



Lesson Plan

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For Professionals Working With Teens

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Lesson for "Your Amazing Body"

LESSON DESCRIPTION

Epididy-what? While most students probably know what the vagina or penis is, chances are they aren't aware of what the vulva actually is, never mind the labia or the Cowper's glands! With this fun and interactive lesson that uses small-group sharing, a giant matching activity and larger group discussion that encourages critical thinking, students will learn all about male and female sexual and reproductive anatomy and increase their comfort around the topic.

LEARNING OBJECTIVES

At the completion of this lesson, students will be able to

1. Identify at least three parts of the female sexual and reproductive systems and three parts of the male sexual and reproductive systems.
2. Describe the functions of at least three parts of the female sexual and reproductive systems and three parts of the male sexual and reproductive systems.
3. Demonstrate increased comfort discussing sexual and reproductive anatomy.

NATIONAL SEXUALITY EDUCATION STANDARDS ADDRESSED

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

TIME NEEDED

50 minutes

MATERIALS

- Copies of the story "Your Amazing Body"—one per student
- One copy of the attached body part label and description sheets
- One enlarged print out of each of the attached anatomy diagrams
- Notecards—one per student
- Newsprint
- Markers
- Tape

PREPARATION

Cut out the descriptions and labels of each body part on the attached sheets.

Use the attached diagrams to create three large, poster-sized printouts, one of the vulva, one of the internal female sexual and reproductive anatomy and one of the male anatomy. (**Facilitator's Note:** In order to print out the posters, choose a larger paper size than 8.5 x 11 when printing. Choose the scale to fit option, then load paper that is the appropriate size into the printer and print.) You can also sketch the anatomy diagrams on

pieces of newsprint as an alternative. You ultimately will need diagrams large enough for students to label using the labels/descriptions you cut out. Hang the posters of anatomy around room.

On a piece of newsprint write the following three questions:

- What words did your parents use for genitals growing up?
- Do you feel comfortable or uncomfortable saying the words “penis,” “vulva” or “vagina”?
- Do you think your comfort level has to do with which words your parents used? Why or why not?

PROCEDURE

1. Introduce the topic of anatomy by asking students how many of them have been taught about reproductive anatomy by parents/family or in school before today? If the students are quiet or seem uncomfortable, let them know that’s normal and today’s class will help them become more comfortable and knowledgeable about anatomy. [2 minutes]

2. This is a good time to set some ground rules about which words are OK to use in the classroom. Tell students that during this lesson you want them to stay away from slang terms, and you’ll explain why in a second.

Ask students if they can hold in their minds slang words for penis. They should not shout the words out, but just hold them in their minds. Give students a few seconds to think. Ask them to shout out the number of words they thought of—just the number, not the word.

Now explain that there are lots of different slang words out there for the penis, testicles, scrotum, vagina and vulva. There are so many in fact that it can get confusing, and slang terms can mean different things in different places in the country. That’s why it’s important students use the words they’ll be learning today during the class discussion, so everyone is on the same page. Reiterate that anatomical terms, which can be very precise, should be used instead of slang terms during class. [3 minutes]

3. Break the students into pairs. Refer them to the three questions listed on the newsprint. In their pair they should discuss each question and listen to what their partner says. Give the students about five minutes to discuss.

After they have had time to discuss, have several pairs share what they talked about with the larger group. Allow five minutes for sharing back to the group. Some themes and similarities will probably emerge, such as most people grew up using slang words for anatomy and now feel uncomfortable saying “penis” or “vagina.” Ask students if they notice any themes or similarities and what they are? Ask students what they think about only using anatomical terms in class? How does it make them feel? Are they becoming more comfortable with these words and how so? [12 minutes]

4. After finishing the warm-up activity students should feel more comfortable saying words such as “vulva,” “penis” and “vagina.” Explain that now students will get to know the male and female reproductive systems, including the internal and external organs, because there’s more than just the penis, vulva and vagina. Refer to the posters around the room of the male reproductive system, the female internal reproductive organs and the female genitalia. Break the students into small groups of two to three students. Depending on the number of students and number of groups you have, give each group two to three of the name and description cards that you previously cut out with different body parts on each card. Hand out two to three pieces of tape to each group as well. [3 minutes]

5. Explain to students that their job is to tape the name and description onto the body part they think it is. It’s OK if more than one group labels the same part of the diagram. They should read the description and discuss as a group before labeling anything. Students will have about 10 minutes to complete the task. [10 minutes]

6. Once the students have taped their labels onto the diagrams, ask them to sit back down while you go over the diagrams as a group. Go to each poster and read the names and descriptions on each poster. Ask students if they think a particular label and description is in the correct place or if they think it might fit somewhere else better. Repeat

for all 16 names and descriptions. During the discussion, have students explain why they think certain labels go in certain places. Be sure to help students get all of the labels to the correct spots. [10 minutes]

7. Pass out copies of the story “Your Amazing Body.” Read the introduction of the story with the group. Go over the diagrams again, so they can see the diagrams and explanations right next to one another in order to reinforce the learning that took place during the group activity and following discussion. [3 minutes]

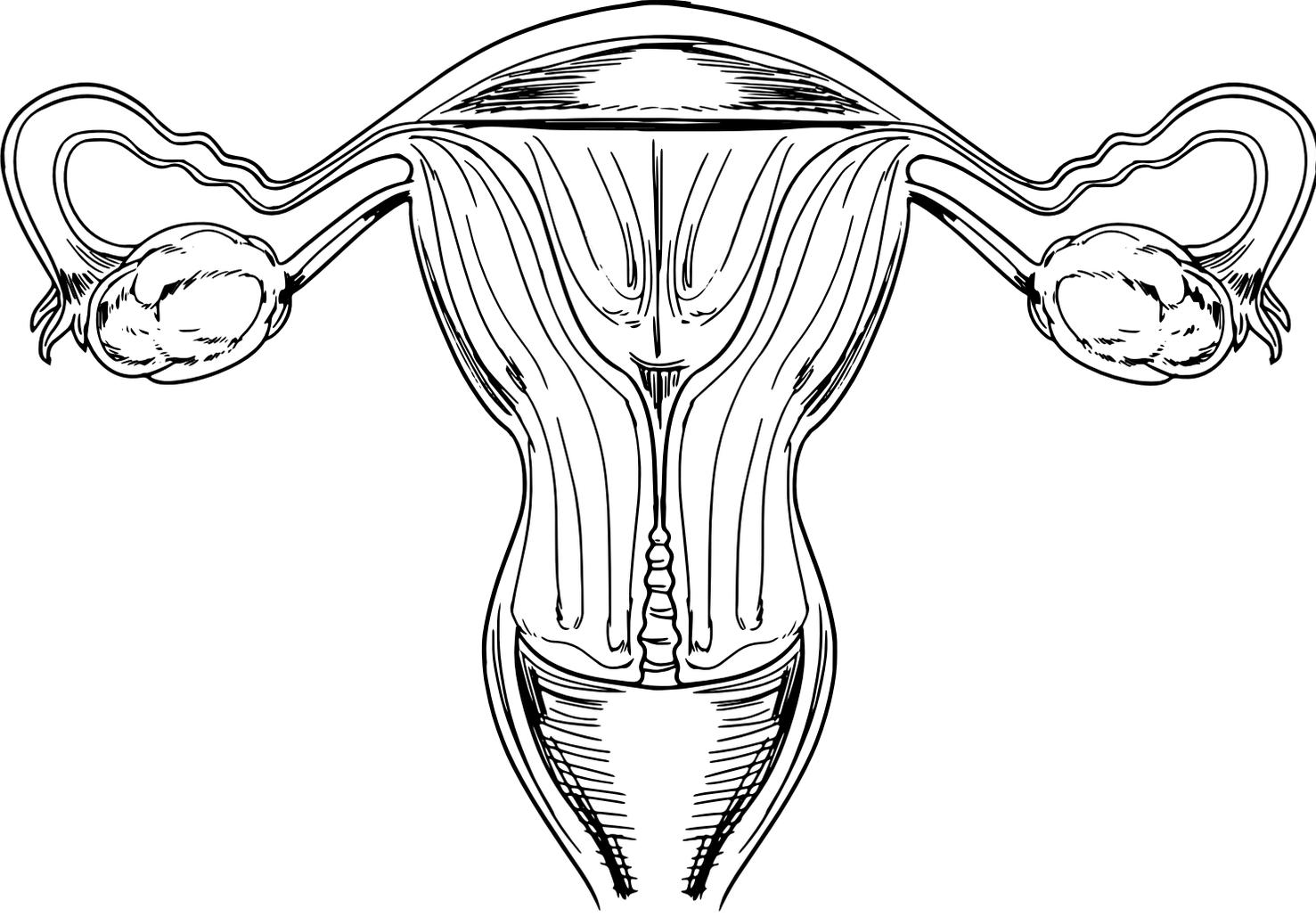
8. Ask students some processing questions about today’s lesson:

- What is the most amazing thing about the body you learned today?
- What surprised you?
- What about the first activity helped you become more comfortable saying words like “penis” or “vagina”?
- If you had to tell a friend not in this class one thing you learned today, what would you share with him or her?

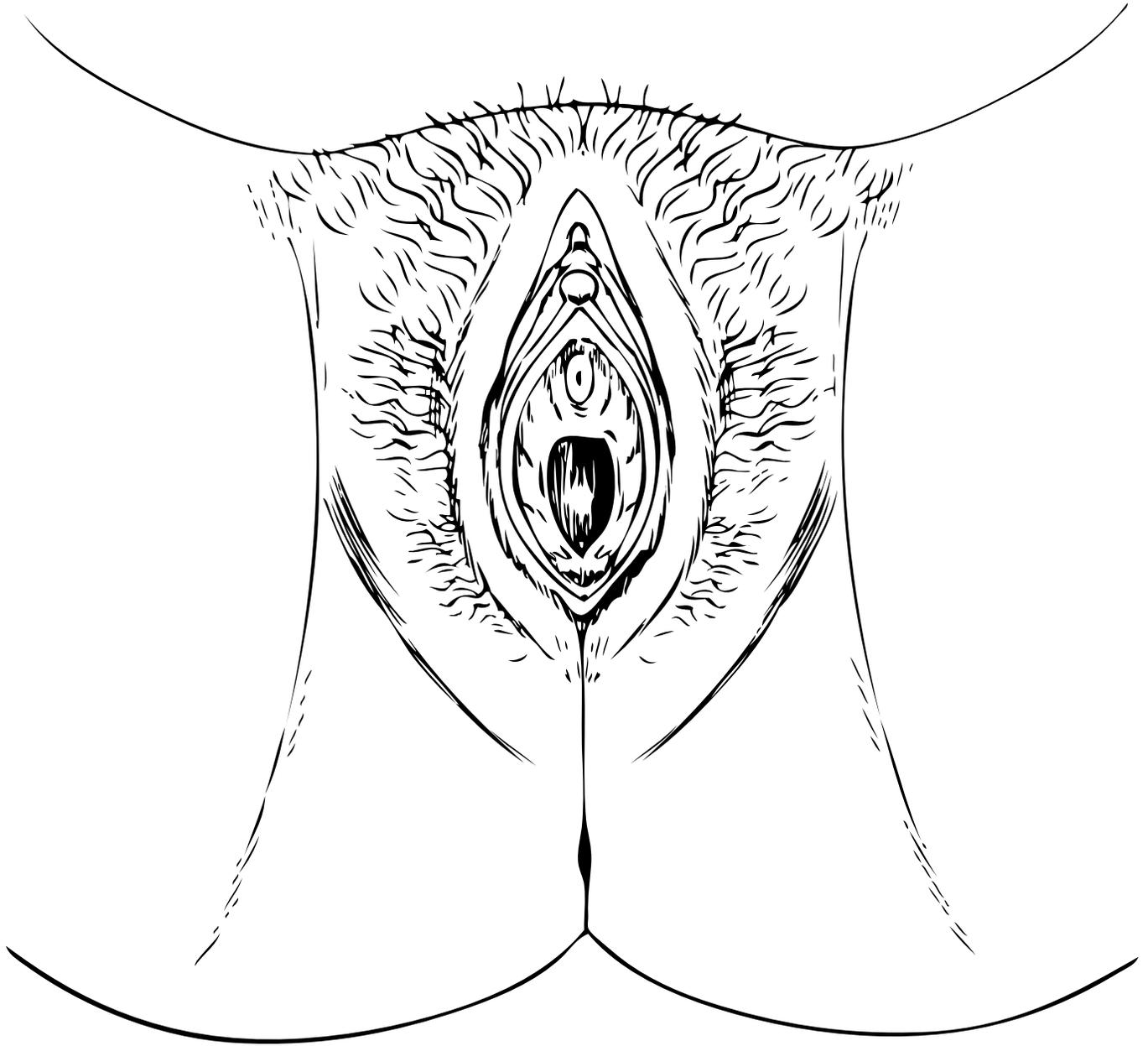
[5 minutes]

9. As a closing activity, give each student a note card and ask them to write down one body part they knew nothing about before today and explain what that body part does. Have them hand in the note cards before leaving the classroom in order to check their learning. [2 minutes]

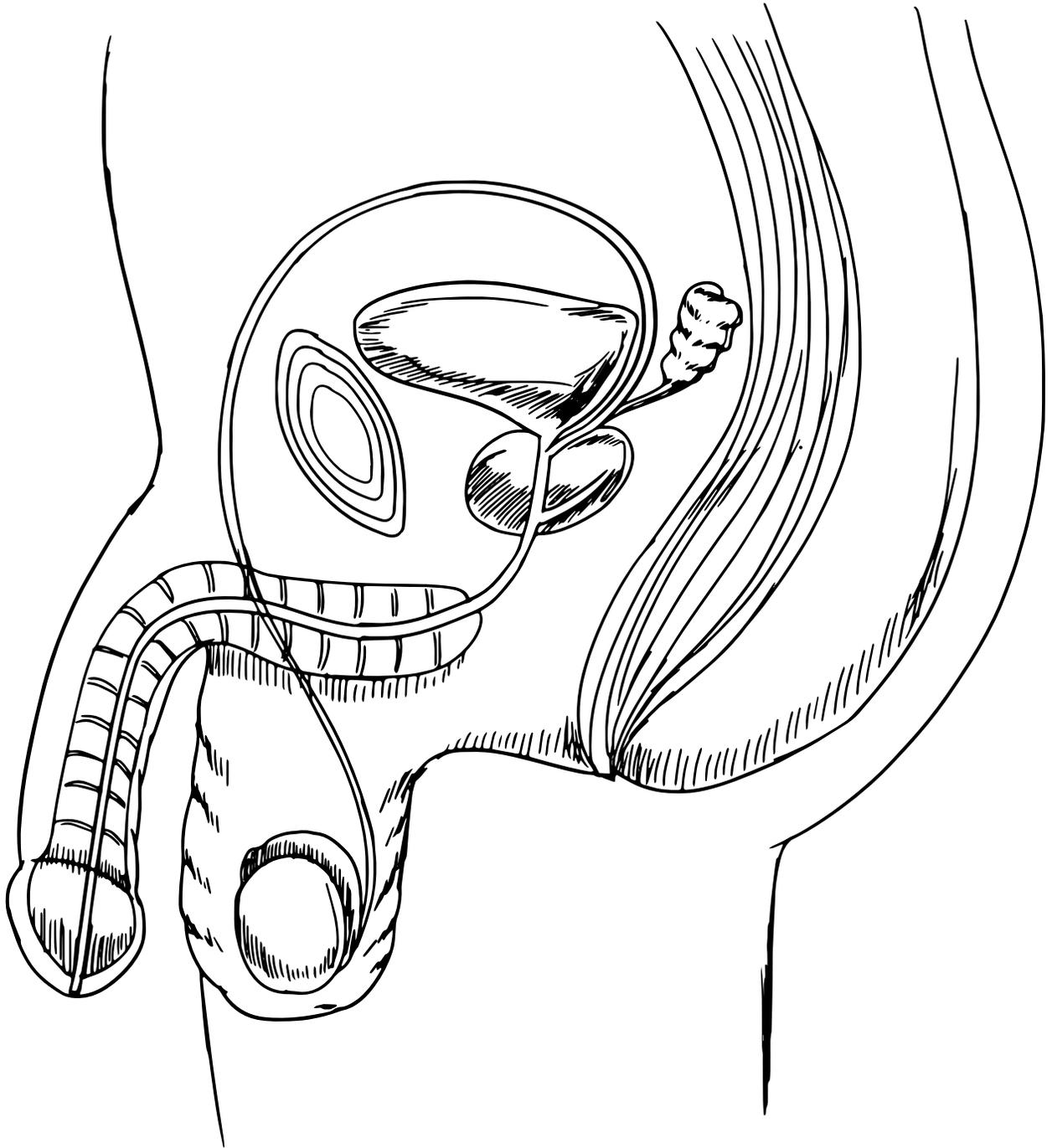
Internal Female Anatomy



External Female Anatomy



Male Anatomy



Internal Female Anatomy

The Vagina

When referring to the female reproductive system, you're most likely to hear about the vagina—a tubular tract that leads from the vulva to the uterus. While its two main functions are sexual intercourse and childbirth, the vagina is also a self-cleaning muscular system. It is extremely elastic and expands in both length and width from an average length of around three inches and includes folded ridges to increase surface area for stretching.

The Cervix

Located at the bottom of the uterus, the cervix leads to the vagina. Its opening, called the os, is where menstrual blood exits the uterus during menstruation.

The Uterus

Found between the bladder and the rectum, the uterus is a small pear-shaped organ, though when a woman or girl is upright, the pear shape is upside-down. Also called the womb, in many women it tilts forward at a ninety-degree angle to the vagina. It is where the egg will implant if fertilized and where a fetus will develop in a pregnancy.

The Ovaries

The ovaries are oval-shaped glands that are on either side of the uterus. They produce female sex hormones, estrogen and progesterone, as well as eggs. A baby is born with about 60,000 eggs, but over the course of a woman's life, only 400 will mature for fertilization.

The Uterine Tubes

The uterine or Fallopian tubes reach from the uterus to the ovaries. They carry eggs and are the place where the egg and sperm meet up for fertilization. About three inches in length, the ends of the tubes are feathery and finger-like.

External Female Anatomy

The Vulva

The vulva, while often called and mistaken for the vagina, is comprised of the external sex organs. The vulva includes the inner and outer labia (lips), the clitoris and the urethral and vaginal openings. It helps maintain vaginal health by acting as a gateway to the vagina.

The Clitoris

Sitting above the urethral and vaginal openings, the clitoris is an organ with a head about the size of a pea. But there's a lot more to it than just what you can see. Its internal structure branches out into the body and around the vagina. Shaped like a wishbone, the two legs are called crura and are made of tissues that become swollen with blood during arousal. This sex organ contains about 8,000 nerve endings, which is more than any other organ in the body, and actually has double the amount found in the penis! It's also the only organ throughout the entire body whose only purpose is sexual pleasure.

Male Anatomy

The Penis

The penis is the external organ that sits outside of the body above the scrotum. It expels semen and urine from the body. The average penis size is 5.6 inches. The penis has a foreskin that covers and protects the head of the penis. When the penis is erect, this foreskin typically draws back to expose the head of the penis. Some boys' parents have this skin removed soon after birth during a procedure called circumcision.

The Testicles

The testicles or testes are housed in the scrotum and produce sperm. One testicle hangs lower than the other so they do not bump into each other.

The Scrotum

The scrotum is the external pouch of skin that holds the testicles and tightens or loosens to regulate the temperature of the testicles.

The Epididymis

The epididymis is the long, coiled tube that stores sperm before they leave the testicles. This tube that rests on a testicle and transports sperm is almost 20 feet long!

Urethra

The urethra carries semen and urine out of the body. The male urethra is about eight inches long while the female urethra is 1.5 to 2 inches long.

Vas Deferens

The vas deferens are two tubes that move sperm from the epididymis before and during ejaculation. Each tube is about a foot long in humans.

Seminal Vesicles

The seminal vesicles are glands that produce fluids that are important in the production of semen. The fluids produced in the seminal vesicles prevent acids in the vagina from killing sperm.

Prostate Gland

The prostate gland produces fluids necessary to a sperm's survival outside the body. The prostate is the size of a walnut. Stimulation of this gland, which sits between the bladder and the rectum, causes arousal.

Cowper's Glands

The Cowper's glands create fluid that lubricates and flushes out the urethra before ejaculation.