

Sub-Task #4 How the Changes at Puberty Relate to the Reproductive System-Female

Materials

See list of Appendices

Description

Students will discuss the female changes at puberty and how they relate to the reproductive system through teacher led discussion and labelling of female reproductive worksheets.

Expectation Code	Learning Expectation
6p2	Identify the major parts of the reproductive system and their functions and relate them to puberty*
6p8	Relate the changes at puberty to the reproductive organs and their function

Assessment Opportunities – Suggestions for Assessing Expectations

Formative Assessment: Paper and Pencil Task – Students write an explanation as to how the female reproductive system and its function relates to the changes at puberty (see Teaching Learning Strategy #4 and Appendix X for a peer assessment tool). *This expectation is a focus of this lesson but will be assessed later in the grade 6 Growth and Development unit.

Teaching/Learning Strategies

1. Ways To Express Affection

- Introduce the lesson with a class discussion. Tell the class that not only are there physical changes at puberty, but there are also emotional changes (i.e., how they may feel towards others in relation to love and affection). Stress that while these feelings of attraction and intimacy are natural, they may well lead to confusion and possibly inappropriate behaviour. What are some ways that we can show people we like them? Divide the class into small groups. Distribute “Ways To Express Affection”, (see Appendix M). Students brainstorm and list ways to show affection which do not involve high risk sexual activity, i.e., talk on the telephone, do homework together, give or get a hug, hold hands, go for a walk, give a compliment, etc.

2. Female Reproductive System

- The teacher will distribute the diagrams of the female reproductive system (see Appendix N and O). Have students label these cooperatively with the teacher. Teacher reviews and discusses the function of each part (see Appendix P).

3. How A Female Becomes Reproductive

- Using the overhead, “Hormones Can Cause Changes In The Female”, explain how the pituitary gland will begin producing FSH (Follicle Stimulating Hormone) in order to show how the female

becomes reproductive (see Appendix Q). Using the information in Notes to Teacher “Female Reproductive System,” explain to students how the changes at puberty relate to the reproductive organs and their functions.

- Distribute two sheets of paper to each student. On one, have them write a question about the female reproductive system and on the other have them write one thing they learned about how the female reproductive system and its function relates to the changes at puberty. The teacher collects the question papers, and uses as a starter for discussion in Sub-Task #5. The teacher may script for those students who may not be able to write effectively. The students switch the “one thing learned” paper with a partner and assess each other’s understanding of how to relate the changes at puberty to the reproductive organs and their functions (see Appendix X).

Notes to Teacher

Ways To Express Affection

- Emphasize we are not just focusing on sexual behaviour but behaviour that we all appreciate from someone we like being around. The behaviour should be safe behaviour that does not put either one at risk of a health concern, e.g., pregnancy.

Female Reproductive Organs:

	Changes at Puberty	Function
External (called the “vulva”)		
Labia (inner, outer)	<ul style="list-style-type: none"> • increased oil/sweat production • gets thicker, more wrinkly, darker in colour 	<ul style="list-style-type: none"> • protection of internal reproductive organs
Mons pubis	<ul style="list-style-type: none"> • thickens to form more padding • hair grows on it 	<ul style="list-style-type: none"> • protects/cushions the pubic bone
Clitoris	<ul style="list-style-type: none"> • grows to adult size (approximately the size of pencil head eraser) • more sensitive 	<ul style="list-style-type: none"> • sensitive to touch because of many nerve endings
Urinary opening (urethra)	<ul style="list-style-type: none"> • grows to adult size 	<ul style="list-style-type: none"> • urine leaves the body through this opening
Vaginal opening	<ul style="list-style-type: none"> • grows to adult size • able to stretch 	<ul style="list-style-type: none"> • menstrual flow leaves the body • reproductive function • baby exits from this opening

Notes to Teacher *continued*

	Changes at Puberty	Function
Internal		
Vagina	<ul style="list-style-type: none"> • normal discharge from vagina-odourless, cloudy, white (cleansing mucous) • starts up to two years before menstruation • avoid perfumed bath, deodorant sanitary products and douching • white, cotton underwear preferable to prevent yeast infections 	<ul style="list-style-type: none"> • leads to other internal reproductive organs • used for reproduction and birth of baby • menstrual flow exit
Uterus	<ul style="list-style-type: none"> • grows to about the size of a fist • changes position to tilt in pelvic cavity 	<ul style="list-style-type: none"> • where a baby grows • very stretchy • lining is shed during menstruation
Fallopian tubes	<ul style="list-style-type: none"> • on either side of uterus 	<ul style="list-style-type: none"> • passageway from uterus to ovary, helps move egg along • fertilization takes place here
Ovaries	<ul style="list-style-type: none"> • grows to adult sizes (size of a walnut) • starts producing the hormones estrogen and progesterone 	<ul style="list-style-type: none"> • stores ova (hundreds of thousands) • releases ovum about once a month starting at puberty • produces hormones
Endometrium	<ul style="list-style-type: none"> • lining of the uterus (thickens to prepare for implantation) 	<ul style="list-style-type: none"> • thickens and sheds during menstrual cycle

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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

In teaching the material on puberty and reproduction Theme 3, **Created Sexual: Male and Female** MUST be the resource used with the students. In using **Fully Alive** as the teaching resource, the students are also deepening their understanding of human sexuality as a gift from God which empowers the human person to be loving and life-giving co-creators with God.

Theme 3, **Created Sexual: Male and Female**, Topic 2, Love and Life

- explore the meaning of sexuality as loving and life-giving
- deepen their understanding of human fertility

TM pp. 53-56, SB pp. 58-64

Theme 3, **Created Sexual: Male and Female** , Topic 4, Growing and Changing

- explore some of the ways in which heredity and environment influence development
- deepen their understanding of the changes of puberty

TM pp. 63-69, SB pp. 74-84

Theme 2, **Living In Relationship**, Topic 5, The Growth of Friendship

- explore changes in friendship as people develop
- be encouraged to appreciate the value of real friendship

TM pp. 42-44, SB pp. 46-48

Theme 2, **Living In Relationship** , Topic 6, Stress in Friendship

- explore stressful situations in friendships
- be encouraged to appreciate that some stress in friendships is unavoidable

TM pp. 45-47, SB pp. 49-52

Appendices

Unit 4 Appendix M	Ways to Express Affection – Worksheet
Unit 4 Appendix N	Female Reproductive System Diagram – Worksheet
Unit 4 Appendix O	Female Reproductive System Diagram – Answer Sheet
Unit 4 Appendix P	The Female Anatomy/Reproductive System – Definitions
Unit 4 Appendix Q	Hormones Cause Changes in the Female – Diagram