

# 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:

**AP.5.CC.1** – Recall the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies

**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”**
- “Reproductive System One and Reproductive System Two”—one each per student
- Colored pencils (preferable) or crayons for each student
- “Student Handout - Learn More About You” - copied and cut

## LEARNING OBJECTIVES:

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

1. Correctly name at least two parts of the two sexual and reproductive systems. [Knowledge]
2. Describe the functions of at least two parts of each of the two sexual and reproductive systems. [Knowledge]

## ADVANCE PREPARATION:

- Review the lesson to become familiar with the functioning of the reproductive systems and be prepared to respond to questions.
- Print out and cut enough individual squares from the Student Handout: Learn More About YOU! for each student to have one.

## PROCEDURE:

### STEP 1:

Introduce the lesson by having the PowerPoint open to slide one and 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)

### STEP 2:

Say, “While there are all these body parts that almost everyone has, there are some parts that some people have, and some that others have. This includes our sexual and reproductive systems. Sexual systems are used for having a sexual relationship with another person when you’re older, if you choose to do that. Reproductive systems are used in making and having babies when you’re older – again, if you choose to do that. Today, we’re going to focus on the parts that are involved in reproduction, or making babies.”

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Go to slide 2 and say something like, “We have reproductive body parts from the time we’re born, but we can’t make babies when we’re little. When we reach puberty – which can start anywhere between the ages of 9 and 14 – our bodies start releasing special hormones from the pituitary gland. Hormones are the natural chemicals in our bodies that are responsible for different functions and changes.”

Go to slide 3 and point out that one change they may have noticed already is that their clothes from last year might not fit as well this year, as they have continued to grow taller and have their bodies change in other ways.

(2 minutes)

#### STEP 3:

Go to slide 4, and distribute the **Reproductive System One Student Worksheet** and ask students to take out something to write with.

**NOTE TO THE TEACHER:** *It is likely that students will see the body parts and refer to this as the “male” system, and the second system as the “female” system. Ideally, you should point out that you don’t gender each system because they are made up of body parts that can belong to someone no matter what their gender is. If that feels too complex, or you are in a socially conservative school or community, you can choose not to correct it, but continue yourself to use the more inclusive language of “reproductive system one” and “reproductive system two.”*

Explain that there are two different kinds of reproductive systems, and you’re going to go through the first one now. Ask the students to write the name of each body part on their sheet as you explain what each is. **[Note: You should click before revealing each term on slide 4; each time you read a word that is bold and underlined, stop and remind students to write that word on their worksheets.]**

Go to slide #5. Click to reveal the word **penis** on the diagram, explaining that it’s the part that extends from the body to the tip.

**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 where urine, or pee, comes out. It’s also where semen and sperm come out. During puberty, the body of someone with a penis and testicles begins to make semen and sperm. Sperm are one of the two tiny cells that are needed to make a baby. We’ll talk about the other type of cell in a minute. The semen is the fluid that has sperm in it.”

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Point to the testicles and say something like, “Speaking of **testicles** – that’s what these are [point to them on the diagram]. Does anyone know what they do?” Take a few responses and say, “The testicles are two little round organs that make sperm.” 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.” Explain that the penis and scrotum make up one type of genitals.

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.

Answer any student questions.

(10 minutes)

#### **STEP 4:**

Go to slide #6 and distribute the ***Reproductive System Two Student Worksheet***.

Explain that this is another system involved in reproduction, and again, that they should write in the name of each body part as you go through them. Go to slide #7 to start going through the parts.

Point to the two **ovaries**. 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’ is another word for eggs. Remember how I said before that sperm is one of the two cells needed to make a baby? The other one is ova or eggs. When **puberty** begins, the ovaries start to send out one egg from one of the ovaries each month. The egg goes from the ovary into the **fallopian tube** where they start making their way down to the **uterus**.”

Next, say something like, “As a baby grows inside the body, and before it is born, it is called a ‘fetus.’ A fetus grows inside the uterus. If sperm doesn’t get inside the body to make a pregnancy, the egg breaks apart in the uterus and leaves the body along with blood and tissue that have built up inside the uterus in case pregnancy happens. That’s called menstruation, or having a period.”

Next, point out the **vagina**. Pronounce the word and say, “This is the passageway leading from the uterus to the outside of the body. During childbirth, a fetus will come through the **cervix**, into the vagina and come out through the opening to the vagina. The opening to the vagina is also where menstrual blood leaves the body, and where a tampon can be inserted during menstruation. It’s also how sperm gets inside the body to try to find an egg to start a pregnancy.”

Say something like, “The opening to the vagina is located at the top of the **vulva**.” Go to slide #8. Explain that “vulva” is another word for genitals that include the parts on this slide, and that these parts are on the outside of her body. First, point to the **urethral opening**. Say that this is the opening through which urine leaves the body. Explain that everyone has a urethra, and therefore, everyone has a urethral opening. Point to the **vaginal opening** and say, “This is the opening through which a fetus or menstrual blood comes out.” Then point to the **clitoris** and say “This is the clitoris, located above the urethral opening. It doesn’t have anything to do with reproduction, but it is very sensitive when it’s touched.”

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Reveal the words for the **outer labia** and **inner labia**. Explain that labia is another word for “lips,” and that these two sets of lips protect the rest of the genitals, especially the openings you just described. Finally, advance to reveal the word “**anus**,” and explain that this body part doesn’t have anything to do with reproduction either, but you wanted to include it so people understand the locations of these other body parts. Explain that the anus is the hole through which solid waste or ‘poop’ leaves the body.”

(14 minutes)

#### STEP 5:

Explain that you are going to play a game now to see how much everyone remembers. Divide the class into 5 groups. Ask each group to select one person to serve as the group’s spokesperson for one question only. Say something like, “I’m going to read a question, and your groups will have 10 seconds to come up with the correct answer. Once you’ve come up with that answer, your spokesperson will come to the white board and wait. When everyone’s up there, I’ll say, ‘go,’ and you will all write your answer. Each group that gets it right will get one point.” Ready?”

**NOTE TO THE TEACHER:** *If mobility is an issue for any students, have some index cards on hand and distribute them as needed. When it comes time to write responses on the board, have those students who cannot make it to the board write their response on the index card and read their response from their seat.*

After the groups have chosen their spokesperson and given that person a white board marker, ask the first question:

“In what part of the body is sperm made?”

After 10 seconds, call time and ask the spokespeople to come to the front of the room. Once lined up, say “go” and have them start writing. Tell them if they or their group didn’t know they should guess. Read the responses and give a point to each group that answered correctly [**Testicle**]. Be patient around spelling, but feel free to offer the correct spelling if students are a bit off.

**NOTE THE TEACHER:** *If students use slang words, keep in mind that may be the only language they may have heard before this class. They also may just be trying to get a rise out of you. Since you won’t know their motivation, should they use a slang term, gently correct them and ask them to continue. For example, if they were to write, “balls” for “testicles,” there is likely to be laughter. Try not to be intimidated; simply ask, “And what is the word we learned for ‘balls?’” and then erase the word and replace it with testicles.*

Ask those students to rejoin their groups, and say that the person to their left should be the next spokesperson. Ask the next question:

“What grows inside of the ovaries?” After 10 seconds, have the next spokespeople come up and write their answers. Again, give a point for each correct answer [**Ova or Eggs**]. Have them return to their seats.

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Continue rotating spokespeople and going through questions as time allows, using the following questions:

**“What is a baby called before it’s born?”**

**A Fetus**

**“In what part of the body does a fetus grow?”**

**Uterus**

**“Where does an egg go once it’s released from an ovary?”**

**Fallopian tube**

**“Where do the testicles live?”**

**Scrotum**

**“What has to happen before someone can make sperm or eggs?”**

**Puberty**

### **BONUS ROUND:**

**“Of the body parts I told you about today, what’s one that everyone has, no matter what their bodies look like?”**

**Urethra, urethral opening, bladder, anus**

(10 minutes)

### **STEP 6:**

Say something like, “There’s a lot of information out there about sexual anatomy and reproduction, and some of it isn’t very reliable!” Begin to distribute the squares cut from the student handout, “Learn More about YOU!” as you continue. “I’m going to come around and give everyone the name of a website, called Amaze, you can all look at when you get home that has information that’s made just for people your age. It’s about anatomy, reproduction, puberty and much more! You might even want to watch some of the videos with a parent or caregiver!” Once you have finished distributing them, close the lesson. (2 minutes)

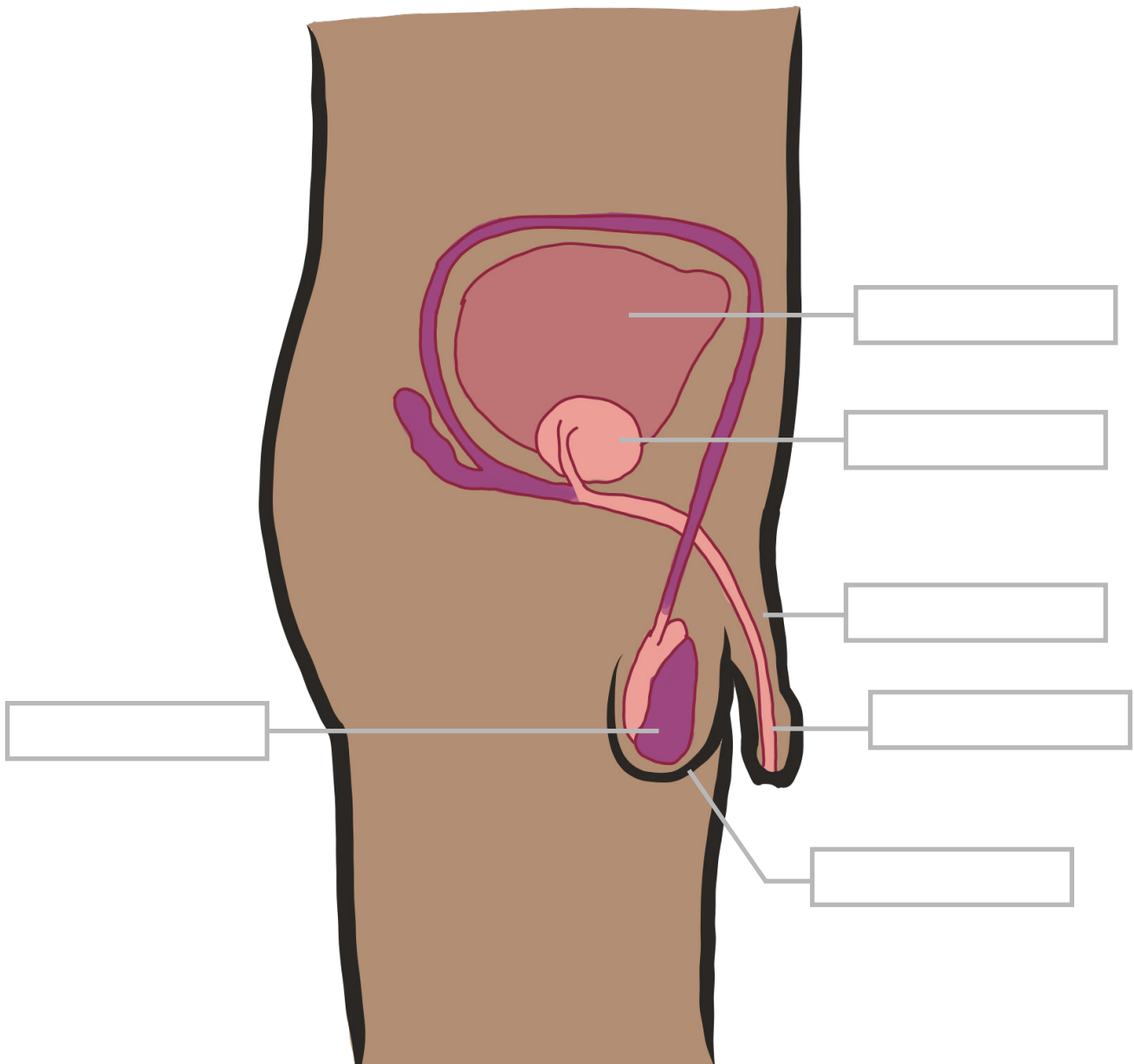
### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Steps 1 – 4 are designed to achieve learning objective one; Steps 5 and 6 are designed to achieve learning objective two.

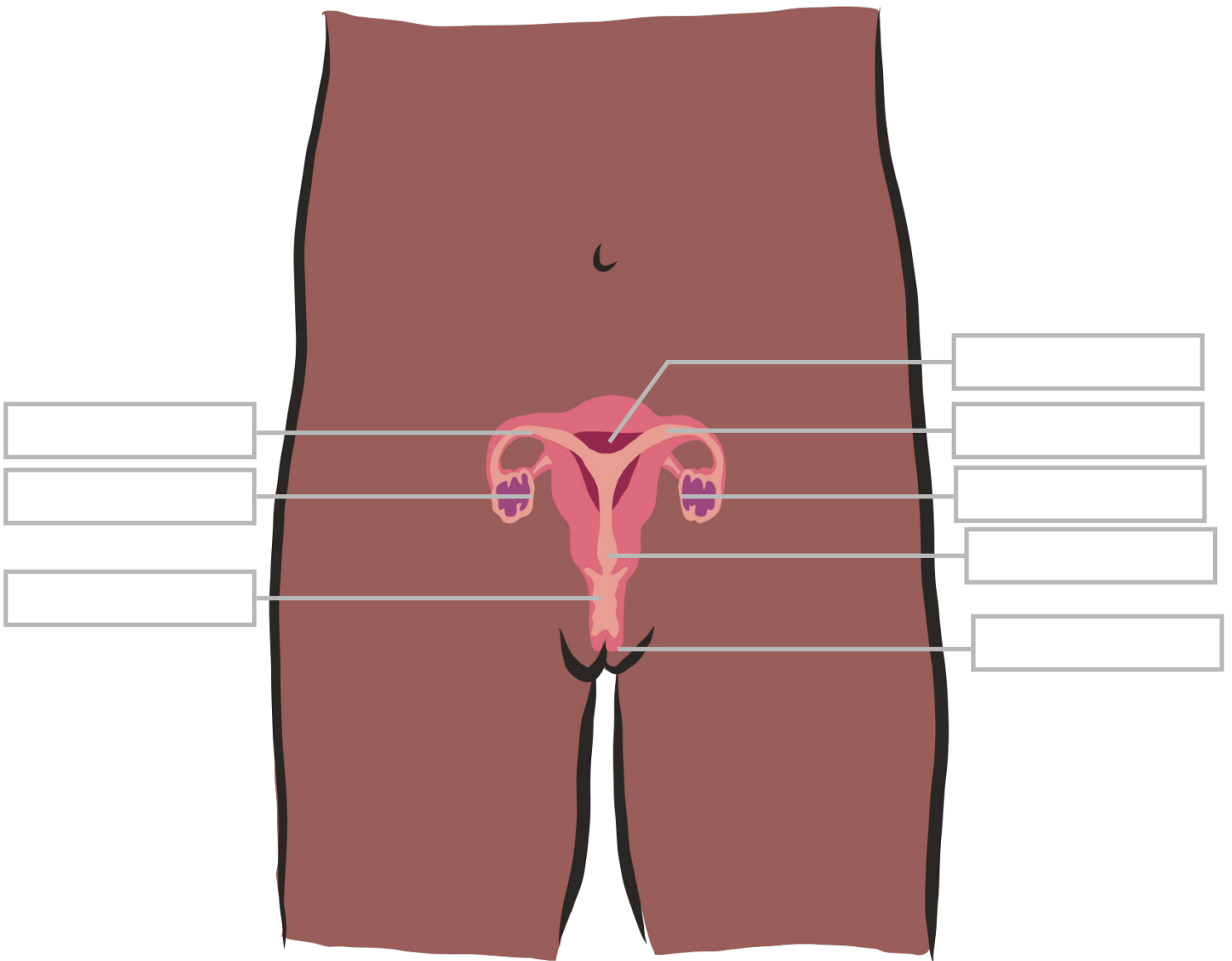
### **HOMEWORK:**

None.

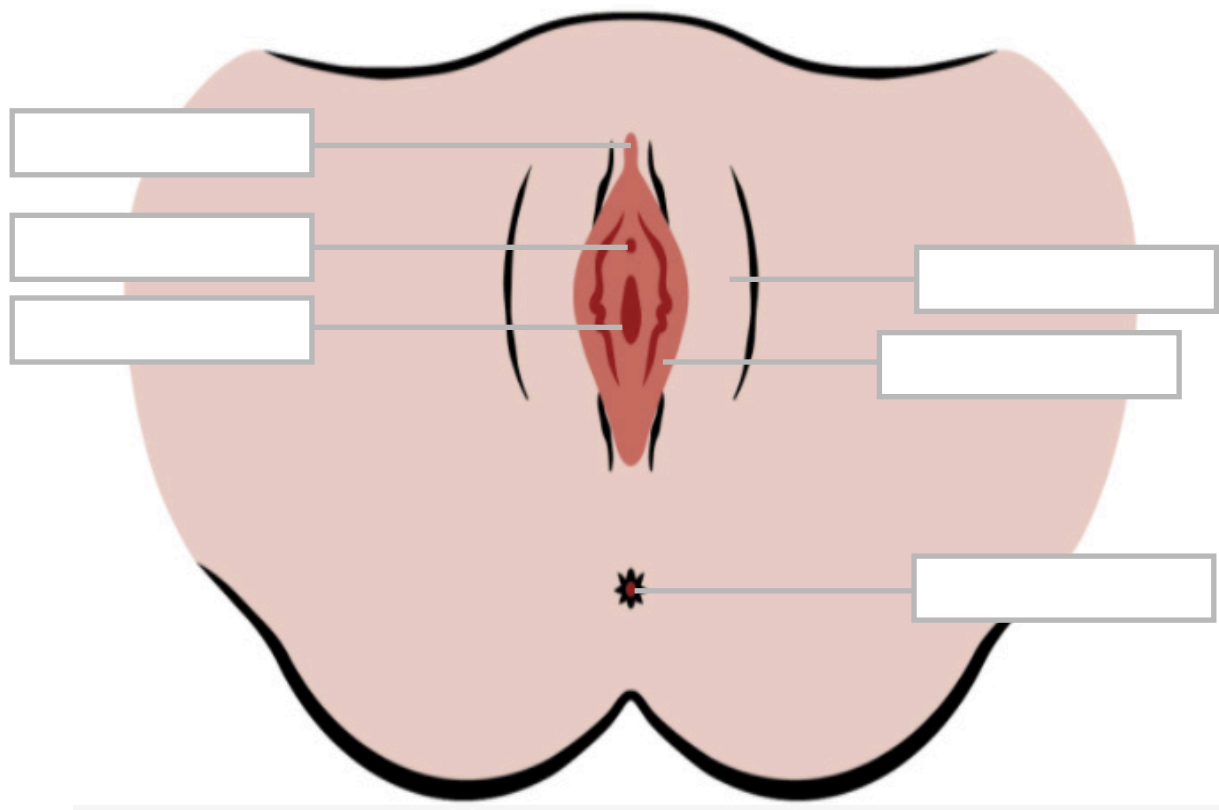
## STUDENT WORKSHEET: REPRODUCTIVE SYSTEM ONE



## STUDENT WORKSHEET: REPRODUCTIVE SYSTEM TWO



## STUDENT WORKSHEET: REPRODUCTIVE SYSTEM TWO





## STUDENT HANDOUT: LEARN MORE ABOUT YOU!

**NOTE TO THE TEACHER:** Print out and cut enough individual squares for each student. Distribute at the end of class for students to take home with them.

Learn More about YOU! <a href="https://amaze.org/?topic=puberty">https://amaze.org/?topic=puberty</a>	Learn More about YOU! <a href="https://amaze.org/?topic=puberty">https://amaze.org/?topic=puberty</a>	Learn More about YOU! <a href="https://amaze.org/?topic=puberty">https://amaze.org/?topic=puberty</a>
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