

# **MoonCatcher Project Health Curriculum**

## **(Curriculum for Boys)**

### **Part I – Confidence (10 – 15 minutes)**

#### **A. Purpose of lesson:**

- To introduce the instructor and program goals
- To establish a rapport with the boys
- To explore the relationship between finishing school and goals for both boys and girls
- To acquire health information that will empower boys to help girls finish school

#### **B. Talking points:**

- Introduction to instructor and program
- Goal setting
  - What are your life goals during the next 5-10 years?
    - Do you think the life goals for the girls in your class, or your sisters are different than yours?
  - How would your goals change if you did not stay in school?
    - How would goals change for the girls you know if they did not stay in school?
  - What are some reasons you might stop going to school?
    - What are some reasons that girls might stop going to school?

#### **C. Activities:**

- Ask students the reflective questions.
- Permit just a few students to share their thoughts and ideas for each of the reflective questions.

#### **D. Instructor resources:**

- Resource page 1; part A questions

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## **(Curriculum for Boys)**

### **Part II – Comfort (15 – 20 minutes)**

#### **E. Purpose of lesson:**

- To gain an understanding of physical, emotional, and mental changes that occur during puberty
- To understand how the menstrual cycle works, and how/when pregnancy may occur
- To understand why this knowledge is relevant for males to know
- To appreciate how this information can help both male and female students reach their life goals

#### **F. Talking points:**

- Understanding changes of puberty
  - Review physical, emotional, mental changes in males & females
  - Explanation of the anatomy and functions of the male reproductive system
  - Explanation of menstrual cycle including:
    - normal, natural process of becoming an adult
    - why menstruation happens (including our body's ability to become pregnant)
    - what happens during each phase (including explanation of ovulation)

#### **G. Activities:**

- Ask students to review the changes that occur to males and females during puberty. Supplement any facts that students fail to mention.
- Explanation of male reproductive anatomy and how each part functions in the reproductive process
- Explanation of menstrual cycle.
- Clarify reproductive system anatomy as it is used in describing puberty and the menstrual cycle.

#### **H. Instructor resources:**

- Puberty information sheet
- Glossary
- Menstrual Cycle information sheet
- Reproductive System Anatomy Charts (male and female)

- Days of the Average Menstrual Cycle Chart

# **MoonCatcher Project Health Curriculum**

## **Part III – Control (20 – 30 minutes)**

### **I. Purpose of lesson:**

- To reflect on male attitudes and behaviors regarding females and menstruation
- To review skills that girls have been given to gain control over their bodies and their menstrual cycles
- To reflect on how pregnancy could impact the goals and relationships of both boys and girls
- To discuss why girls may say “No” to sexual advances (unwanted or wanted) and demonstrate how males can be supportive of this choice.

### **J. Talking points:**

- Attitudes and behaviors regarding females and menstruation
  - Impact of changes of puberty on relationships with girls
  - Impact of menstruation for girls
  - Guidelines girls were given to help with menstruation; ie, exercise, heat, calendars, personal hygiene, use & care of MoonCatcher pads
- Impact of pregnancy
  - Reflection of how a pregnancy would impact their lives, relationships, education, financial futures, and goals.
  - Consider all the people/aspects pregnancy would impact: parents, grandparents, siblings, friends, father of the child, education, goals, etc.
- Pregnancy prevention (If topic is allowed at school)
  - When ovulation (and pregnancy) most likely to occur during the menstrual cycle
  - Possible to get pregnant anytime you have sexual intercourse.
  - Not having sex (abstinence) is the ONLY way to prevent pregnancy.
  - Condoms can reduce risk of pregnancy and risk of sexually transmitted diseases (such as HIV, AIDS)
    - If allowed, discussion of Sexually Transmitted Diseases

- If allowed, discussion of correct condom use
  - Male responsibility in preventing pregnancy
  
- Saying “No” to unwanted sexual advances.
  - Role play scenarios to depict and practice ways to say “no” to sexual advances when you are not ready for sex and you do not want to risk pregnancy or disease.
  
- Closing
  - Summary and review
  - Reminder to ask questions, ask for help or advice regarding their sexual health.
  - Their futures depend upon their confidence, comfort, and control of their bodies and reproduction.
  - They can play a vital role in helping girls finish school and preventing pregnancy.
  - ANY QUESTIONS?
  - Thank You!!

### **K. Activities:**

- Reflective questions about attitudes and behaviors regarding females, menstruation, and the impact pregnancy would have on all aspects of their lives.
- Student volunteers can role play scenarios on saying “no”. If time allows, other students can try scenarios and share if they have a good one.

### **L. Instructor resources:**

- Resource Page 1: Part B (questions for discussion)
- Resource Page 2: Part C (graphic organizer – impact of pregnancy)
- Resource Page 2: Part D (role playing)

**RESOURCE PAGE 1 – Curriculum for BOYS**  
**Questions, Graphic Organizer, Role Playing**

**A. QUESTIONS:** to use during introduction to Part I of lesson (Confidence) to help students understand goal setting, importance of education, and consequences of not finishing school.

- “Imagine yourself in five years. What are your life goals? Think of things you’d like to accomplish, where you’d like to live, family, work...” ( Ask for some to share )
  - Do you think the life goals of the girls in your class, or your sisters are different than your goals?
- “How would these goals change if you didn’t stay in school?” ( Ask for some responses )
  - How would goals change for the girls you know if they didn’t stay in school?
- “What are some reasons you might stop going to school?” ( Responses? )
  - What are some reasons girls might stop going to school?

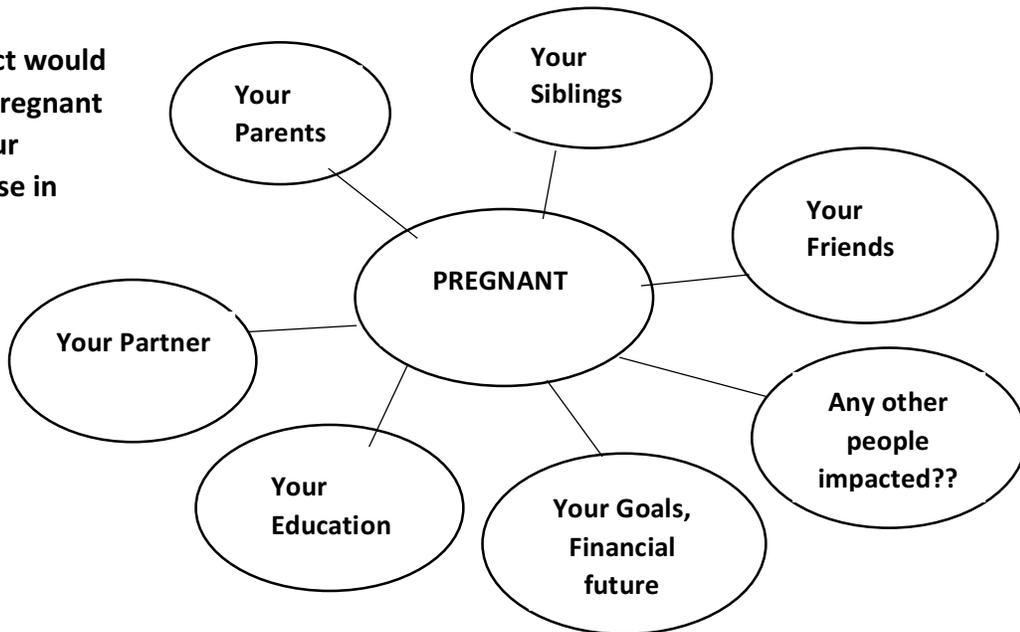
**B. QUESTIONS:** to use during Part III of lesson (Control) to help students examine attitudes and behaviors regarding females and puberty, menstruation, pregnancy/pregnancy prevention. Also, to understand their role in supporting and helping females finish school.

- “Considering the changes that occur to both females and males during puberty, how has this impacted your relationships with girls as you are maturing?”
- “Do you think males are respectful of what girls go through—especially the impact of menstruation on their lives?”
- “We’ve gone over guidelines with the girls to help them deal with menstruation and personal hygiene during their cycle: Using exercises and heat to help with cramps, how to use a calendar to help track their cycles, and how to use and care for their menstrual pad kits. These are very practical and helpful skills but is there anything you could do to be helpful and supportive of your female friends or sisters when they are menstruating?”
- “Do you think males understand the impact of girls getting pregnant before they are ready or want to become a mother? How would this change their futures, their child’s future, their goals, their education, financial potential, their family relationships, and future choices?” (USE GRAPHIC ORGANIZER C—below)
- Using the same GRAPHIC ORGANIZER, discuss whether a pregnancy would have similar impact on their lives.

**RESOURCE PAGE 2 – Curriculum for BOYS**  
**Questions, Graphic Organizer, Role Playing**

**C. GRAPHIC ORGANIZER:** to use during discussion of impact of pregnancy on goals & future.  
Students can “brainstorm” all those who might be impacted, but this image might help.  
Are the impacts similar for males AND females?

What impact would becoming pregnant have on your life and those in your life?



**D. ROLE PLAYING –** To use during discussion of why girls may choose to say “No” to sexual advances and how males can be supportive of this choice.

Two people in role play—one taking role of female and other taking role of male.

Male approaches female and makes it known that he wants to have sex with her.

Two possible situations:

- a. This is not someone who the female has a relationship with or who she wants to have any sexual contact.
- b. This is someone who the female likes (maybe even loves) but she is not ready for sex and doesn’t want to risk getting pregnant.

# Puberty

**What is Puberty?** It's the time in a young person's life when they begin developing into an adult.

**When does this happen?** Puberty is different for everyone, but most people start to notice changes between 8 and 14 years old. Girls often begin puberty earlier than boys. It's sometimes difficult for those who begin early...or late. It can be exciting, but also may seem scary or confusing. Just remember that puberty happens to everyone so don't be afraid or feel alone! It's ALL perfectly normal!

**What changes happen?** It brings lots of growth and changes both on the inside and outside.

**Mentally**—you begin to make more decisions for yourself, form your own ideas, and you are able to take on more responsibilities at home or school

**Emotionally**—you may have more intense feelings of love, joy, happiness, sadness, etc. Emotions may frequently change.

**Socially**—friends/relationships may become more important and you might feel pressure from your friends. It's important to think for yourself!

**Physically**—you begin to look more like an adult, even though it takes a long time to be completely grown up!

Boys and girls: grow taller, grow hair in pubic area and underarms

Boys: voices grow deeper, shoulders widen, they grow facial hair, reproductive system matures to allow production of sperm  
(If appropriate, discuss erection/ejaculation?)

Girls: develop breasts, shape gets curvier, reproductive system matures to allow for releasing of eggs, and menstrual cycle begins

**What causes these changes?** Hormones cause puberty. These are chemicals produced in your body that tell different parts to change and mature. In girls, puberty is controlled by the hormones estrogen and progesterone. In boys, puberty is controlled by a hormone called testosterone.

**How long does puberty take?** The process of becoming an adult may take only two or three years for some, while others will take longer. It does not happen all at once. It's a slow and gradual process and includes many changes.

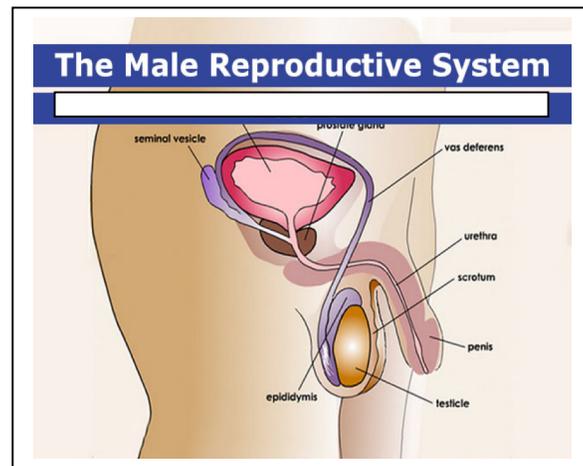
# Glossary

Puberty	<u>The time when you begin developing into an adult</u>
Menstruation	<u>The monthly shedding of the endometrium, the lining of the uterus</u>
Ovulation	<u>Release of an egg from the ovary, usually every month</u>
Fertilization	<u>When the egg and sperm join together to begin development of a baby</u>
Egg	<u>Female reproductive cell</u>
Sperm	<u>Male Reproductive cell</u>
Endometrium	<u>The lining of the uterus</u>
Cycle	<u>Something that happens again and again, like the sun rising and setting every day</u>
Hormones	<u>Chemical substances in your body that help regulate processes and growth including sexual organs, menstruation, and reproduction</u>

## The Male Reproductive System – (adapted from KidsHealth.org)

Males and females each has its own unique reproduction system. They are different in shape and structure, but both are specifically designed to produce, nourish, and transport either the egg or sperm. Unlike the female, whose sex organs are located entirely within the pelvis, the male has reproductive organs that are both inside and outside the pelvis. The male sex organs include:

-the **testicles** or **testes**, the **scrotum**, the duct system (which is made up of the **epididymis** and **vas deferens**), the accessory glands (which include the **seminal vesicles** and **prostate gland**), and the **penis**

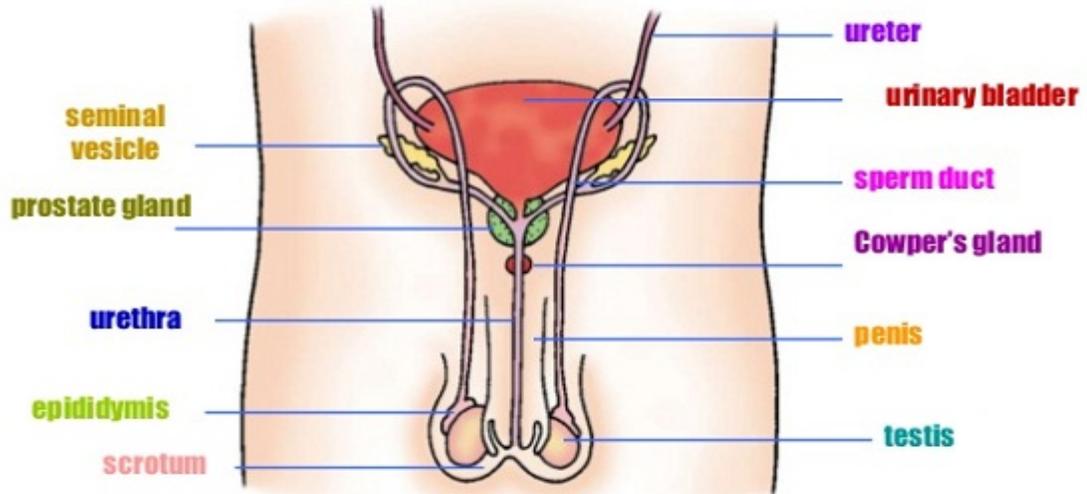


When a male reaches sexual maturity, the **testicles** (or **testes**) produce hormones, including **testosterone**, which causes males to develop **deeper voices**, **bigger muscles**, and **body and facial hair**. It also stimulates the production and storage of millions of **sperm**.

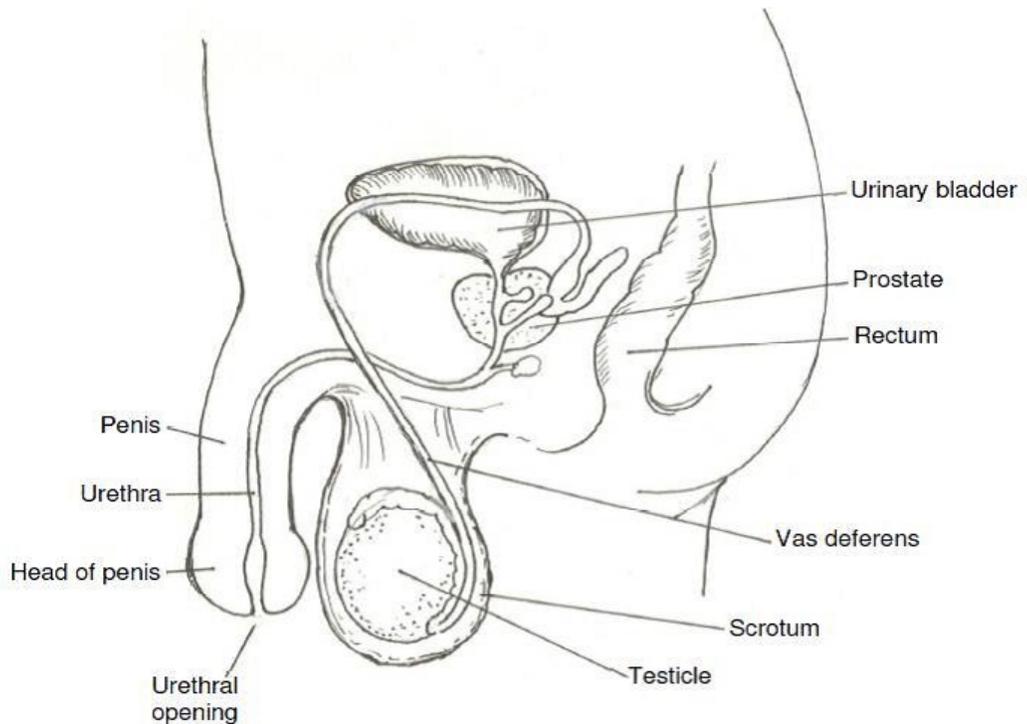
Once the **testicle/testes** produce the **sperm**, they move into the **epididymis**, a set of coiled tubes (one for each **testicle**) to complete development. The **testicles/testes** and the **epididymis** are located in pouch-like structures called the **scrotum**. The **scrotum** helps regulate the temperature of the **testicles** in order to produce and store the **sperm**. Then, the **sperm** move to the **vas deferens**, a muscular tube that transports the sperm-containing fluid. The **seminal vesicles** and **prostate gland** produce a whitish fluid called **seminal fluid**, which mixes with the **sperm** to form **semen** when a male is sexually stimulated. The **penis**, which is usually soft or limp, becomes stiff or erect (**erection**) during sexually stimulation. The **semen** is then pushed out of the body through the male's **urethra**—in a process called **ejaculation**. When the male ejaculates during intercourse, semen is deposited into the female's **vagina**. The **sperm** can make their way up through the **cervix** and move through the **uterus**. If a mature **egg** is in one of the **fallopian tubes**, a single **sperm** can penetrate it, and **fertilization** or **conception** can occur.

**FRONT VIEW – MALE REPRODUCTIVE SYSTEM**

# Male Reproductive System



**SIDE VIEW – MALE REPRODUCTIVE SYSTEM**

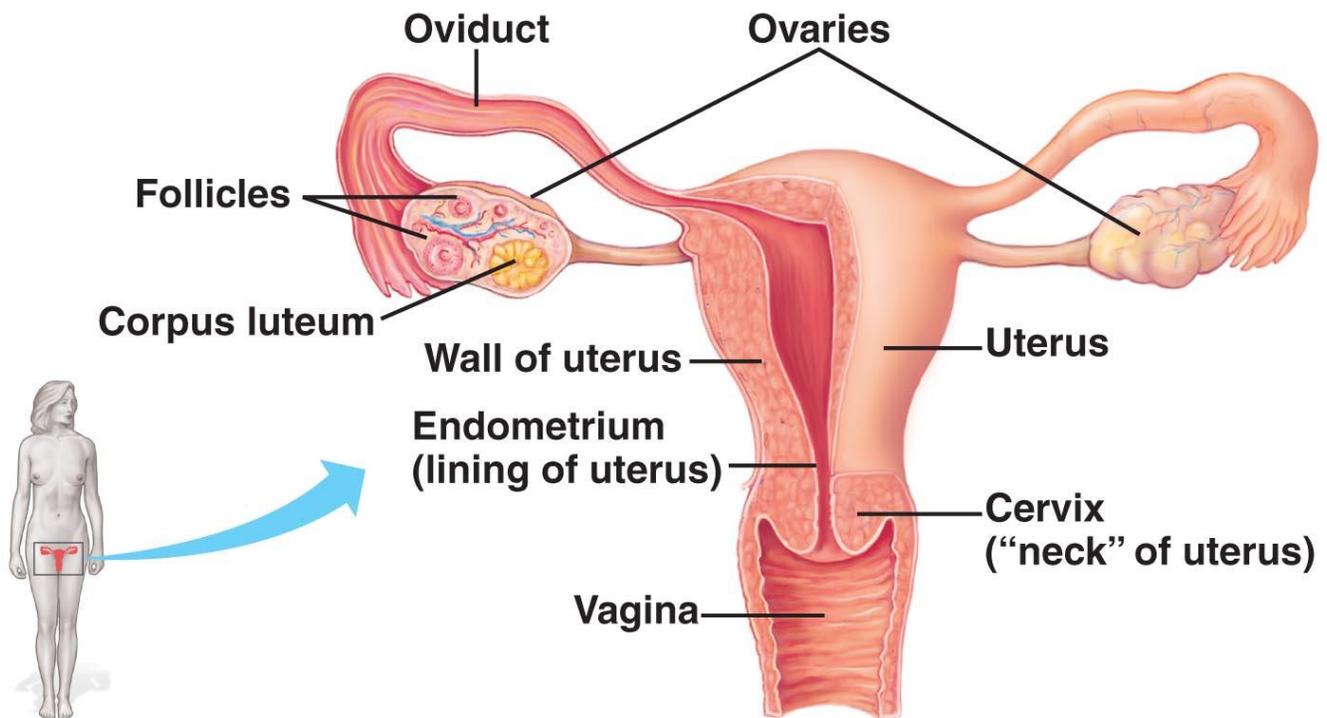


## Menstrual cycle

The word cycle is used to describe things that happen again and again. The sun rises every morning and sets every evening. The moon starts as a little crescent, then gets bigger until it is full, then gets smaller until it disappears. These are examples of cycles.

Girl's bodies also experience a cycle which happens about every 28 days. It is the menstrual cycle. Some girls call it their period. The menstrual cycle makes it possible for a girl to become pregnant. It is important to understand what happens so we are not afraid of or embarrassed by our cycles. With knowledge, we can be confident, comfortable and in control of our monthly cycles.

We know that we bleed from our vaginas for a few days each month when we are not pregnant. By understanding what organs girls have inside their bodies and how these organs function we can be more confident and in control. Inside each girl's body, are the female reproductive organs.

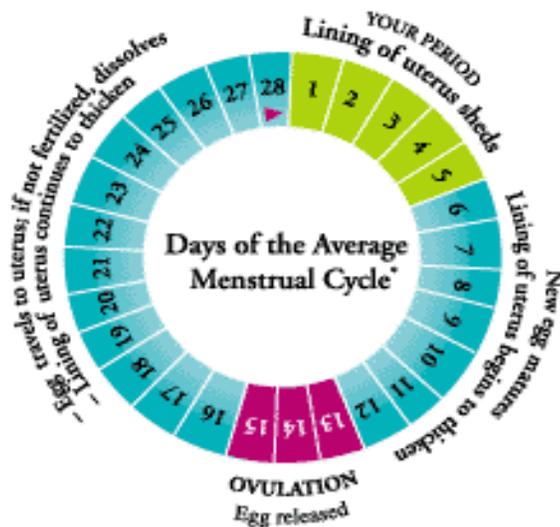


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We have a uterus or womb where a baby grows before birth, a vagina or birth canal, two ovaries and fallopian tubes leading from the ovaries to the uterus.

The ovaries produce eggs. At puberty, these eggs begin to mature and every month one egg is released into the fallopian tube and moves to the uterus where it may be fertilized by a male sperm and start growing into a baby. If it is not fertilized and the girl is not pregnant the egg along with some blood and tissue is discharged from the uterus in what we know as our period.

It is important to know that the menstrual cycle is not only the few days of bleeding. Changes are taking place all month which make pregnancy possible.



\* Note: This diagram shows a 28-day cycle. Some women's cycles may be longer or shorter.

The entire cycle takes about 28 days and keeps repeating itself every month for many years (possibly 25 – 30 years!). It only stops if we are pregnant or older and no longer able to become pregnant. Normally this is how the cycle flows:

Days 1 through 5. This is the time we bleed. The amount of bleeding can vary from a small to heavy flow. Also, the color of the blood can vary from brownish to red. Some girls may experience cramping during their periods, some may not. This is all normal and should not cause alarm! By understanding what happens and what to expect, we can manage this stage carefully and safely and can continue all the important things in our lives like going to school.

Days 6 through 12. A new egg is maturing in the ovary.

Days 13 through 15. A mature egg is released from the ovary. Usually one egg is released, but sometimes two or more are released and can result in twins or triplets. Some girls may actually feel a slight pain when this is happening—but most don't even notice.

Days 16 through 28. The mature egg travels through the fallopian tube to the uterus. If sexual intercourse has occurred it is possible to become pregnant. Days 14 to 20 are the most likely time for a girl to become pregnant, but it depends on the length of the cycle (not all cycles are 28 days), and when intercourse has occurred.

During days 16 through 28, the lining of the uterus thickens with sticky mucous, tissue and blood in preparation to nurture a fertilized egg which can develop into a baby.

**If the egg has not been fertilized** the thick lining of the uterus is not needed, and it sloughs off, meaning it leaves the body through the vagina (birth canal). This is DAY 1 of a new cycle.

**If the egg has been fertilized**, then the lining is needed to support the growth of the new baby and the menstrual cycle stops during pregnancy. It will resume a few weeks after the baby is born.