



Discussion Guide

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For Professionals Working with Teens

Sexetc.org

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Lesson for Is This Normal?

LEARNING OBJECTIVES

By the end of this lesson, participants will be able to

- 1) List at least four facts about normal anatomy and healthy reproductive organ function.
- 2) List at least two facts about unhealthy reproductive organ function.
- 3) Describe at least two places a teen could go to get health care information.

TIME NEEDED

50 minutes

MATERIALS

- Copies of "Is This Normal?"—one per student
- "Is This Normal?: Statements for Facilitators"—one copy
- 10 index cards with "Normal" written on them
- 10 index cards with "See the Doctor" written on them
- Flipchart paper and marker or chalkboard and chalk
- Timer with second hand
- Small prizes for winning team—optional

PREPARATION

You will need to preselect two students to serve as judges, preferably one male and one female. These students should have the maturity to handle this special role during the activity.

PROCEDURE

1. Explain to students that this lesson will cover common concerns that teens might have about their reproductive and sexual body parts and how they function. Ask students to brainstorm which body parts are considered sexual or reproductive. Write their responses on the board or flipchart paper and make sure the list includes the following:

- Male—penis, scrotum and testicles
- Female—breasts, vulva and vagina
[2 minutes]

2. Next, ask students to brainstorm some possible concerns that teens might have about these body parts and how they function. Write their responses on the board or flipchart paper. (**Facilitator's Note:** Responses might include penis size, breast size, sexual function, infections, erections, etc.)
[3 minutes]

3. Explain that you will be dividing students into groups of four to form teams. Each team will be given two cards, one that says "normal" and another that says "see the doctor." Explain that you will read statements and the group will have 30 seconds to

determine whether it is normal or someone should see the doctor. When you call time, one person from each group should hold up the card that shows their team's guess. Ask if there are any questions about the directions. [2 minutes]

4. Next, explain that there will be two student judges who will be given copies of the *Sex, Etc.* article "Is This Normal?" All of the questions and answers are contained in this article, and the student judges will have final say on whether a team gets the point for a correct answer or not. Your role will be scorekeeper. Ask the two students you have preselected to come to the front of the room and give them each a copy of the article "Is This Normal?" to briefly review. [3 minutes]

5. Divide students into groups of four using the dividing technique attached to this lesson or one of your choosing. Give students two minutes to create a team name and write each of these on the flipchart paper or chalkboard where you will keep score. [2 minutes]

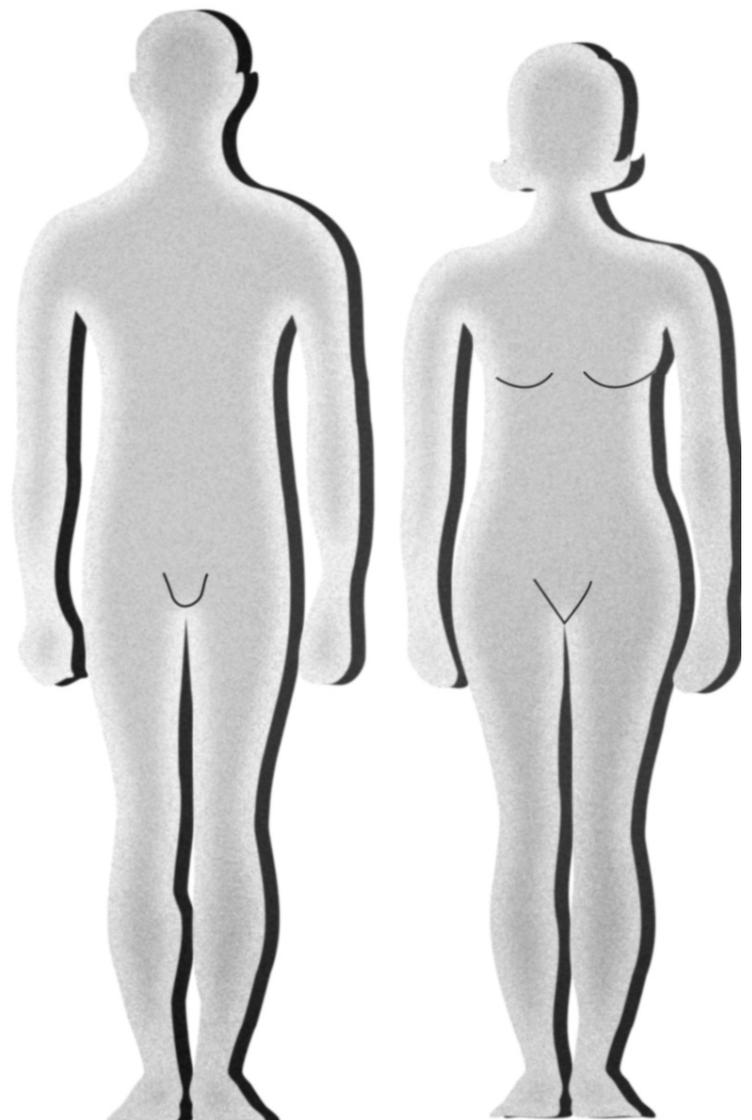
6. Read the first statement and start keeping time, reminding groups that they will need to raise the card with their group's answer when the time is up. When time is up, turn to a student judge, ask for the correct answer and award a point to the groups who answered correctly. Add in any additional information about each statement as time permits and student interest warrants. [3 minutes]

7. Continue reading through each statement, alternating student judges and awarding points until all ten statements have been read. [20 minutes]

8. Explain that the final question will be a bonus question worth five points. Ask each group to write five places where a teen could go to get more information about reproductive and sexual health in their community. Explain that no partial credit will be awarded. Allow groups one minute to complete. [5 minutes]

9. Ask each group to list their five resources and ask the student judges to write all responses on a flipchart paper or chalkboard. Award points to each group that has five valid resources and award prizes to group(s) with the highest scores. [10 minutes]

Special thanks to Teri Tomatich, M.Ed., for her review of this lesson plan.



Is This Normal?

Statements for Facilitators

- | | |
|---|----------------|
| 1) A guy's penis curves a bit to the right or left. | NORMAL |
| 2) One breast is a little bit bigger than the other. | NORMAL |
| 3) One testicle hangs lower than the other in the scrotum. | NORMAL |
| 4) A girl is born without a hymen (the thin piece of tissue that partially covers the opening to the vagina). | NORMAL |
| 5) A guy feels a slight burning when he urinates (pees). | SEE THE DOCTOR |
| 6) A girl has a white or clear discharge every day. | NORMAL |
| 7) Every time a girl has sexual intercourse, it hurts. | SEE THE DOCTOR |
| 8) A guy's penis is an inch smaller than his younger brother's penis. | NORMAL |
| 9) A girl feels like she has to urinate (pee) all the time. | SEE THE DOCTOR |
| 10) One guy has a foreskin and his cousin does not. | NORMAL |

Dividing Technique to Create Groups of Four

Copy and cut these into strips and shuffle. Distribute one to each student and explain that they are to find the three other ingredients that will complete their dish. There are enough strips for 28 students to create seven groups of four.

HAMBURGER

HAMBURGER BUN

KETCHUP AND MUSTARD

PICKLES, LETTUCE AND TOMATOES

TACO SHELLS

GROUND BEEF SEASONED WITH TACO SAUCE

SALSA AND SOUR CREAM

SHREDDED CHEESE, TOMATOES AND LETTUCE

SUSHI

WASABI

SOY SAUCE

CHOPSTICKS

ICE CREAM

HOT FUDGE

WHIPPED CREAM

CHERRY AND SPRINKLES

SPAGHETTI SAUCE

SPAGHETTI

PARMESAN CHEESE

MEATBALLS

SCRAMBLED EGGS

TOAST

HASH BROWNS

BACON OR SAUSAGE

PIZZA CRUST

PIZZA SAUCE

MOZZARELLA CHEESE

PEPPERONI OR SAUSAGE