

Lesson 4: Everybody's Got Body Parts – Part 1

The Male Reproductive & Sexual System

This lesson is adapted from after "Advocates for Youth: Right. Respect. Responsibility" Curriculum

OBJECTIVES

1. Students will be able to list at least 5 changes that usually occur during puberty, and describe the changes that typically happen in bodies assigned male at birth.
2. Students will be able to correctly label and describe the functions of the internal and external male sexual organs, including their role in reproduction.
3. Students will be able to recognize that there is a wide variation in appearance of external organs associated with sex and reproduction.

AGENDA

10 minutes	Do Now
12 minutes	Group Work - Male Sexual and Reproductive System worksheet
10 minutes	Review Male Sexual and Reproductive System worksheet
10 minutes	Introduction to Anonymous Questions
10 minutes	Closure and Homework

MATERIALS

- Flipchart or whiteboard
- Markers
- Student Journals
- Scrap paper/index cards for Anonymous Questions
- Copies of The Male Reproductive and Sexual System Worksheet
- Copies of Exit Ticket and Homework
- Basket or box
- Computer and Link to Kids Health Website – www.kidshealth.org

Suggested Accommodations

- Male Reproductive and Sexual System Worksheet:
 - Provide labels with vocabulary words pre-typed for students to add to worksheet.
 - For students with assistive communication needs participating in worksheet review, collaborate with Special Education Staff to provide participation

opportunities, (i.e., pre-program voice output device, have student point to correct word).

- Exit Ticket:
 - Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).

CALIFORNIA HEALTH EDUCATION STANDARDS

1.1.G Explain physical, social and emotional changes associated with adolescence

1.8.G Recognize that there are individual differences in growth and development, physical appearance , gender roles, and sexual orientation.

4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.

DO NOW ACTIVITY**5 minutes**

What do you remember about yesterday's lesson...

What did you like about yesterday's lesson...

Something I still have a question about...

The Male Sexual and Reproductive System**30 minutes****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.”

Rights, Respect, Responsibility: A K-12 Curriculum

1. Explain to the class that 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 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 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)
2. Once the students have completed the activity, click on the link to “The Male Reproductive System,” at <http://kidshealth.org/en/teens/male-repro.html?WT.ac=ctg#catguys>
3. Click on each body part and either read or ask a student to

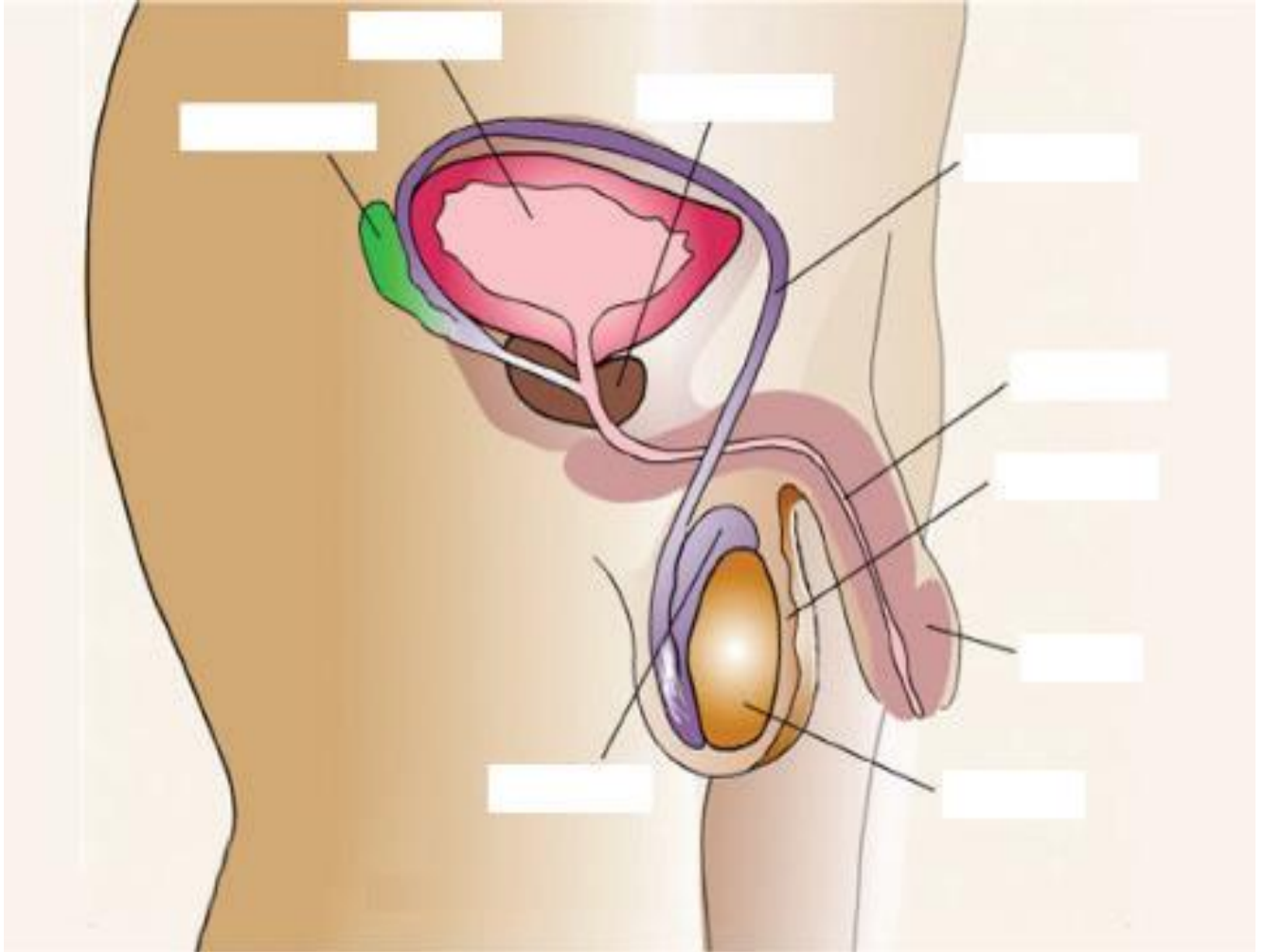
Teacher Tip: *You do not need to answer every single question; you can cluster them by category instead. Also, should you receive an overwhelming number of questions you may wish instead to make a reference sheet where you type up the questions and responses and simply distribute that to the class or answer them over a few days.*

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.*

The Male Reproductive and Sexual Systems Worksheet

Group Member Names _____



(Image from www.kidshealth.org)

WORD BANK

seminal vesicle

bladder

epididymis

testicle

penis

scrotum

urethra

vas deferens

prostate gland

Introducing the Anonymous Question box**10 minutes****Objective**

Provide students with the opportunity to ask questions they might not feel comfortable asking out loud.

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. Everybody’s Got Body Parts – Part Two

Teacher Tip: If you have extra time after collecting the questions and feel comfortable answering them, you can answer a couple of questions to normalize the material they are curious about.

Closure**5 minutes****Exit Ticket:**

Name: _____ Period: _____

Today I learned ...

I still have a question about...

I will share what I learned today with ...

It’s important to learn about different body parts and their function because...