

Sub-Task #6 Female Changes at Puberty

Materials

Overhead Projector

TV and VCR

Video: "Changing" available from local Public Health Unit or OPHEA (Optional)

Video: "New Improved Me" materials from Public Health Unit (if available)

Description

The students will learn the correct terminology for the anatomy of the female reproductive system. The students will apply these terms correctly to diagrams and when discussing female changes during puberty.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p11	Describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
5p12	Describe the process of menstruation and spermatogenesis

Assessment Opportunities - Suggestions for Assessing Expectations

Formative Assessment: Performance Task - Assess Female Reproductive System worksheet (see Appendix O and P) to determine understanding of female reproductive system.

Diagnostic Assessment: Personal Communication - Assess knowledge of menstruation through question and answer and in class discussions.

Teacher/Learning Strategies

1. Reproductive System of the Female

- Show first section of "Changing" video or Part 2 of "New Improved Me" which reviews the internal and external reproductive system of the female. If the video is not available, use Appendices O, P and Q and refer to the Notes to Teacher.
- Students complete handout "The Female Reproductive System" (see Appendix P) using same diagram as on overhead. Definitions are included in Appendix Q. Refer to the Notes to Teacher.

Notes to Teacher

- This lesson familiarizes the students with the anatomy of the female reproductive system. The second lesson deals with menstruation specifically.
- While most of the male reproductive organs are on the outside of the body and are easily seen, the reproductive organs of the female are either internal or those that are external are less visible. Between a girl's thighs are two folds of skin known as the labia majora and labia minora that cover the tiny opening to the bladder and the opening to the vagina. The external reproductive organs are called the vulva. At the junction of the labia minor and just below the pubic bone is the clitoris, which, like the glans in the male, has many nerve endings and is sensitive to the touch. Although much smaller and harder to see, it also can become erect when touched or stroked. It has no opening and no ejaculation takes place.
- The internal organs consist of a vagina which is a small collapsed tube about three inches long and one inch wide. In a mature female the uterus is about the size of a fist (ask students to make a fist with their hand). Two fallopian tubes, and two small ovaries, which each contain 250,000 egg cells (ova), lie on either side of the uterus. The purpose of these organs is to prepare for the conception and development of a baby. Once a girl reaches puberty she will not only start to look different she will also begin to menstruate.
- Once a month an egg (ovum), will ripen in one of the ovaries. An egg (ovum) lives for about 24 hours after leaving the ovary. If there are sperm present, one of these sperm may fertilize the egg. If the egg is not fertilized, it will disintegrate. Once a month, the lining of the uterus prepares a rich supply of food and oxygen for the egg. If the egg is not fertilized, the lining of the uterus is not needed; it slips away and comes out through the vagina as menstrual flow, which is called menstruation.
- The cycle repeats itself every month until the age of 45-50, when it stops. This is called menopause. Periods also stop while a woman is pregnant.

Ontario Catholic School Graduate Expectations

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-61, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

TM pp.62-67 SB pp.60-68

Appendices

Unit 4 Appendix O Female Reproductive System - Answer Sheet

Unit 4 Appendix P Female Reproductive System - Worksheet/Overhead Transparency

Unit 4 Appendix Q The Female Anatomy/Reproductive System - Definitions Handout

Sub-Task #7 Female Changes During Puberty

Materials

Overhead Projector

“Changing Me” flip charts, overheads, etc., if available from Public Health Unit

Description

The students will review the correct terminology for the female reproductive anatomy. They will then be able to describe the process of menstruation.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p11	Describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
5p12	Describe the process of menstruation and spermatogenesis

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Assessment Opportunities - Suggestions for Assessing Expectations

Diagnostic Assessment: Personal Communication - Assess knowledge of menstruation through question and answer and in class discussions.

Formative Assessment: Performance Task - Assess Girls at Puberty worksheet (see Appendix S). Fill in the blanks accurately from information discussed in the lesson to determine understanding of menstruation.

Teaching/Learning Strategies

1. The Process of Menstruation

- Refer to background information included in “Notes to Teacher” in preparation for discussion of menstruation.
- Discuss the menstrual cycle using the overheads (see Appendix R) and the information contained in the Notes to Teacher. If available, use the flip charts from the Public Health Unit.
 - The following questions may help guide your discussions:
 - Why does a girl get a period?
 - How long does a period usually last?
 - What does a girl use to absorb the menstrual blood?
 - How does a woman decide which type of menstrual product she will use?
- Students complete Girls at Puberty sheet (see Appendix S and T). Correct using Answer sheet.

Notes to Teacher

- Check for other videos, etc., available from the Public Health units to show the process of menstruation.
- **Menstruation:**
 - Menstruation is the shedding of the lining of the uterus. During this time a small amount of blood, mucus and cells from the lining of the uterus leaves the female body through the vagina.
 - Menstruation is an important sign that the body is maturing. The age of first menstruation (menarche) varies from as young as 9 to as old as 16, with the average being between the ages of 12 -13.
 - Sometimes menstruation is called a period. It happens about every 3 - 5 weeks, for a period of around 3 - 5 days.
 - When girls first begin to menstruate, their cycles are not like those of a mature woman. As a result of fluctuating hormone levels, their cycles tend to be very irregular and unpredictable. Instead of a 3 to 5 week cycle, it may be several months between their cycles.
 - Some girls may feel some cramping in her lower abdomen, but not all do. Some girls find their periods painful. An overproduction of prostaglandin causes contractions in the uterus. Others may have mild cramps, and some have periods start without any warning at all.
 - Menstruation usually begins with a small brown or reddish discharge.
 - During the childbearing years, menstruation normally only stops because of pregnancy. However, extreme dieting, heavy exercise, illness, travel and stress can cause irregularities.
 - Menstruation is a normal part of life and there is no need for a girl to change any of her activities.
 - Girls use pads or tampons to absorb the blood. Pads are worn on the outside and tampons are used inside the vagina.
- The teacher may wish to provide this information to females only:
- **Pads:**
 - If the girl is using pads, they come in different sizes and styles (without or with wings and without or with deodorant). Each girl has to find the kind that she is most comfortable using.
 - Pads need to be changed every four to five hours or more often if bleeding is heavy.
 - If a certain type of pad causes pain or irritation, change to a different brand.
 - Wear a pad at night.
- **Tampons:**
 - Some girls, when they feel more comfortable with their body and their menstrual cycles, use tampons at certain times. Some girls will not use them because their culture says that the hymen (a thin membrane which partially covers the vagina) should not be broken before marriage.
 - Some girls use tampons when they go swimming, play sports . . .
 - Tampons come in various sizes, absorbency and methods of insertion.
 - Tampons should be changed every four to five hours.
 - Read the warnings about using them at night or for more than six hours.
 - When using a tampon, girls need to be sure to push it to the small of the back, not upwards, into the vagina so it fits comfortably.
 - Tampons cannot get lost in the body since the cervix stops them from going into the uterus.
 - Cover the topic of Toxic Shock Syndrome (TSS) with girls in the class. Refer to the information sheet to assist the teaching of this important concept (see Appendix U).

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Appendices

- Unit 4 Appendix R Your Menstrual Cycle - Handout
- Unit 4 Appendix S Girls at Puberty - Worksheet
- Unit 4 Appendix U Tampons and Toxic Shock Syndrome - Handout