Everybody's Got Body Parts – Part Two

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
- LCD projector and screen
- Worksheet: "Reproductive and sexual systems of a person with a penis" – 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 Penis Crossword Puzzle" – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

- Review the videos, https://amaze.org/video/puberty-biological-male-anatomy/ and https://medlineplus.gov/ency/anatomyvideos/000121.htm which you will use to provide the answers to the activity in this lesson.
- Speak with your IT department to make sure both of the above websites are both unblocked for your classroom and that your computer's sound works for the video.
- Make sure your computer is queued to both the website and video right before class.
- Go through the anonymous questions from the last class session to be prepared to answer them during class. If there are no or very few questions, feel free to add in a few.

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 penis. [Knowledge]
2. Describe the function of at least two parts of the internal and external sexual and reproductive systems of a person with a penis. [Knowledge]
3. Demonstrate a basic understanding of where sperm is made and how it leaves the body. [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: Remind the students about the anonymous questions they contributed at the end of the last class. Take no more than a few minutes to answer as many as time permits. *(5 minutes)*

Note to the Teacher: *You do not need to answer every single question; you can cluster them by category instead. Also, should you receive an overwhelming number of questions you may wish instead to make a reference sheet where you type up the questions and responses and simply distribute that to the class or answer them over a few days.*

STEP 2: Explain to the class that just as they went through the sexual and reproductive systems of a person with a uterus and vulva during the last class, today they are going to go through the sexual and reproductive systems for people with a penis. Put them into small groups as you did in the last class to complete a worksheet on the systems of people with a penis. 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, please review our piece on the pros and cons of separating by gender in the Teacher's Guide.*

STEP 3: Once the students have completed the activity, show the Amaze video "Anatomy: Assigned Sex at Birth (Male)" to students.

As students watch the video, ask them to check their worksheets as you go along to make sure they have the answers correct. You should pause the video at various points to give them time to check their work and ask questions.

Note to the Teacher: *The available online visuals did not include the "Cowper's Gland." Please use the worksheet provided as a guide to indicate on the visual where the Cowper's Gland is located. Explain to the students that this is where pre-ejaculate is made, which is designed to both clean out and lubricate the inside of the urethra before the sperm-filled semen passes through it. Ask the students if they have any questions.*

Next, go to https://medlineplus.gov/ency/anatomyvideos/000121.htm and click on the link to play the video about the path of the sperm. Ask whether the students have any questions. *(27 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 of a person with a penis, but that 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.
(6 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.

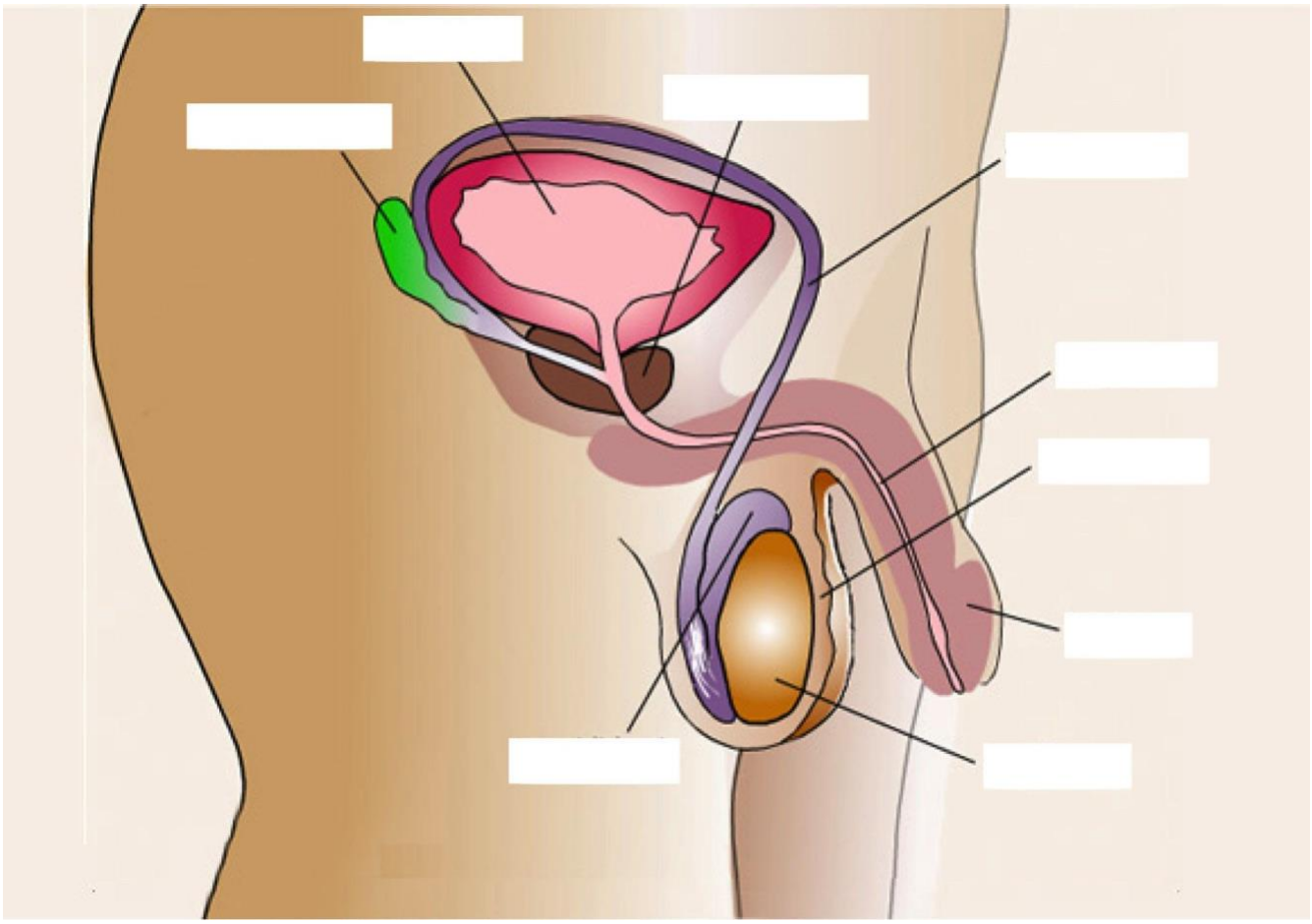
HOMEWORK:

"Sexual and Reproductive Systems of a Person with a Penis 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 Penis

Name: _____ Name: _____ Name: _____



(Image from www.kidshealth.org)

1. _____ 4. _____ 7. _____

2. _____ 5. _____ 8. _____

3. _____ 6. _____ 9. _____

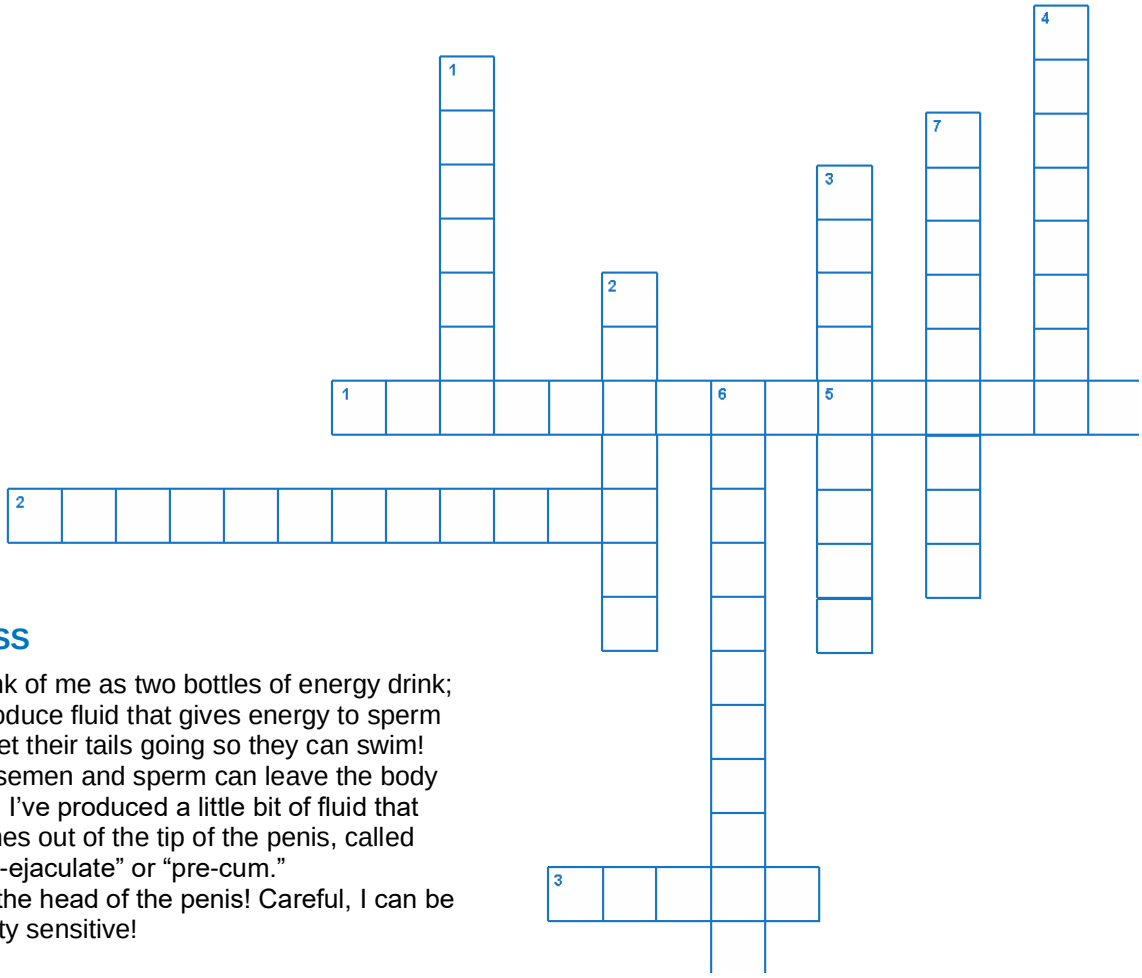
WORD BANK

seminal vesicles	bladder	epididymis
testicle	penis	scrotum
urethra	vas deferens	prostate gland

Advocates for Youth
Rights. Respect. Responsibility.
www.advocatesforyouth.org

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

Name: _____ Date: _____



ACROSS

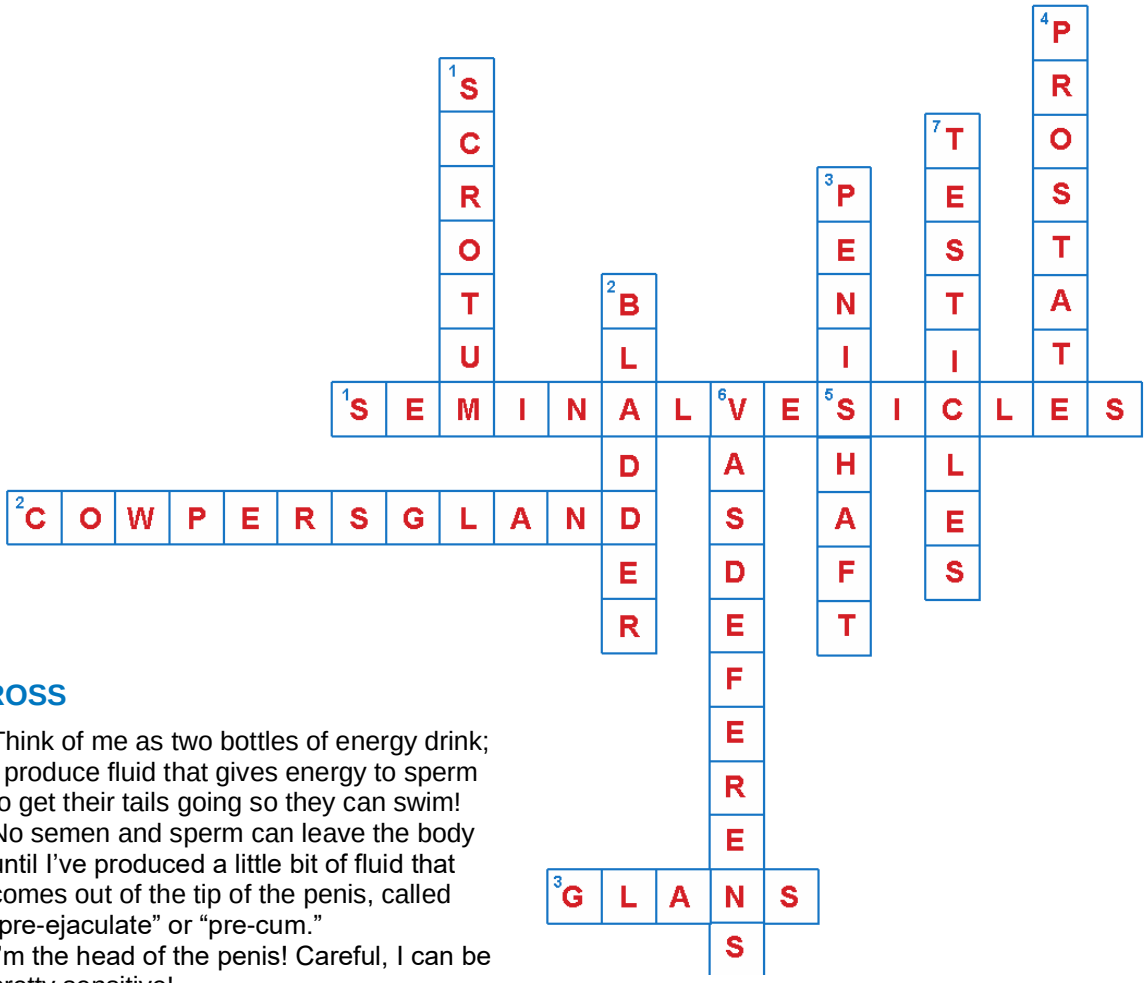
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the head of the penis! Careful, I can be pretty sensitive!

DOWN

1. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
2. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
3. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculates or has a wet dream. I'm busy!
4. Chestnuts roasting on an open fiiiire... Well, I'm about the size of a chesnut, but please don't roast me! I've got to produce some of the fluid that makes up semen!
5. I'm the longest part of the penis, between the body and the head! Sometimes, I fill up with blood and get hard or erect.
6. I'm like a big water slide - I go from the testes up into the body so I can carry sperm to where it mixes with semen before it leaves the body!
7. I hang out in the scrotum - literally! There are two of me, and we're like little factories, making testosterone and sperm. When do I get a vacation??

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

ANSWER KEY



ACROSS

4. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
5. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
6. I'm the head of the penis! Careful, I can be pretty sensitive!

DOWN

8. I look - and work - kind of like a sac! Inside, I have the testicles, which makes sperm. Since they have to be made at a temperature lower than 98.6 degrees, I hang outside the body behind the penis
9. When you gotta go to the bathroom, that's me letting you know! I collect urine until it's time for it to leave the body.
10. Urine leaves the body through me; sperm-filled semen leaves through me when someone ejaculates or has a wet dream. I'm busy!
11. Chestnuts roasting on an open fiiiire... Well, I'm about the size of a chesnut, but please don't roast me! I've got to produce some of the fluid that makes up semen!
12. I'm the longest part of the penis, between the body and the head! Sometimes, I fill up with blood and get hard or erect.
13. I'm like a big water slide - I go from the testes up into the body so I can carry sperm to where it mixes with semen before it leaves the body!
14. I hang out in the scrotum - literally! There are two of me, and we're like little factories, making testosterone and sperm. When do I get a vacation??