

Everybody's Got Body Parts – Part Two

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:

By the end of 8th grade, 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: Grade 7
Lesson 2

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: “Male Reproductive and Sexual Systems” – 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: “Male Sexual and Reproductive Systems Crossword Puzzle” – one per student
- Homework Answer Key – one copy for the teacher

ADVANCE PREPARATION FOR LESSON:

- Go through the website and video, http://kidshealth.org/teen/sexual_health/guys/male_repro.html 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 male internal and external sexual and reproductive systems. [Knowledge]
2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems. [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 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.”

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)

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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 female sexual and reproductive systems during the last class, today they are going to go through the male sexual and reproductive systems for people who were born with certain body parts and assigned “male” at birth. Put them into small groups as you did in the last class to complete a worksheet on the male systems. 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, click on the link to “The Male Reproductive System,” at http://kidshealth.org/teen/sexual_health/guys/male_repro.html.

Click on each body part 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. 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 male sexual and reproductive systems, 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)

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

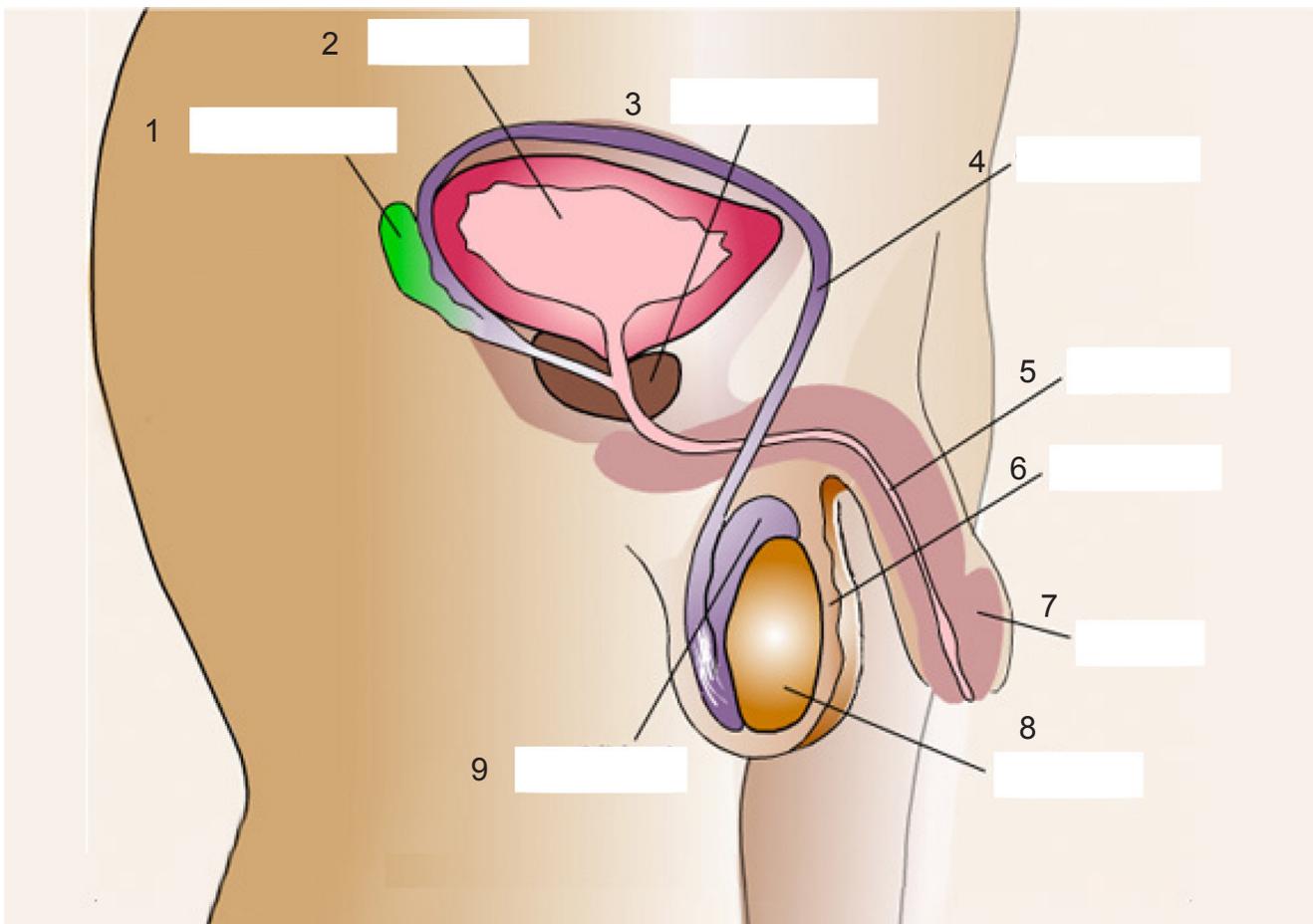
The homework assignment is designed to help the teacher determine whether the learning in class was retained by the students, thus achieving the learning objectives.

HOMEWORK:

“Male Sexual and Reproductive Systems Crossword Puzzle” – to be completed by each student and handed in during the next class.

Worksheet: The Male Reproductive and Sexual 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

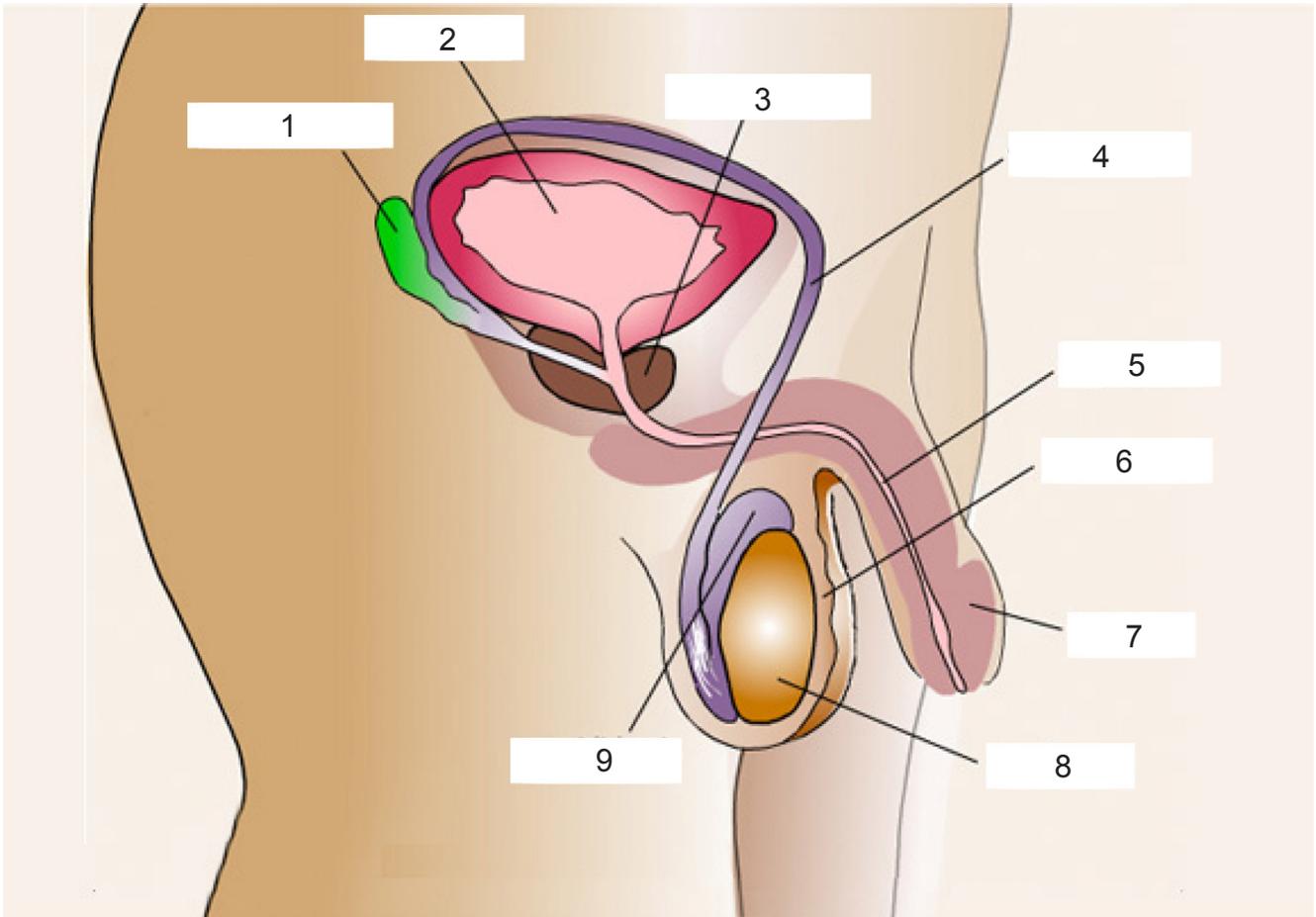
urethra

vas deferens

prostate gland

Worksheet: The Male Reproductive and Sexual Systems

Name: _____ Name: _____ Name: _____



(Image from www.kidshealth.org)

1. seminal vesicle

4. vas deferens

7. penis

2. bladder

5. urethra

8. testicle

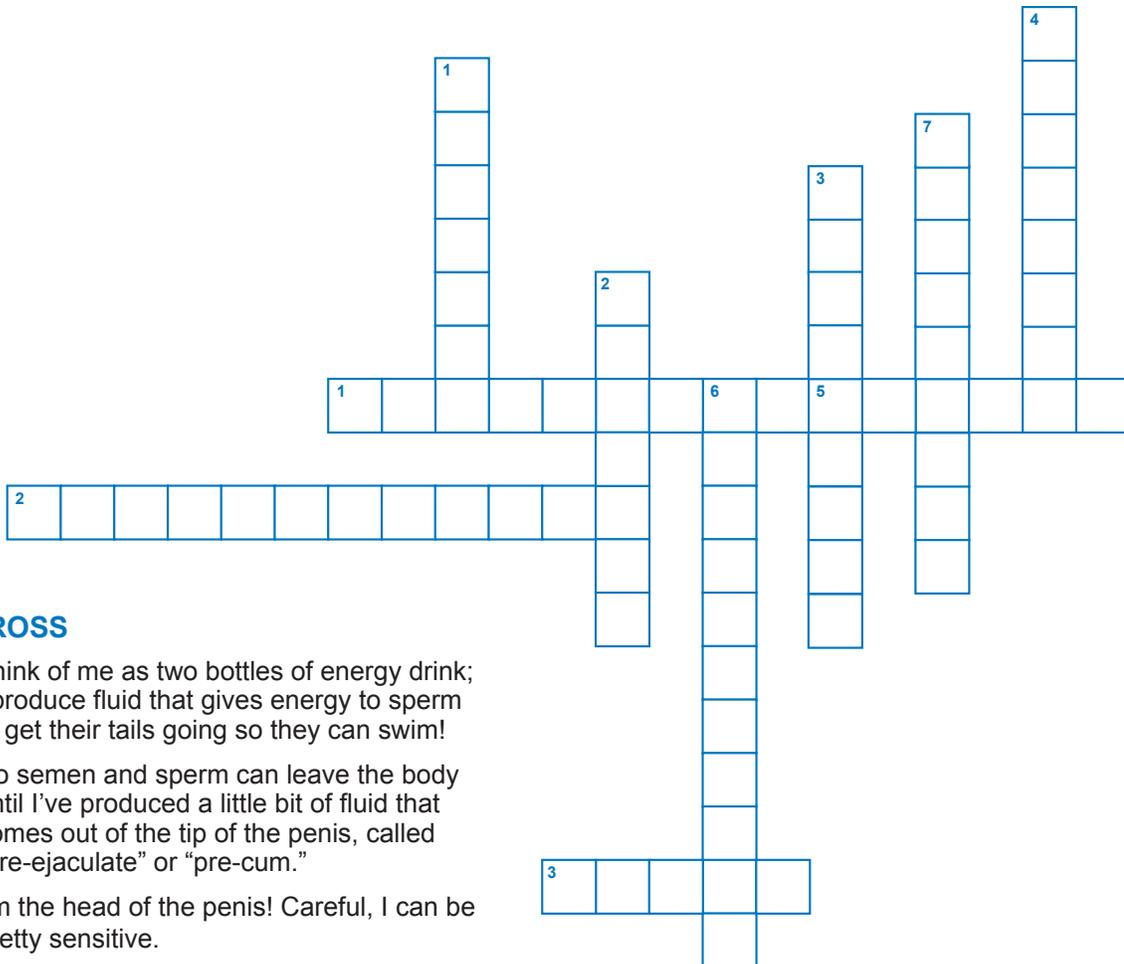
3. prostate gland

6. scrotum

9. epididymis

Homework: Male Sexual and Reproductive Systems Crossword Puzzle

Name: _____ Date: _____



ACROSS

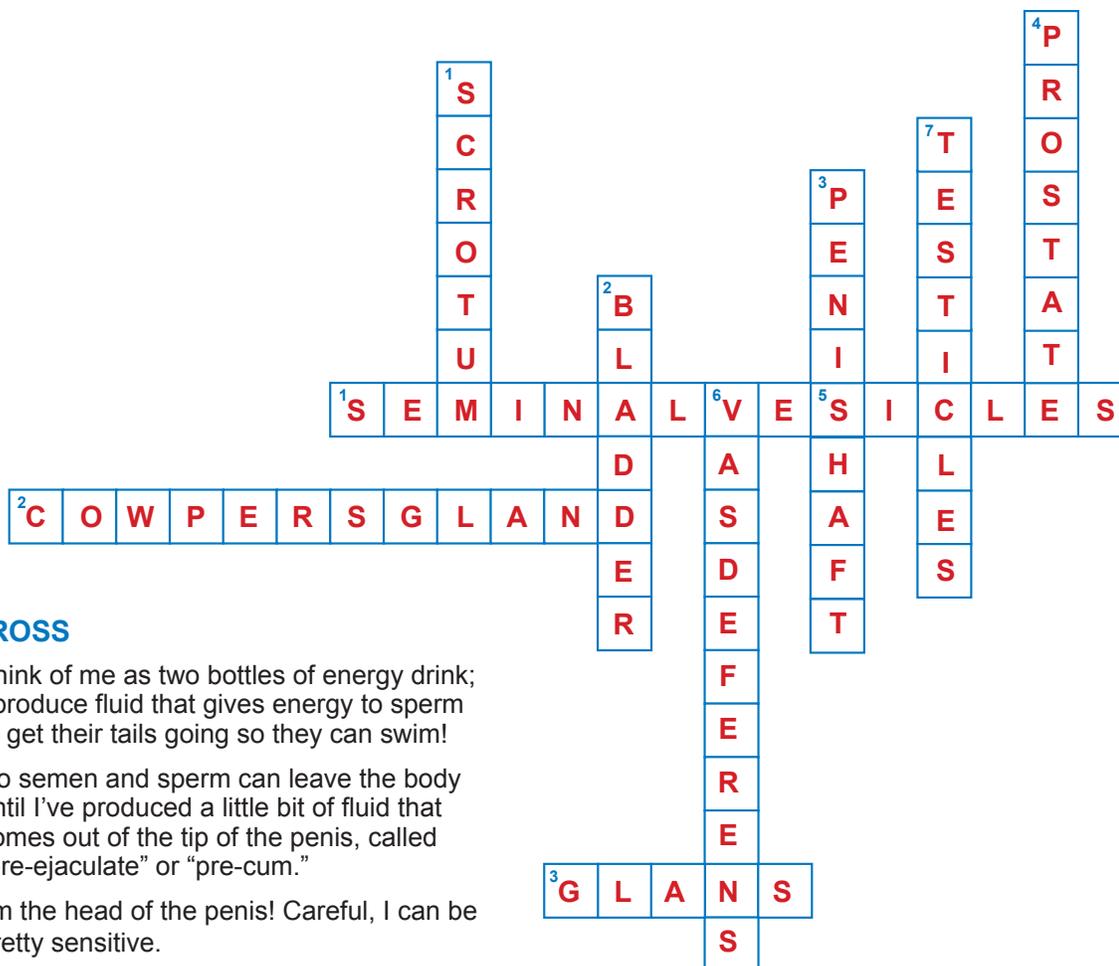
1. Think of me as two bottles of energy drink; I produce fluid that gives energy to sperm to get their tails going so they can swim!
2. No semen and sperm can leave the body until I've produced a little bit of fluid that comes out of the tip of the penis, called "pre-ejaculate" or "pre-cum."
3. I'm the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

ANSWER KEY



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!
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