

**UNIT 6:** Advocacy for Healthy Relationships & Sexual Health**LESSON 4:** Anatomy, Physiology, and Sexual Health**Health Literacy Skill:**

- Advocacy

**MSDE Performance Indicator:**

**8.HS.c** Work cooperatively as an advocate for improving personal, family, and community health.

**1c.HS2.8** Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions

**1c.HS2.13** Summarize community services and resources related to sexual and reproductive health

**1c.HS2.14** Explain the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrender policies, prenatal care).

**OBJECTIVE:**

1. Summarize human reproductive systems including medically accurate names and functions for internal and external genitalia.
2. Describe the physiological process of pregnancy and health care services/resources available to support pregnancy.
3. Explain community resources, services and laws related to sexual and reproductive health

**TEACHER NOTES :**

1. Only the resources outlined in this lesson plan are approved for use with this lesson.
2. Teachers are encouraged to use best practices when presenting material to students.
3. Before starting lesson, review class expectations and Family Life norms with the class.
4. **Remind students of anonymous question protocol.**
  - a. **Teacher Suggestion:** Question box and/or Anonymous Padlet Page.
  - b. Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
5. **Teachers should review Family Life Teacher Resources:**
  - a. Secondary Family Life Teacher Vocabulary Resource
  - b. Answering Difficult Question Document
  - c. Teaching Sensitive Topics in Health Education

**MATERIALS:**

- Lesson PowerPoint
- Reproductive Anatomy Review Handout
- Notecards

**VOCABULARY:**

Testicles	Ovary	Uterus	Vulva	Implantation
Epididymis	Fallopian Tubes	Penis	Vagina	Ovulation
Scrotum	Cervix	Urethra	Fertilization	Zygote
Embryo	Fetus	Pregnancy	Umbilical Cord	Placenta
Safe Haven Law				

**LESSON PROCEDURES:**

**\*Prior to beginning this lesson, review the family life unit norms with students to continue clear expectations for this unit.**

1. **MOTIVATION: Warm-up** - Provide the warm-up question below for students to respond. After providing students with time to think individually about their responses, allow students to share with the class. Warm - Up Question:
  - a. What do you think is the most important anatomical reproductive part related to fertilization and pregnancy? Why?
2. Explain to students that today's lesson will focus on the anatomy and physiology of the reproductive systems as well as focus on resources and laws related to sexual and reproductive health.
3. Provide students with a copy of the "Reproductive Anatomy Review" handout. You may choose to have students work individually or with a partner to complete the assignment.
  - a. After students complete their handout, facilitate a class discussion using slide 4-9 on the lesson PowerPoint. Allow students to share the relationships they wrote down for each pair of body parts. Discuss similarities or differences between students' responses Use the "Reproductive Anatomy Review Teacher Resource" as a guide during your class discussion.
4. Explain to students that the discussion will now focus on the fertilization and implantation process.
  - a. One Minute Click List - Provide a notecard (or scrap sheet of paper) to each student. Tell students they will have one full minute to write down everything they remember about fertilization and implantation. Use a timer to keep track of time.
  - b. Then provide students one minute to share what they wrote with a partner. After students share with a partner, allow students to share what they remember with the class.
  - c. Then give students one minute to write one question that they have about fertilization or implantation. Students will not share their questions with the class. However, ask students to put their notecard on the side of their desk. During the remaining time in class, if their question is answered, they should write an answer to the question. If it is not answered, at the end of class they should put a star next to their question to indicate to the teacher that it is an unanswered question. Teachers should collect the notecard at the end of class to review questions that were not answered. If questions are appropriate and align with the approved content for the course, the teacher can answer the question at the start of the next class period.
5. Review the process of fertilization and implantation on slides 11 - 12
6. Ask students to brainstorm the physical signs of pregnancy. After students have a few minutes to brainstorm their ideas and discuss with classmates, allow students to share their ideas with the whole class. Explain that not all people experience the same symptoms of pregnancy, and some people may have no early signs of pregnancy. Some physical signs of pregnancy include:
  - a. Missing a period
  - b. Tender, swollen breasts
  - c. Fatigue/tiredness
  - d. Nausea with or without vomiting
  - e. Frequent urination
7. Then go through slides 14- 20 to review the stages of pregnancy and specific information about each trimester of pregnancy. Notes are provided on each slide to assist with the explanation of each stage/trimester of pregnancy.
  - a. Slide 20 - The information on this slide will share options that a person may consider prior to and/or when giving birth.
    - Explain to students that every person's childbirth experience is different. What students may have seen in movies or on TV does not represent how all people experience childbirth. Explain there are many birthing options for someone to consider prior to and when giving birth.
8. Provide students time to brainstorm answers to the three questions related to "What impacts Health." After brainstorming, allow time for students to share responses with the class. Brainstorming questions include:
  - a. What actions do people take to be healthy?
  - b. What are some of the things that can have a negative impact on health?
  - c. Which of these can help or interfere with a healthy pregnancy?
9. Use the brainstorming questions and student responses to lead into a discussion on prenatal care. Allow students to share what they already know about prenatal care. Ask "What prenatal care is necessary to

keep the mother and baby healthy?" Then share the information provided on the slide and in the teacher notes section.

10. The focus of class will now shift to sexual and reproductive health services and resources. Provide the brainstorming questions listed below and ask students to share ideas with the class:
  - a. Who could a teen talk to if they have questions about sexual health?
  - b. Where can a person access sexual and reproductive health services and resources in the Harford County community?
11. Provide students with a **Sexual and Reproductive Health** handout. Then explain that they will spend some time reviewing the **Harford County Community Services Resource Guide** to determine the sexual and reproductive health resources that are available in our community. Explain that students should answer the questions provided on their handout. Once this activity is complete, use the questions on the handout as a guide for a class discussion.
12. Ask "What laws have you heard of that support sexual or reproductive health for people of different ages?" Use this question to shift the class discussion to the law surrounding reproductive health.
13. Divide students into groups of 2-3. They will work through two scenarios that demonstrate some of the laws relating to reproductive rights. (Each group will be provided with the same scenarios, resources, and questions.) Groups should:
  - a. Read the scenario
  - b. Use the websites that are provided on their handout to conduct research to help answer the questions that align with the scenario
  - c. Once their group completes all questions for a scenario, they should discuss the findings with their small group
  - d. Once all groups are finished, a whole class discussion will take place and small groups will share their ideas with the whole class
14. After students complete the scenario activity in their small groups. Hold a class discussion to review group responses and findings from small group conversations. Use the questions from the scenarios as a guide for the whole group discussion. Also consider asking who else could or should play a role in the situation and why they should or should not do so.
  - As you close the discussion for this activity, explain that there were only a couple of laws relating to sexual/reproductive health that were reviewed during this activity. There are many other laws, that may vary by state, which may impact a person's sexual or reproductive health. Encourage students to talk with a trusted adult in their life if they are interested in knowing more information about laws relating to sexual and reproductive health.

### Closure:

Allow students to choose from the prompts below to reflect on the lesson:

- Today I discovered...
- For me, the most important part of today's lesson was...
- I'm still confused about...
- Now I wonder...

### ASSESSMENT:

- Reproductive Anatomy Review
- Pregnancy & Implantation One Minute Click List
- Sexual and Reproductive Health Student Handout