

Sexual and Reproductive Anatomy

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum* **edited for District 7
Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

AP.5.CC.1 – Describe male and female reproductive systems including body parts and their functions.

AP.5.A1.1 – Identify medically-accurate information about female and male reproductive anatomy.

TARGET GRADE: Grade 5
Lesson 1

TIME: 40 Minutes

MATERIALS NEEDED:

- LCD projector and screen
- “Male Diagram” and “Female Diagram”

For this lesson, boys and girls can be separated in to two different rooms, but the entire lesson will be covered for both groups; males will learn about female anatomy and vice versa.

ADVANCE PREPARATION FOR LESSON:

Teacher should be familiar with the functioning of the reproductive systems and be prepared to respond to questions.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Correctly identify parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of the biological male reproductive system. [Knowledge]
3. Correctly identify parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions parts of the biological female reproductive system. [Knowledge]
5. Identify at least one reliable, accurate source of information about reproductive anatomy. [Knowledge]

PROCEDURE:

STEP 1: Introduce the lesson by saying “We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”

Note to the Teacher: Possible responses will range from nose, ears, elbow, heart, lungs, etc. to skeletal or circulatory system. All answers are good as the point is to demonstrate how similar humans are to each other. A student may point out that not everyone has arms, fingers, etc. Acknowledge that this is certainly true, but that most people have these parts.

(2 minutes)

STEP 2: Say, “While there are hundreds of parts that almost everyone

has in common, there are only a few parts that just biological males have that biological females don't have and there are only a few parts that just biological females have that biological males don't have. Today, we are going to talk about those biological male and biological female parts which are part of our reproductive system." Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies.

STEP 3: Display the male diagram. Point to the penis, say the word and explain what it is.

Note to the Teacher: When the word "Penis" is first said out loud, there is likely to be a big reaction – giggling, laughter, embarrassment. This is perfectly ok. Allow the students a few moments to laugh and get it out of their systems, then ask: "Why do we laugh when we hear the word "penis?" Be prepared to have a brief discussion about this. It is important to acknowledge their discomfort and normalize use of the proper terms. Tell students, it is perfectly ok to feel embarrassed or uncomfortable since we hardly hear the word "penis" or some of the other words we will discuss but that it is important to learn them.

Point to the opening in the penis and say, "This is the opening to the urethra. Does anyone know what comes out from here? Take a few responses and say, "It is the opening at the tip of the penis where the urine, or pee, comes out. Once a male goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed if a grown male decides they want to make a baby.

Point to the testicles and pronounce the term. Say, "These are the testicles. Does anyone know what they do?" Take a few responses and say, "The testicles are two little round organs that make sperm. It takes a sperm and an egg to make a baby." Point to the scrotum and pronounce the term. Say, "The scrotum is the pouch of skin that holds the testicles and keeps them the right temperature to make sperm." Point back to the urethral opening and show on the diagram how sperm can be made in the testicles and travel through the male reproductive system to leave the body through the urethral opening. Explain that these parts of the body are called genitals. (15 minutes)

STEP 4: Display the female diagram. Point out an ovary. Pronounce the word then say, "Does anyone know what the ovary does?" Take a few responses and say, "The ovaries are two little round organs that store ova. Ova is another word for eggs. The ova are very small, about the size of a period at the end of a sentence, and are needed if a grown female decides they want to make a baby.

The female provides the egg, which can join with the male's sperm to make a baby. Once a female goes through puberty, the ovaries start to send out one egg each month to the uterus."

Next, say, “Before a baby is born, it is called a fetus.” Point to the uterus in the interior view. Say, “Inside the female’s body is the uterus, the place where a fetus can grow if a person is pregnant.”

Next, point out the vagina. Pronounce the word and say, “This is the passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.”

Next, point to the exterior view. Point out the vulva. Pronounce the word and say, “This is another term for the female’s genitals. These parts are on the outside of her body.” The vulva includes the urethra. Say, “This is the opening in the female body where urine leaves the body. Just like males, females have a urethra that connects to the bladder and carries urine outside the body through the urethral opening. The vulva also includes the clitoris. The clitoris is at the top of the vulva, located above the urethral opening.” (15 minutes)

STEP 5: Ask children to name the parts of the male and female genitals as you point to them. Help them to pronounce each word correctly and ask for a volunteer to say what the function is for each. Then ask: “What are some good places someone could go if they wanted to learn more about the reproductive system?”

Note to the Teacher: Responses that you want to encourage are: books from the library or the bookstore; films or DVDs that you see in school; the school nurse; your doctor, your parents. If students suggest the internet, make sure to reinforce that the internet does have some reliable and accurate information but it also has a lot of bad and wrong information and so the internet is only a good source if they find a reliable site. The same for television or even magazines. If students suggest friends or older siblings, tell them that, although we learn a lot from our friends, classmates and older siblings, they often don’t have accurate information so they are not generally a good source. Tell students if they learn something about the reproductive system from someone their age or from an older child or teenager, to check it out with an adult or look in a book, to find out if it is accurate.

Conclude the lesson by encouraging students to learn about their bodies and tell them that it is good to know the names of their body parts, to take care of their bodies and to feel proud of them. (7 minutes)

