

OUT OF
SCHOOL
YOUTH

MODULE 5

MY BODY AND ITS DEVELOPMENT

Facilitator Manual



FEDERATED STATES OF MICRONESIA

Out of school Family Life Education (FLE) resource package

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 = CORE ACTIVITY

1A

Activity: Name that part – Anatomy and physiology



Activity overview:

This activity helps participants define and identify the basic body parts involved in sexual and reproductive health. It is important that young people know how to identify different body parts and speak about them with confidence if they need to seek health advice or services. It can also help them identify when something might not be right and they need medical attention.

In sessions about anatomy, consider that participants may use informal language or slang to talk about body parts. As a facilitator, it is important to watch out for and acknowledge harmful language and encourage more neutral and accurate terms.

Age: 10+

Time: 60 minutes

Learning objectives:

- Identify and describe the basic body parts involved with sexual and reproductive health
- Acknowledge that everyone's body is unique, and that differences in our bodies, and how they function are acceptable, including for young people with disability, and it is normal to be curious and have questions about their bodies and sexual functions
- Summarise the sexual and reproductive capacity of men and women over the life cycle
- Analyse the role hormones play in emotional and physical changes over a lifetime
- Explain the key functions of the body that contribute to reproduction (e.g. menstrual cycle, sperm production and ejaculation of semen)
- Recognise that understanding a body's sexual response can help individuals understand their body, and help identify when things are not functioning properly so they can seek help
- Differentiate myths and facts about sexual behaviour and question myths

Sensitive areas: Sex

Resources:

- Large pieces of paper
- Pens or markers
- Handout 1Aa: Male external anatomy
- Handout 1Ab: Male internal anatomy
- Handout 1Ac: Female external anatomy
- Handout 1Ad: Female internal anatomy
- Anatomy information table



Preparation: Prepare all handouts by printing four copies of each. You should have a total of 16 pages.

Group composition: Four groups

Prior learning: None

Literacy support: Required – this activity involves basic reading and writing

Technology: None

Activity 1A: Name that part – Anatomy and physiology⁽¹⁾

Instructions:

1. Introduce the activity by **saying something like:** *This topic is all about our bodies and how they relate to sex and reproduction. Our bodies are amazing! They keep us healthy, they get us from one place to another, and they can make babies. Our bodies heal when they're hurt and they help us deal with stress, illness and trauma.*

This activity will be done with separate groups for the male and female participants, so you will need two facilitators who are ready to facilitate the activity on their own. You will also need two separate locations or spaces near to each other. Divide the handouts into two based on how many male and female participants you have in your group.

2. Tell the participants that because people may feel shy or embarrassed to talk about their reproductive and sexual anatomy in front of the other sex, and because it is taboo to do so when our relatives of the other sex are present, we are going to do the first activity in this session in two groups, one of the males and one of the females. Proceed with the rest of the activity.
3. Divide the group into males and females and have one facilitator take one group to the other space where they will facilitate this activity. They should also take the handouts they will need. Then proceed with the rest of the activity.
4. Have an open discussion following these questions:

Are all human bodies the same? What makes each body different to another?

(You can ask participants: Are there just two types of bodies, for male and female? Or are there child bodies, teenage bodies and adult bodies? What about bodies with and without physical disability? What different things can bodies do?)

Example answers:

- No human body is exactly the same as another
- Bodies are different between biological sexes: male, female or intersex
- Bodies are different for babies, adolescents, adults and elders
- Our bodies can look different depending on our race, ethnicity, age, genetics, gender identity, disability and expressions
- Difference from one person to another is okay and expected; all bodies should be celebrated

- Bodies change throughout our lives
- Some differences may mean one person's body works differently to most – but that's okay!

Do you think many young people are curious about their bodies?

Example answer:

- Yes! It is normal to be curious and have questions about your body
 - It can be helpful to talk to someone about what is happening to your body, even if it might feel awkward
 - When we break our arm or have a cold it's easy for us to seek information, talk to a health worker or ask questions. It should be the same for sexual body parts!
5. Explain to participants that when we go through puberty and our bodies start changing, we might have lots of questions. **Say something like:** *Young people can have a lot of questions about these changes. They can have questions like "How much pubic hair do people have? Why do females develop breasts? Why do males have testes?" These are all common questions and hopefully this topic can help answer some of them!*
 6. Tell participants this activity will focus on our reproductive systems, the organs involved in creating a fetus and baby.
 7. Ask participants: What do our sexual and reproductive systems do? What is their function?

Example answers:

- To make babies
 - To make the sperm (in males) and eggs (in females)
 - To transport sperm and eggs
 - To protect a developing baby
 - To produce hormones (hormones are chemicals that race around the body and signal body parts to change what they are doing)
 - For sex and sexual enjoyment
8. Explain that they are now going to be looking at some images of sexual and reproductive anatomy and ask whether participants are comfortable with seeing these images before proceeding. Tell them that because these are body parts we don't usually talk about and may not look at, it can make us feel uncomfortable at first, but they are actually body parts just like all our other ones and it is important for us to know what they are and how they work.
 9. Remind participants that not all bodies look like the images in the handouts. Bodies can look many different ways and can be all different shapes, sizes and colours. This is totally normal.
 10. Set up four 'stations' in different corners of the room. In one corner, place all copies of handout 1Aa. Repeat for the other three handouts (put all four pieces of paper of the same handout in one corner).

11. Split the participants into four teams and let them choose a team name.
12. Instruct each team that they will have 2 minutes at each station to correctly label the diagram in the handout.
13. Instruct teams to make sure they write their team name at the top of their diagrams at each station and then when the round is over, take their diagram with them.
14. After 10 minutes, teams need to sit together with their four filled handouts.
15. Go through answers using the information in the facilitator's answer sheet.
16. After this is complete, on some paper at the front of the room, draw three columns with the headings 'Male', 'Female', 'Both'.
17. Explain by **saying something like:** *Knowing how your body works can help you explain to a healthcare worker if you have a question or you think there might be a problem. It will also help you later when there are lessons about family planning and sexually transmitted infections (STIs). Let's brainstorm the sexual and reproductive anatomy we all have and try to determine if it's a male part, female part, or body part everyone has. Some people's bodies don't fit neatly into one category or another because of differences in their chromosomes, gonads (usually testes or ovaries) and/or sexual and reproductive organs due to variations in the process of prenatal development. They are called "intersex".*

Let's now think of the names of the parts of the body, both inside and outside, that are part of the sexual and reproductive systems.
18. Ask participants to start naming body parts one at a time.
19. As each body part is named, do the following three things:
 - a. Ask participants which column the body part belongs in and write it in the correct column.
 - b. Ask what other terms are used among young people for that body part, including local language terms.

Example: *When you write down 'breasts', other names could include 'tits', 'boobs', 'boobies', etc.*
 - c. Share some information about that part of the body using the anatomy information table at the end of this activity. You don't need to share all the information, just what you think is important.

i Facilitator note

Be mindful that participants may use language here that is harmful. If so, remind them to use a more accurate or neutral word.

20. Ask participants to get into pairs to discuss the following questions between themselves. This will help to conclude this activity.

Discussion questions:

- What is one new piece of information you have learnt from this activity?
- Do you have any more questions about the female or male sexual and reproductive systems?
- Who is one adult in your life that you trust and feel comfortable to ask questions if you needed more information about your body?

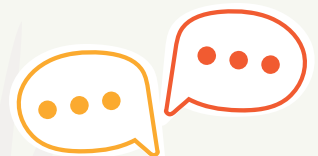
21. **Ask the participants:** *What are the main things you learned from this activity?*

22. Conclude the activity by reading out any key messages they did not mention:

- All bodies look different, and that is totally normal
- It is normal to be curious about your body, and it's helpful to ask questions or find information on reliable sources such as health services
- The reproductive system supports pregnancy and helps make babies
- Learning about our bodies work can help us to talk about them accurately with health workers
- Knowing how to talk about our bodies can help us communicate with our partners, and understand how pregnancy works
- If you think something might be wrong or unusual about your body, see a healthcare worker as soon as you can

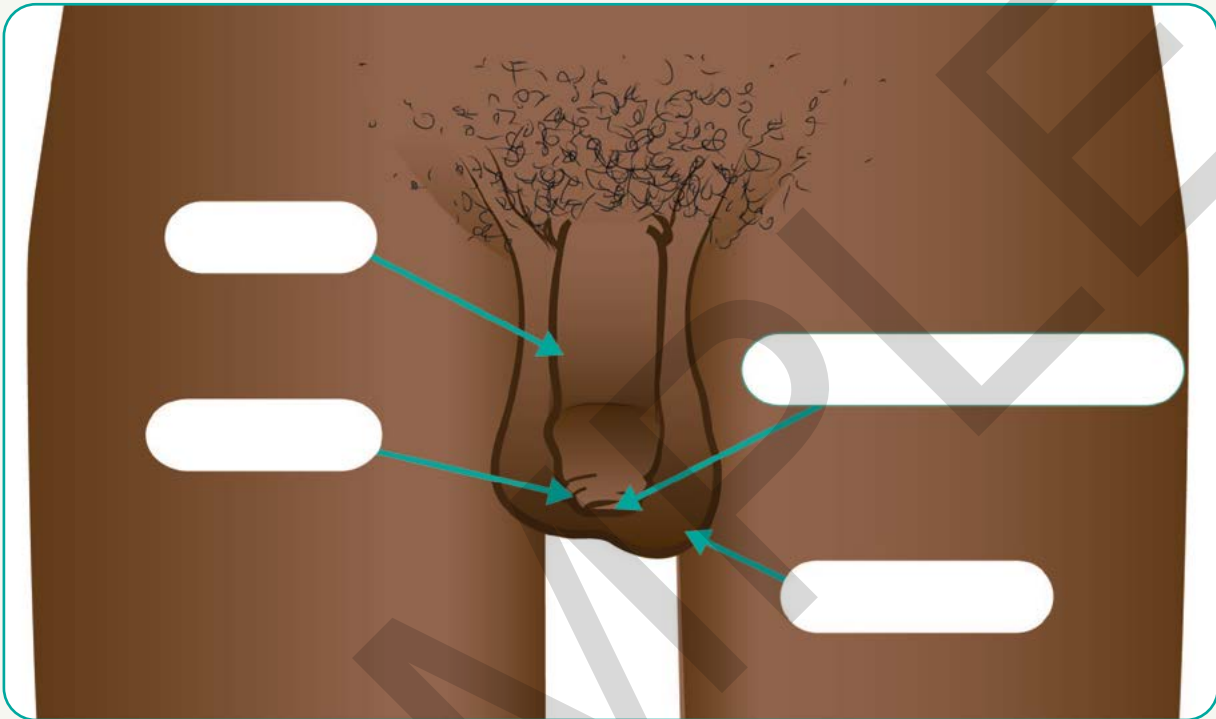
23. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.

24. Bring the female and male participants back together before the next activity.



Handout 1Aa: Male external anatomy

TEAM NAME _____

**Male external anatomy**

Penis: You may have grown up calling it different things, but the formal English term is penis. The penis can be different colours, shapes and sizes. The penis can either be circumcised (when the foreskin is removed) or uncircumcised. Both are normal.

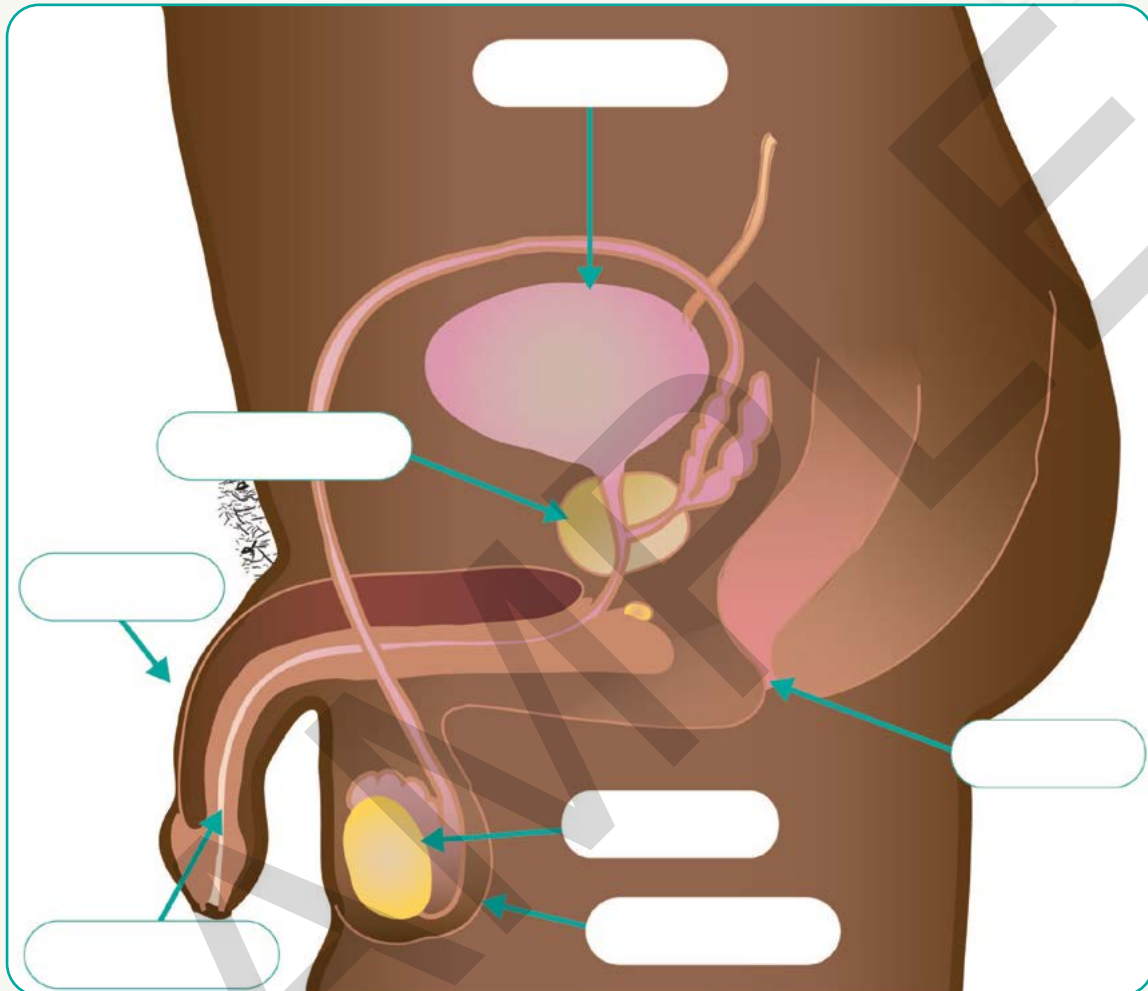
Foreskin: This is the fold of skin which can cover the head of the penis. The foreskin is sometimes removed for cultural, religious or medical reasons. This is called circumcision.

Urethral opening: This is the opening of the tube that carries urine (wee) and semen (cum).

Scrotum: The scrotum (sack) holds two small ovals called testes (balls). During puberty, testes grow bigger and start to make sperm. It is normal to have one testis that is a little bit larger than the other and hangs a little bit lower than the other.

Handout 1Ab: Male internal anatomy

TEAM NAME _____



Male internal anatomy

Testis/testicle: There are two testicles in the scrotum. They produce sperm and the male sex hormone, testosterone. Testosterone is the main hormone in males that cause changes in puberty. Testicles are sensitive, so boys should wear well-fitting underwear, especially during sports.

Urethra: The tube that carries urine (wee) and semen (cum).

Bladder: The bladder holds urine and is shaped like a sac.

Anus: The hole in the bottom (bum) that allows faeces (poo) to pass outside the body. Both males and female have an anus.

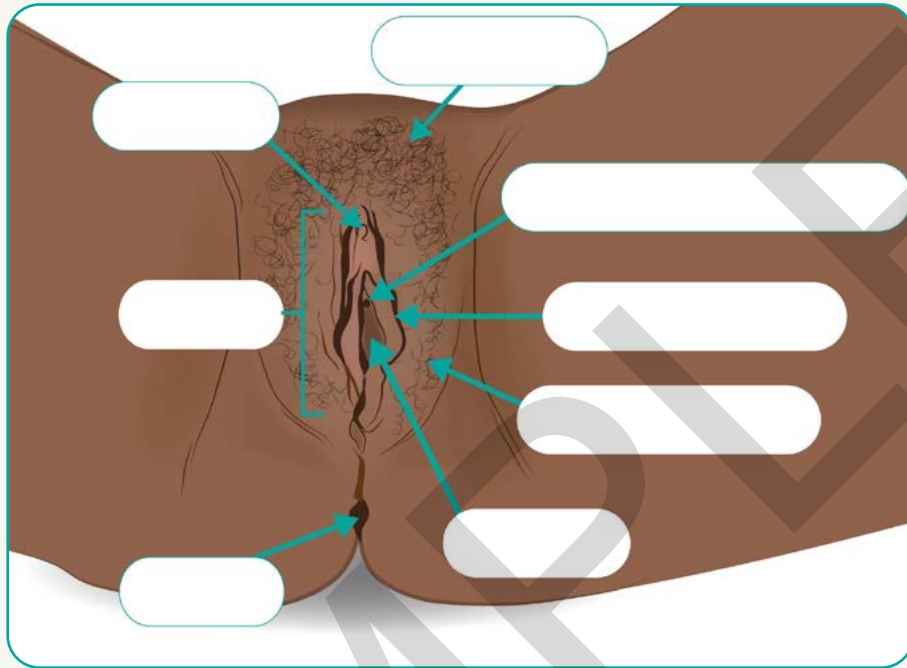
Scrotum: The sac of skin around the testes/testicles.

Penis: The male sex organ through which urine and semen pass. When a man is sexually aroused (turned on), his penis becomes stiff (an erection) and ejaculation of semen may occur.

Prostate: A small gland that surrounds the urethra and makes fluid that makes up a part of semen.

Handout 1Ac: Female external anatomy

TEAM NAME _____

**Female external anatomy**

Vulva: This is the external female genitals. It consists of two pairs of fleshy folds (labia), the opening of the vagina, the urethral opening and the clitoris.

Labia majora: This is the outer parts of the vulva (like fleshy lips) which protect the opening of the vagina and the urethral opening.

Labia minora: These are the inner lips around the vaginal opening.

Clitoris: A small, sensitive organ that is at the top of the inner lips above the urethral opening.

Urethral opening: A tiny hole where the urine comes out.

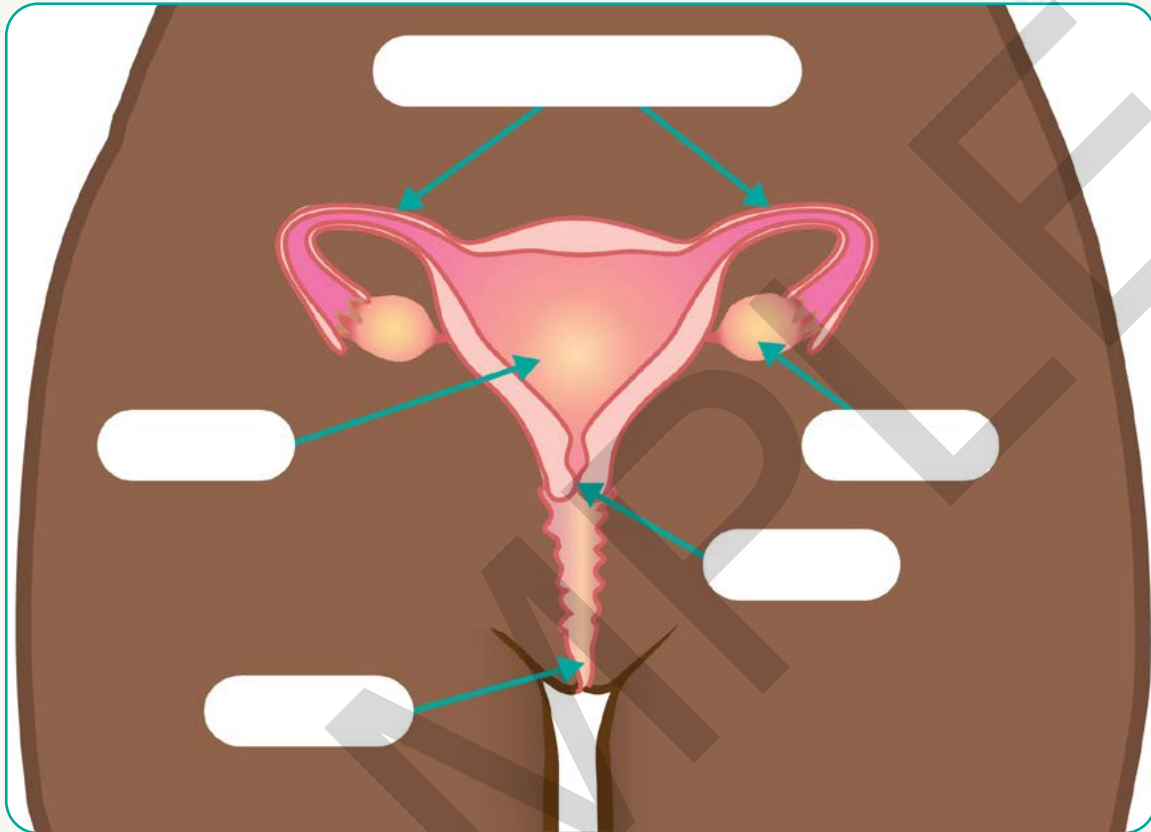
Anus: The hole in the bottom (bum) that allows faeces (poo) to pass outside the body. Both males and female have an anus.

Vaginal opening: This is the entrance to the vagina.

Pubic hair: Pubic hair protects the skin and body around the vulva.

Handout 1Ad: Female internal anatomy

TEAM NAME _____



Female internal anatomy

Vagina: This is the passage from the uterus to the outside of the body. This is where babies and menstrual blood leave the body.

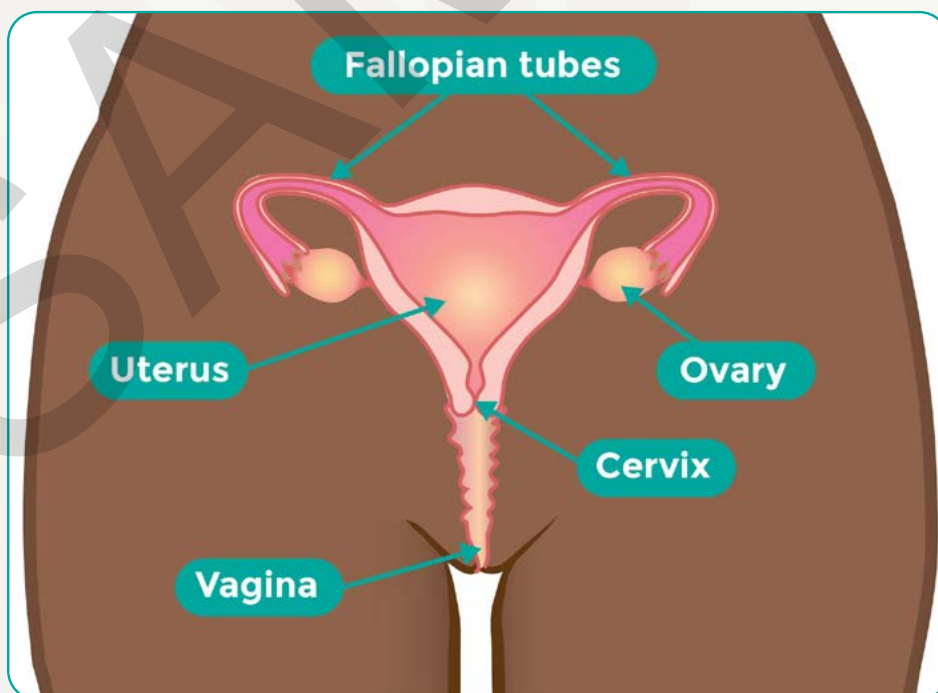
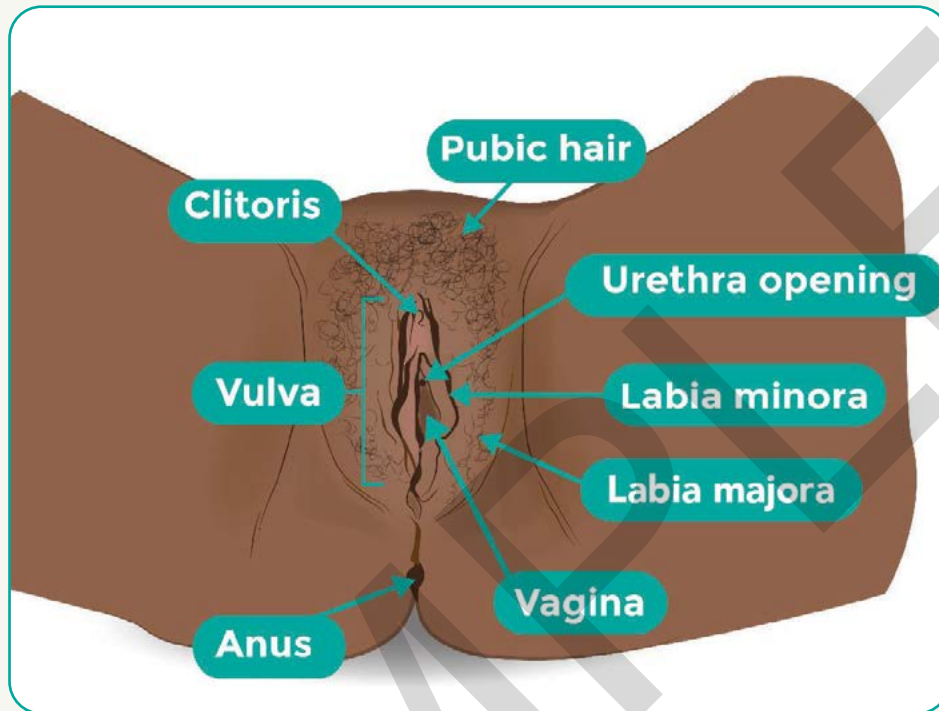
Cervix: This is the lower opening of the uterus at the top of the vagina. During childbirth the cervix stretches to allow the baby to come out.

Uterus: Where a fetus/baby grows and develops during pregnancy. The uterus is where menstrual blood is from.

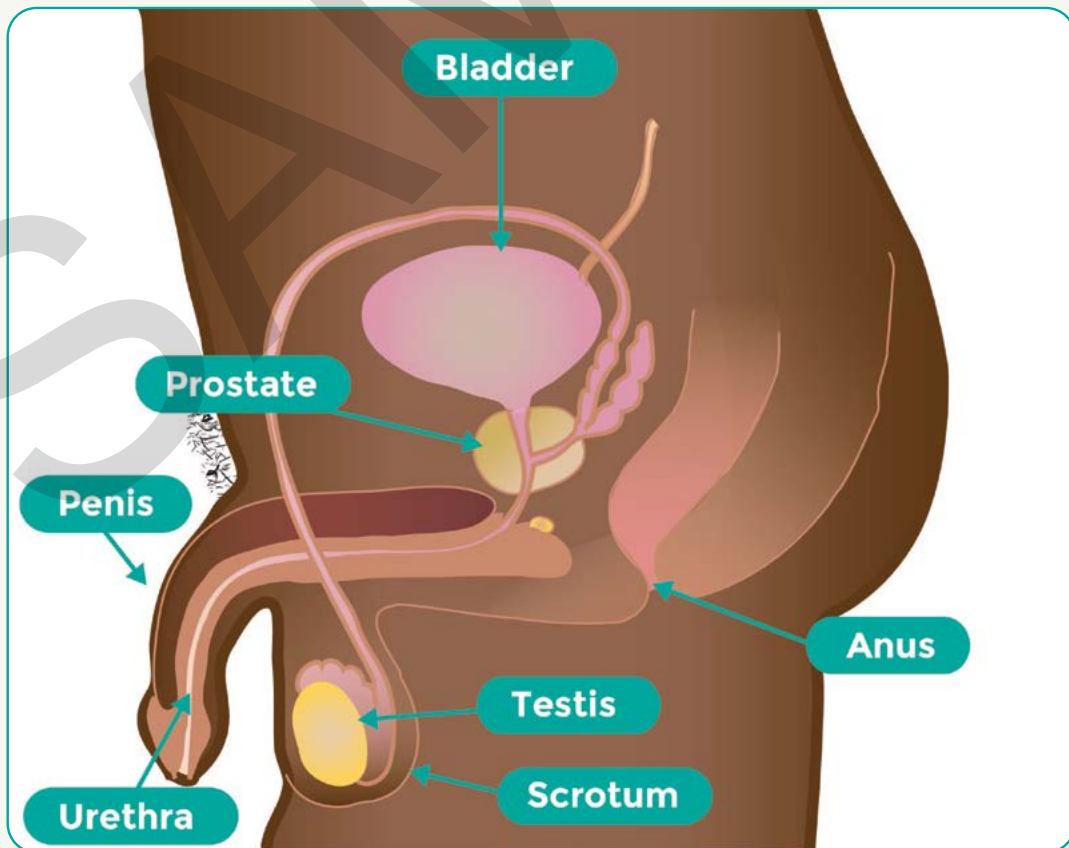
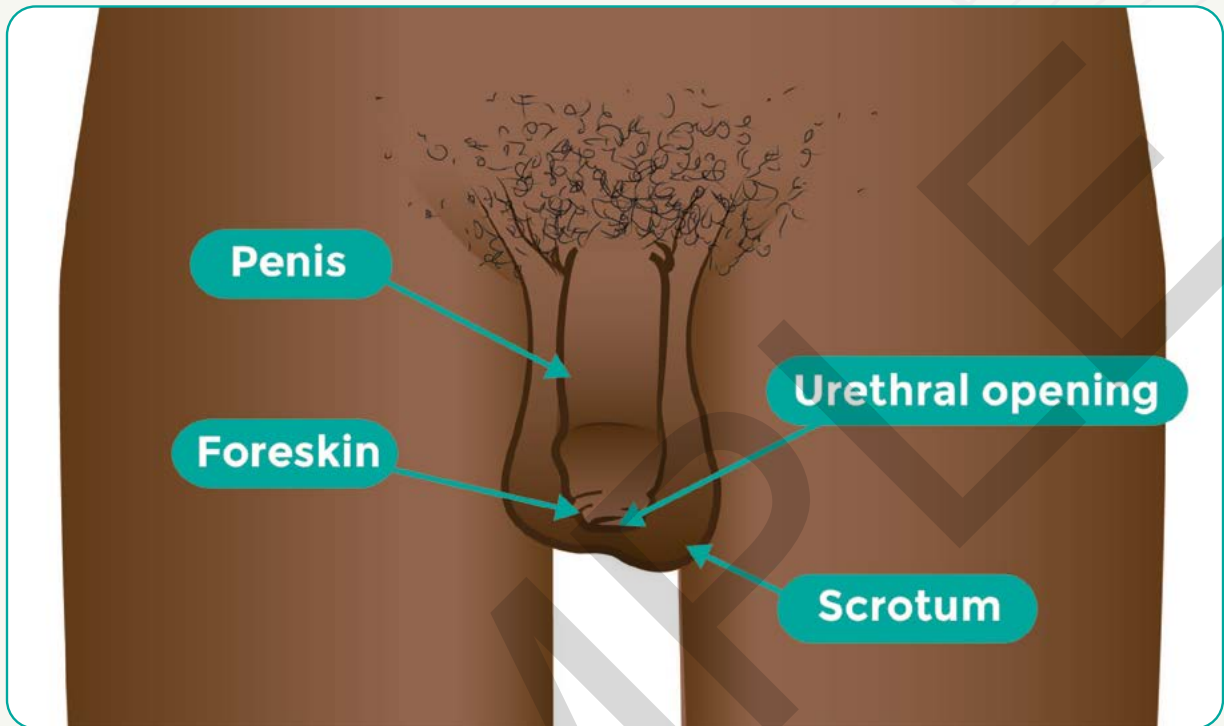
Fallopian tubes: Two hollow tubes on either side of the uterus. They provide a passage for the eggs (ova) from the ovaries to the uterus. They are the place where a sperm may fertilise an egg.

Ovaries : The two ovaries are the main female reproductive organs. Thousands of eggs (ova) are stored in the ovaries. They produce the female hormones called oestrogen and progesterone, which cause the changes of puberty.

Facilitator answer sheet



Facilitator answer sheet



Anatomy information table⁽¹⁾

Facilitator background on reproductive systems

Facilitator note

Facilitators do not need to share all this information. This may just be helpful for facilitators if young people have questions about any words that refer to body parts that they may have heard of before. Facilitators can just use this to clarify any questions if they need to.

Female parts	Function
Uterus (womb)	<ul style="list-style-type: none"> Where the embryo/fetus/baby can grow and be protected Expands during pregnancy as baby grows, after returns to normal size
Cervix	<ul style="list-style-type: none"> Connects the vagina to the uterus Widens during birth for baby to pass through
Vagina	<ul style="list-style-type: none"> Strong, stretchy passage that connects the cervix to the vulva This is where babies and menstrual blood leave the body The middle of the three openings between a female's legs Produces fluid to clean itself, which may appear in underwear as white discharge Produces fluid when sexually excited as lubrication for sexual intercourse
Ovum (egg)	<ul style="list-style-type: none"> A single cell released from the ovaries Capable of developing into a new organism when fertilised (united) with a sperm cell
Ovary	<ul style="list-style-type: none"> Provides storage for the ovum (egg) Allows eggs to grow Produces sex hormones Becomes active during puberty to release an egg monthly
Fallopian tubes	<ul style="list-style-type: none"> Where egg and sperm can meet for fertilisation to occur

Female parts		Function
Vulva (made up of labia majora, labia minora)		<ul style="list-style-type: none"> • Labia are folds of skin sometimes called lips • Protect opening of urethra and vagina • Sensitive and pleasurable to touch • Come in many shapes, sizes, textures and colours which are all normal
Clitoris		<ul style="list-style-type: none"> • Very sensitive organ full of nerve endings, making it pleasurable to touch • Visible as small bump covered by a fold of tissue called the 'clitoral hood', extends deeper within the body • Provides physical feelings
Both male and female		Function
Pelvis		<ul style="list-style-type: none"> • A bony structure that support and protect the internal reproductive organs • Men's and women's pelvises are shaped differently so that women can give birth if they choose
Urethra		<ul style="list-style-type: none"> • Allows urine (pee) to pass • In males allows semen to pass • In males is the tube inside the penis and the opening is at the tip of the penis • In females it is a tube inside the pelvis and the opening is below the clitoris and above the opening of the vagina • Some females pass a clear fluid that is not urine from their urethra during orgasm. This is normal and natural, and it is not pee
Anus		<ul style="list-style-type: none"> • The hole in the bottom (bum) • Allows faeces (poo) to pass through the bowel outside the body • Both males and female have an anus
Pubic hair		<ul style="list-style-type: none"> • Coarse hair that grows on external reproductive organs around puberty • People can have a little or a lot of pubic hair • Both males and females have pubic hair

Male parts	Function
Penis (made up of shaft, glans and foreskin)	<ul style="list-style-type: none"> Allows urine (pee) and semen to pass Provides sensation (has many nerve endings)
Foreskin	<ul style="list-style-type: none"> Can cover the tip of the penis Can provide physical feelings Males who have been circumcised don't have a foreskin
Scrotum	<ul style="list-style-type: none"> Muscular sac, which is shorter when cold, longer when warm Holds testes Controls temperature Provides physical feelings
Testes/testicles	<ul style="list-style-type: none"> Produces sperm and sex hormones
Vas deferens	<ul style="list-style-type: none"> Provides storage for sperm Allow passage of sperm from the testes to the urethra
Semen	<ul style="list-style-type: none"> Helps sperm live longer and travel better About a teaspoon per ejaculation Contains hundreds of millions of sperm
Prostate gland	<ul style="list-style-type: none"> Produces most of the fluid that makes up semen

3C

Activity: Tackling period taboo



Activity overview:

This activity is about understanding myths about periods. There is a wide range of myths covered, from how to dispose of period products through to how the shame and taboo of menstruation impact gender inequality.

Age: 10+

Time: 30 minutes

Learning objectives:

- Describe how to access, use, wash or dispose of menstrual products available in an individual's community
- Recognise that it is important for all young people to have access to menstrual products, clean water and private toilet facilities during menstruation
- Appreciate that menstruation is natural, normal and healthy
- Describe how gender inequality can contribute to women and girls' feelings of shame and fear during menstruation and restrict women and girls from participating in public life
- Demonstrate positive and supportive strategies for women and girls to feel comfortable during their menstruation, including the role of men and boys as allies

Sensitive areas:

- Menstruation
- Sex
- Violence

Resources: None

Preparation: None

Group composition: Individual work

Prior learning: Module 5, Activity 3A: The menstrual cycle

Literacy support: Not required

Technology: None

Activity 3C: Tackling period taboo

Instructions:

1. Introduce the activity by **saying something like:** *Periods are a natural, normal and healthy part of a woman's or girl's life. There are a lot of ideas about periods that can exist in our community or across different communities. Some of these ideas are not true and are the myths about periods. It is important that we challenge myths because they can further isolate women and girls from accessing help or support during their period. It can keep girls away from school, from work and cause further discrimination.*
2. Ask participants what are some common myths about menstruation they have heard in their communities. Ask if these myths are different in different parts of FSM.
3. Ask all participants to stand up where they are.
4. Explain that this activity will be a 'true or false' activity. You will read out a statement about periods, and participants decide if the statement is 'true' or 'false'.
5. If participants think the statement is true, they will stay standing. If they think the statement is false, they will sit down.
6. Read through the statements below one at a time, giving time for participants to decide. After they have all decided, read out the correct answer (directly below the statement).

a. Girls should bathe and/or shower when they have their period

True: In some places or cultures, menstrual stigma stops people from showering and bathing during their period. However, this may not be the case in FSM. This can have serious effects on their health and hygiene. It can cause infection. You should always maintain good hygiene by showering/bathing regularly.

b. Girls should not prepare food or cook when they have their period

False: This is untrue as menstruation does not affect food preparation or cooking at all.

c. Girls who have their period can still do heavy work or play sports

True: While menstruation and periods have been used to exclude girls and women from doing work and activities, there is really nothing that people who menstruate can't do. Swimming, exercise, working, going to school and sex are all still possible during a period. However, not having access to appropriate menstrual products can stop people from doing these activities.

d. Menstruation and periods are only a 'girl's or woman's issue'

False: While periods happen mostly to women and girls (as well as other non-binary or transgender people) menstrual health and hygiene is a human rights issue. Therefore, it is important to all of society. Men and boys can play an important role to challenge stigma and eliminate discrimination.

e. Periods are 'dirty'

False: Menstrual blood is the exact same as any other blood from the body and has no qualities that make it 'dirty'.

f. It is okay for women and girls to speak about periods in public

True: It is a positive thing for all people to publicly speak about periods. Silence or myths about periods can lead to further stigma and neglect. Silence can stop women from asking for, buying or accessing necessary period products.

g. When you first start menstruation, it means you are ready to be married or have sex

False: While menstruation is one sign of fertility, it does not mean that a person has reached the mental, emotional, psychological or physical maturity for sex, parenthood or marriage. Some girls can reach menarche (meaning they have their first period) at 7-8 years old, and even older teenagers may not be ready. The decision to have sex or get married should always be a decision for the person or people directly involved, not anyone else.

h. When someone starts to menstruate, their period will be regular and consistent

False: When a girl starts to menstruate, their period may not be the same each time. This is because the reproductive organs are still growing. A regular menstrual cycle is usually established by the age of 18. If there is a lot of variation, it might be helpful to talk to healthcare worker.

i. Periods are usually very painful

False: Menstruation is usually not very painful, but for some women it can be a little painful. The pain is due to the muscles in the uterus squeezing. If you have strong pain, see a healthcare worker.

j. Heat can help with discomfort during your period

True: People can take warm baths, drink hot drinks and apply a hot water bottle to their abdomen (or tummy area) to help relieve any period cramps.

k. It is okay to flush your pad or tampon down a toilet

False: Never flush a pad or tampon down the toilet. This can clog the drain. You should always put a used pad or tampon in a proper garbage bin.

l. Exercise makes periods worse

False: Exercise can improve your blood flow and may help relieve period pain, tension, constipation and even feeling sad.

m. The normal blood loss in one period is a couple of tablespoons worth

True: This is not a huge amount, but a healthy diet can prevent anaemia (a lack of iron in the blood that makes you feel tired).

n. People with disability face additional barriers during their period

True: For example, wheelchairs can cause discomfort when using and changing pads. People with disability might also not have enough money for monthly products or may need their carer or another person to purchase their products.

o. Gender inequality directly affects girls and women during their period

True: Often, when girls are given information about periods, they are made to separate from men and talk about periods 'in secret'. This means that girls learn to feel shame about talking about menstruation, which prevents them from fully understanding how their bodies work. It's even more difficult for intersex, transgender and non-binary people who are rarely included in conversations about menstrual health.

Periods are also used as an excuse to treat women differently from men. Women are told they are 'too emotionally unstable' and unable to make logical decisions while on their periods. These are false ideas that partly come from the shame and stigma related to periods.

The shame attached to periods also prevents girls from going to school and keeps girls at home. They might be told to deal with their period in private including sleeping outside of the home or walking long distances to dispose of their products or use the restroom which can also make them more vulnerable to violence.

p. If you have unprotected sex during your period, you can't get pregnant

False: There is always a risk of pregnancy if you have unprotected sex. This is not a reliable method of contraception or family planning. This is especially true for young people with irregular menstrual cycles. If you are interested in contraception options, speak to a healthcare worker.

7. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*

8. Conclude the activity by reading out any key messages they did not mention:

- Menstrual health and hygiene are human rights issues; therefore it is important to all of society
- Men and boys can play an important role to challenge stigma and eliminate discrimination
- Do not flush any period products down the toilet
- Having your period is normal, clean and should not prevent you from playing sport, cooking, going to school or any other day-to-day activity

9. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.