

Sexual and Reproductive Anatomy

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
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
- Desktop or laptop with PowerPoint on it
- PowerPoint: “Sexual and Reproductive Anatomy”
- Handouts of male and female slide – one per student
- Colored pencils (preferable) or crayons for each student
- Homework: “Body Parts” – one per student

A NOTE ABOUT LANGUAGE:

The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex is introduced in subsequent grade levels.

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 at least two parts of the biological male reproductive system. [Knowledge]
2. Correctly describe the functions of at least two parts of the biological male reproductive system. [Knowledge]
3. Correctly identify at least two parts of the biological female reproductive system. [Knowledge]
4. Correctly describe the functions of at least two 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)

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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 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. Say “Most people who have biological male reproductive parts are boys and most people who have biological female reproductive parts are girls, but sometimes people can have reproductive parts that don’t match who they are.” (1 minute)

STEP 3: Distribute the penis diagram handout and colored pencils or crayons. Ask the students to color each part as you discuss it and to write the name on their sheet by the correct part. Show the slide of a penis. 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 person with a penis goes through puberty, the urethra is also where semen comes out, semen contains sperm. Sperm are tiny cells that are needed 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 reproductive system to leave the body through the urethral opening. Also, point out the bladder and explain that this is where urine, or pee, is stored. Show how urine also travels from the bladder, through the urethra and out of the body.

Explain that these parts of the body are called genitals. Then point to the anus. Explain that this is the opening where the solid waste, or poop, leaves the body when someone makes a bowel movement. The anus and the bladder are not part of the reproductive system. (15 minutes)

STEP 4: Distribute the vulva diagram handout. Ask the children to color each part as you discuss it and to write in each name by the correct part. Show the vulva anatomy slide.

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 are 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 person with a uterus decides they want to make a baby.

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They provide the egg, which can join with the sperm to make a baby. Once they go 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 abdomen 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 these genitals. These parts are on the outside of the body.” First, point to the urinary, or urethral opening. Say that this is the opening in the body where urine leaves the body. Everyone has a urethra that connects to the bladder and carries urine outside the body through the urethral opening. Then, point to the vaginal opening and say, “This is the opening to the vagina through which a baby is born and through which blood passes when a person menstruates each month.” Then point to the clitoris and say “This is the clitoris, located above the urethral opening, is very sensitive. (15 minutes)

STEP 5: Ask children to name the parts of the genitals as you point to them. Help them to pronounce each word correctly by having the group say each word together several times 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. 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)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The homework assignment is designed to assess all five learning objectives from each student individually.

HOMEWORK:

Distribute “Body Parts” worksheet. For homework, have students work with a family member to identify whether each part belongs to each reproductive system, to identify the function for each part, and one source of accurate information about reproduction.

Body Parts
Homework

FRONT

Directions:

1. Check the box that correctly identifies who has each part
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	MOST BOYS HAVE THIS	MOST GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA				
2. PENIS				
3. TESTICLES				
4. VULVA				
5. SCROTUM				
6. VAGINA				
7. ANUS				
8. GENITALS				
9. CLITORIS				
10. OVARIES				
11. BLADDER				

One good place to get accurate information about reproduction is:

BACK

Descriptions and Functions:

- a. Carries urine from the bladder to the outside of the body.
- b. Two small round organs that produce sperm, which are needed to make a baby.
- c. Opening where solid waste (poop) leaves the body.
- d. The reproductive system parts on the outside of the body.
- e. The organ that stores urine (pee).
- f. Store the eggs (ova).
- g. Part on the outside of the body that contains the vaginal opening, the urethral opening and the clitoris.
- h. The passageway between the uterus and the vaginal opening through which a baby comes out when it is time to be born.
- i. A very sensitive part.
- j. Part that contains the urethra through which urine and, in grown ups, semen with sperm pass through to leave the body.
- k. Pouch of skin that holds the testicles.

Body Parts: Homework
Teacher's Guide

Directions:

1. Check the box that correctly identifies who has each part
2. Put the letter from the list on the back of this sheet that correctly identifies the description or main function for each part.

BODY PART	MOST BOYS HAVE THIS	MOST GIRLS HAVE THIS	EVERYONE HAS THIS	DESCRIPTION OR FUNCTION (from list on back)
1. URETHRA			✓	A.
2. PENIS	✓			J.
3. TESTICLES	✓			B.
4. VULVA		✓		G.
5. SCROTUM	✓			K.
6. VAGINA		✓		H.
7. ANUS			✓	C.
8. GENITALS			✓	D.
9. CLITORIS		✓		I.
10. OVARIES		✓		F.
11. BLADDER			✓	E.

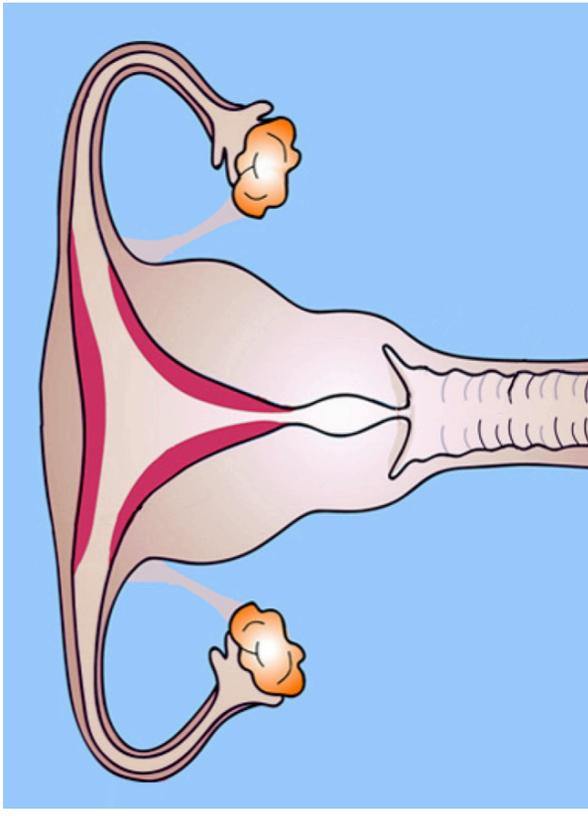
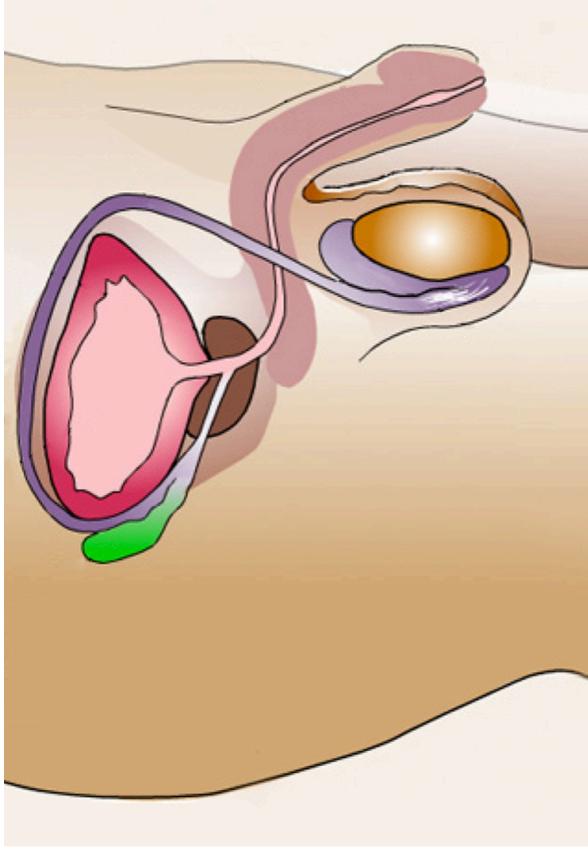
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To Be Used with 3Rs

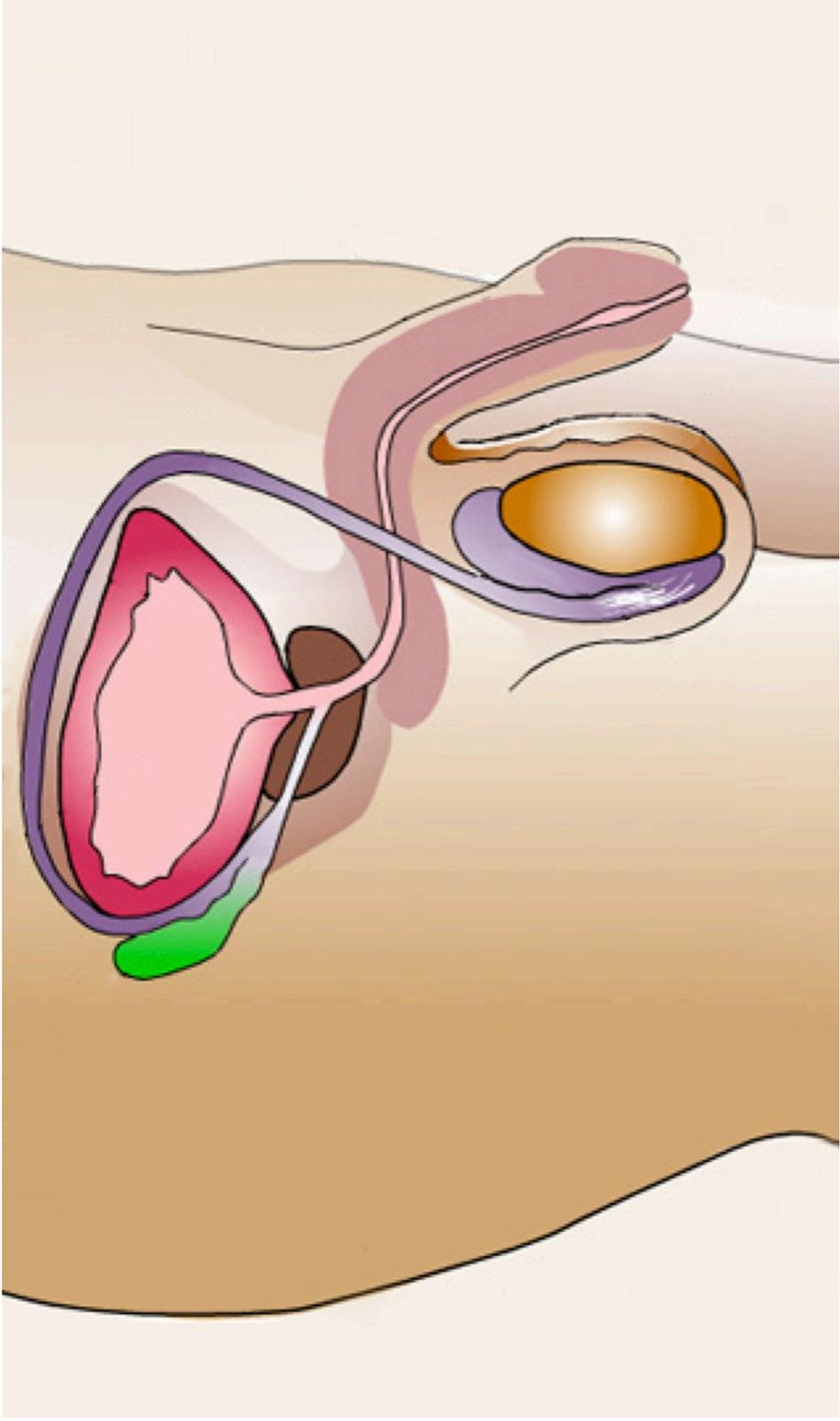
Grade 5, Lesson 1

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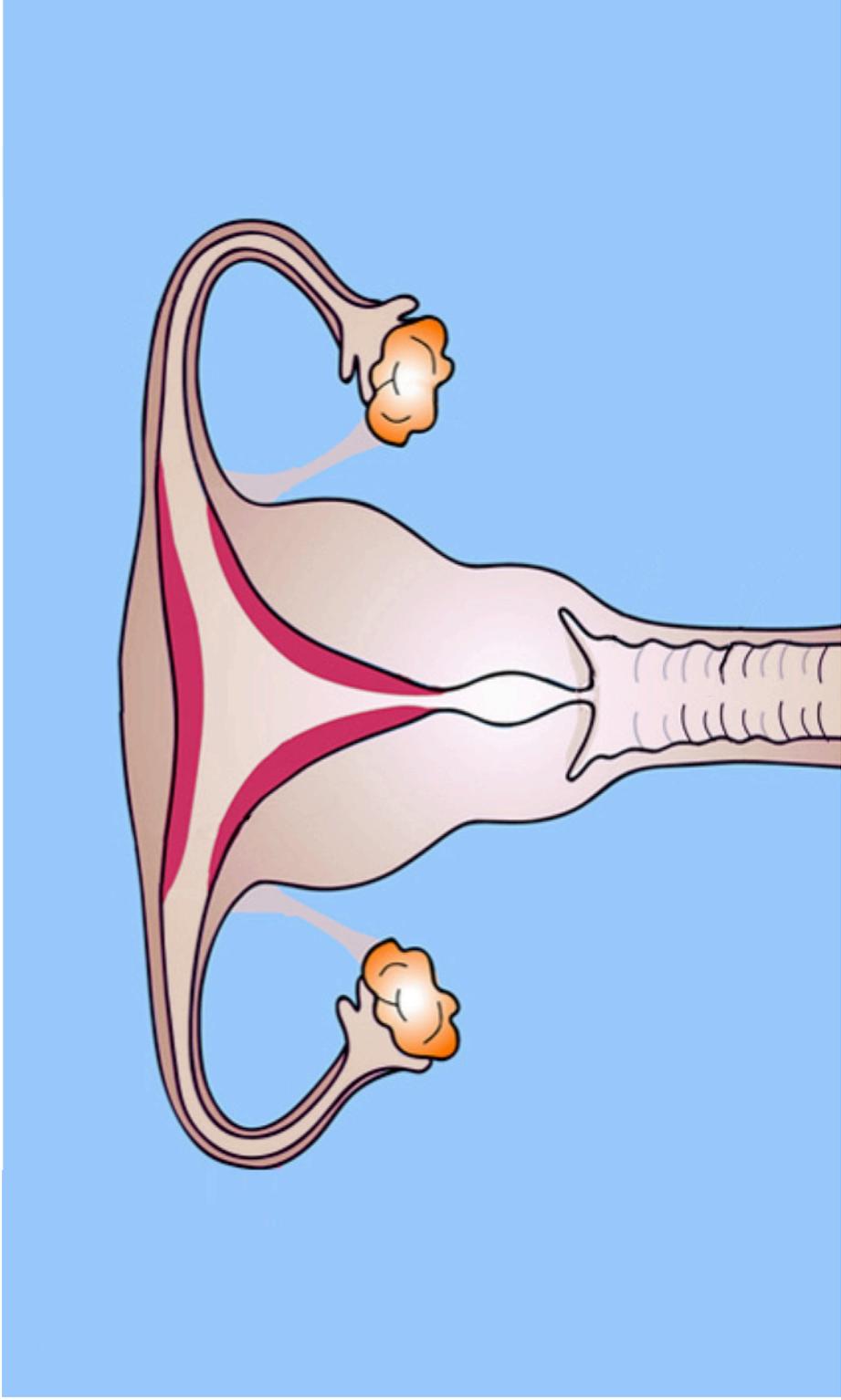
Reproductive Anatomy



If someone has a penis



If someone has a vulva



Vulva

