Everybody's Got Body Parts – Part One

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Grade 6 and 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- If you do not have hookup for sound, small speakers to connect to your computer or laptop
- LCD projector and screen
- Worksheet: "reproductive and sexual systems of a Person with a uterus and vulva" – enough for either 1/3 or 1/2 the class to have one, depending on whether you plan to have them complete it in triads or pairs
- Anonymous question box
- Index cards – one per student
- Pencils in case students do not have their own
- Homework Assignment: "Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle"– one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

- Go through the video below, which will be used to answer questions during this lesson: https://amaze.org/video/puberty-biological-female-anatomy/
- Speak with your IT department to make sure this web address is unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to this video right before class.
- Prepare an anonymous question box, if you don't have one already, by taking a shoebox or other similarly-sized box and cutting an opening in the top large enough for a folded up index card to fit through.

LEARNING OBJECTIVES:

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

1. Name at least two parts of the internal and external sexual and reproductive systems of a person with a uterus. [Knowledge]
2. Describe the function of at least two parts of the internal and external sexual and reproductive systems of a person with a uterus. [Knowledge]
3. Demonstrate a basic understanding of the menstrual cycle. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice this lesson uses body-first language, instead of referring to reproductive systems as "male" or "female", as a best practice in teaching sexuality. The purpose is to separate a person's gender form a person's sexual and reproductive anatomy, and be more inclusive of people with all body variations. It is important to avoid assuming that all of your student's gender identities will match their anatomy.

You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by explaining that students likely have learned a lot about their bodies over the years, but that now that they're older, we are going to focus a bit more on their sexual and reproductive body parts. *(2 minutes)*

STEP 2: Explain to the class that they are going to be put into small groups to complete a worksheet on the sexual and reproductive systems for people who were born with a uterus and vulva. Tell them that the sheets have a word bank at the bottom, and that they need to make those words fit into the images provided. Have them get into their triads (you may also wish to do pairs), distribute one worksheet per triad/pair, and tell them that they have 10 minutes in which to complete it. (*12 minutes)*

Note to the Teacher: *You know your students best in terms of what will distract them or make them feel uncomfortable. If you were to choose to break them into same-sex pairs or triads, this would be one activity in which doing so can be helpful. Before doing so, however, please review our piece on the pros and cons of separating by gender in the Teacher Background.*

STEP 3: Once the students have completed the activity, click on the link to the video, "Anatomy: Assigned Sex at Birth (Female)" at https://amaze.org/video/puberty-biological-female-anatomy/. After the video finishes, ask students to review their worksheets as they go to make sure they have the answers correct. It may help to pause the video as needed to give students time to review their answers. Pause and ask the students if they have any questions. *(30 minutes)*

STEP 4: Distribute an index card to each student. Ask each person to write down one question they may still have relating to the sexual and reproductive systems that were discussed today, but they should not put their names on the cards. Instruct those who do not have questions to simply write "no question" on their card to help keep anonymity, as no one will know who wrote down a question and who did not. As they are writing their questions, distribute the homework sheet and ask them to complete it before the next class session. Collect the cards in the anonymous question box, and tell the class that you will answer them at the beginning of the next class session. *(10 minutes)*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

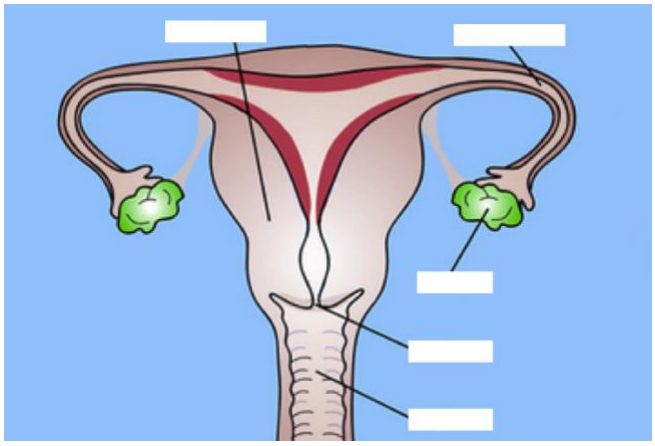
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

"Sexual and Reproductive Systems of a Person with a Uterus Crossword Puzzle" – to be completed by each student and handed in during the next class.

Worksheet: The Reproductive and Sexual Systems of a Person with a Uterus and Vulva

Name: _____ Name: _____ Name: _____



1. _____
2. _____
3. _____
4. _____
5. _____

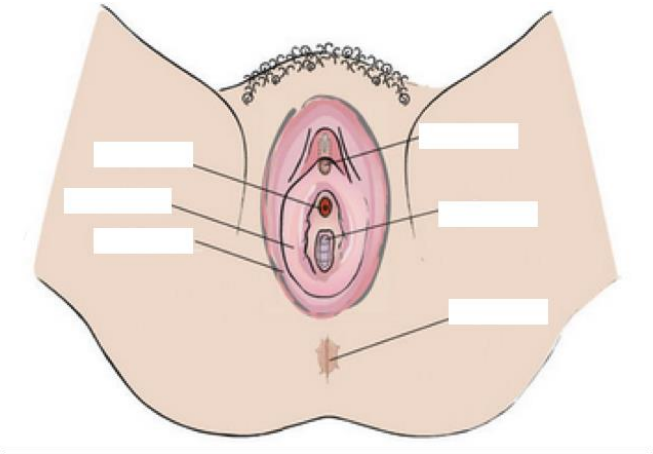
WORD BANK

Uterus

Ovary

Fallopian Tube

Cervix



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

WORD BANK

Vagina

Clitoris

Labia Majora

Labia Minora

Urethra

Anus

Advocates for Youth
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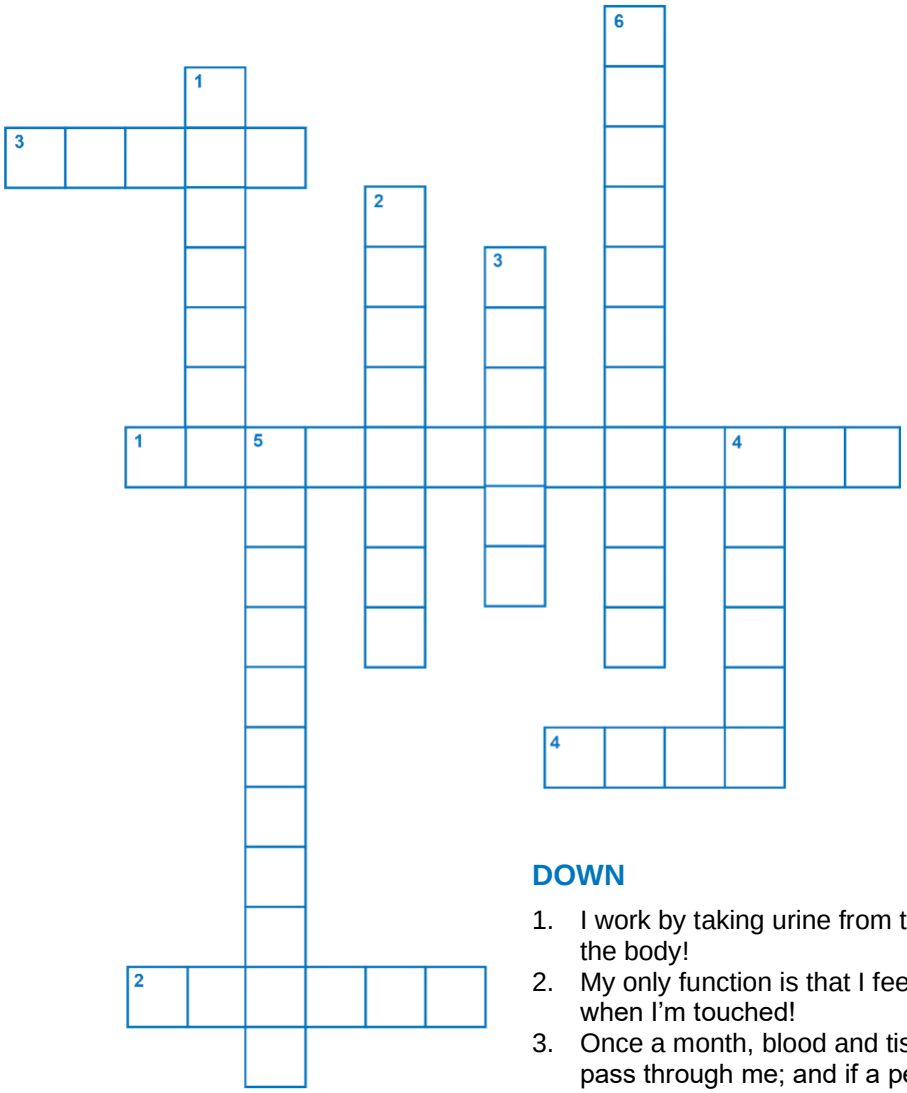
www.advocatesforyouth.org

Homework: Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle

Name: _____ **Date:** _____



ACROSS

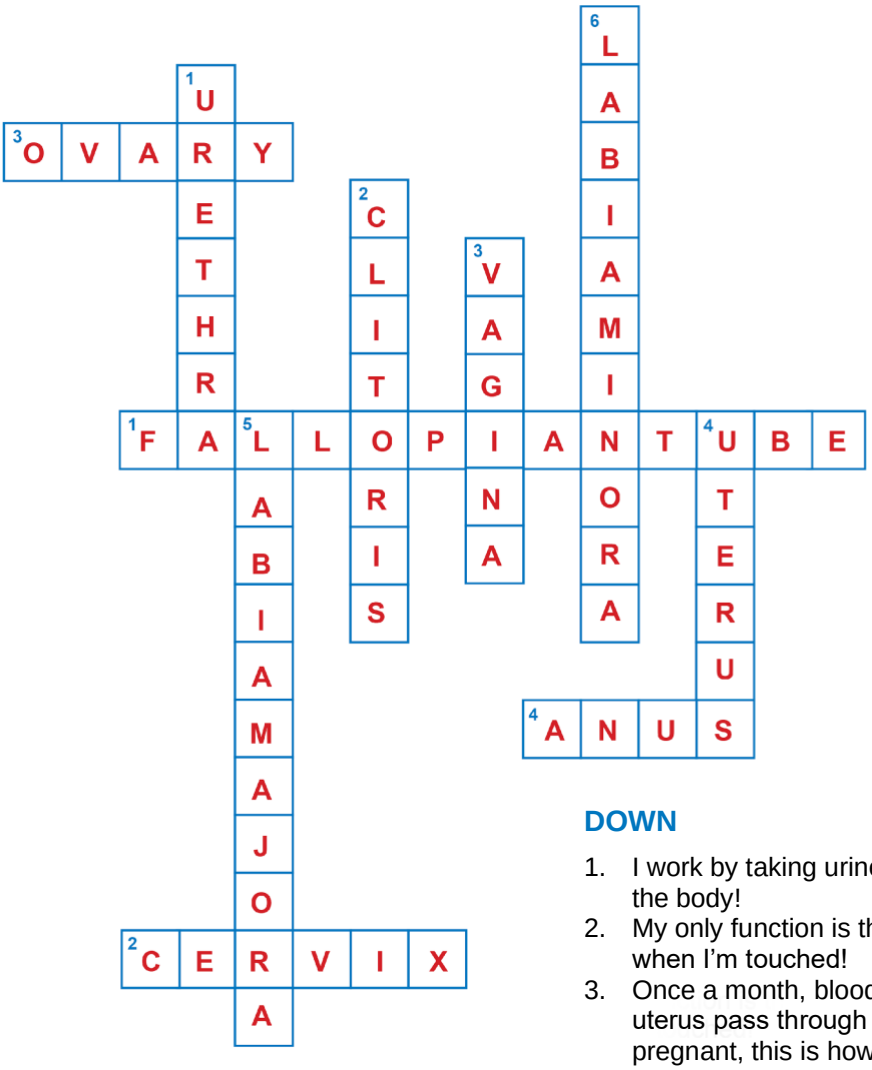
1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
3. I make eggs! (& no, I'm not a chicken!) There are two of me.
4. I'm the opening, just below the vaginal opening, through which poop leaves the body. I don't mind - I have an important job!

DOWN

1. I work by taking urine from the bladder out of the body!
2. My only function is that I feel very sensitive when I'm touched!
3. Once a month, blood and tissue from the uterus pass through me; and if a person's pregnant, this is how the baby usually comes out!
4. I'm shaped like a pear and fill up with blood and other nutrients once a month. If a person gets pregnant, the fetus grows inside me!
5. I'm the skin that covers the outside of the vulva to protect everything that's underneath me - the clitoris, the opening to the urethra, and the vaginal opening!
6. I'm the two small flaps of skin on either side of the opening to the vagina; I can come in a variety of shapes and sizes!

Answer Key

Homework: Sexual and Reproductive Systems of a Person with a Uterus and Vulva Crossword Puzzle



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