

Sexual Systems I: 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:

Indicator AP.10.CC - Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex)

TARGET GRADE: High School

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop with internet connection
- LCD projector and screen
- Anonymous question box
- Pencils
- **PowerPoint Presentation**
- Paper bags of art supplies - 1 per group of 4 students
- Label set - 1 per group of 4 students
- Sticky note - 1 pack per group of 4 students
- Diagrams: Path A (inside), Path A (outside), Path B (enough for each group of 4 to be assigned 1 diagram)
- Path A: Sexual & Reproductive Body Parts worksheets (1 per student)
- Path B: Sexual & Reproductive Body Parts worksheets (1 per student)

LEARNING OBJECTIVES:

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

1. Correctly label at least four internal and external sexual and reproductive body parts [Knowledge]
2. Explain the functions of at least three internal and external sexual and reproductive body parts and their role in sexual response [Knowledge]
3. Define intersex [Knowledge]

LESSON RATIONALE:

As youth go through puberty, students often have lots of questions about their bodies, particularly their sexual and reproductive body parts and how they work together in systems. This lesson will enable students to understand what their body parts are called, how they function, and how they work together in sex and reproduction. This lesson will occur before the lesson "Sexual Systems II: Processes" so that students understand the internal and external anatomy of the sexual and reproductive systems as a foundation before being taught about the sexual response cycle.

ADVANCED PREPARATION:

- Prepare an anonymous question box by taking a shoebox or other similarly-sized box and cutting an opening in the top large enough for a folded up index card to fit through.
- Prepare bags of craft supplies – enough so that each group of four receives one. Supplies can include items such as: pipe cleaners, stickers, pompoms, yarn, felt, crayons, markers
- Print and cut labels so that each group of four receives 1 set.

A NOTE ABOUT LANGUAGE

You will notice that this lesson will refer to Path A and Path B when discussing sexual and reproductive body parts. Path A refers to a person assigned "female" at birth, and Path B refers to a person assigned "male" at birth. The intent is to be as inclusive as possible to all bodies, including bodies born with different variations of internal and external anatomy (intersex). Referring to people with particular body

Sexual Systems I: Parts

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

parts or being specific if you're talking about the functions of body parts (such as "a person with a vulva," "a person who menstruates," or "a person who creates sperm") will create a more inclusive classroom than "female anatomy."

PROCEDURE:

STEP 1:

Introduce the topic by explaining that students likely have noticed a lot of changes in their bodies in the last few years. Say, **"Today we're going to focus on the sexual and reproductive parts, inside and out - what they're called, what they're there for, and how they work."**

(2 minutes)

STEP 2:

Show the class both the *Path A and the Path B: Sexual & Reproductive Body worksheets*. Say, **"You're going to be filling out two worksheets on the sexual and reproductive systems. You'll notice that one worksheet says 'Path A' and has inside and outside parts of what you may have heard as 'female' before. The other worksheet has 'Path B' and shows inside and outside parts of what you may have heard as 'male' before. I'm calling them Path A and Path B since these are what's typically expected for bodies to look like. Although it's not often talked about, there's actually a third path (or Path C), which we call Intersex. Someone who's intersex has sexual or reproductive characteristics that are variations of Path A and Path B and are unique and specific to them. These variations are perfectly natural. We're going to go over what everything means during the lesson including sex assigned at birth, intersex, and other terms you may have heard."**

Explain, **"So we're going to be learning a lot about inside and outside body parts involved in the sexual and reproductive systems. I'll be giving each group of 4 a bag filled with art supplies like pipe cleaners, pom poms, markers, yarn, felt, etc. I'll also be passing out a worksheet with a diagram of a body that's either Path A (inside), Path A (outside) or Path B. I want you to get creative by using the supplies in your bag to create the parts of your assigned body on your desk. Try to name as many parts as you can using the labels in your bags. Do the best you can with the names of the parts, and we'll go over everything after."** Remind students that they should be creating school-appropriate models (not adult entertainer models). Divide the class into groups of 4. Pass out one worksheet (either Path A (inside), Path A (outside), or Path B) and one bag of art supplies for each group. Let students work together to create their models.

(12 minutes)

Note to the Teacher: *Students might laugh or become embarrassed while doing this activity - this is normal, and try to normalize as much as possible as it comes up. Walk around to each group to answer any questions and make sure students are staying on task.*

Sexual Systems I: Parts

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

STEP 3:

Once the allotted time has passed, tell students they will now have a chance to go around the room to look at each group's model. Tell students they can vote for their favorite model using the sticky notes found in their bag. Allow students to go around to each desk and vote for their favorite model.

(7 minutes)

STEP 4:

Have students go back to their seats. Announce the "winner" of the model activity (the model that got the most sticky notes) and say, **"Congratulations to this group! As our winners, you will have the option to skip doing our homework for today."**

Say, **"Okay, now that we've tried our hand at creating these inside and outside sexual and reproductive systems, we're going to learn what all parts are really called and what they do. I'll be giving you two worksheets, one for bodies that look like Path A and one for bodies who look like Path B. You'll see that each diagram has arrows pointing to different parts and blanks for you to fill in the correct name of each part. Fill in each of the blanks as we go through them. Make sure to fill in the last question, 'Name three internal or external sexual and reproductive body parts and what they do,' at the end of the worksheet - I'll be checking that as you turn in your worksheet at the end of class. You can also use your models as a reference throughout the slides, correcting your labels when you need to."** Pass out both the Path A and the Path B: Sexual & Reproductive Body worksheets.

Start the PowerPoint on Sexual & Reproductive Systems. At slide 2, say **"We're going to look at the specific internal and external body parts in the sexual and reproductive system, but before we do, I want to explain what I mean when I say 'sex assigned at birth.' A person's biological sex is usually made up of their chromosomes, hormones, and the genitals, and is often declared by a healthcare provider right when the baby is born. The health care provider will often look down at the genitals and say 'It's a boy!' or 'It's a girl!' But people delivering babies can't tell what chromosomes or internal body parts look like just by looking at the outside of a baby's body, so we often don't know the whole story about a baby's biological sex just by looking between their legs. That's why we say 'sex assigned at birth.'"**

Advance to slide 3 and say, **"Remember, I'm saying Path A and Path B since these are what's typically expected for bodies to look like, but there's lots of variation in people's bodies."**

Advance to slide 4 and say, **"We often only hear about people assigned male or female at birth, but there's actually a lot of variation of people's bodies when they're born. Babies can be born intersex, which means their internal and/or external genitals, chromosomes, or hormones may vary from the sexual characteristics of Path A and Path B. Being intersex is one example of variation, but there's lots of variations among bodies that exist, and all are totally normal."**

Sexual Systems I: Parts

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

For slides 5-9, go through the external anatomy of Path A. Let students know that they can fill in each part on their Path A: Sexual & Reproductive Body Parts worksheet on the left side, and they can correct the labels on their models if any are incorrect. For each part, ask the class if they know what it's called and then go over the correct answer. For slide 8 (when talking about the clitoris), say **"The clitoris also becomes erect when someone with a vulva is aroused, similar to what happens with a penis. We'll learn more about the sexual response in the next lesson."**

After slide 9 say, **"You'll notice that as we go through each part, we talk about what it's used for in sex and reproduction. We'll be learning more about what happens during sexual response in our next lesson."**

For slides 10-14, go through the internal anatomy of Path A. Let students know that they can fill in each part on their Path A: Sexual & Reproductive Body Parts worksheet on the right side, and they can correct the labels on their models if any are incorrect. For each part, ask the class if they know what it's called and then go over the correct answer.

Advance to slide 15 and say, **"Now we're going to go over the parts for someone who is Path B. You can see both inside and outside parts represented on this diagram. All parts have a role for the body and for the sexual or reproductive system."** Let students know that they can fill in each part on their Path B: Sexual & Reproductive Body Parts worksheet, and they can correct the labels on their models if any are incorrect. Advance to slide 16 and say, **"Semen is the clear or milky white fluid that comes out of a penis during ejaculation. Semen contains sperm as well as other fluids produced by other glands."** For slide 19, say **"Just like the egg is the sex cell in the ovaries, sperm is the cell made in the testes. When sperm fertilizes a mature egg, that's when pregnancy might happen. Bodies with testicles start producing sperm during puberty."** Go through slides 20-24, having students fill in their diagrams as you go over each part.

(20 minutes)

STEP 5:

Have each student turn in their worksheet, checking to make sure the last question, "Name three internal or external sexual and reproductive body parts and what they do" is completed.

(5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Steps 2, 3, and 5 will achieve objective #1. Step 4 will achieve objectives #2 & #3.

Sexual Systems I: Parts

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

HOMEWORK:

Here are some common questions about sexual and reproductive body parts - click the links to learn more and choose one question to explore further. Write out your answer below:

How many holes do we have down there, and what are they for?

<https://www.youtube.com/watch?v=rCnKwI5J-wc>

- Question: How many holes do we have “down there” and what are they there for? (for people with vulvas)
- Answer: _____

Can Anyone Get An Erection?

https://www.youtube.com/watch?v=5433Rwto1WQ&list=PLwKLUKhFLWhYrnqR1rb1DKA4_Ld6a4omL&index=8

- Question: Can anyone get an erection?
- Answer: _____

What is Intersex?

<https://interactadvocates.org/faq/>

- Question: What is intersex?
- Answer: _____

What is vaginal discharge?

<https://www.youtube.com/watch?v=3j3PNCO6Ehs>

- Question: What is vaginal discharge?
- Answer: _____

What is a yeast infection? Symptoms, Signs, Causes

<https://www.plannedparenthood.org/learn/health-and-wellness/vaginitis/what-yeast-infection>

- Question: What is a yeast infection and how do I know if I have one?
- Answer: _____

Label Set

PATH A (INSIDE)

**UTERUS
OVARY
FALLOPIAN TUBE
VAGINA**

PATH A (OUTSIDE)

**VULVA
LABIA
CLITORIS
VAGINA
URETHRA**

PATH B

**PENIS
FORESKIN
TESTICLE
SCROTUM
EPIDIDYMIS
VAS DEFERENS
SEMINAL VESICLE
PROSTATE GLAND
URETHRA**

Diagram: Path A (inside)

See below for example of Path A (inside) diagram - doesn't have to be this exact drawing, but should have numbers/spaces for Path A (inside) labels:

Uterus

Ovary

Fallopian Tube

Vagina

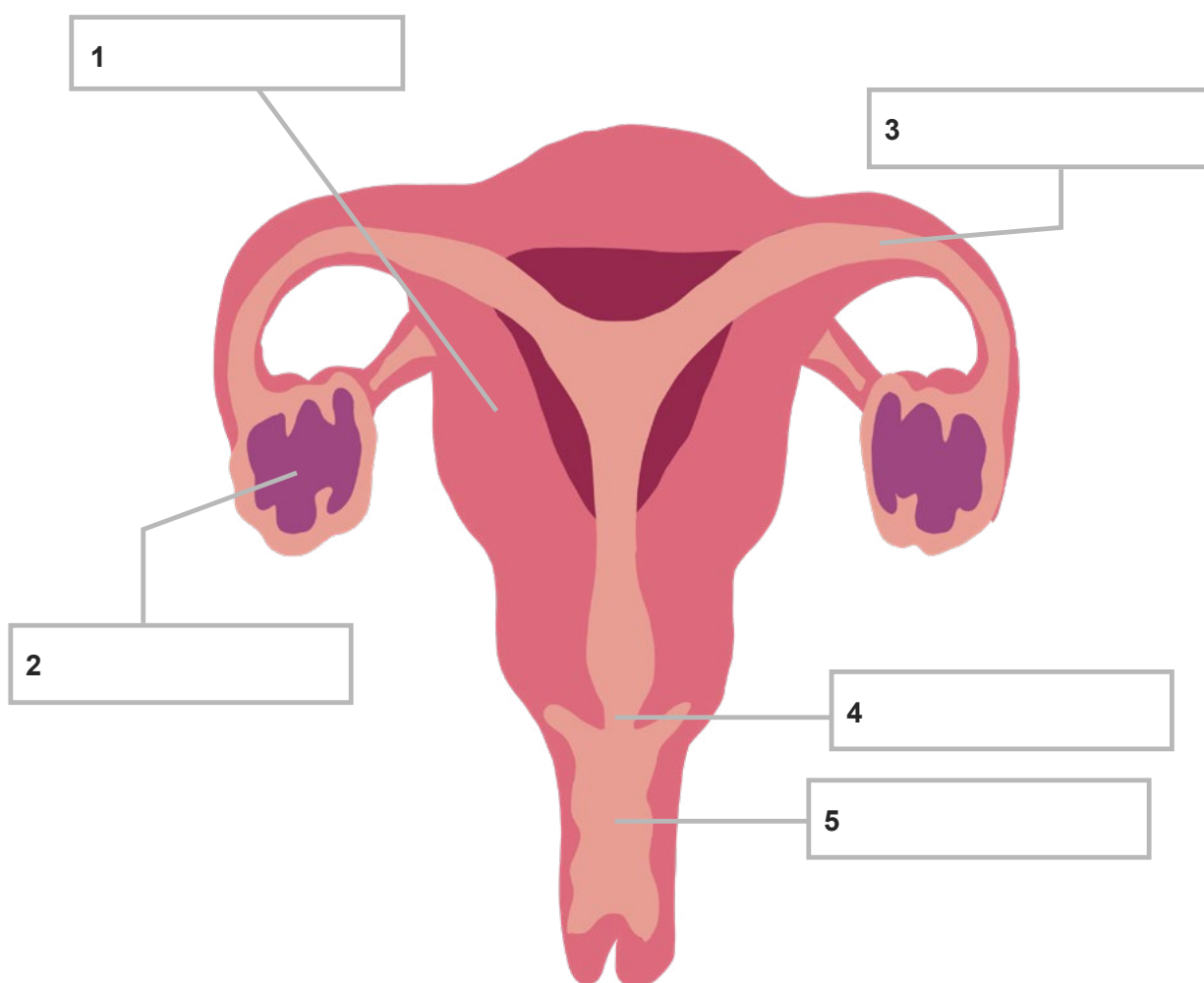


Diagram: Path A (outside)

See below for example of Path A (outside) diagram - doesn't have to be this exact drawing, but should have numbers/spaces for Path A (outside) labels:

Vulva
Labia
Clitoris
Vagina
Urethra

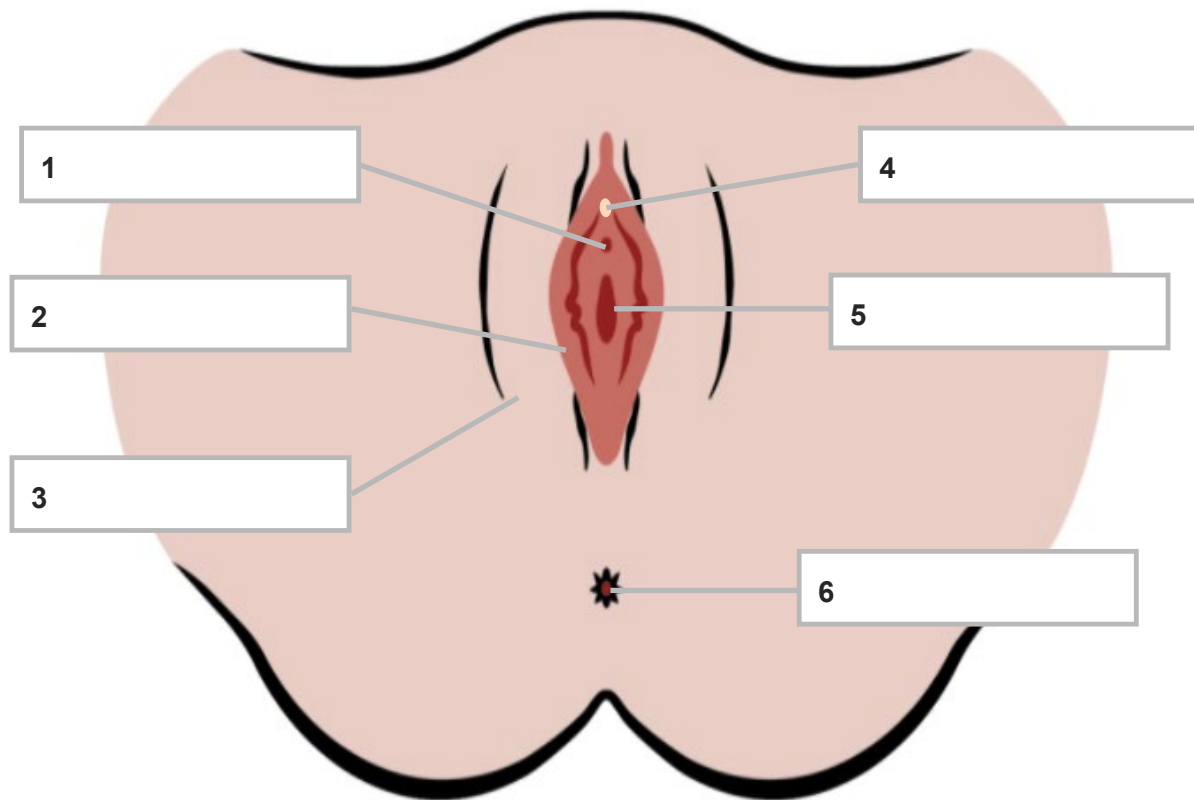
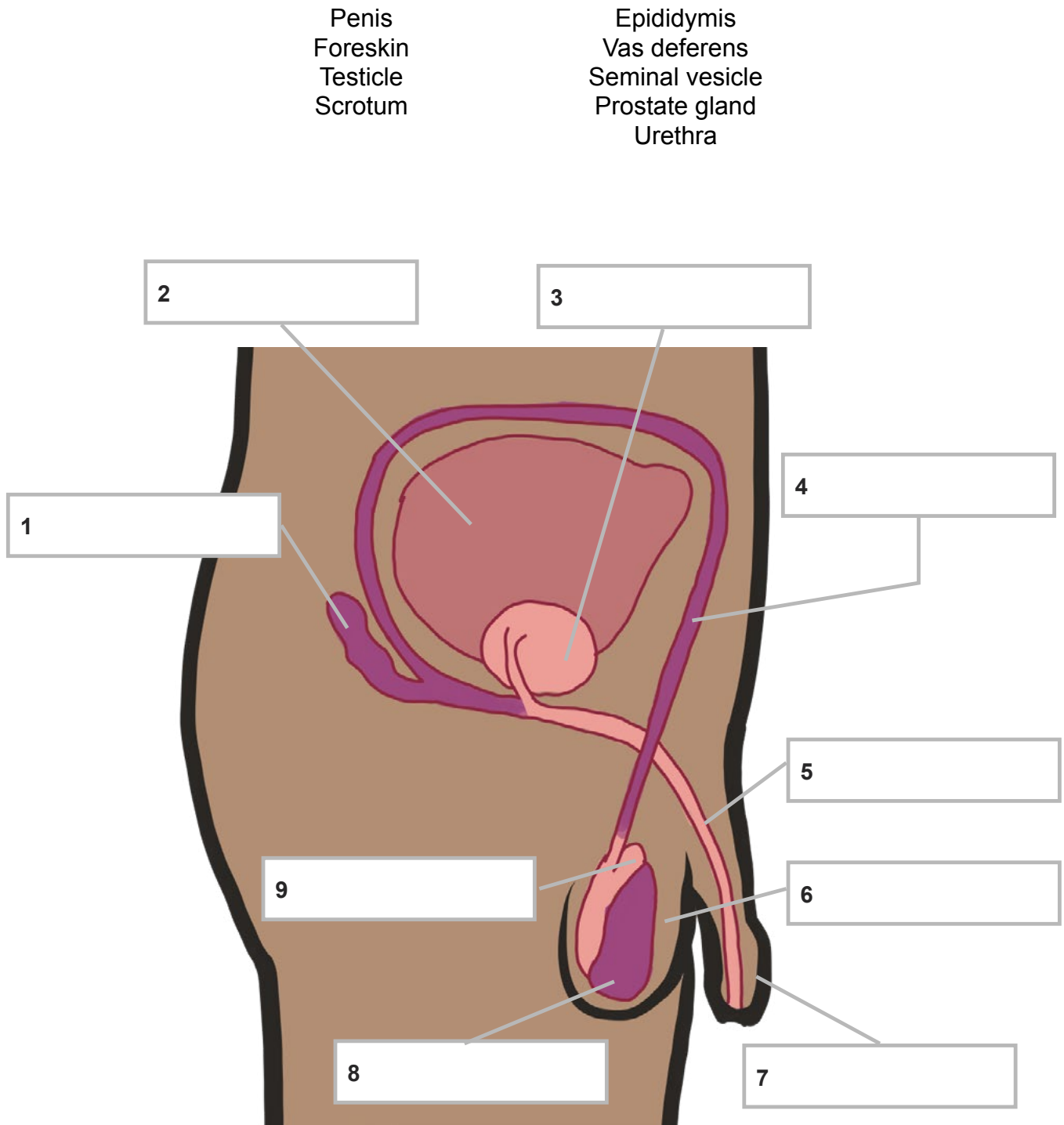


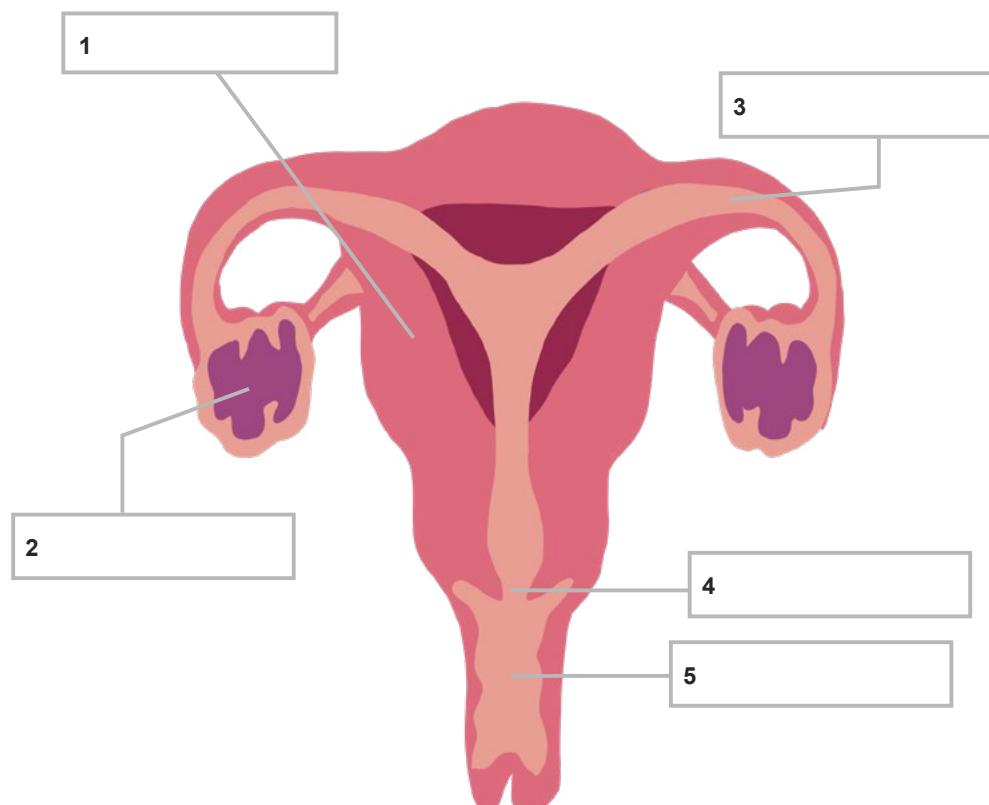
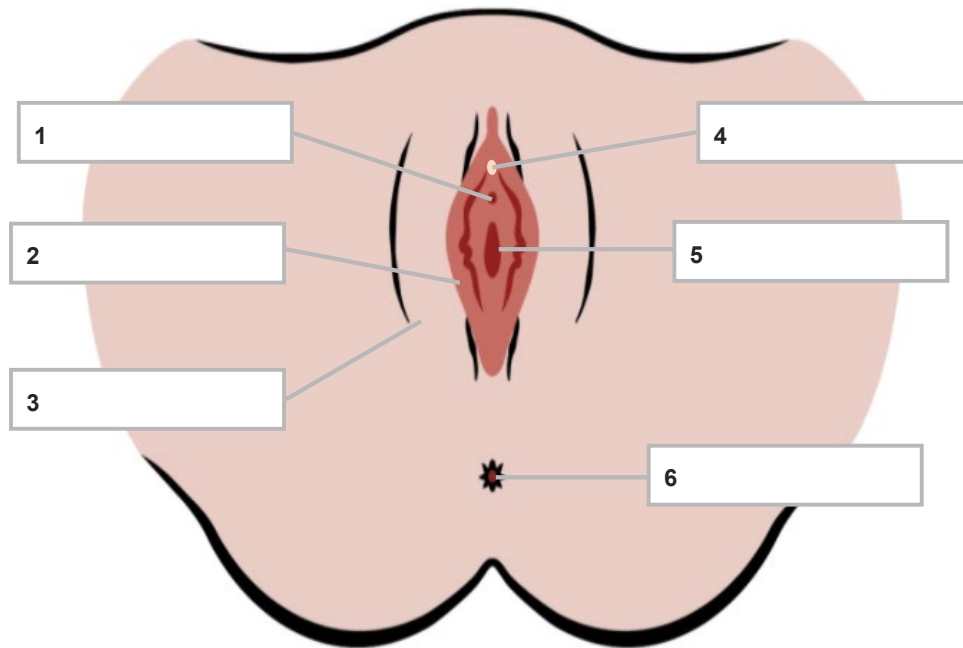
Diagram: Path B

See below for example of Path B diagram - doesn't have to be this exact drawing, but should have numbers/spaces for Path B labels:



Path A: Sexual & Reproductive Body Parts worksheet

See below for examples to include on Path A worksheet (does not have to be this exact drawing/numbering, but should have internal parts diagram on one side and external parts diagram on the other).



Path B: Sexual & Reproductive Body Parts worksheet

See below for examples to include on Path B worksheet (does not have to be this exact drawing/numbering).

