

Everybody's Got Body Parts

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

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

Students will be able to:

AP.8.CC.1 – Students will be able to describe the male and female sexual and reproductive systems including body parts and their functions.

TARGET GRADE:

Middle School – Lesson 3

TIME: 50 Minutes

MATERIALS NEEDED:

- Projector and screen
- Computer with Internet and audio equipment
- White board and markers
- *“Female and Male Sexual and Reproductive Systems”* worksheets (enough for groups or 2-3 students)
- **Homework:** *“Female and Male Sexual and Reproductive Systems Crossword Puzzles”* (one per student)
- *“Female and Male Sexual and Reproductive Systems Crossword Puzzles”* Answer Keys

ADVANCE PREPARATION FOR LESSON:

- Go through the following websites and videos, which you will use to provide the answers to the activity in this lesson:
<http://kidshealth.org/en/teens/female-repro.html>
http://kidshealth.org/teen/sexual_health/guys/male_repro.html
<https://medlineplus.gov/ency/anatomyvideos/000121.htm>
- Make sure your computer is queued to these videos right before class.
- Prepare an anonymous question box, if you don't have one already.

LEARNING OBJECTIVES:

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

1. Name at least two parts of the female and male internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two parts of the female and male internal and external sexual and reproductive systems. [Knowledge]
3. Demonstrate a basic understanding of the menstrual cycle and of where sperm is made and how it leaves the body. [Knowledge]
4. Demonstrate an understanding of body image and how changes in bodies' appearance and performance is a normal part of growing up. [Knowledge]

A NOTE ABOUT LANGUAGE:

You will notice that this lesson refers to “male” and “female” anatomy. We use these terms for clarity's sake to refer to biological sex or the sex a person was assigned at birth based on their anatomy (for example, a baby born with a vulva is likely to be called a “girl”). At the same time, however, it is important to avoid assuming that all of your students' gender identities will match their sexual anatomy. Referring to people with particular body parts (such as “a person with a vulva”) will create a more inclusive classroom than “female anatomy.”

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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 two worksheets on the sexual and reproductive systems for people who were born with certain body parts and assigned "female" or "male" at birth. Tell them that the sheets have word banks at the bottom and that they need to make those words fit into the images provided. Have the students get into groups of 2 or 3, distribute one worksheet (printed front and back with Female and Male) per triad/pair, and tell them that they have 15 minutes in which to complete it. (15 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 this activity, click on the link to the presentation, "The Female Reproductive System," at <http://kidshealth.org/en/teens/female-repro.html>. Click through Slides 1-6 and either read or ask a student to read the descriptions that are listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct. Once you have gone through all of the descriptions in Slides 1-6, pause and ask the students if they have any questions. Next, click through Slides 7-12 which is about the external female sexual and reproduction system. Like the internal system, the descriptions for each part should be read aloud, either by the teacher or different students. Once they have gone through all of them, ask whether there are any questions. Finally, scroll down to the "More on this Topic" section and click on "All About Menstruation". This part has a narrated explanation; so simply hit "play". At the end, ask whether there are any questions. (10 minutes)

STEP 4: Click on the link to "The Male Reproductive System," at http://kidshealth.org/teen/sexual_health/guys/male_repro.html. Click on Slides 1-11 and either read or ask a student to read the description that is listed there. Tell the students to check their worksheets as you go along to make sure they have the answers correct.

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.

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. (10 minutes)

STEP 5: Ask students if they've noticed changes happening to their body, such as favorite clothes not fitting, body parts different shapes and sizes than they were before, or pores on their face seeming to come out of nowhere. Assures students that changes in their bodies' appearance and performance — even such minor details as the way they smell — are

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all perfectly normal parts of growing up. Say, **"You might become more aware of looks right around the time your bodies begin changing. This can make physical changes difficult to deal with emotionally. Adjusting to a changing body is about more than just looks, though. Lots of teens base their self-image on how their bodies feel and perform."**

Ask students, **"So what can you do to help yourself adjust physically and emotionally to the changes that you are going through?"** Write their suggestions on the white board. Look for the following suggestions and add any to the list on the board that are not addressed:

- Beware — don't compare! Comparing ourselves with others is problematic because everyone develops differently and at different times.
- Treat your body well. Making healthy choices about food and exercise is part of developing a mind and life of your own.
- Befriend your body. Get to know and love your new body.
- Walk tall — even if you're not! What people do notice is how you project your feelings about yourself.

Conclude the discussion by saying, **"If our bodies had owners' manuals, they'd tell us to keep them clean and provide them with fuel. But our bodies are human, too, and they do best when they're loved. Learning to accept and appreciate ourselves helps build resilience. People who are resilient are better able to deal with problems and bounce back from disappointment than people who are not. Resilient people usually make good decisions and choices. Accept and appreciate your body, no matter what it looks like right now, and — just like a good friend — it can do a lot for you in return!"** (8 minutes) (Adapted from TeensHealth Help! Is This My Body? <http://kidshealth.org/en/teens/help-body.html>)

STEP 6 Ask if there are any remaining questions. Distribute the "Female and Male Sexual and Reproductive Systems Crossword Puzzles" homework sheet and ask them to complete it before the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT THE CONCLUSION OF THIS LESSON:

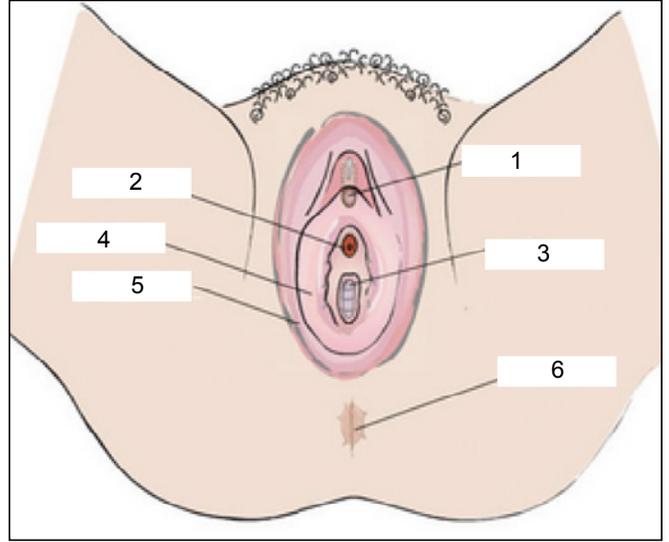
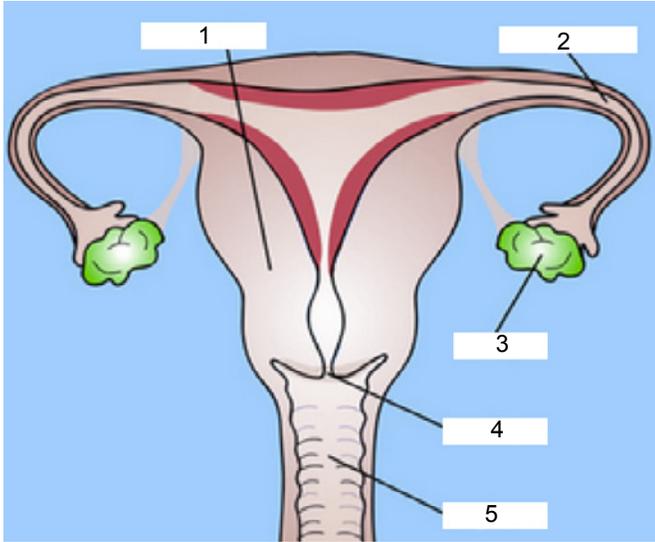
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving all Learning Objectives.

HOMework:

"Female and Male Sexual and Reproductive Systems Crossword Puzzles," to be completed by each student and handed in during the next class. See Answer Keys to correct the homework.

FEMALE SEXUAL AND REPRODUCTIVE SYSTEMS

Name: _____ Name: _____ Name: _____



(Images from www.kidshealth.org)

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

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

WORD BANK

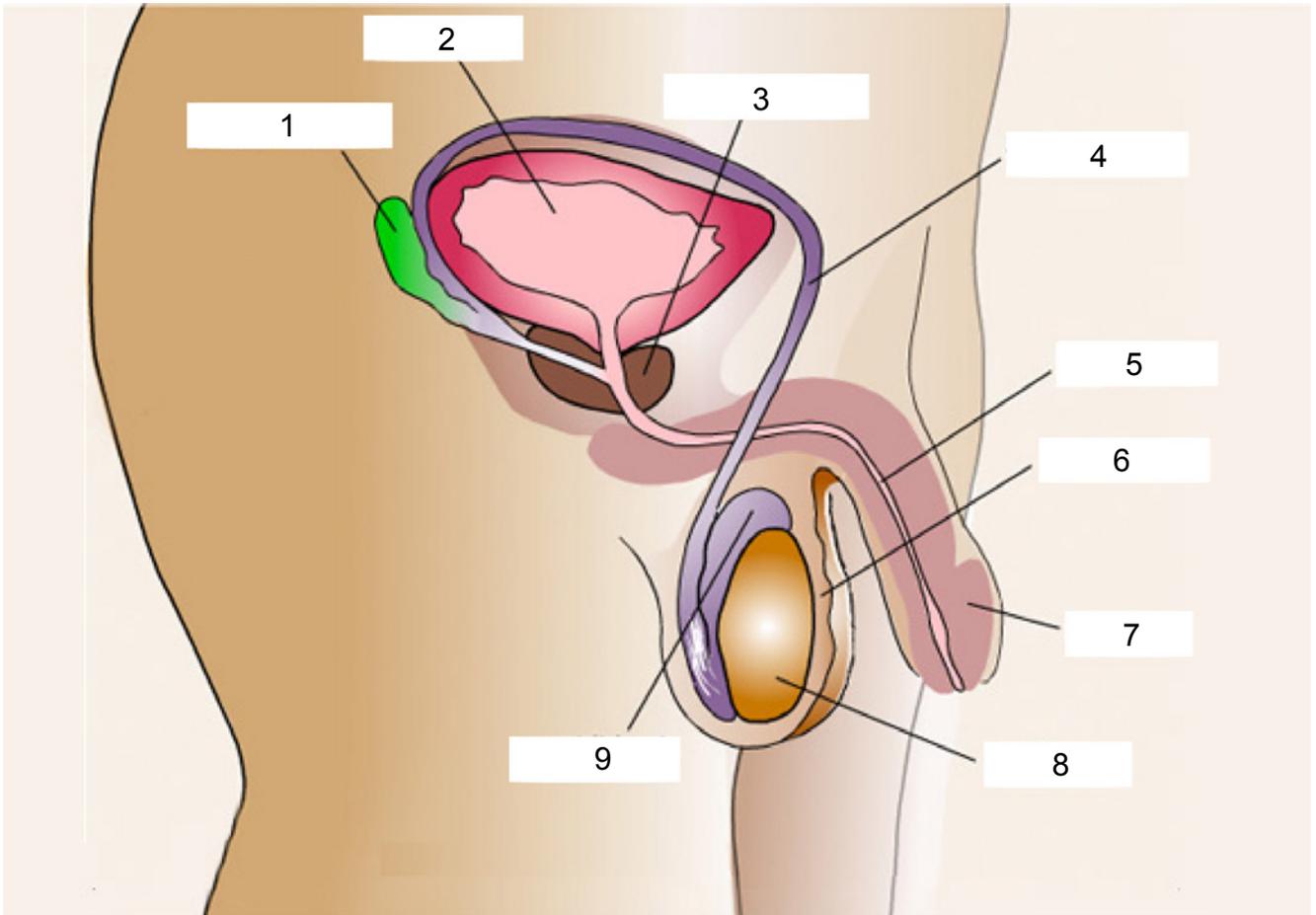
- Uterus
- Ovary
- Fallopian Tube
- Cervix
- Vagina

WORD BANK

- Vagina
- Clitoris
- Labia Majora
- Labia Minora
- Urethra
- Anus

MALE SEXUAL AND REPRODUCTIVE SYSTEMS

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

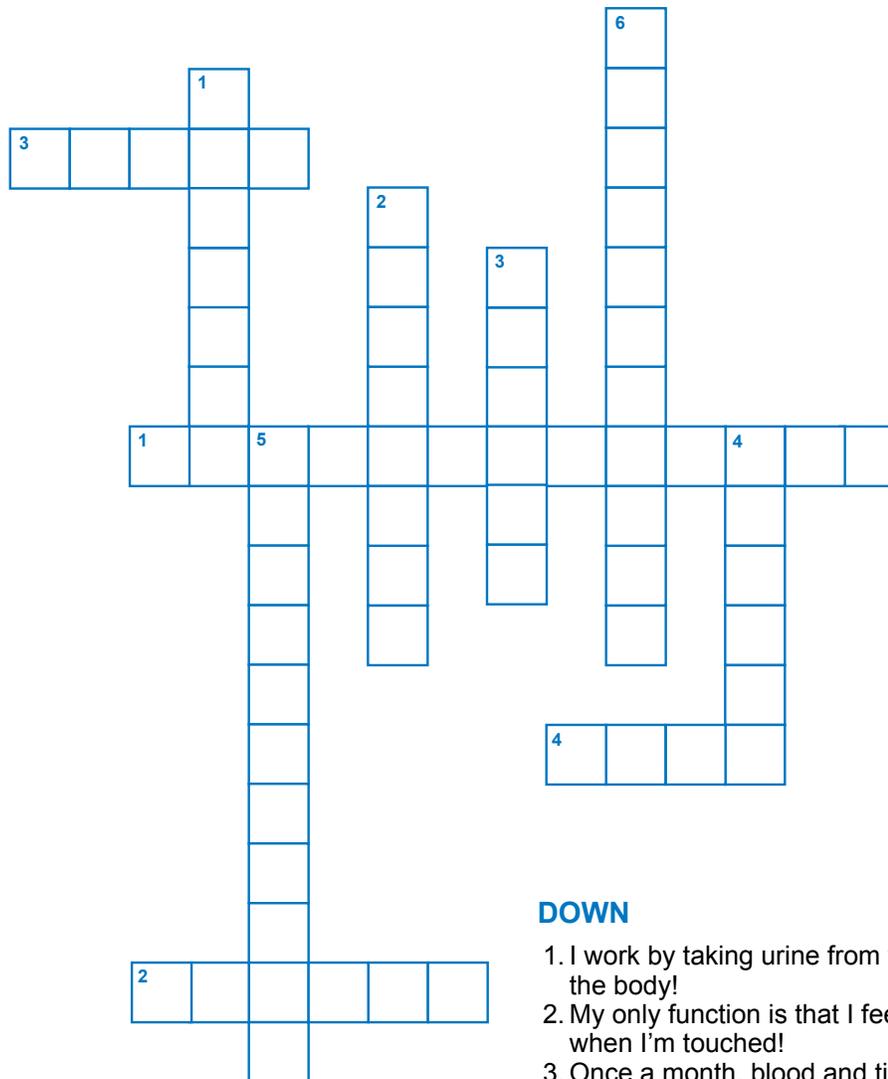
urethra

vas deferens

prostate gland

Female Sexual and Reproductive Systems Crossword Puzzle Homework (Lesson 8-3)

Name: _____ Date: _____



ACROSS

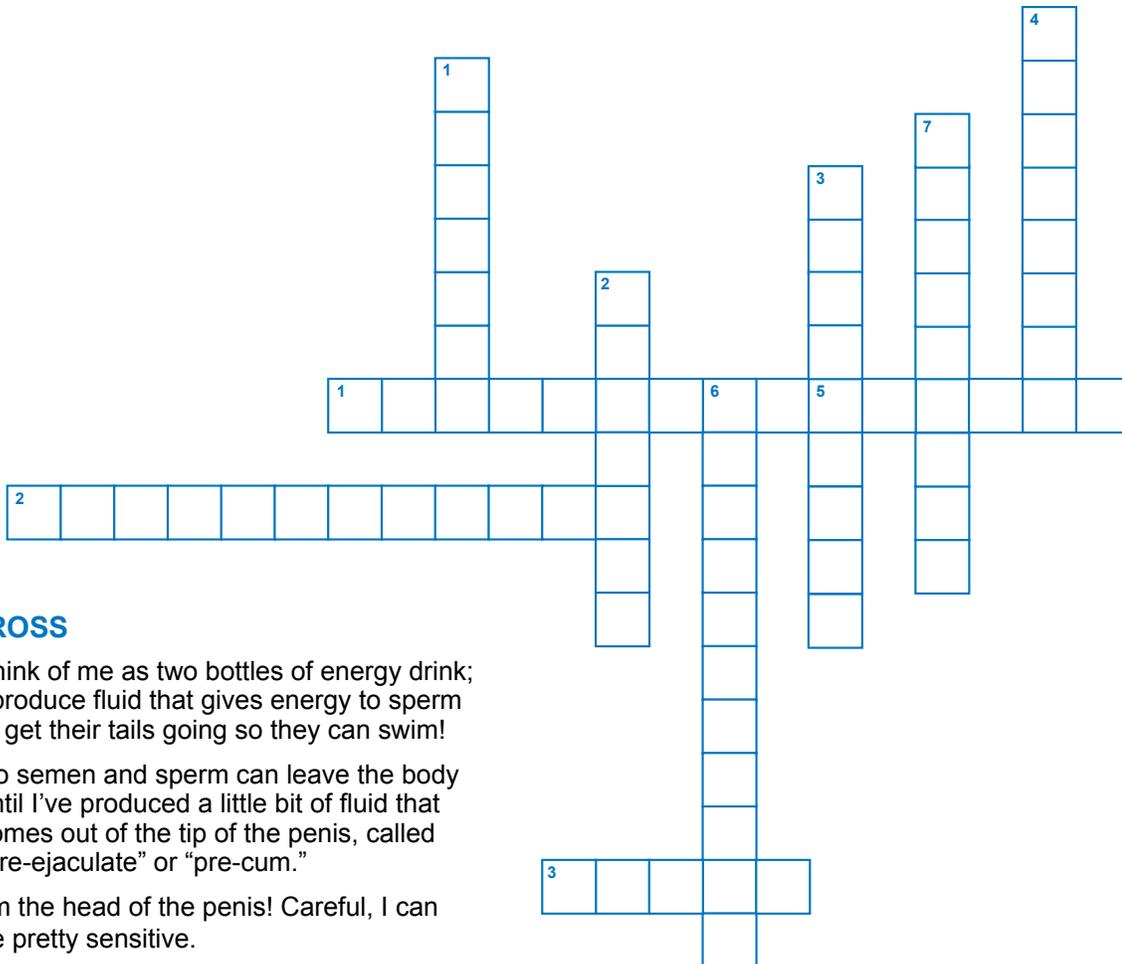
1. There are two of me - one on either side of the uterus, each connected to one of the ovaries. Eggs pass through me every month to get to the uterus!
2. I'm the opening to the uterus! When people with one of these get pap tests, the clinician takes cells from me to test them to make sure all is well!
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!

Male Sexual and Reproductive Systems Crossword Puzzle Homework (Lesson 8-3)

Name: _____ Date: _____



ACROSS

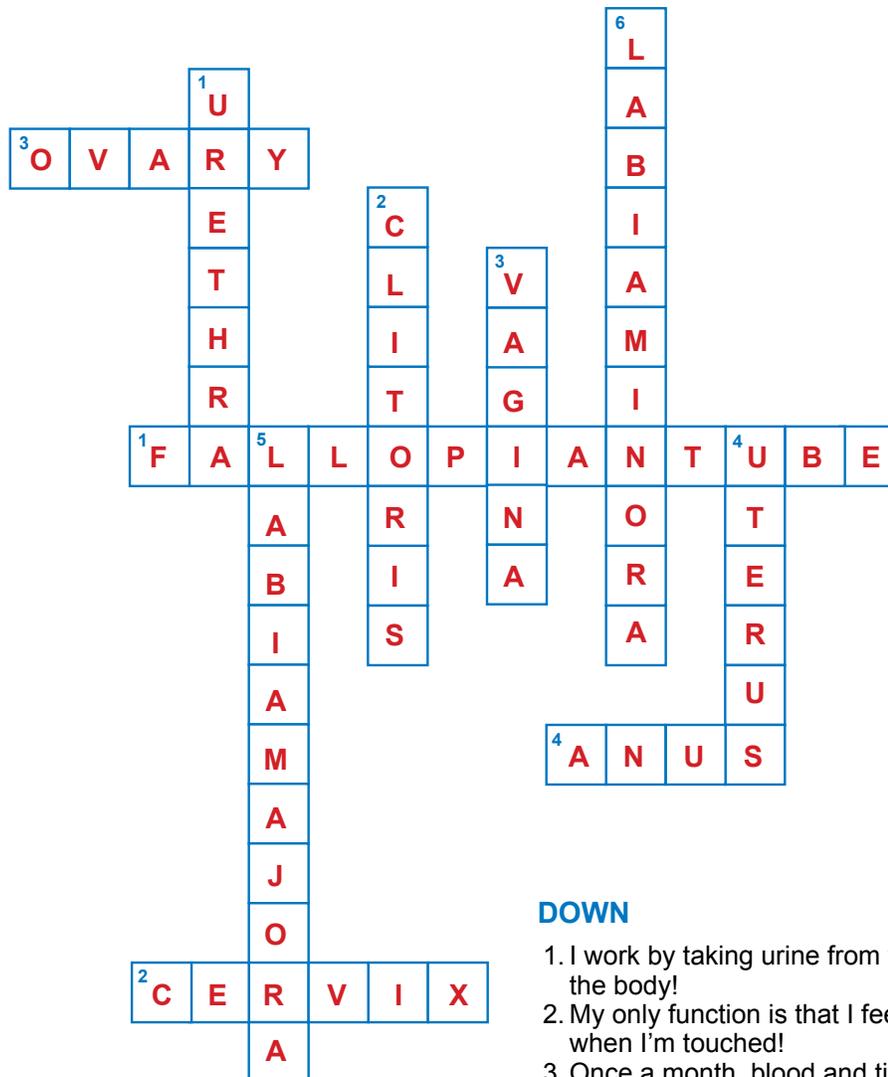
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the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

Female Sexual and Reproductive Systems Crossword Puzzle

ANSWER KEY



ACROSS

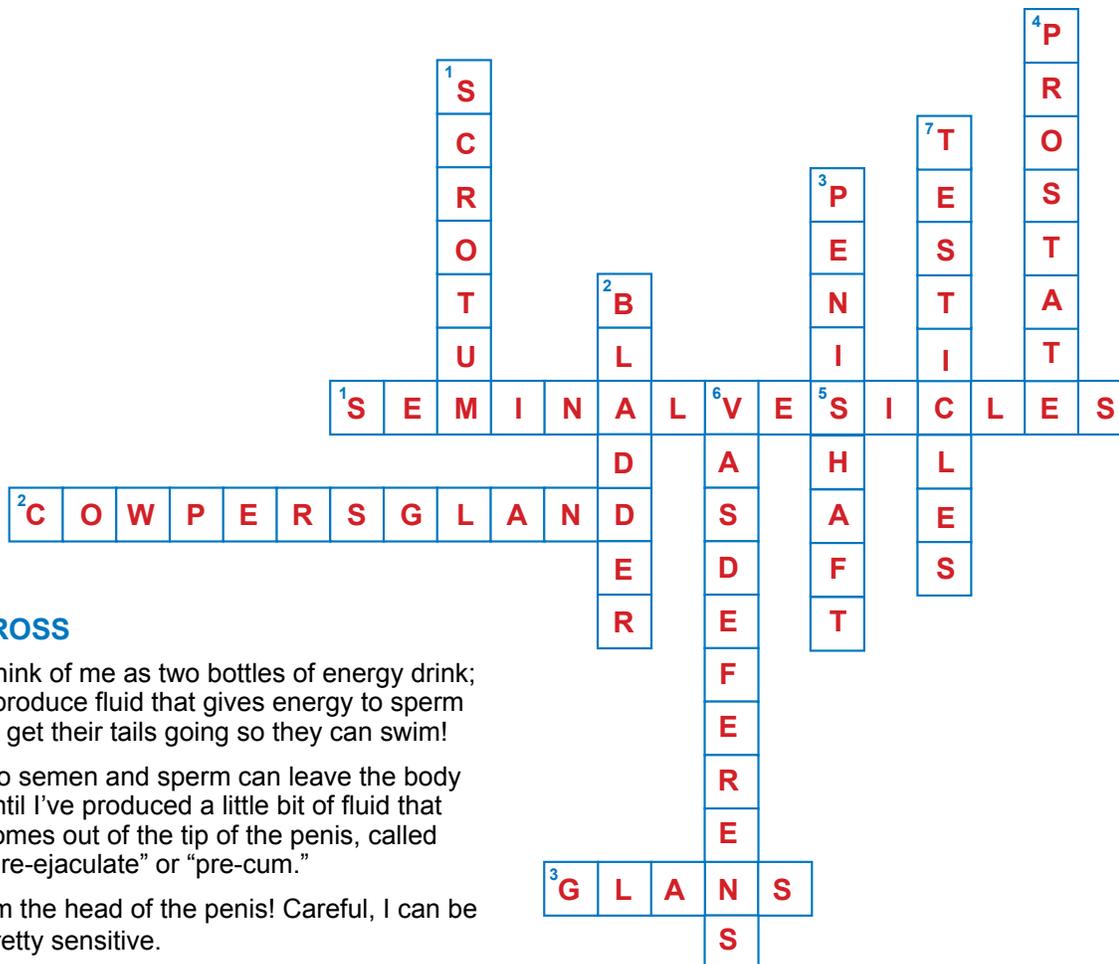
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Male Sexual and Reproductive Systems Crossword Puzzle

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ACROSS

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