Lesson: Anatomy Adventure
(Can be adapted to any topic such as Contraception, Puberty, STIs, HIV/AIDS, etc.)

Learning Objective: By the end of this activity, participants will be able to:
• Determine their level of knowledge about various parts of the male and female reproductive anatomy and assess their own comfort level in the group.

(FACILITATOR NOTE: Depending on the number of people in the group and the level of sophistication of the participants, prepare the post-its accordingly. If there are more than 15 people in the group, the facilitator may divide the group into two smaller groups. Use post-its of different colors and make two identical sets of post-its with the body parts written on the back. The body parts for a less-knowledgeable group include: penis, vagina, clitoris, breasts, anus, urethra, ovaries, testicles, uterus, prostate gland, scrotum, cervix. To make this this activity more challenging, also use: epididymus, seminiferous tubules, Cowper’s gland, g-spot, vulva, ejaculation, menstruation.)

1. Explain to participants that the following activity works well as a warm up for talking about almost any topic related to sexuality including abstinence.

2. Tell participants that you are going to be placing a post-note on the back of each person. On each post-it there is the name of a sexual or reproductive body part or process. Their job is to find out what body part is posted on their backs. They are to do this by asking only “yes” or “no” questions of their fellow participants. (Am I found on a female? On a male? On both?) They may only ask each person 3 questions and then they have to move on to another person and ask that person 3 yes or no questions.

3. Ask participants to stand as facilitator goes around and places the post-its on each person’s back, without letting them see what is written on their post-it.

4. Allow participants to work on this activity. Move around the room reminding people about the rules of the game and offering help to anyone who seems really stuck.

5. After most or all people have discovered what part is on their post-it, ask them to sit down.

6. Ask participants if there were any parts that were more difficult to guess than others (some people may have difficulty figuring out their “part” because other people don’t know what it is or cannot provide adequate information). Take some time to go over the parts/processes that people had difficulty with, explaining what they are, what they do, etc.

7. Process the activity by asking the following questions:
   • What was it like to do this activity?
   • What surprised you about it, if anything?
• What, if anything, did you learn about yourself in participating in this activity?
• In what ways would this activity help a teacher? What does this activity accomplish? (assess knowledge and comfort of participants, helps them get to know one another, teaches them about their own comfort and knowledge, breaks the anticipatory tension of talking about sexuality by getting the sexual language “out there”)
• In what ways could this activity be adapted for other uses? (to describe STDs and their symptoms, as a end of program assessment.)