis.
- The penis continues to grow as does the rest of the body. Size varies from person to person.

### **Scrotum (skroh'-tum)**

- The sac that holds the testicles.
- The testicles have to be kept at a certain temperature just below body temperature in order to produce healthy sperm. The scrotum pulls the testicles closer to the body if it is cold and lowers away from the body if it is hot.

### **Anus (ey-nuh s)**

- The opening at the end of the digestive tract where feces leaves the body.
- It is not part of the reproductive system, but is part of the digestive system.

### **Testicles (tes'-tick-uhlz)**

- The male sex glands.
- They are held in the scrotum.
- They are on the outside of the body so that they can stay cooler than body temperature for healthy sperm production.
- It is normal for one to hang lower.
- This is a very sensitive area. It is important to protect the testicles during contact sports, etc.

### **Vas Deferens (vaz-def'-er-enz)**

- This is a narrow tube that carries sperm from the testicles to the urethra.

### **Seminal Vesicles (sem-uh-nl ves-i-cle)**

- Two small pouches behind the bladder that produce and store seminal fluid.
- This fluid mixes with sperm and other fluid to produce semen.

## **Urethra (you-reeth'-ruh)**

- Urine and semen pass through this tube to the outside of the body.
- Urine and semen cannot come out at the same time. 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. It is similar to the difference between swallowing and breathing. Air goes to the lungs and food or liquid goes to the stomach even though both substances pass through the esophagus.

## **Bladder (blad-er)**

- The sac that holds the urine produced by the kidney.
- It is not part of the reproductive system, but the urinary system.

## **Sperm (spurm)**

- The male reproductive cell.
  - These cells are very small (over 300 million in 5 ml of semen).
  - Millions are made every day in the testicles.
- 

## **Female Reproductive System Definitions for Teacher's Use**

### **Vagina (vuh-jie-nuh)**

- The passageway leading from the uterus to the outside of the female body.
- Blood from the uterus passes through the vagina during menstruation.
- The baby passes from the uterus through the vagina during childbirth.
- It is not used for urination. The opening just above the vagina, the urethra, is used for this purpose.

### **Cervix (sur-viks)**

- The bottom of the uterus that opens into the vagina.

## **Uterus (you'-tuh-rus)**

- The special place in a woman's body where a baby can grow.
- Also called the womb.
- It is about the size of a fist.
- It is the uterus that enlarges during pregnancy, not the stomach.

## **Vulva (vuhl-vuh)**

- The term used to define the external female genitalia including the labia and clitoris.

## **Clitoris (klit'-er-us)**

- Part of female's genitals which is full of nerves.

## **Fallopian (fuh-low'-pee-un) Tubes**

- These are narrow tubes that connect the ovaries to the uterus.
- The ovum travels through one of the tubes after ovulation.
- It is in the fallopian tubes that fertilization may occur.

## **Labia (lay-bee-uh)**

- Folds of skin that protect the opening to the vagina.

## **Ovaries (oh-vuh-reez)**

- The female ovum-producing glands.
- These glands contain all of the ovum from birth, and start releasing them once puberty starts.

## **Ovum (oh'-vuh m)**

- The ovum is produced in the ovaries.
- The ovum is a special cell which, when fertilized (united with a male sperm cell), can create a baby.
- Each ovary contains about 250,000 ova from birth.
- Ovum are released once a month after puberty begins. Occasionally two or more ovum are released.
- The ovum travel down the fallopian tubes to reach the uterus.
- If the ovum is not fertilized in a day or so, it dissolves.

### **Urethra (you-reeth'-ruh)**

- The tube through which urine passes from the body.
- It is the opening between the clitoris and the vagina.
- It is not part of the reproductive system, but the urinary system.

### **Bladder (blad-er)**

- The sac that holds the urine produced by the kidney.
- It is not part of the reproductive system, but the urinary system.

### **Anus (eh-nuhs)**

- The opening at the end of the digestive tract where feces or stool leaves the body.
- It is not part of the reproductive system, but is part of the digestive system.

---

## **D. PUBERTY PROGRESSION ILLUSTRATIONS**

Use these illustrations to help students identify their body stage – are they still in the child stage, the teen stage or young adult? This is important so that students understand that their body is just beginning, or is continuing to grow and change.

## **E. CLASS DISCUSSION**

Ask your students:

- a. What are some of the good things about being a male? Encourage students to provide appropriate comments.
- b. What are some of the good things about being a female? Encourage students to provide appropriate comments.
- c. If you have questions about body parts, who can you ask? (parents, guardian, relative, teacher, nurse, doctor)



Encourage students to talk about problems and concerns about growing up. Stress the importance of finding a trusted adult to talk to. Ask students to give examples of people in their lives who they can talk through things that are bothering them. Some may say their parents or guardians but they may also include teachers and school staff.



## F. “AM I NORMAL?” ACTIVITY FOR MALES AND FEMALES

It is important for students to know that different sizes, shapes, skin colours, and ways of moving are normal. Height, weight, skin, and foot sizes are different from person to person. Penises vary in size, shape, colour, circumcised and uncircumcised. Likewise, breasts develop at different rates and are different sizes. Body hair varies in colour, amount and texture. We are each unique.

1. Say to your students:

“Young people change a lot during puberty and often young people have lots of questions about what’s happening. Sometimes the changes are confusing and you may wonder if what’s happening to your body is normal. Here are some questions asked by young people about changes in their bodies”.

2. The following commonly asked questions might help you lead your class discussion. They are divided into topic areas by sex.

---

### Males

- a. “I’m 14 years old and I am concerned because my penis seems small. How big should my penis be at my age?”
- Penis size is a common concern for young men your age so you are not alone. It is difficult to say what the average penis size is for a 14-year-old. This is because during adolescence penis growth is different from one person to the next. Usually by about age 18, the penis reaches adult size. The average size of an adult man’s penis is about 3 and a half to 4 inches long when soft, and 5-7 inches long when hard (erect).
- b. “I am 13 years old and not circumcised. I’m wondering if this is a problem.”
- Circumcision is an operation where a doctor cuts away a fold of skin (foreskin) from the top of the penis. Some males are circumcised, some are not. Either way is okay. If you are not circumcised, it is important to gently pull the foreskin back and clean under it whenever you bathe or shower so you don’t get an infection.

- c. "I am 13 years old and have been getting a lot of erections lately, even when I wake up in the morning. Am I normal?"
- What you have described is normal for a boy your age. Males get erections (that is, their penis gets hard and bigger) throughout their lives, but while going through puberty, they tend to get erections more often. Erections can happen with or without touching. While this can be embarrassing, it is normal. Puberty can be exciting but stressful. It often helps to talk to a parent/guardian about some of these issues.
- d. "I'm 15 years old and am worried because my left testicle hangs lower than the right testicle. Am I normal?"
- It is normal for the left testicle to hang lower than the right testicle. (The left spermatic cord tends to be longer than the right.)
- e. "I am 15 years old and am concerned because I think my left testicle is bigger than the right. Am I normal?"
- Having one testicle bigger than the other is common. Sometimes one testicle grows a bit faster than the other does. The size of your testicles may even out over time, or they may not. Either way is fine. If you continue to be concerned about the size of your testicles, it is a good idea to see your doctor.

**Breast development:**

- a. "I'm a 13-year-old boy and I am worried because I have breasts. Am I normal?"
- Almost half of all boys have a short-lived swelling of the breasts during puberty because of hormones. This swelling goes away over time. Although breast swelling is normal for boys, if you are concerned, it is a good idea for you to talk to your doctor.

---

**Females:**

**Breasts:**

- a. "I'm 13 and I'm flat as a board. Am I normal?"
- Breast size is a common concern for young women your age. There is no set time for when a young woman's breasts will start to grow and develop. Breasts start to increase in size between the ages of 9 and 15 and continue to grow until about age 19 or older. Considering you are only 13 years old, your breasts will continue to grow although it is impossible to know how much. Try your best to be patient with your body and not compare yourself to others.

- b. "I'm 14 years old and have one breast larger than the other. Am I normal?"
- Some young women have one breast that is a bit larger than the other because it is growing a bit quicker. It usually isn't very noticeable. Often a young woman's breasts will even out by the time puberty is over. Sometimes they don't. Either way is normal.
- c. "I'm 15 years old and noticed that I have grown a hair on my nipple. I was wondering, am I normal?"
- It is perfectly normal for hair to grow on any part of the body.

#### Periods:

- a. "Is something wrong if it has been 4 months since my last period? Am I normal?"
- Although the average menstrual cycle is 28 days long (from the start of one period to the start of the next), it is not uncommon for teenage young women to have irregular periods. Some teenage girls have periods spaced several months apart and others have periods spaced 2 or 3 weeks apart. If it has been a while since your last period, it is important to see a doctor, as sometimes it is a sign that there is a problem.
  - Amenorrhea (absence of menstruation) has many causes including pregnancy, abnormalities in the structures of the reproductive system, hormonal abnormalities, growths such as cysts and tumours, excessive exercising, and psychological problems such as stress. Amenorrhea may also be a symptom of the eating disorder anorexia nervosa.
- b. "I'm 14 years old. I think I have a huge problem. For about 2 years now, I've been having vaginal discharge every day. The discharge doesn't smell or itch, and it does not cause me any pain. What's wrong with me? Am I normal?"
- It is normal to have vaginal discharge every day, as long as it does not smell bad or cause you any pain or discomfort. If the discharge from your vagina smells bad or you have burning or itching, it is a good idea to see your doctor. The teenage years can be exciting and stressful at the same time. It is often helpful to discuss your concerns with a parent or guardian.

#### Hair growth:

- a. "I'm 13 years old and have noticed that I have some dark hair growing on my arms and upper lip. Is this normal? What can I do about it?"
- It is normal to have hair growing on any part of the body. There are different ways to remove unwanted hair. Some teenagers shave hair, whereas others wax or pluck unwanted hair. It is important to understand that once you start removing hair, it grows back darker and thicker. It is important for you to speak with a parent or guardian to help you decide what to do.

**Both:****Pimples:**

- a. "I'm 15 years old and I have pimples on my back. Am I normal?"
- It is normal to get pimples anywhere on the body. During puberty the oil glands in the skin become more active. This can cause a person to have some skin outbreaks and develop pimples. Washing the infected area can sometimes help since it removes oil from the skin and keeps the pores open. If your pimples become worse, you may want to talk to your parents or guardians about seeing a doctor for medication that will help clear it up.

**Pubic hair:**

- a. "I am 13 and a half, and I have very little pubic hair. Am I normal? Is there anything I can do to speed up my hair growth?"
- Growth of hair on the body usually starts between the ages of 11 and 14. Hair can continue to grow until a person reaches about 20. The amount of hair a person has is very different from one person to the next. During puberty, it is important to remember that every person develops at his or her own rate. There is nothing you can do to speed up hair growth. Puberty is an exciting but stressful time. It might be helpful for you to talk to a parent or guardian about some of your concerns.

**Body shape:**

- a. "I am 14 and a half years old and have not developed hips/shoulders/breasts at all. In fact, my body is as straight as a stick! Am I normal?"
- Changes in body shape begin between the ages of 12 and 19 and may continue until the person is in her early 20's. Considering your age, chances are your body will continue to change and become 'curvier' or broaden. Try your best to be patient with your body and not compare yourself with others. Puberty is an exciting but stressful time. It is often helpful to discuss some of these issues with a parent or guardian.

**Emotions:**

- a. "I am 12 years old. Some days I feel sad and want to cry, other days I feel like everyone is getting on my nerves, and other days I'm happy. Am I normal?"
- The stress and different feelings that you have are probably due to hormones. Hormones are made by your body and can cause you to feel a wide range of emotions that were never there before. This is perfectly normal since you are probably going through puberty. Puberty is an exciting but stressful time. It is often helpful to discuss some of these issues with a parent or guardian.



## QUESTION BOX

Have students fill out questions and address them next class.

---



The process of asking questions is an important learning activity that helps students clarify and validate information being presented. Question Box is a method of individualized instruction which has been proven to enhance learning. Click [here](#) for more information on how to use the question box..

---



## SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

---



## STUDENT ASSESSMENT

During the lesson, did students:

### Knowledge:

- Identify the reproductive body parts?
- Become familiarized with appropriate terms for reproductive body parts?

### Skills:

- Demonstrate appropriate listening and speaking skills during class discussion?

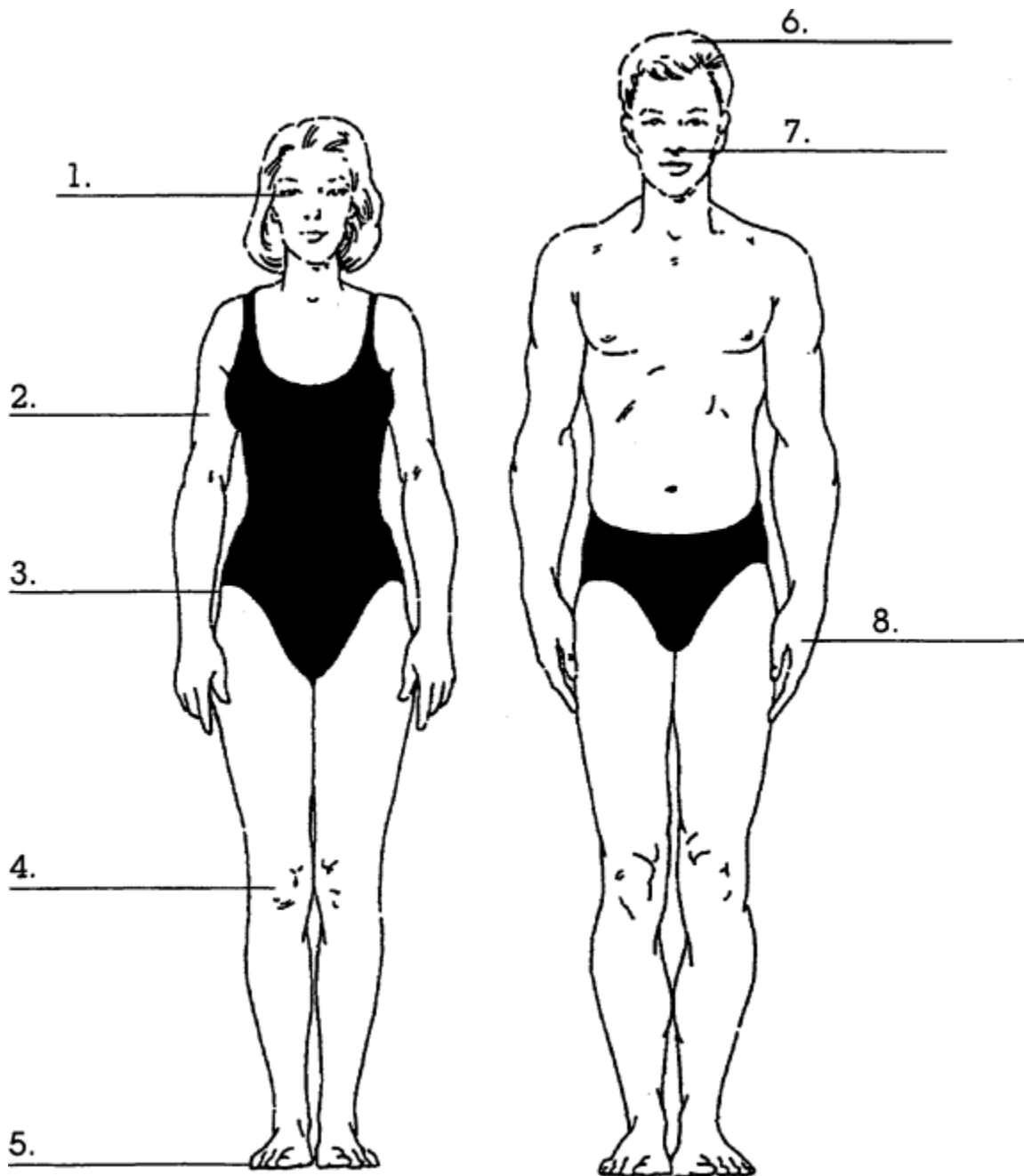
### Attitudes:

- Develop comfort using terms for sexual anatomy within the classroom?
-

<sup>1</sup> Tarnai, B. (2006). *Review of effective intervention for socially inappropriate masturbation in persons with cognitive disabilities*. *Sexuality and Disability*. (2006) 24:151-168.

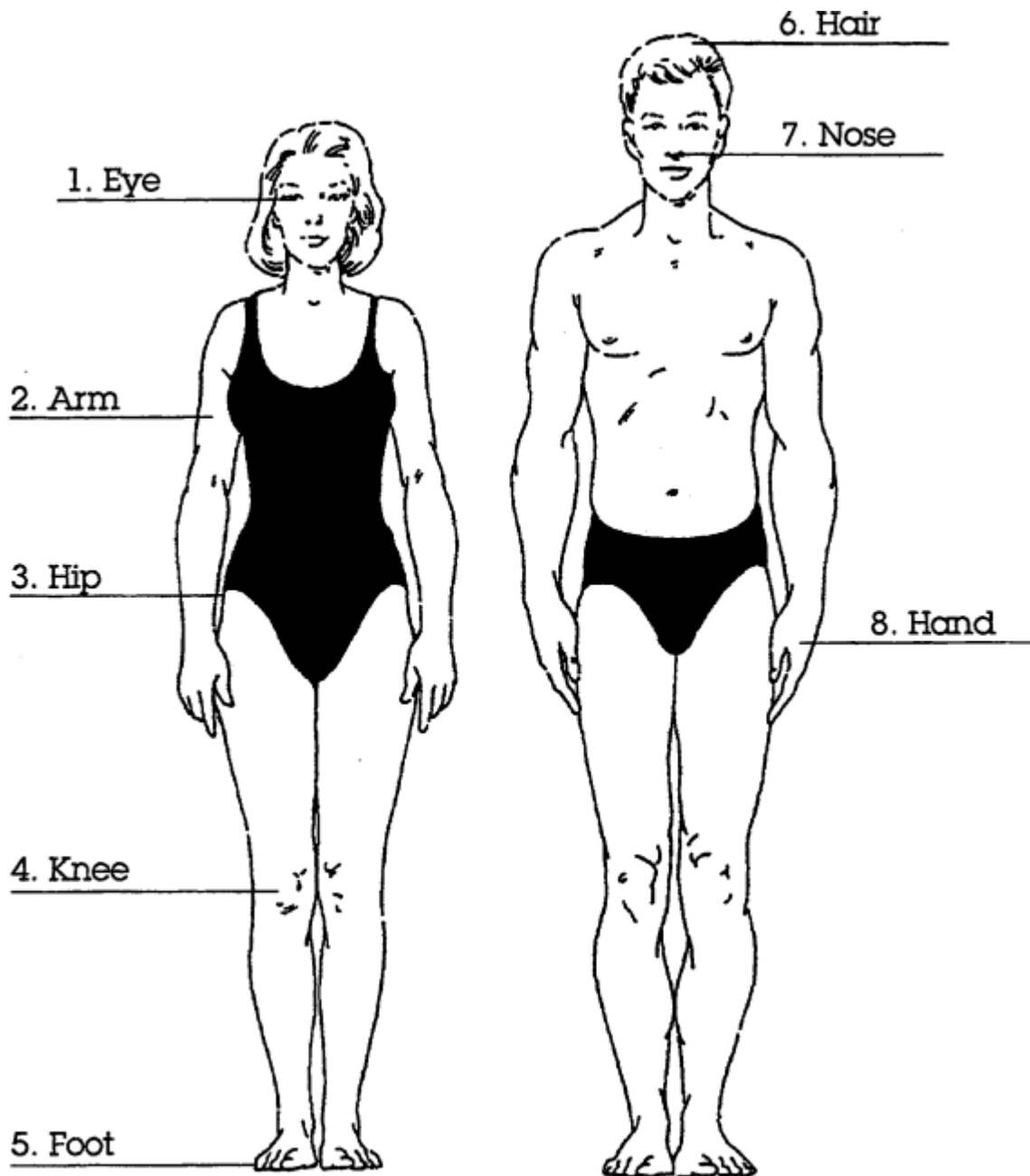
Yukon Government (2002). *Choices and Changes*.

# PUBLIC BODY PARTS



Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash)

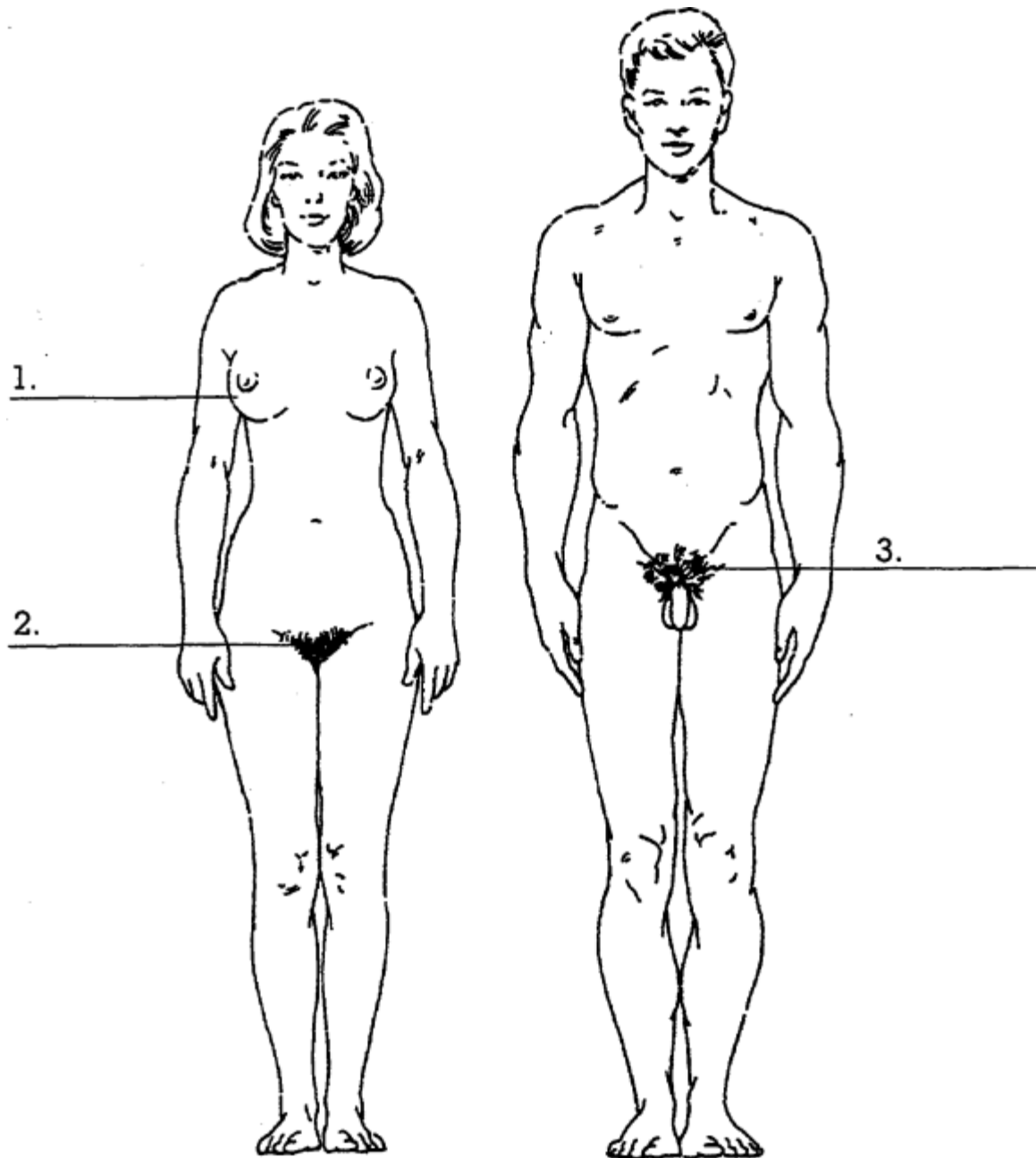
# PUBLIC BODY PARTS



Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash)

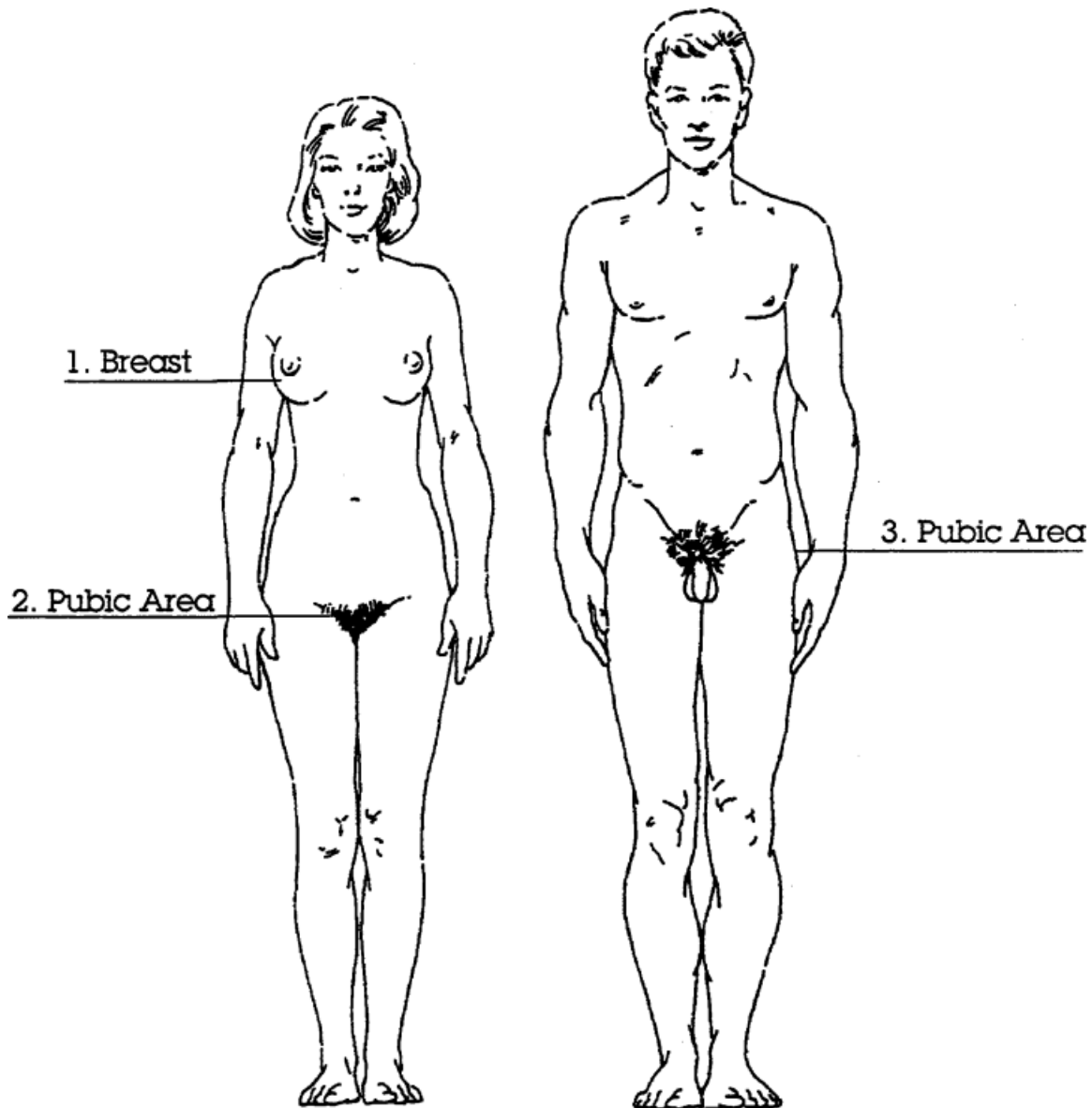


# PRIVATE BODY PARTS



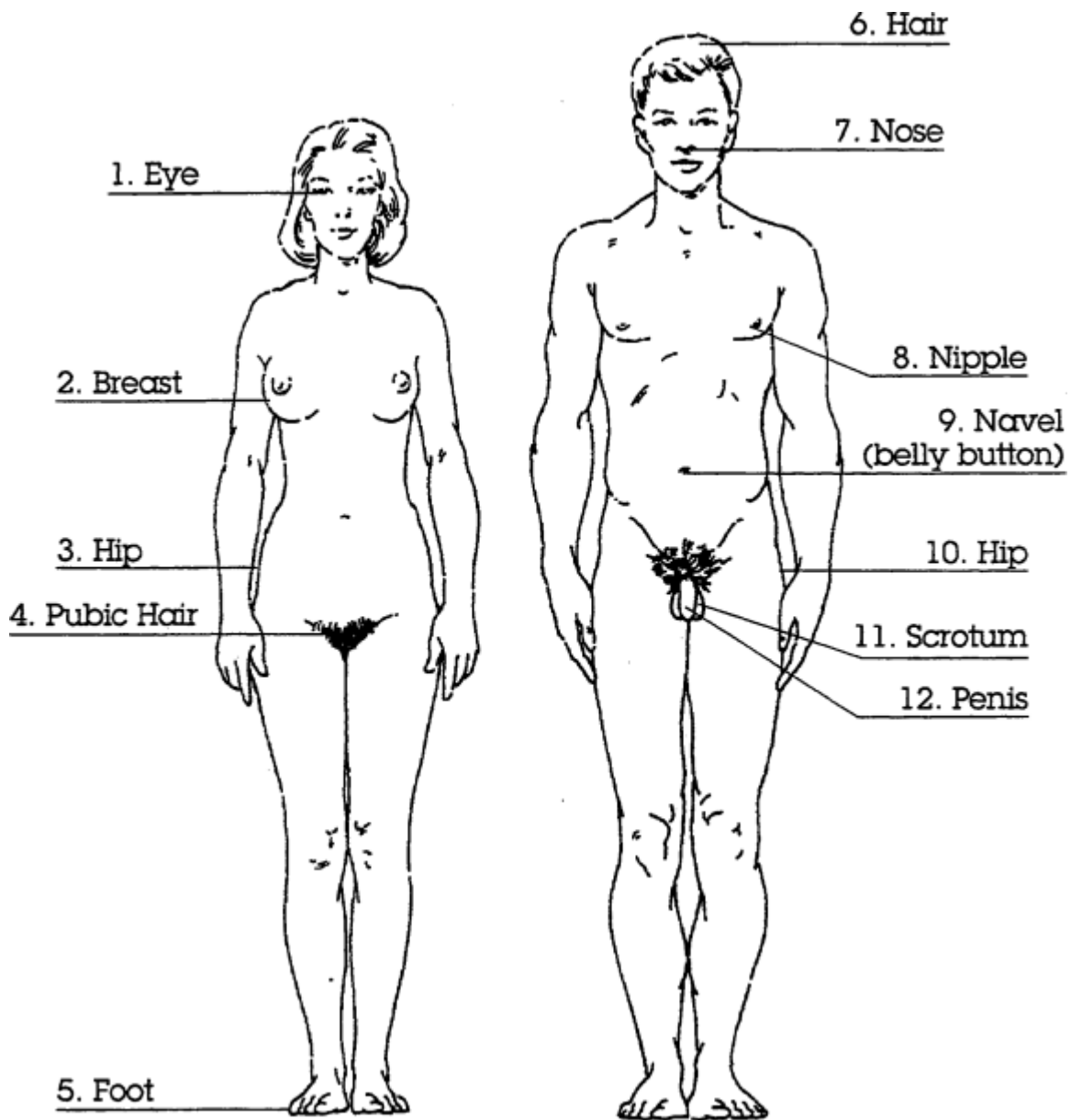
Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash)

# PRIVATE BODY PARTS



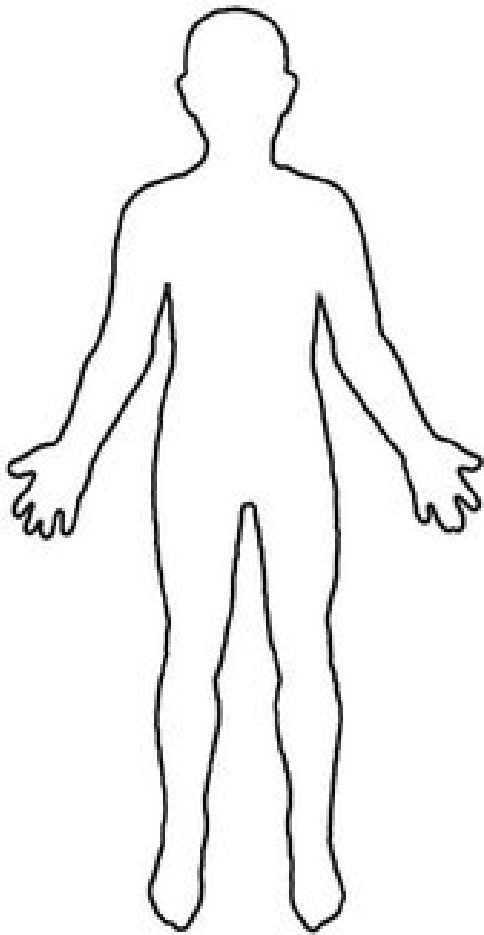
Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

# PUBLIC AND PRIVATE PARTS

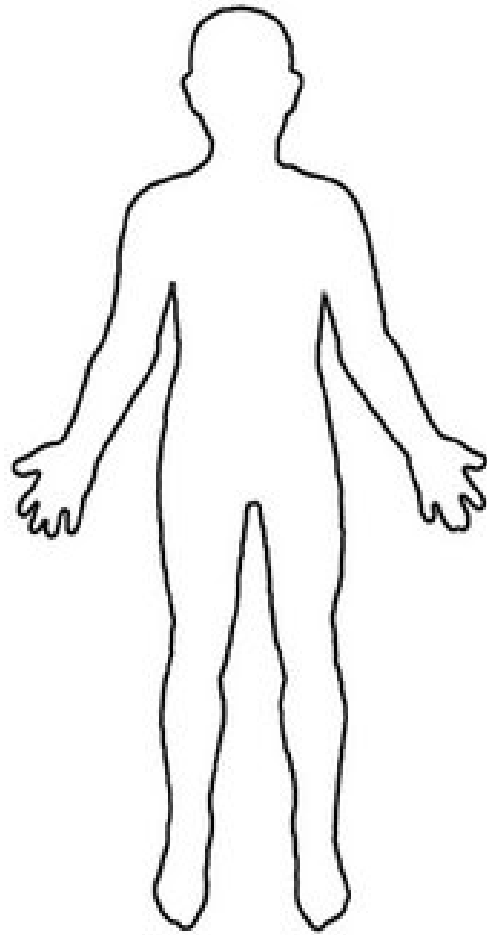


Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

# BODY OUTLINE

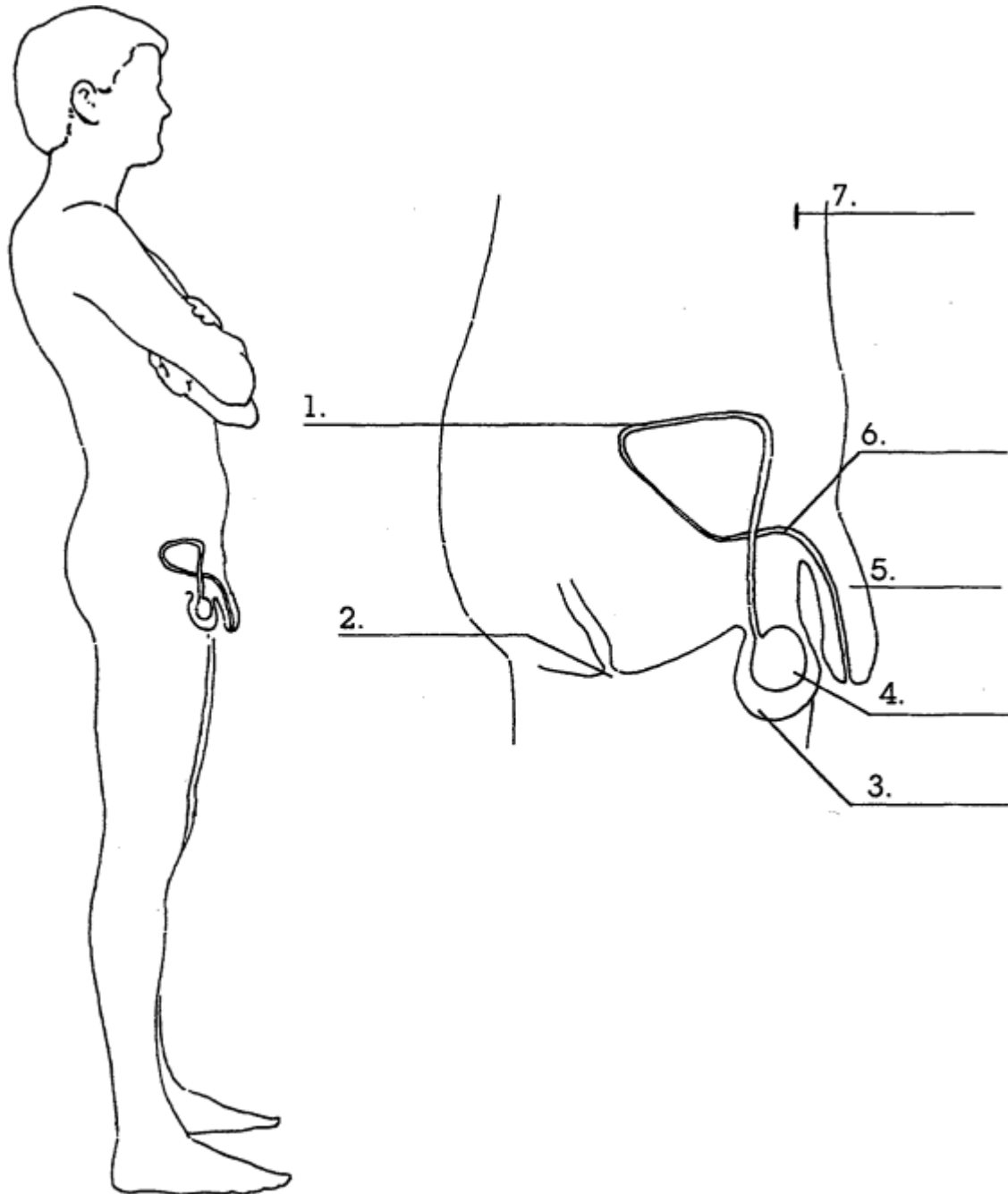


Female Outline



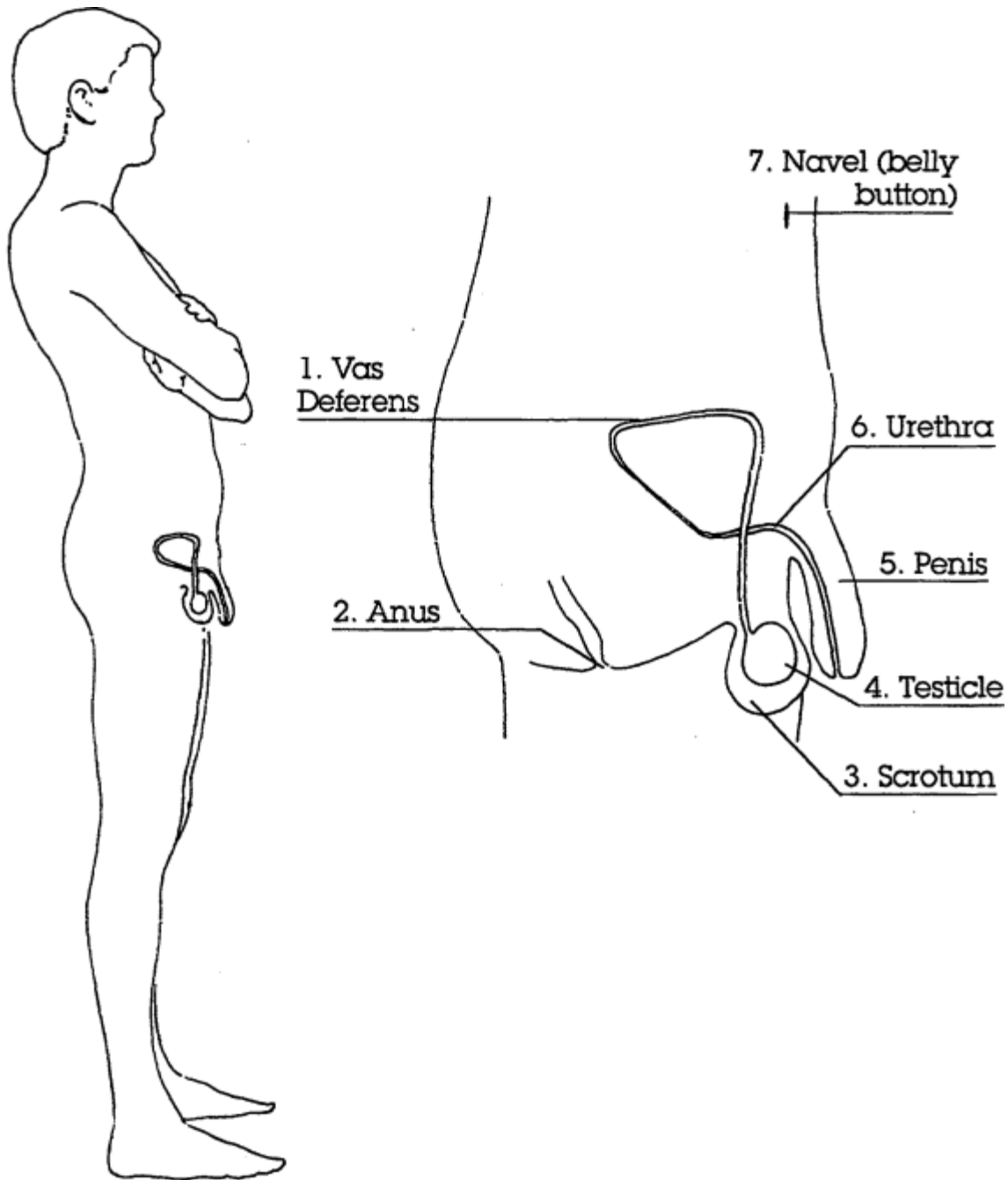
Male Outline

# MALE REPRODUCTIVE PARTS



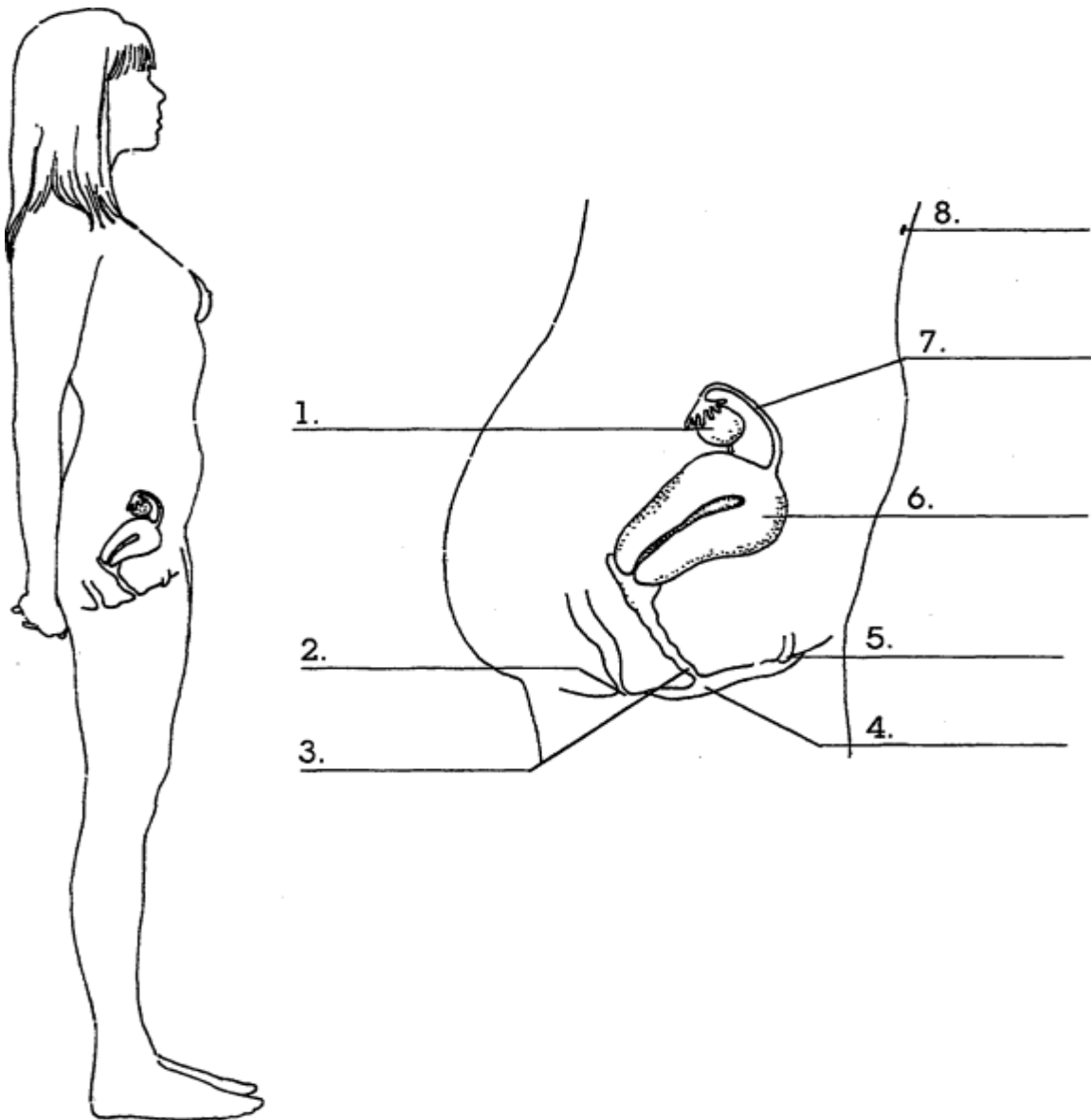
Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

# MALE REPRODUCTIVE PARTS



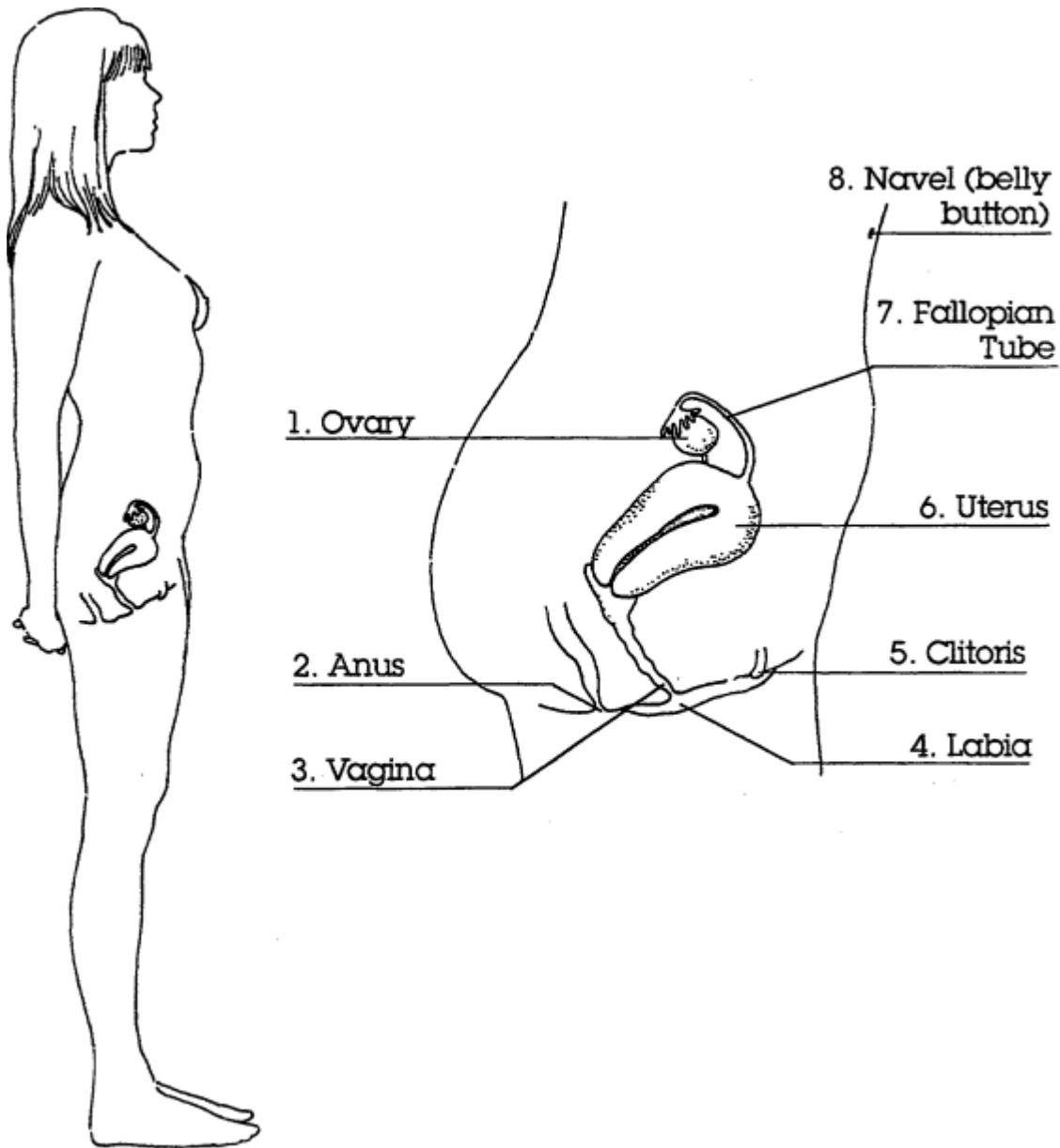
Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

# FEMALE REPRODUCTIVE PARTS



Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

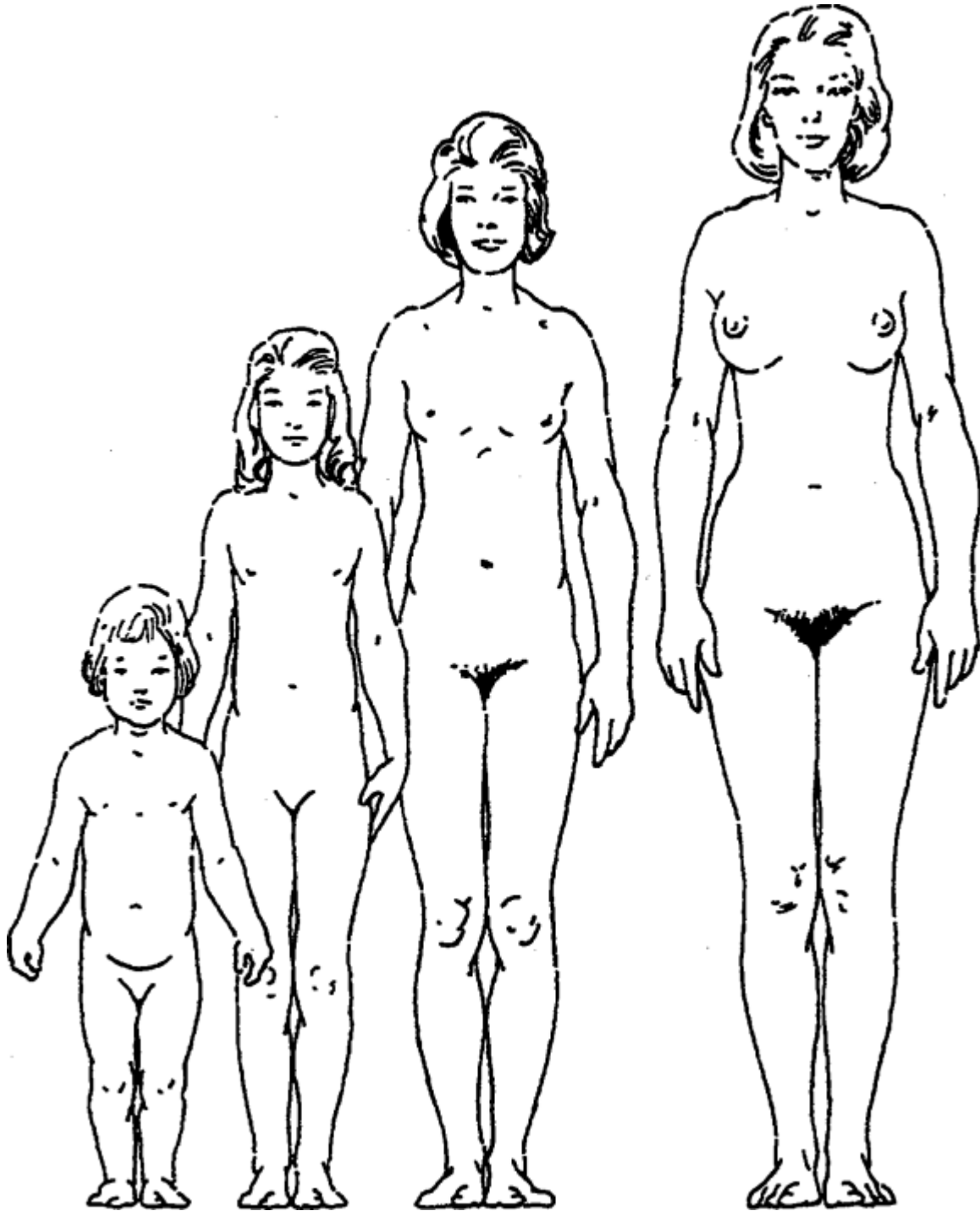
# FEMALE REPRODUCTIVE PARTS



Used with permission from the **Family Life and Sexual Health (FLASH)** Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

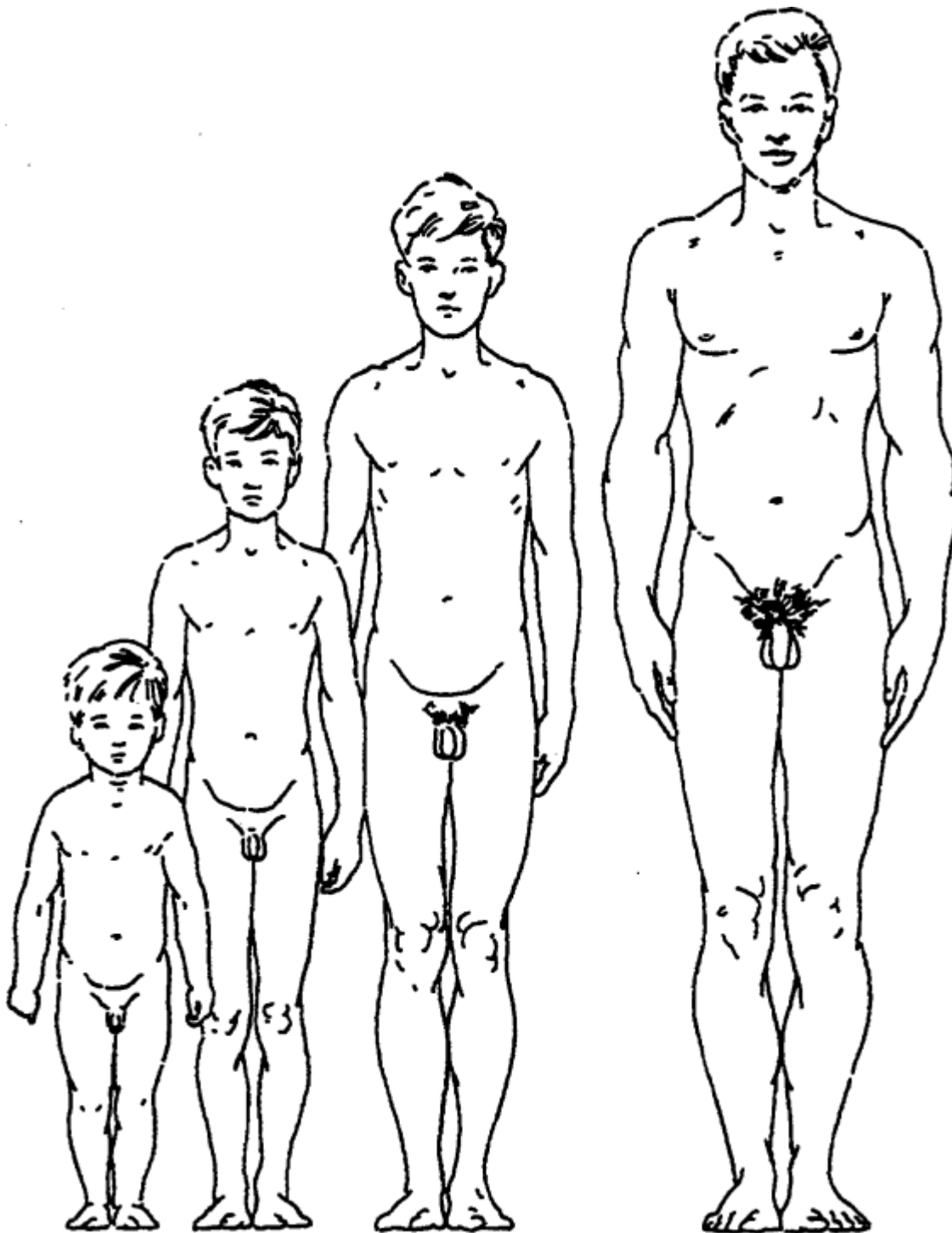


# FEMALE PUBERTY PROGRESSION



Used with permission from the Family Life and Sexual Health (FLASH) Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash).

# MALE PUBERTY PROGRESSION



Used with permission from the Family Life and Sexual Health (FLASH) Curriculum. Available at [www.kingcountry.gov/health/flash](http://www.kingcountry.gov/health/flash)