

Lesson 9.2

Sexual and Reproductive Anatomy

Connecting the Lessons

Connects to *Lesson 9.3: Gender, Sex and Shared Responsibility*, *Lesson 9.5: Comprehensive Protection Methods* and *Lesson 9.6: Preventing STIs*.

Lesson Goals

- Explain the functions of the parts of the internal and external sexual and reproductive anatomy.
- Identify the impact of condom use on pregnancy and STI prevention.

Preparation & Materials Checklist

- ☐ Review information in the Teacher's Guide pages on the reproductive systems.
- ☐ Copy student handouts and homework:
 - Handout 9.2-2: Which Parts Go Together?
 - Handout 9.2-3a: The Penis and Related Parts
 - Handout 9.2-3b: The Vagina and Related Parts
 - Handout 9.2-4: Fertilization: A Fill-in-the-Blanks Story
 - Journal Activity 9.2: Sexual and Reproductive Anatomy
- ☐ Have:
 - Poster of the penis and related anatomy
 - Poster of the vagina and related anatomy
 - Anonymous Questions Box
 - Slips of paper for anonymous questions

Terms to Use

- | | |
|-----------------------|-----------------------------------|
| ■ Reproduction | ■ Egg |
| ■ Vaginal intercourse | ■ Pregnancy |
| ■ Fertilization | ■ Sexually transmitted infections |
| ■ Sperm | ■ Condoms |

SEL Skills Addressed

Self-awareness, self-management, social awareness

Logic Model Determinant(s)

Knowledge of how pregnancy happens.

Knowledge of consequences when condoms and/or other protection methods are not used.

Knowledge of how STIs are transmitted.

Knowledge of correct and consistent use of condoms and other protection methods.

Values/attitudes towards abstinence and delaying sex.

Values/attitudes towards sexual behavior.

→ Teacher Note

Many people feel more comfortable using slang terms than medical terms for body parts. Express the importance of knowing and using medical terminology rather than slang. For some students, this lesson will be a review; but for others, this may be new information.

Activity 9.2-1

5 minutes

Discuss Journal Activity

Process Journal Activity from the previous lesson

Process Questions

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

Activity 9.2-2

10 minutes

Which Parts Go Together?

Review reproductive anatomy

Tell students that during today's class, they will be learning or reviewing sexual and reproductive anatomy. Explain that *anatomy* is the study of the parts of the body, and *reproduction* means to make more of something. In the case of humans, reproduction means to make human babies.

Group students into teams of three or four. Ask students to turn to **Handout 9.2-2** in the Student Workbook. Allow a few minutes for groups to label each term. After each group has assigned each part, review the correct answers. Have students correct answers on their sheets as needed.

Handout 9.2-2

Which Parts Go Together?

Instructions: For each body part below, indicate whether it is part of the reproductive system of a person with a penis and related parts (P), the reproductive system of a person with a vagina and related parts (V), or both reproductive systems (B).

_____ Scrotum	_____ Vaginal opening
_____ Brain	_____ Labia
_____ Uterus	_____ Prostate gland
_____ Fallopian tubes	_____ Anus
_____ Ovaries	_____ Cowper's glands
_____ Epididymis	_____ Hymen
_____ Testes	_____ Clitoris
_____ Uterus	_____ Penis
_____ Vagina	_____ Vals
_____ Sperm	_____ Cervix
_____ Fimbriae	_____ Seminal vesicles
	_____ Ova

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Handout 9.2-2
Student Workbook page 7

Process Questions

1. Which of these terms have you heard before?
2. Do most people know the correct terms for the parts of the reproductive systems? Why or why not?

Activity 9.2-3

20 minutes

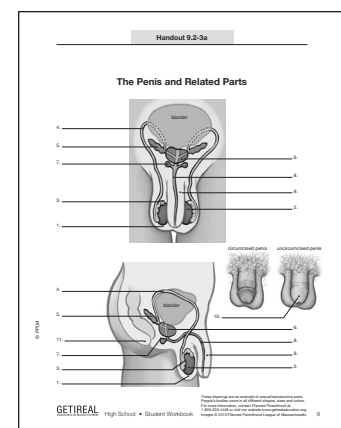
The Parts and What They Do

Explain basic functions of the penis and related parts

Ask students to turn to **Handout 9.2-3a** in the Student Workbook. While students follow along and label their sheets, explain the parts of the diagram. (See the Teacher's Guide for talking points.)

- **Scrotum:** a skin sack that holds the testes outside the body and helps control their temperature.
- **Testes (singular = testicle):** organs that produce sperm and the hormone testosterone.

Explain what sperm production means for reproduction.



Handout 9.2-3a
Student Workbook page 9

- **Epididymis:** A coiled tube behind each testicle where sperm mature and develop the ability to swim.
- **Vas deferens:** tubes that carry sperm from the testes to the urethra.
- **Seminal vesicles:** glands on each vas deferens that produce fluids that mix with the sperm to make semen.
- **Prostate gland:** a gland under the bladder that contains pleasure sensors and produces fluids that mix with sperm to make semen.
- **Cowper's glands:** glands on either side of the urethra that make a fluid called pre-ejaculate that lines the urethra before ejaculation when a person gets an erection. This fluid acts as a lubricant for the sperm during the ejaculation.
- **Urethra:** the tube that can carry ejaculate, pre-ejaculate or urine out of the body.
- **Penis:** an organ made of soft, spongy tissue and blood vessels, used for reproduction, urination and pleasure. When the penis becomes erect, or "hard," it becomes filled with blood. This is called an erection.

Explain that erections are a normal part of being human. Explain that erections may occur because of certain thoughts or feelings, be caused by a stimulus, or may happen for seemingly no reason at all.

- **Foreskin:** a loose skin that covers the head of the penis; everyone with a penis is born with it.

Explain circumcision (the removal of the foreskin).

- **Anus:** the opening through which feces (solid waste) leaves the body.

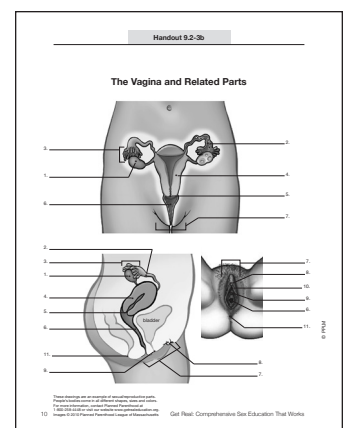
Remind students that the most important part of the reproductive system is the brain. The brain controls all the parts and functions of the sexual and reproductive anatomy, and when puberty begins and ends for each individual. It's also responsible for people's sexual feelings and dreams.

Explain basic functions of the vagina and related parts

Ask students to turn to **Handout 9.2-3b** in the Student Workbook. While students follow along and label their sheets, explain the parts of the diagram. (See the Teacher's Guide for talking points.)

- **Ovaries:** organs that contain egg cells (ova, singular=ovum) and produce the hormones (estrogen, progesterone) that cause body changes, ovulation and menstruation.

Review definition of ovulation—the process by which an egg is released from one of the ovaries—and how it relates to pregnancy.



Handout 9.2-3b
Student Workbook page 10

- **Fallopian tubes:** small tubes that carry the egg from the ovaries to the uterus. This is where sperm will join with, or fertilize, an egg, which is the first step necessary for pregnancy to happen.
- **Fimbria:** the fingerlike parts on the end of each fallopian tube that find an egg after it is released from the ovary and sweep it into the tube.
- **Uterus:** the pear-shaped, muscular reproductive organ from which menstruation occurs and where a pregnancy develops.
- **Cervix:** the lower part of the uterus that contains the opening to the vagina.
- **Vagina:** the passage that connects the uterus to the outside of the body. It serves as the birth canal and provides a way for menstrual fluids to leave the body. It is also used for pleasure. Discuss vaginal discharge and explain that it is normal.
- **Hymen:** a thin membrane that may partially cover the opening to the vagina.
- **Vulva:** the external sex organs (or genitalia), including the clitoris, urethra, both sets of labia, and the opening to the vagina. There are three separate openings in this general area. Two of these are in the vulva: the urethra and the vagina. The third opening is the anus, just behind the vulva.
- **Clitoris:** a mound of skin that contains many nerve cells and is very sensitive to touch. Its only purpose is pleasure. It is located between the labia at the top of the vulva.
- **Urethra:** the tube that carries urine out of the body.
- **Labia:** the outer and inner labia (also called “lips”) are two folds of skin that surround the opening to the vagina. The outer lips lie closest to the legs, and pubic hair grows on them in most adolescents and adults. The inner lips are the folds of skin inside the outer labia that begin at the clitoris and end around the vaginal opening.
- **Anus:** the opening through which feces (solid waste) leaves the body. It is important for people with vaginas to wipe from front to back after using the toilet to make sure that bacteria do not get into the urethra, which could cause a urinary tract infection.

→ *Teacher Note*

Hymen Facts

Many people with vaginas are born with no visible hymen. The hymen is a thin membrane that may cover the opening to the vagina. The hymen can disintegrate over time. It is normal for a person to have a noticeable hymen, and it's also normal if a person does not have a noticeable hymen.

Remind students that no matter what anatomy a person has, the most important part of the sexual and reproductive anatomy is the brain, which controls all the parts and functions of the reproductive anatomy, when puberty begins and ends for each individual, and people's sexual feelings and dreams.

Process Questions

1. How does knowing about sexual and reproductive anatomy help to prevent STIs and unintended pregnancy?
2. Why is it important to get questions about reproductive organs answered?

Activity 9.2-4

10 minutes

Optional Activity: Fertilization Fill-in-the-Blanks Story

Review the path of sperm and fertilization

Tell students they will be writing about the path of the sperm from the testes to fertilization. They will do this by completing **Handout 9.2-4** in the Student Workbook. They can work together or by themselves. They should fill in the blanks by choosing from words that have been provided on the handout.

When students have completed the handout, allow students to share answers aloud to collectively fill in the blanks. Ensure all the answers are correct.

Process Questions

1. Based on this story, how might using a condom prevent a pregnancy? Where would that happen in this journey?
2. How can using a condom prevent STIs?

Handout 9.2-4

Name _____

Fertilization: A Fill-in-the-Blanks Story

Instructions: Use the words on the following page to complete the story. Be sure to use the correct reproductive anatomy terms in the appropriate blanks.

Scotter, a(n) _____ (adjective) _____ (noun) of a person with a penis, was _____ (verb ending in -ing) around in the _____ (part of the body that produces testosterone) when they received a(n) _____ (adjective) message from the brain: "Accus! alert! Accus! alert! We have an infection!" The message told _____ (adjective) Scotter, along with _____ (number) of sperm in the average ejaculate (sperm, plural) _____ (adjective) and moved into the _____ (part of the body where sperm are held before an ejaculation). Scotter's tail flapped _____ (adjective) as they made their way up the _____ (tube) where sperm travel along after leaving the testes and past the _____ (fluids that make fluids that combine with sperm and become semen). From there, Scotter passed through the _____ (part that makes it impossible to urinate and ejaculate simultaneously), down the _____ (tube that runs through the penis) and out the tip of the _____ (part that's made up of spongy tissue, blood vessels and nerves). Suddenly Scotter was in a(n) _____ (adjective) world they'd never seen before. "OMG!" Scotter exclaimed as they and the other sperm made their way through the _____ (opening of the reproductive system through which a person gives birth), through the _____ (part of the uterus that contains the opening to the vagina), and into the _____ (organ where a fetus develops during a pregnancy).

Meanwhile, Olive, an _____ (noun) of a person with a vagina, who had been released during the _____ (adjective) process of _____ (process in which an egg is released) by the _____ (tissue) where eggs are stored, began _____ (verb ending in -ing) in the _____ (small tubes connected to the uterus). Scotter's _____ (adjective) sperm tail lashed into olive's when _____ (continued)

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Handout 9.2-4

Student Workbook
pages 11–12

Activity 9.2-5

Anonymous Questions Box

Review anonymous questions

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

Activity 9.2-6

5 minutes

Introspective Journaling

Review journal activity

Review the Journal Activity questions for this lesson:

1. *(Optional)* What was something interesting you learned in class today?
2. Why is it important to know about different types of reproductive anatomy?
3. How can having this information help people avoid STIs, HIV and unintended pregnancy?

Journal Activity 9.2

Name _____

Sexual and Reproductive Anatomy

1. *(Optional)* What was something interesting you learned in class today?

2. Why is it important to know about sexual and reproductive anatomy?

3. How can knowing about sexual and reproductive anatomy help people avoid STIs and unintended pregnancy?

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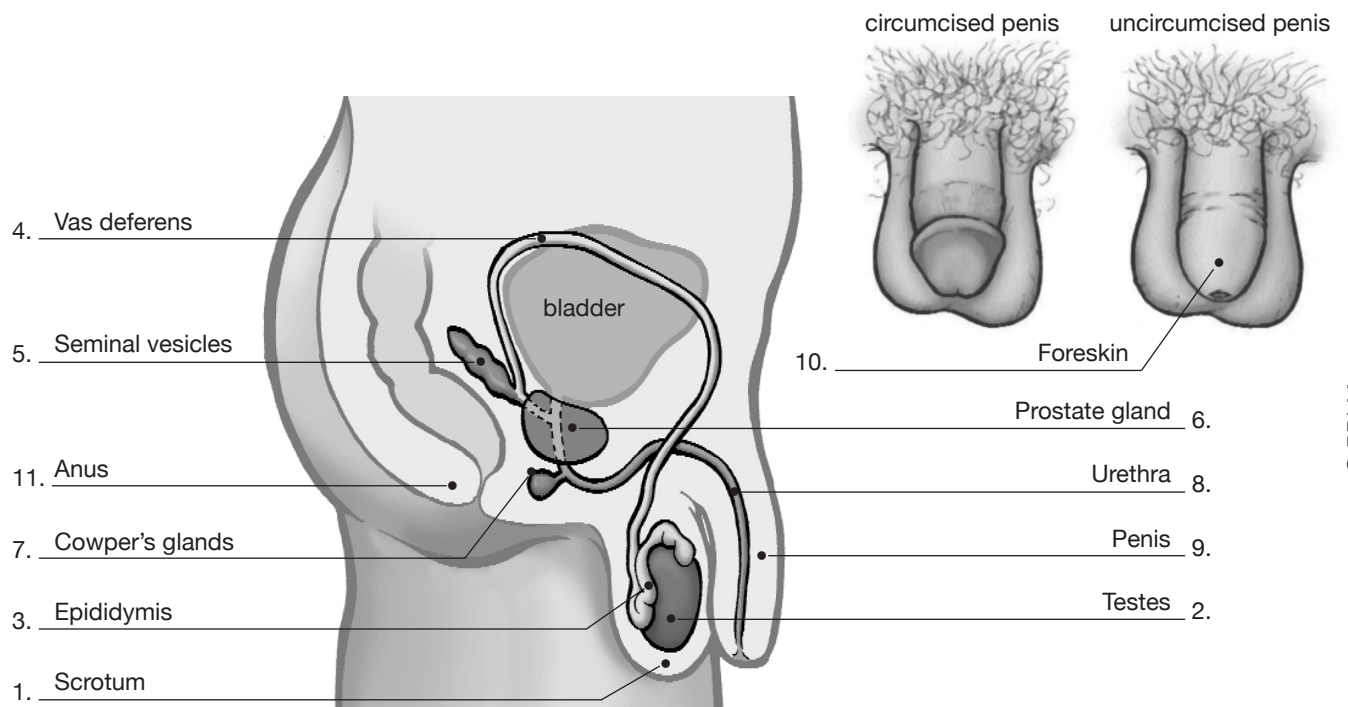
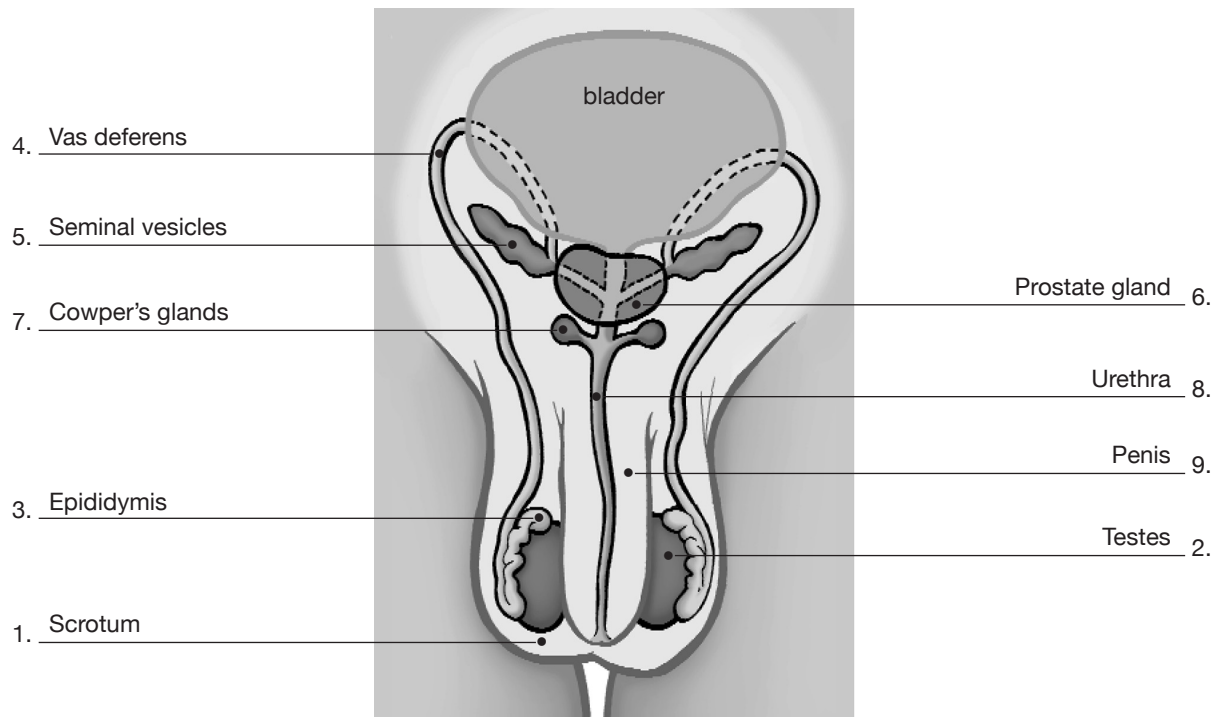
Journal Activity 9.2
Student Workbook page 13

Which Parts Go Together?

Instructions: For each body part below, indicate whether it is part of the reproductive system of a person with a penis and related parts (P), the reproductive system of a person with a vagina and related parts (V), or both reproductive systems (B).

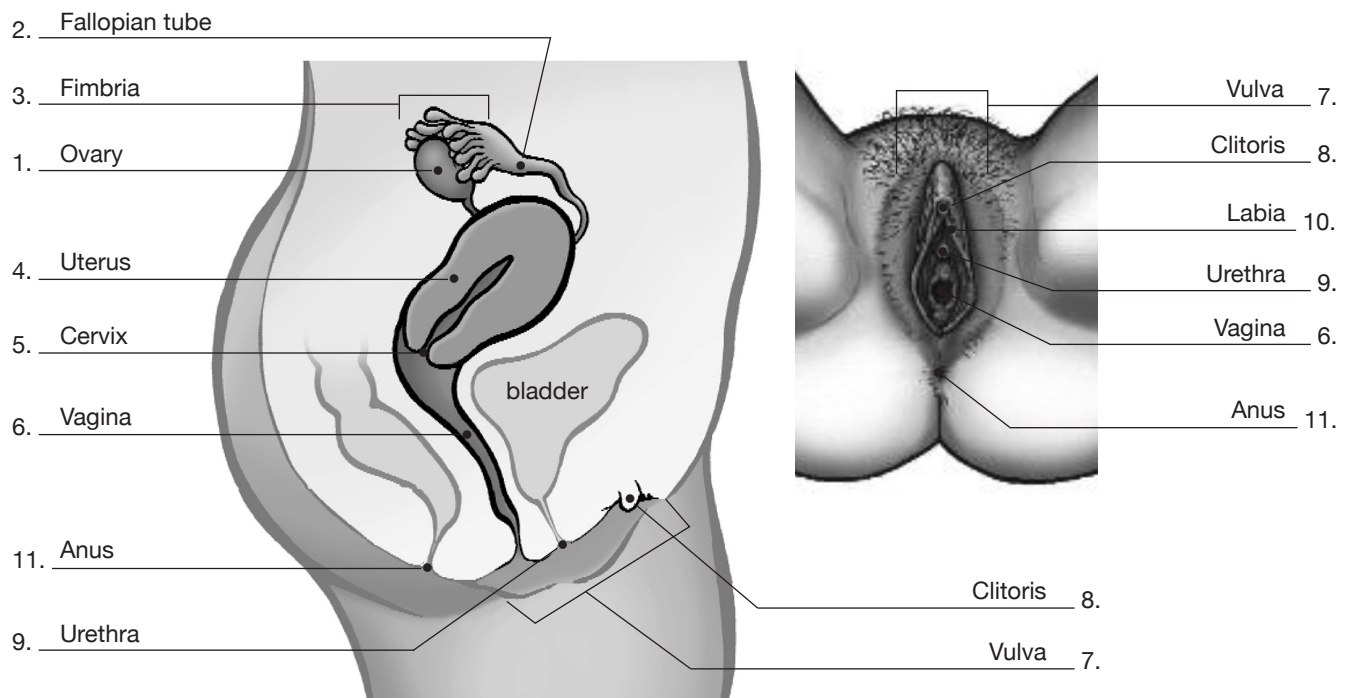
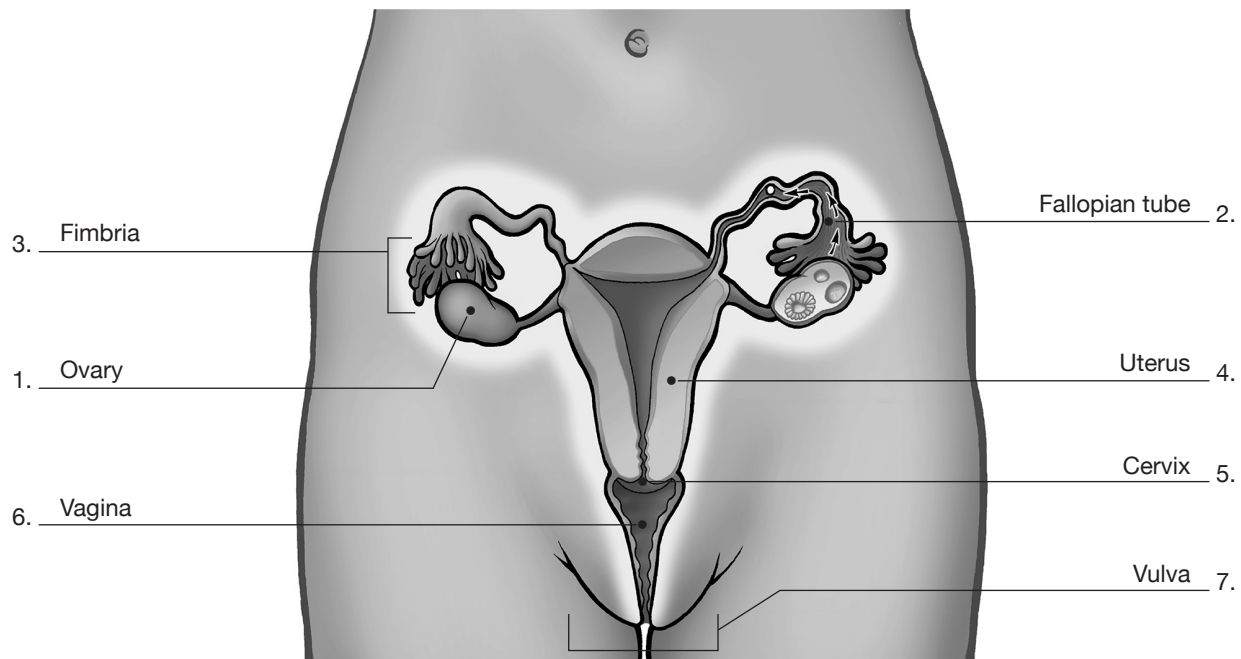
<u> P </u> Scrotum	<u> P </u> Vas deferens
<u> B </u> Brain	<u> V </u> Labia
<u> B </u> Urethra	<u> P </u> Prostate gland
<u> P </u> Foreskin	<u> B </u> Anus
<u> V </u> Fallopian tubes	<u> P </u> Cowper's glands
<u> V </u> Ovaries	<u> V </u> Hymen
<u> P </u> Epididymis	<u> V </u> Clitoris
<u> P </u> Testes	<u> P </u> Penis
<u> V </u> Uterus	<u> V </u> Vulva
<u> V </u> Vagina	<u> V </u> Cervix
<u> P </u> Sperm	<u> P </u> Seminal vesicles
<u> V </u> Fimbria	<u> V </u> Ova

The Penis and Related Parts



These drawings are an example of sexual/reproductive parts. People's bodies come in all different shapes, sizes and colors. For more information, contact Planned Parenthood at 1-800-258-4448 or visit our website www.getreal4education.org. Images © 2010 Planned Parenthood League of Massachusetts

The Vagina and Related Parts



These drawings are an example of sexual/reproductive parts. People's bodies come in all different shapes, sizes and colors. For more information, contact Planned Parenthood at 1-800-258-4448 or visit our website www.getreal4education.org. Images © 2010 Planned Parenthood League of Massachusetts

Fertilization: A Fill-in-the-Blanks Story

Instructions: Use the words on the following page to complete the story. Be sure to use the correct reproductive anatomy terms in the appropriate blanks.

Scooter, a(n) _____ (adjective) **sperm** (sex cell of a person with a penis), was _____ (verb ending in -ing) around in the **testes** (part of the body that produces testosterone) when they received a(n) _____ (adjective) message from the brain: “Arousal alert! Arousal alert! We have an erection!” The message blared _____ (adverb). Scooter, along with **300–500 million** (number of sperm in the average ejaculation) sperm, prepared _____ (adverb) and moved into the **epididymis** (part of the body where sperm are held before an ejaculation). Scooter’s tail flipped _____ (adverb) as they made their way up the **vas deferens** (tube sperm travel along after leaving the testes) and past the **seminal vesicles** (glands that make fluids that combine with sperm and become semen). From there, Scooter passed through the **prostate gland** (part that makes it impossible to urinate and ejaculate simultaneously), down the **urethra** (tube that runs through the penis), and out the tip of the **penis** (part that’s made up of spongy tissue, blood vessels and nerves). Suddenly Scooter was in a(n) _____ (adjective) world they’d never seen before. “OMG!” Scooter exclaimed as they and the other sperm made their way through the **vagina** (opening of the reproductive system through which a person gives birth), through the **cervix** (part of the uterus that contains the opening to the vagina), and into the **uterus** (organ where a fetus develops during a pregnancy).

Meanwhile, Olive, an **ovum/egg** (sex cell of a person with a vagina), who had been released during the _____ (adjective) process of **ovulation** (process in which an egg is released) by the **ovary** (gland where eggs are stored), began _____ (verb ending in -ing) in the **fallopian tubes** (small tubes connected to the uterus). Scooter’s _____ (adjective) sperm tail kicked into overdrive when
(continued)

Continued

they saw Olive, the most _____ (adjective) egg in the _____ (a place). Scooter swam _____ (adverb) toward Olive. As soon as they joined, their cells began to combine, causing fertilization. The now fertilized Olive implanted in the lining of the uterus, creating a pregnancy.

Use the following words to complete the story:

Anatomy Terms	epididymis	urethra	ovulation
	cervix	fallopian tubes	prostate gland
	sperm	vas deferens	ovary
	penis	vagina	testes
	uterus	ovum/egg	seminal vesicles
Adjectives	chilly	fancy	mysterious
	silly	amazing	vast
	massive	mushy	sparkling
	victorious	happy	great
Adverbs	awkwardly	triumphantly	oddly
	courageously	smoothly	nervously
	dreamily	intensely	lovingly
	majestically	gracefully	carefully
Verbs ending in -ing	moving	working	laughing
	chilling	waiting	swimming
Places	neighborhood	universe	world
Numbers	300–500	400,000	300–500 million

