



## Class 17 Guide: Anatomy

### Pre-teach

This week's class is all about body parts and how body parts respond to sexual feelings and touch. This is the first of seven classes that uses pictures and words to discuss these topics. Because talking about sex is still seen as a taboo in our society, and because students with disabilities are frequently left out of conversations about sex and bodies, it is likely that these classes may cause some students to feel embarrassed or awkward. In the week leading up to class, you can help students prepare for these conversations. One way to do so is to have students brainstorm how they can manage strong emotions like embarrassment. You may be able to use some of the words and visuals from Class 2: Feelings in this discussion.

Begin by letting students know that they will soon be having a class on body parts and sex. As a group, make a list of all of the emotions that students feel as they think about having this class. As students name emotions, normalize them. Also acknowledge that these are very appropriate topics for adults to discuss. You might say something like, *"A lot of students feel awkward in classes that talk about body parts and sex. That's really normal. Because you are all adults, it is also really important that we talk about body parts and sex. I want you to have the information you need to be safe and healthy."*

After the class has named emotions, brainstorm a separate list of things students can do to address those emotions as they come up. For example, students might suggest taking some deep breaths, drinking a glass of water, or taking a break from class. You can write these ideas on a large piece of flipchart paper and display the list over the course of the third unit of *My Rights My Life* classes. Alternatively, you can also have each student create a plan that includes one emotion they think they will feel during class, and one behavior they can use to address that emotion. For example, a student might write or draw that when they feel anxious in class, they will take three deep breaths.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

#### *Vocabulary terms and definitions*

- Penis: a genital or private part
- Vulva: a genital or private part
- Breasts: a body part on the chest
- Sexual feelings: when you feel attracted to someone, and want to kiss or touch them

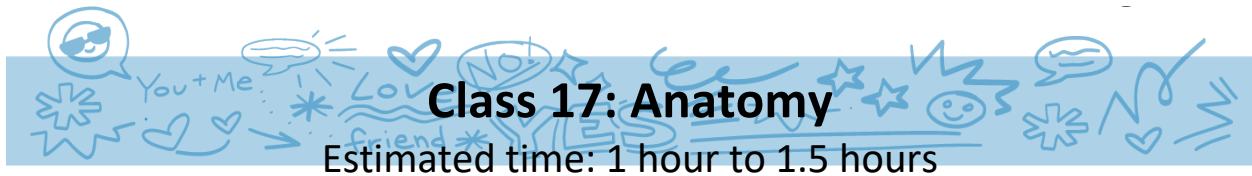
- Masturbate: when someone touches their own genitals to feel good sexually
- Public: places where other people can come in and out and there are sometimes a lot of people, like a mall
- Private: places where other people need your consent to come in and out, like your bedroom

## Post-teach

Make sure that students understand the places where it is appropriate to discuss body parts and sex, as well as people they can ask questions to about body parts and sex. Start with places. Draw two columns on a whiteboard or flipchart paper. Say to students, *"As adults, it is totally normal and okay to talk about body parts and sex. I want you to have the information you need to stay safe. But there are also some places where it is not okay to talk about body parts and sex. We're going to discuss that today."* On the left side of the whiteboard or flipchart paper, write "Okay." On the right side, write "Not okay." Ask students, "Where is it okay to talk about body parts and sex?" As students name places, write them in the left column. Sample places include at school during classes on bodies and sex, at home with trusted adults, at the doctor's office, on safe internet sites. Next, ask students, "Where is it not okay to talk about body parts and sex?" As students name places, write them in the right column. Sample places include at work, on the bus, at a restaurant.

Repeat this process with appropriate and inappropriate people they can talk to about bodies and sex. Note that conversations about body parts and sex with some people, such as young children, coworkers, or bosses, could be considered abuse or sexual harassment, and might be illegal. Sexual harassment and abuse are discussed in more detail in Unit 4 of the *My Rights My Life* curriculum. At the end of your discussion, emphasize that having questions about bodies and sex is totally normal, and that your classroom is a safe place to ask questions about these topics.

As needed, you can accommodate students by printing out pictures of places and people and asking students to tape these pictures into the appropriate columns, rather than asking students to generate ideas on their own.



## Class 17: Anatomy

Estimated time: 1 hour to 1.5 hours

### Objectives

Students will:

- Identify the basic parts of human genitalia, including those for people who identify as intersex.
- Discuss how the body responds to sexual touching and acts.
- Learn what masturbation is, and discuss legal and illegal places to masturbate and/or be sexual.

### Materials

- Whiteboard and dry erase markers or flipchart paper and makers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 17 PowerPoint
- Printed copies of Class 17 PowerPoint for all students (one slide per page)
- Class Safer Sexuality Checklist (see template at end of lesson)
- Class 1. Safe and Private Place Manipulative (see template at end of lesson)
- Velcro
- Printed copies of Student Safer Sexuality Checklist for all students (see template at end of lesson)
- Printed copies of 1. Safe and Private Place Graphic for all students (see template at end of lesson)
- Glue sticks for all students

### Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-5.

### Your Body is Awesome! (10-15 minutes)

Display and discuss slides 6-9.

**People with Vulvas and Vaginas (10-15 minutes)**

Display and discuss slides 10-19. Give students time to process the information, and check in periodically for questions.

**Brain Break (5 minutes)**

Display slide 20. Use one of the suggested brain break activities from the slide notes, or come up with your own.

**People with Penises and Testicles (10-15 minutes)**

Display and discuss slides 21-29. Give students time to process the information, and check in periodically for questions.

**Masturbation Safety (10-15 minutes)**

Display and discuss slides 30-38. Slide 38 includes instructions for the Safer Sexuality Checklist activity. In each of the classes in this unit, students will add a new item to their individual and class versions of the Safer Sexuality Checklist. For this activity, students will need glue sticks, as well as copies of the Student Safer Sexuality Checklist and Student 1. Safe and Private Place Graphic. See templates at the end of the lesson plan. Because students will be adding items to their checklists over the course of several weeks, be sure to ask students to hold onto their checklists for the next class.

**Questions (5 minutes)**

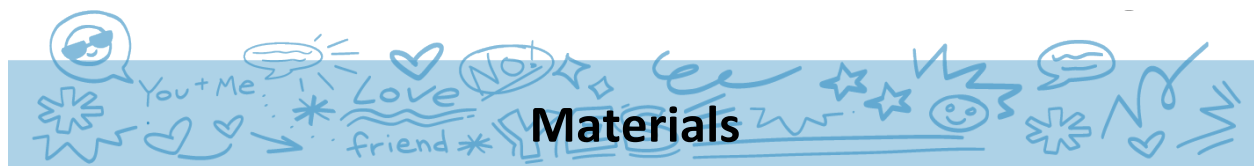
Display slide 39. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

**Exit Ticket (5 minutes)**

Use slides 40-42 to check for student comprehension of major class topics.

**Closing (5 minutes)**

Display and discuss slides 43-45.



### Class Safer Sexuality Checklist

Each week in this unit, students will add a new item to the Safer Sexuality Checklist. They will add a large manipulative to the class checklist, as well as a smaller graphic to their own student checklist. Get a large blank poster board and write "Safer Sexuality Checklist" at the top. Write numbers 1-4 on the left side of the poster board, and numbers 5-7 on the right. Draw a blank checkbox next to each number, and place a piece of Velcro next to each checkbox. See a sample diagram of the class checklist below.

<b>SAFER SEXUALITY CHECKLIST</b>			
1. <input type="checkbox"/>	Velcro	5. <input type="checkbox"/>	Velcro
2. <input type="checkbox"/>	Velcro	6. <input type="checkbox"/>	Velcro
3. <input type="checkbox"/>	Velcro	7. <input type="checkbox"/>	Velcro
4. <input type="checkbox"/>	Velcro		

**Class 1. Safe and Private Place Manipulative**

This is the first item for the Class Safer Sexuality Checklist. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that fits the piece of Velcro next to the corresponding checkbox on your Class Safer Sexuality Checklist.

**Safe and Private Place**

### **Student Safer Sexuality Checklist**

Print out one copy of the checklist below for each student. Students will glue a new item onto their Student Safer Sexuality Checklist each week in this unit.

## **SAFER SEXUALITY CHECKLIST**

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1. ☐

5. ☐

2. ☐

6. ☐

3. ☐

7. ☐

4. ☐

### **Student 1. Safe and Private Place Graphic**

Print and cut out one Safe and Private Place graphic for each student in your class. Students will glue these onto their Student Safer Sexuality Checklists.



**Safe and Private Place**



**Safe and Private Place**



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**Safe and Private Place**



**Safe and Private Place**



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**Safe and Private Place**



**Safe and Private Place**



**Safe and Private Place**





**Safe and Private Place**



**Safe and Private Place**