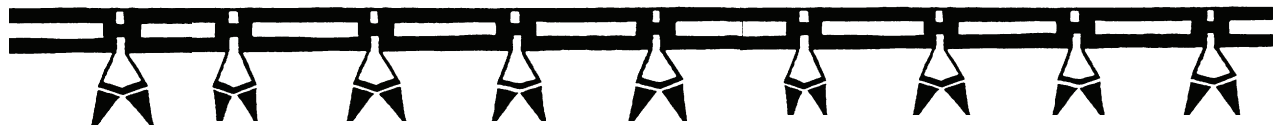


# 9: Reproductive Health - Part 2



## Purpose:

To identify the major structures and functions of the male and female reproductive systems in preparation for later understanding and discussing STDs, HIV, and teen pregnancy with peers.

## Stages of Change Process:

Getting information

## Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Describe how pregnancy happens.
2. Explain the importance of early prenatal care.
3. Identify the types of reproductive health care examinations that males and females should get in order to maintain reproductive health.
4. Identify reproductive health risks specific to GLBTQ youth.

**THINKING AHEAD:**  
Identify teen mom guest speaker for Session 11.\*

*\* Select teen mom with caution to ensure her message aligns with the goal of the session—she shouldn't glorify teen motherhood or downplay its challenges. Also, if she is very shy, you may need some questions prepared to "interview" her. You may want to invite a teen mom and a teen dad. If you cannot find a teen mom, use the Longhouse Media/Native Lens video clip located at: <http://www.youtube.com/user/Nativestand7#p/u>*

## Supplies/Materials:

- Small prize for Activity #3 winning team (optional)

## Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Mad Lib	●	●	
Sperm & Egg Signs	●		
How Does Pregnancy Happen?	●	●	
Pap Smear Screening	●	●	
Vaccines for Tweens & Teens	●	●	
Fast Facts About GLTBQ Health Needs	●	●	
Resources	●	●	

## Preparation:

- Grade What Do Ya Know? Quizzes from Session 8
- You will need a second room and facilitator, as boys and girls are segregated
- Display Words of Wisdom
- Create two sets of signs for Activity #3

## 1. Welcome/Overview

*3-5 minutes, large group lecture, adult or teen co-facilitator*

- Review Session 8: 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 not make crude or crass comments as we go through the session.
- As with Session 8, separate boys and girls.
- Read WOW

**If a man is as wise as a serpent, he can afford to be as harmless as a dove.**

*Cheyenne*

## 2. Mad Lib<sup>1</sup>

*10-15 minutes, large group activity, adult or teen co-facilitator*

- 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 consequences.)
- Ask for a volunteer. Tell the volunteer to open his or her PM to the Mad Lib worksheet. The other students should keep their PM closed.
- Ask the other students to call out a word to the volunteer in each of these categories (go slowly, one word at a time to give the volunteer time to write down the words):



1. Feeling
2. Famous actress’ name
3. Verb ending in “-ing”
4. Action
5. Physical problem
6. Body part
7. Physical sensation
8. Living creature
9. Relative

**MAD LIBS**  
Phil N. DeBlanks

Jackson felt a lot of \_\_\_\_\_ (feeling)  
for his girlfriend, \_\_\_\_\_ (famous actress'  
name). But lately they had been \_\_\_\_\_  
(verb with -ing) a lot because she wanted to \_\_\_\_\_  
(action) with him, but he didn't want to because he was worried  
about \_\_\_\_\_ (physical problem).  
He had a friend who had gotten it, which had caused his friend's  
\_\_\_\_\_ (body part) to \_\_\_\_\_  
(physical sensation). Jackson also didn't want his girlfriend to end  
up having a \_\_\_\_\_ (living creature).  
After all, he wasn't ready to be a \_\_\_\_\_  
(relative).

<sup>1</sup> Adapted from PATH’s “Word Bird” from Games for Reproductive Health, <http://www.path.org/files/gamesbook.pdf>.

- The volunteer will fill in the blanks on the Mad Lib worksheet. 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:

Jackson felt a lot of shyness for his girlfriend, Julia. But lately they had been swinging a lot because she wanted to wash clothes with him, but he didn’t want to because he was worried about having diabetes. He had a friend who had gotten it, which had caused his friend’s hand to tingle. Jackson also didn’t want his girlfriend to end up having a rattlesnake. After all, he wasn’t ready to be a grandmother.

- Now have everyone look at the Mad Lib worksheet in the PM. As a group, go through the exercise again and ask for volunteers to call out realistic terms to fit the story. For example:

Jackson felt a lot of love for his girlfriend, Angelina. But lately they had been fighting a lot because she wanted to have sex with him, but he didn’t want to because he was worried about getting an STD. He had a friend who had gotten it, which had caused his friend’s penis to burn. Jackson also didn’t want his girlfriend to end up having a baby. After all, he wasn’t ready to be a father.

### 3. The Sperm & The Egg<sup>2</sup>

*8-10 minutes, competing teams, adult or teen co-facilitator*

- Introduce topic by stating that one of the goals of Native STAND is to prevent unplanned pregnancies. Now that they are more familiar with the male and female 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.

The Sperm & The Egg Signs—Page 1

TESTICLE

TESTICLE

<sup>2</sup> Adapted from Big Decisions curriculum, available at: <http://www.bigdecisions.org>.

- You will give them a set of signs. Each sign has a component of either the male or female reproductive system that is critical to the journey of the sperm. The goal of the activity is to get the signs in the correct order the fastest.
- The correct order is:

- Epididymis
- Testicle
- Vas Deferens
- Urethra
- Vagina
- Cervix
- Uterus
- Fallopian Tube
- Egg



- Ask the students to walk you through the journey.
- Direct students to How Does Pregnancy Happen?<sup>3</sup> in the PM.
- Review the information on the handout and answer any remaining questions.

**NOTE:** If there are at least 12 participants, you can divide the students into two teams and have them compete against each other to see which team can get the signs in the correct order in the least amount of time. You can give the winning team a small prize. *(optional)*

**How Does Pregnancy Happen?**

**Getting the Sperm and Egg Together**  
Every day men create sperm in their testicles. When a man has an orgasm (and ejaculates), millions of sperm are released within the fluid that's often called "cum." The more formal name is "semen."

Once a month, a woman releases an egg from one of her ovaries. The fallopian tube takes the egg from the ovary toward the uterus.

During vaginal sex between a woman and a man, the man's penis ejaculates in the woman's vagina. That ejaculation shoots millions of sperm up into the woman's vagina, where they race through the cervix, then the uterus and into the fallopian tubes hoping to find an egg. If they find one, fertilization may occur.

**From Fertilized Egg to Baby**  
Each month a woman's brain sends out hormones that cause changes in her uterus. At one point in the cycle, her body creates a potential home for the fertilized egg in the wall of her uterus. A woman can only become pregnant during the days when the uterus is ready. If the fertilized egg doesn't attach during this part of her menstrual cycle, the uterine lining is expelled from her body during her 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 mother to the child. It supplies nutrients to the fetus and takes away waste.

**The Body's Changes**  
A woman's body goes through many changes during pregnancy. She gains weight to help keep the fetus growing and protected. She produces more blood, so that there's enough for two bodies instead of one. Toward the end of her pregnancy, a woman's 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 it has room to get out.

The entire process, from ejaculation to delivery, takes about 40 weeks.

#### 4. Healthy Pregnancies

*3-5 minutes, large group discussion, adult facilitator*

- Remind students that another important time to seek health care is during pregnancy.
- In an ideal world, all pregnancies would be planned. However, that's not the case, and almost half of all pregnancies in the U.S. are unplanned.
- As soon as a woman even thinks she might be pregnant, it's very important to seek care with a health care provider as soon as possible.
- If you decide to have your baby, it is very important to see a doctor regularly so that your baby will be healthy. Many complications can be prevented if you get the proper and early prenatal care.
- Remind students that women should not smoke, drink, or do drugs during pregnancy and that overweight woman are at a higher risk of complications during pregnancy.
- All women who can get pregnant should take a folic acid supplement, which prevents a serious birth defect called neural tube defects. It's important to take this supplement before getting pregnant.

<sup>3</sup> Adapted from Puberty Information for Parents and Kids, <http://www.childdevelopmentinfo.com/development/puberty.htm>

## 5. Keeping Healthy

10-15 minutes, large group discussion, adult facilitator

- 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 recognize that you can't have reproductive or sexual health if you aren't healthy overall.
- Many experts recommend yearly check-ups for all teens until they turn 21. The visits should 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-Diphtheria-Pertussis, Measles-Mumps-Rubella, chickenpox, polio, influenza, Pneumococcal polysaccharide, Hepatitis A, Hepatitis B, and Human Papilloma Virus)
  - ◇ counseling about healthy habits and risky behaviors (including drugs and alcohol, smoking, physical activity, nutrition)
- Ideally, at least part of the visit should be done without the parent or guardian present, so the doctor and the teen can have an open and confidential discussion 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 doctor's visits should expand to include screening for STDs and discussions about STD/HIV and pregnancy prevention. (Some people assume that an STD test was done when it wasn't. Specifically ask your doctor if you are being tested for STDs.)
- In addition to these topics, there are some differences in what male and female teens can expect at these visits:
  - ◇ Women—discussion topics may include pelvic pain, irregular periods, and contraception; a pelvic exam may be done to look for irregularities; a breast exam may be done to look for lumps; cervical cancer screening ("Pap smear") should begin at age 21 and be done every two years. Some doctor's may screen for intimate partner violence, depression, eating disorders, and suicide.
  - ◇ Men—discussion topics may include the use of anabolic steroids, care for uncircumcised penises; an exam of the genitals may be done to check for suspicious lumps or hernias.
- Although it can be embarrassing to be examined by a doctor and to be asked very personal questions, it's a very important part of your health care. STDs and cancer can cause infertility and other complications. If a teen wants to become a parent some day, he or she needs to take care of their bodies now.
- Remind students that later we will visit a clinic and we can talk more about these health care visits and exams then.
- Point out to the students that they have information in the PM on Pap Smear Screening<sup>4</sup> and Vaccines for Teens & Tweens<sup>5</sup>.

### Vaccines for Tweens & Teens

Are you 11-19 years old? Then you need to be vaccinated against these serious diseases!

Many people between the ages of 11 and 19 think they are done with their vaccinations. They think vaccinations are just for little kids, but guess what? They're wrong. There are millions of teens and tweens who need vaccinations to prevent all kinds of serious illnesses. Are you one of them?

### Pap Smear Screening

#### What is a Pap smear?

A Pap smear, also called a Pap test, is part of a pelvic exam. The word "Pap" is short for Papanicolaou, which is the last name of the doctor that studied changes in cervical cells. A Pap test is usually done in the first few years after you have become sexually active and then yearly after that or when you turn 21, which ever comes first. It is the only way to check the cells on your cervix for changes that can lead to cancer. Your health care provider usually checks for STDs at the same time.

#### How is a Pap smear done?

As part of your pelvic exam, your health care provider will take a thin plastic wand and a tiny brush and gently wipe away some of the cells from your cervix. Most girls don't feel anything at all. A few girls may feel a little cramping as their cervix is gently brushed. If you feel anything, it usually lasts less than 1 minute. These cells are placed in a bottle or on a glass slide and sent to a laboratory.

A trained technician then examines the sample of cells under a microscope to see if the cells are normal or if there are any problems. The lab then gives the results to your health care provider, who will contact you if the results are NOT normal.

If you are menstruating, you should reschedule your Pap smear as the blood cells make the smear difficult to "read" accurately. The same is true if there is semen on your cervix—if you had sex without a condom within 24 hours of the Pap smear.

#### What do Pap smear results mean?

Although most Pap smear results come back as normal, it is not unusual for the test results to be abnormal if you are an adolescent. This may be because the young cervix is more vulnerable to cancerous changes when exposed to semen early in a woman's fertile lifetime. Precancerous or cancerous changes are even more likely to occur if you have several sexual partners.

If your results come back "normal", this means that your cervix is healthy and you will need another Pap smear in 1 year. Other test results may mean that the sample of cells was not a good sample and can't be read by the lab technician or it may mean there are some funny looking cells on the test and more tests are needed to figure out the reason for the changes. It is very important to return to your health care provider if they tell you that you need to have another Pap smear.



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<sup>4</sup> Source: <http://www.ahrq.gov/clinic/3rduspstf/cervcan/cervcanrr.htm>

<sup>5</sup> Source: <http://www.youngwomenshealth.org/abpap.html>; <http://www.coolnurse.com/papsmeas.htm>

## 6. GLBTQ Reproductive Health Issues

10-15 minutes, large group lecture, adult facilitator

- Introduce topic: GLBTQ youth have unique reproductive health needs and are often at higher risk for STDs, HIV, and even teen pregnancy than “straight”—or heterosexual—youth. GLBTQ teens are more likely than straight teens to:
  - ◇ Have had sex
  - ◇ Have had more partners
  - ◇ Have had sex against their will
  - ◇ Report high-risk sexual behaviors
  - ◇ Report substance use before sex
  - ◇ Report personal safety issues
- Ask students to review *The Unique Sexual and Reproductive Health Needs of Gay, Lesbian, Bisexual, Transgender, and Questioning Youth*<sup>6</sup> in the PM. Answer any questions.
- Explain that transgender youth have complicated health concerns and need sensitive primary care providers, mental health support, peer support, and education.<sup>7</sup>
  - ◇ Transgender youth may face ridicule and discrimination in health care facilities, practitioners who may not be properly trained to handle their issues, and others who may have their own prejudices against transgender identities.
  - ◇ A caring and committed doctor is key for the survival of transgender youth.
  - ◇ Many transgendered people take male or female hormones to change their appearance, often without the supervision of a licensed medical provider. (They may be using “bootleg” substances, may be over self-medicating, and may be incorrectly injecting or sharing needles to administer their hormones.) Because of barriers to health care, transgender youth may be especially susceptible to disreputable practices and predatory practices.



## 7. Answers to “What Do Ya Know?” Quiz

10-15 minutes, large group activity and discussion, adult facilitator

- Return the completed “What Do Ya Know” quizzes from Session 8 to each student.
- Go through the answers, discuss any areas of confusion, and make sure everyone is comfortable with the correct answers.

## 8. Closing

3-5 minutes, large group lecture, adult co-facilitator

- Answer any questions.
- Refer students to the Resources in the PM.
- Preview next session: The Downside of Hooking Up.
- 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 him or her and how they relate to today’s session and activities.
- Adjourn.



<sup>6</sup> <http://www.healthyteennetwork.org/vertical/Sites/%7BB4D0CC76-CF78-4784-BA7C-5D0436F6040C%7D/uploads/%7B516EF85D-49FA-4F3F-B562-FA918CF9ED58%7D.PDF>

<sup>7</sup> Adapted from <http://www.sexetc.org/story/glbtc/2238>

# NOTES

