

DESCRIBING THE MALE AND FEMALE REPRODUCTIVE SYSTEMS & THEIR FUNCTIONS



LESSON INTRODUCTION:

The purpose of this lesson is to describe male and female sexual and reproductive systems including body parts and their functions.



OBJECTIVES:

By the end of 8th grade Students will be able to...

- Describe the male and female sexual and reproductive systems including body parts and their functions.
- Describe symptoms of typical infections or abnormalities that impact adolescents and/or reproductive health.
- Create routines for maintaining good health.



VOCABULARY

- | | |
|-------------------|-------------------------|
| • Abstinence | • Ovary |
| • Anus | • Ovulation |
| • Cervix | • Ovum |
| • Circumcision | • Penis |
| • Clitoris | • Pre-ejaculatory fluid |
| • Cowper's glands | • Prostate gland |
| • Ejaculation | • Scrotum |
| • Endometrium | • Seminal Vesicles |
| • Epididymis | • Sperm |
| • Erection | • Testicle |
| • Fallopian tubes | • Uterus |
| • Fertilization | • Urethra |
| • Foreskin | • Urinary bladder |
| • Hymen | • Vagina |
| • Labia | • Vas deferens |
| • Menstruation | |

GRADE: Middle School

LENGTH OF LESSON: 55 min

SEQUENCE: 4



ACTIVITIES:

- 4.1 Reproductive Anatomy and Function
- 4.2 Reproductive Health and Wellness: Taking Care of Your Reproductive Health
- 4.3 Stay Clean, Healthy, Sweet Smelling (wellness commercials):



MATERIALS/TECHNOLOGY:

- 31 vocabulary words for the organs and processes of the male and female reproductive system - cut out a set for each group (cardstock works best)
- Envelope or plastic bag - 1 for each group
- Examples of hygiene products that adolescents might use
- Assessment rubric



STANDARDS:

Wisconsin Standard for Health Education

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Sexuality Education Standards

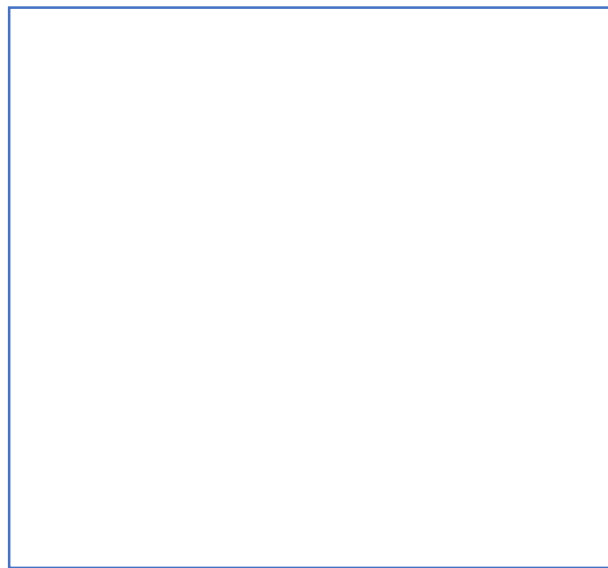
- **AP.8.CC.1** Describe male and female sexual and reproductive systems including body parts and their functions.



Revisit classroom ground rules and the Anonymous Question Box

(5 minutes)

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Remind students that the box will be available throughout the entire Human Growth and Development unit.





Activity 4.1: Reproductive Anatomy and Function (20 minutes)

In the last class, students were asked to complete the following flipped lesson for homework:

Flipped Lesson

Tell students to watch either Khan Academy videos or the male and female Kids Health lessons for next class. During the next class you'll review the male and female reproductive system, including ovulation in females and sperm production in males.

Khan Academy

- <https://www.khanacademy.org/science/health-and-medicine/human-anatomy-and-physiology/reproductive-system-introduction/v/welcome-to-the-reproductive-system>

Kid's Health

- Male reproductive system: <http://kidshealth.org/en/teens/male-repro.html?WT.ac=ctg#>
- Female reproductive system: <http://kidshealth.org/en/teens/female-repro.html?WT.ac=ctg#>

Utilizing the slides on the Kid's Health website, review the functions of the male and female reproductive systems. In addition to the terms on the Kid's Health site, teach about the **cowpers glands** and **pre-ejaculatory fluid** in the male reproductive system. Located near the **prostate gland**, the **cowpers glands** aid in the creation of **pre-ejaculatory fluid**, a fluid that helps carry **sperm** through the **urethra** during **ejaculation**.

This activity is the application of knowledge on male female reproductive anatomy. Divide the class into groups of three students per group. Give each group one packet/bag of the **Vocabulary Word Cards**. Instruct the students to place all the terms face up on their desk. Looking at the vocabulary terms, place all the female terms in a one column, the male terms in another column and terms that apply to both males and females in a third column.

My Sexual Health: My Future

Half way through the activity share with the students that the female column has 12 terms, the male 11 terms and both 8 terms. When students have completed their list, check for accuracy.

Female

Cervix
Clitoris
Endometrium
Fallopian tubes
Hymen
Labia
Menstruation
Ovary
Ovulation
Ovum
Uterus
Vagina

Male

Cowpers glands
Epididymis
Foreskin
Penis
Pre-ejaculatory fluid
Prostate gland
Scrotum
Seminal vesicles
Sperm
Testicle
Vas deferens

Both

Abstinence
Anus
Circumcision
Ejaculation
Erection
Fertilization
Urethra
Urinary bladder

Describe the female process of **ovulation**: about once per month, an ovum is released from the **ovary** into the **fallopian tubes**. It travels into the **uterus** where it either is **fertilized** and implants into the **endometrium**, or it is not fertilized and is shed out of the **vagina** during **menstruation**).

Instruct the students to place the female terms in the order that an **ovum** would travel from inside the female body to the outside. (Answer: **ovary** → **fallopian tubes** → **uterus** → **vagina**)

Describe the process of sperm production and release: **sperm** is created in the **testicles** and stored in the **epididymis**. During the process of **ejaculation**, the **cowpers glands** produce a secretion know as **pre-ejaculatory fluid** that protects the **sperm** cells as they pass through the **vas deferens** and are released out of the **penis** through the **urethra**.

Instruct the students to place the male terms in the order that **sperm** would travel from inside the male body to the outside. (Answer: **testicle** → **epididymis** → **vas deferens** → **urethra**)

Circulate among the groups to ensure that they are on task and answer any questions. At the end of the activity go over the answers and address any questions as a large group.



Activity 4.1 Reproductive Anatomy and Function

Vocabulary Word Cards

Abstinence	Erection
Cervix	Fallopian tubes
Circumcision	Fertilization
Cowpers glands	Foreskin

Ejaculation	Hymen
Endometrium	Labia
Epididymis	Menstruation
Ovary	Sperm

Ovulation	Testicle
Ovum	Uterus
Penis	Urethra
Pre- ejaculatory fluid	Urinary bladder

Prostate gland	Vagina
Seminal vesicles	Vas Deferens
Clitoris	Anus
Scrotum	



Activity 4.2: Reproductive Health and Wellness: Taking Care of Your Reproductive Health (10 minutes)

Ask students to name some symptoms they have had when they were sick. Answers will likely be: runny nose, cough, upset stomach, pain, fever...

Let them know that taking care of the health of their reproductive systems is an important part of being an adult. Practicing good hygiene habits is a way of taking care of your body. Knowing the difference between what it feels like to be healthy and what it feels like when something is wrong with your body is important. Ask students to think about physical growth markers from **Lesson 2** and consider the reproductive system and anatomy. Ask, “What might be some signs or symptoms that you may have health issues related to puberty or reproductive health?” Brainstorm symptoms related to urinary tract, genitals, skin, etc. Possible answers may include:

- Burns when urinating
- No menstruation or painful menstruation
- Funny smell from genitals
- Unusual discharge from penis or vagina
- Itching in groin area
- Sores or bumps on genitals
- Pain or lumps in scrotum or testicles

Tell students they are responsible for their health. Sometimes taking care of their health is something they can do on their own, such as by practicing good hygiene, or utilizing over the counter remedies for mild menstrual cramps, but with many of the symptoms discussed, it may be important to get medical help by talking to a trusted adult, their doctor, or the school nurse.

Many symptoms like burning during urination, unusual discharge, or sores on the genitals could be the sign of a medical problem such as a yeast infection, or even a sexually transmitted infection, which can be contracted through sexual activity with an infected partner. Practicing good hygiene will not make these symptoms go away, and medical intervention may be necessary. At age 14, students can access reproductive health services on their own, or they can go to their regular primary care doctor. Discussion question: If they have concerns about their sexual health, who would they tell, or go to ask for help?



Activity 4.3: Stay Clean, Healthy, Sweet Smelling (20 minutes)

Let students know that now you'll focus on ways they can care for their health on their own, in the absence of symptoms that require medical intervention. Gather together personal care items that adolescents might use on a regular basis. These might be soap, acne medication, deodorant, powder, fungal cream, brush/comb, cotton underwear, athletic clothes, etc. Have a short discussion about the items and their purpose in promoting health and wellness. Here are some suggestions:

Item	Addresses health concern
Soap	Preventing or treating body odor, maintaining genital health, anatomy can be checked for irregularities while getting clean
Cotton underwear	Promotes breathability to genitals, won't irritate the skin
Athletic clothes/shoes	Promotes participation in healthy activity, limits body odor in street clothes
Acne medication/facewash	Cleaning skin, treating or preventing acne and scarring
Powder/fungal cream	Preventing fungal infections in the feet or groin
Deodorant	Preventing or treating body odor
Brush/comb	Not sharing prevents transmission of parasites such as lice

Divide the class into 6-8 groups. Tell the groups that they will make a commercial for one of the personal care items. They should highlight how this item contributes to staying healthy and preventing some of the health issues teens might have. Commercials should focus on and will be graded to the extent that they:

- Identify/demonstrate habits that contribute to health
- Demonstrate health and safety related to sexual health

You can either assign items to the groups or let them choose. Hand out a copy of the **Health Habits for Sexual Health Evaluation** rubric to each student. Go through the rubric line by line so that students have a clear understanding of the expectations for the commercial. Allow the groups time to work and then present their short commercials to the class. Use the rubric to assess the commercials. These can be passed out to all students to have them assess each group's presentation. As the teacher, complete the rubric for each group, as well. After each commercial presentation, provide time for the class and you to give feedback to the group who presented, reinforcing the skills and information.



Activity 4.4: Homework

The next lesson in the sequence is a flipped lesson. Hand out the worksheet located at the end of this lesson. Students need to watch on YouTube the PBS documentary, “Life’s Greatest Miracle” (available here: https://youtu.be/vA0xZ3K_0q8). Instruct students to view the documentary at home with a family member and complete the worksheet. If students do not have access to the internet at home, arrange for them to watch it in the school library or media lab.



Activity 4.3: Stay Clean, Healthy, Sweet Smelling

Health Habits for Sexual Health Evaluation

Your Name:

Group Item:

Students in Group:

Assessment Area	Give one rating in each category: 1 - Not present 2 - Developing 3 - On target	Describe what you saw and heard
Commercial identified habits that contribute to health		
Commercial demonstrated health and safety practices or habits related to sexual health		
Commercial was well planned and presented		
The group worked well together		
Peer comments:		



Activity 4.4: Homework

To be completed for Lesson 5

Student Name:

As you watch the movie “Life’s Greatest Miracle” (https://youtu.be/vA0xZ3K_0q8) complete the following worksheet.

1. Define the following terms:

- Embryo

- Zygote

- Blastocyst

- Fertilization

- Trimester

- Gestation

- Labor

My Sexual Health: My Future

- Placenta

- Quickening

2. What evidence is there that humans are born with the urge to reproduce?

3. What are early signs/symptoms of pregnancy?

4. When can movements from the fetus typically be felt during pregnancy?

5. What is the fetus' one source of nutrition? Based on this, why might drug or alcohol use during pregnancy impact fetal development?

My Sexual Health: My Future

6. When does the highest level of brain development occur during a pregnancy?

7. What are the two reasons that human birth is more dangerous than for other mammals?

8. If you are watching the movie with a family member who has experienced a pregnancy and childbirth, ask how their experience compared to Melinda and Sergio's.