

GRADE 6
FEMALE & MALE REPRODUCTIVE SYSTEMS

TODAY'S OBJECTIVE

- Describe the male and female reproductive systems.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: FEMALE ANATOMY DIAGRAMS

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Word Bank

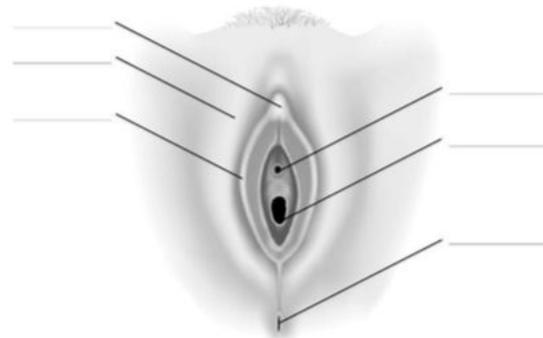
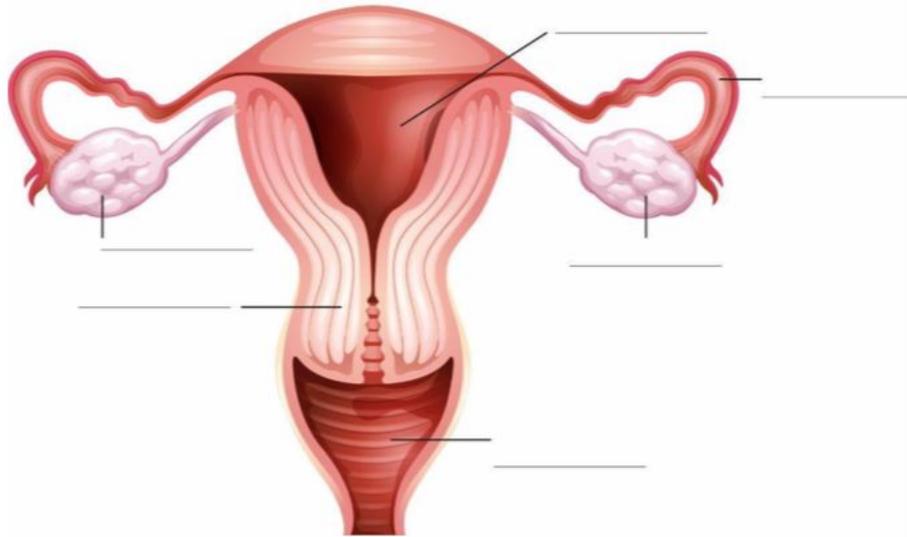
TEACHER NOTES: FEMALE ANATOMY DIAGRAMS (CONT.)

C. Female Anatomy Diagrams

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

The diagrams of female anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

1. Distribute the **Female Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. Consider asking the students to consider which parts of the female anatomy they think are the same for males and females, or which might have similar functions.



Word Bank

- Fallopian Tube
- Cervix
- Ovary
- Uterus
- Clitoris
- Urethra
- Anus
- Vaginal Opening
- Labia Majora
- Labia Minora

TEACHER NOTES: MALE ANATOMY DIAGRAMS

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners, Word Bank

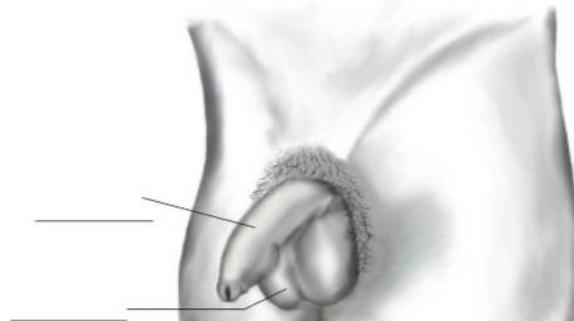
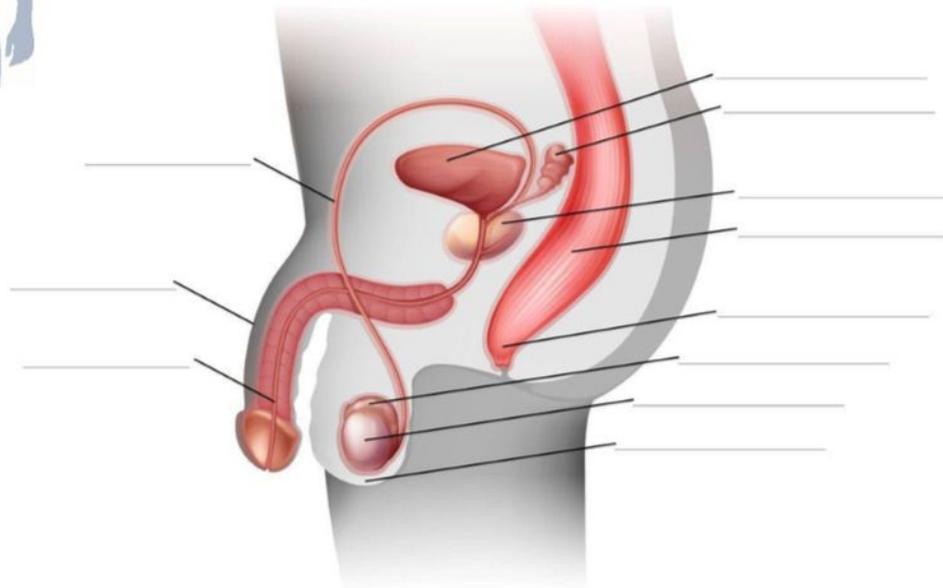
TEACHER NOTES: MALE ANATOMY DIAGRAMS (CONT.)

C. Male Anatomy Diagrams

The diagrams of male anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

1. Distribute the **Male Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. If the class has already completed the Female Reproductive System lesson, ask the students which parts of the female anatomy are the same for males and females, or which have similar functions. If that lesson has not been completed, ask them to predict which parts/functions will be the same.



Word Bank

- Scrotum
- Penis
- Urethra
- Bladder
- Prostate Gland
- Rectum
- Testicle
- Vans deferens
- Anus
- Seminal Vesicle

TEACHER NOTES: VOCABULARY MATCHING GAME

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners
- Combine the male and female vocabulary words into one game and remove the repetitive ones.

TEACHER NOTES: VOCABULARY MATCHING GAME (CONT.)

B. Male Anatomy Vocabulary Matching Game

Students identify the basic components of the male human reproductive system and can describe the basic functions of the various components.

1. Display the **Male Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Male Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

B. Female Anatomy Vocabulary Matching Game

Students identify the basic components of the female human reproductive system, and can describe the basic functions of the various components.

1. Display the **Female Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Female Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition, then post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

VOCABULARY MATCHING GAME

Urethra

Semen

**Where semen is
produced and stored.**

Testicles



TEACHER NOTES: KAHOOT QUIZZES

- Estimated Time: 10 minutes
- ELL & SpEd Strategies: Mixed-Ability Partners/Groups

F. Male Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit getkahoot.com

1. Open the Kahoot! Quiz: [Grade 5 Male Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

F. Female Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit getkahoot.com

1. Open the Kahoot! Quiz: [Grade 5 Female Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

KAHOOT QUIZZES

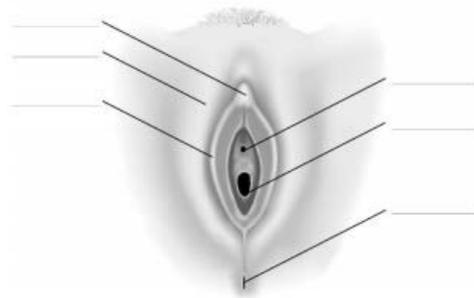
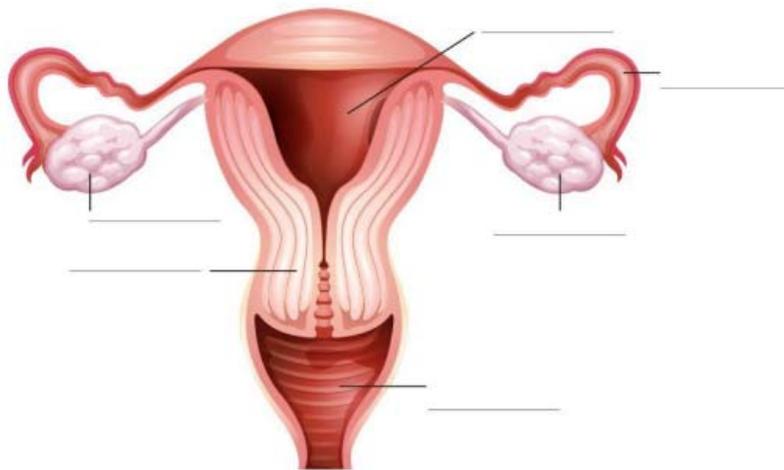
BIBLIOGRAPHY

- “Teachers: Teaching Sexual Health- Lesson Plans- Grade 5.” *Teachers / Teaching Sexual Health*, Alberta Health Services, 2018, <https://teachingsexualhealth.ca/teachers/grade/grade-5/>. (Accessed September 30, 2019)

Name _____

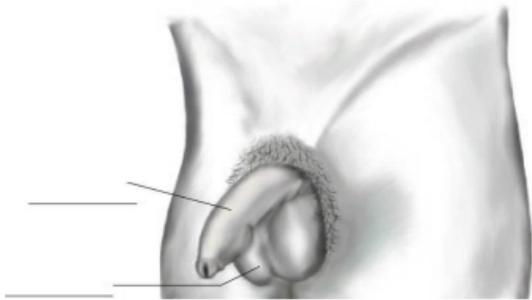
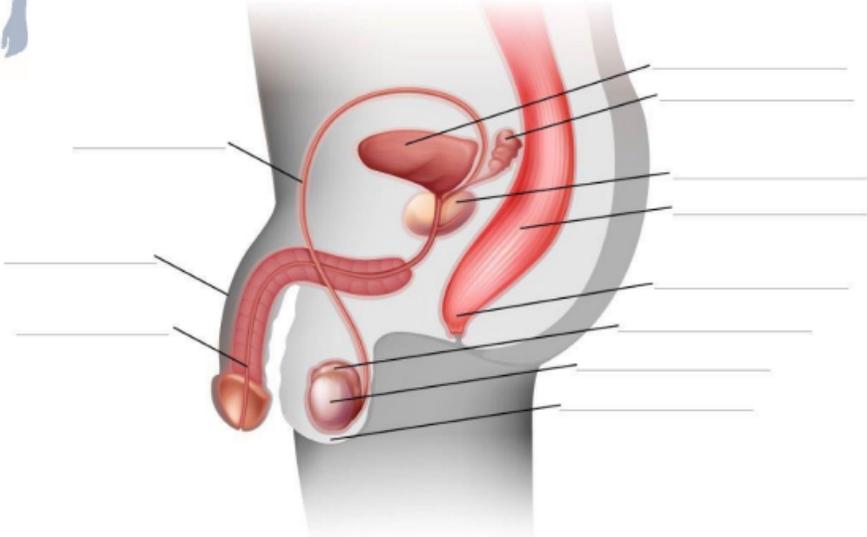
Label the FEMALE REPRODUCTIVE SYSTEM by filling in the blanks below.

Female Reproductive System



Label the MALE REPRODUCTIVE SYSTEM by filling in the blanks below.

Male Reproductive System



Understanding Reliability

When searching for information about sexual health, it is important to know if the information is reliable and can be trusted. To determine reliability, consider the questions for each of the following topics:

- **Author** -- Is there an Author listed?
- **Date** -- Is it recent or was it published long ago?
- **Sources** -- Is the information supported with citations and sources?
- **Domain** -- Is the information from a .com/.org/.net OR is it .edu?
- **Writing Style** -- Is it clear and understandable? Is it free from errors?

Directions: Think about the following sources of information. Check the box to indicate if it is a Reliable, Unreliable, or Unclear source of information about sexual health.

Source of Information	Reliable	Unreliable	Unclear
Your parents			
Your best friend			
WebMD.com			
wikipedia.com			
kidshealth.org			
Snapchat			
Your family doctor			
A show on TV			

Pick one of the sources above that is reliable or unclear. Explain your reasoning for why that source is reliable or unclear.

Name _____ Date _____

Take Home Exit Ticket

Write down 2-3 questions that you have about your sexual health. These are questions that you can take home to ask a parent/guardian, trusted adult, or a family doctor.

1. _____

2. _____

3. _____

Name _____ Date _____

Exit Ticket

Write down 2-3 questions that you have about your sexual health. These are questions that you can take home to ask a parent/guardian, trusted adult, or a family doctor.

1. _____

2. _____

3. _____

Grade 5

Female Reproductive System



Learner Outcomes

W-5.3 Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g. fertilization, conception

How To Use

This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

Classroom Activities & Timing

See also the [Differing Abilities](#) lesson plans on *Puberty and Reproduction*.

- A. Ground Rules (5-10 minutes)
- B. Female Anatomy Vocabulary Matching Game (15-20 minutes)
- C. Female Anatomy Diagrams (15-20 minutes)
- D. The Journey of an Egg (20-30 minutes)
- E. Class Discussion (5-15 minutes)
- F. Female Reproductive System Kahoot! Quiz (15-20 minutes)
- G. Question Box (5-10 minutes)

Required Materials

POSTERS: Female Anatomy Definitions

CARDS: Female Anatomy Vocabulary

HANDOUT and ANSWER KEY: Female Reproductive System Diagrams

Grade 5 Female Reproductive System

HANDOUT: The Menstrual Cycle

HANDOUT: The Journey of an Egg

[KAHOOT! QUIZ](#) and ANSWER KEY: Female Reproductive System

All the student handouts are also available in the [Grade 5 Workbook](#).

All the diagrams are also available as slides in [Grade 5 Diagrams](#).

Background Information for Teachers

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of ‘they’ as a singular gender-neutral pronoun. The lesson plans use the terms ‘male’ and ‘female’ when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person’s gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

The parts of the female reproductive system (anatomy)

External genitals

Vulva

- The vulva includes the labia majora, labia minora, clitoris, and the opening of the vagina.
- The labia majora and the labia minora are the outer and inner folds of skin surrounding the vaginal opening.
- Females have ‘three openings’: the anus, and the openings to the urethra and vagina. This is often surprising even to females, who think that the urethra and the vagina are the same passageway.

Grade 5 Female Reproductive System

Clitoris

- The female sex organ that becomes larger and firmer during sexual arousal.
- Located above the urethra.

Anus

- The opening at the end of the digestive tract where feces or stool leaves the body.
- It is part of the digestive system, not part of the reproductive system.

Internal reproductive organs

Ovaries

- The female egg-producing glands.
- These glands contain all the eggs (ova) from birth, and start releasing them sometime at the beginning of puberty.

Fallopian Tubes

- These are narrow tubes that connect the ovaries to the uterus.
- The egg travels through one of the tubes after ovulation.
- It is in the fallopian tubes that fertilization may occur.

Uterus

- The place in a female's body where a baby can grow.
- Also called the womb.
- It is very low in the pelvis (nowhere near the stomach).
- It is about the size of a fist.
- It is the uterus that enlarges during pregnancy, not the stomach.
- During the menstrual cycle, the uterus grows a lining of blood that would nourish a growing fetus if fertilization and implantation occur. This lining sheds approximately once a month if fertilization and implantation do not occur.

Cervix

- The bottom of the uterus that opens into the vagina.

Vagina

- The passageway leading from the uterus to the outside of the female body.
- Blood from the uterus passes through the vagina during menstruation.
- The baby passes from the uterus through the vagina during childbirth.
- It is not used for urination. The urethra (the opening just above the vagina) is used for this purpose.
- A thin membrane called the hymen surrounds the vaginal opening. It may not be noticeable.
- Once puberty begins, a female may notice some discharge from the vagina on underwear or toilet paper. It varies from whitish and pasty to

Grade 5 Female Reproductive System

clear and slippery. This means a female's body is starting to mature and periods will be starting. It is normal and keeps the vagina clean and healthy. If the discharge smells bad or the area is itchy, it could be a sign of infection and require medical treatment.

Other organs

Bladder

- The sac that holds the urine produced by the kidney.
- It is not part of the reproductive system, but the urinary system.

Urethra

- The tube through which urine passes from the body.
- It is the opening between the clitoris and the vagina.
- It is part of the urinary system, not the reproductive system.

How the reproductive system functions (physiology)

Eggs

- The eggs are produced in the ovaries. Each ovary contains about 250,000 eggs from birth.
- The egg is a cell which, when fertilized by a sperm cell, can create a baby.
- An egg is released once a month after puberty begins (ovulation). Occasionally two or more eggs are released.
- The egg travels down the fallopian tubes to reach the uterus.
- If the egg is not fertilized in a day or so, it dissolves.

Ovulation

- Once ovaries start producing hormones, messages are sent to the pituitary gland in the brain, which sends a message to the ovaries to release one egg, once a month from one ovary.
- Ovulation usually alternates from one ovary to the other each month.
- Females can experience varying degrees of sensation during ovulation from nothing at all to pain similar to that of menstrual cramps.

Menstruation (Period)

- The uterus must prepare for growth of a baby each month, in case fertilization occurs.
- Hormones from ovaries send a message to the uterus to grow a thick, soft lining of tissue and blood.
- This lining contains nutrients that would be needed to nourish the fertilized egg.
- If the egg is not fertilized in the fallopian tube, the lining is not needed to nourish the baby, so the uterus will shed the lining.
- It takes 2 to 7 days to shed the lining. Five days is the average. This is called menstruation or having a period.

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- The average amount of blood lost during a period is about 60-180 ml.
- Once the lining is completely shed, a new lining begins to grow.
- Soon, another egg is released. If fertilization does not occur, the egg dissolves and the lining is shed. This happens over and over again, which is why we call it the menstrual cycle.
- A cycle of 28 days is most common; however it can vary from 24-38 days. For the first year or two, periods can be very irregular.
- Menstruation is a normal part of puberty. It is not dirty or bad.
- Some females experience cramping during menstruation which can be relieved using a hot water bottle, mild to moderate exercise, or over-the-counter pain medication. If cramping is extreme, it may be helpful to see a doctor.
- Menstruation is not a sickness. Participation in regular daily activities such as physical education class, active play and extra-curricular activities like gymnastics or soccer is encouraged.
- Personal hygiene is even more important during menstruation because oil secretions from hair and skin can increase and menstrual blood flow may get dried in pubic hair.
- Sanitary pads, tampons or menstrual cups are used to absorb menstrual fluid. Teachers may want to use the [Puberty Kit](#) to demonstrate these products.
- Females continue having periods until menopause. Most females experience menopause between 40 and 58 years of age. After menopause, females no longer release eggs or have periods and cannot become pregnant.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Female Anatomy Vocabulary Matching Game

Students identify the basic components of the female human reproductive system, and can describe the basic functions of the various components.

1. Display the **Female Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Female Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition, then post their word on the matching poster. Encourage groups to decide each

Grade 5 Female Reproductive System

match on their own and not worry if they make a different choice than another group.

- Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

Answer Key:

Word	Definition
Anus	The opening at the end of the digestive tract where feces leave the body.
Bladder	A sac inside the body that holds urine.
Cervix	The bottom of the uterus that opens into the vagina.
Clitoris	Female sex organ that becomes larger and firmer during sexual arousal.
Fallopian Tubes	Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.
Hymen	A membrane that surrounds or partially covers the opening to the vagina.
Menstruation (Period)	Monthly shedding of the lining of the uterus.
Ovaries	Female glands that produce and release an egg each month.
Ovulation	Process of releasing an egg from the ovary.
Egg	The female reproductive cell produced in the ovaries.
Vagina	A passage leading from the uterus to the outside of the body.
Vulva	The external female sex organ, includes the labia and clitoris.
Urethra	Urine passes through this tube to the outside of the body.
Uterus	Where a developing baby grows.

C. Female Anatomy Diagrams

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

The diagrams of female anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

1. Distribute the **Female Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. Consider asking the students to consider which parts of the female anatomy they think are the same for males and females, or which might have similar functions.

D. The Journey of an Egg

This activity builds on the students' understanding on reproductive anatomy and links the anatomy to the physiology of how the reproductive system functions.

1. Distribute the **Journey of an Egg** handout.
2. Have students complete the activity by filling in the blanks with the appropriate terms. This activity can be done individually or using a small group technique such as [think-pair-share](#).
3. You may wish to provide resources such as the **Female Reproductive System Diagrams** handout if students do not have them from the previous activity. You can also hand out or display the **Menstrual Cycle** diagram. The diagram shows a cycle of 28 days, which is the average. A normal cycle can be anywhere from 24-38 days long.
4. Correct the handout together.

Answers

1. Uterus
2. Egg

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3. Ovary
4. Fallopian Tubes
5. Cervix
6. Vagina
7. Menstruations

E. Class Discussion

Students review their knowledge of the female reproductive system and menstrual cycle, develop resiliency skills around female anatomy issues, and identify support people.

Discuss the following questions as a class:

What are some of the good things about being a female?

- Encourage students to provide appropriate comments.

How does a person know when they will get their first period?

- Menstruation usually begins around the ages of 9 to 15. Every person has their own internal clock that determines when the events of puberty begin.
- Generally, a female can expect her first period about 2 years after breasts first start to develop, and soon after there is some hair under the arms and in the pubic area.
- Vaginal discharge is a sign that menstruation may begin soon.

What are some of the things that might worry a female about menstruation?

- Cramps
- Blood
- Smelling different
- Premenstrual syndrome (PMS)
- Getting their period unexpectedly, not having supplies available

What are some ways to cope with menstruation?

- Use pads, tampons or a cup for menstrual flow.
- Various sizes of pads, tampons and cups are available. Unscented ones are less likely to cause skin irritation.
- Check with an adult before using tampons or a cup for the first time and be sure to read the instructions.
- Tampons need to be changed every 3-4 hours. Cups need to be changed every 6-12 hours. Pads need to be changed before they are soaked through, which will depend on the thickness of the pad and the menstrual flow.
- Wash your hands after handling pads, tampons or cups.
- To relieve cramps, try a hot water bottle or moderate exercise. If severe cramps persist, it may be helpful to see a doctor.

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- PMS (premenstrual syndrome) can occur any time in the two weeks before menstruation. It can make a female feel moody, irritable or have tender breasts or bloating. Exercising and avoiding caffeine and salt can help minimize the symptoms of PMS.
- If your period starts at school and you don't have supplies, ask a teacher or the office staff. Once you have started getting your period, keep menstrual supplies in your backpack, desk or locker to be prepared.

What do you think is the most interesting thing about the menstrual cycle?

- Encourage students to provide appropriate comments.

We have studied what happens when an egg is unfertilized. What if a sperm had fertilized the egg while in the fallopian tube?

- If the egg is fertilized, it may implant in the uterine lining (implantation). This could result in a pregnancy.
- Inform students that they will learn more about pregnancy and fetal development in grade 6.

What needs to happen before a female is able to produce a baby?

- A female needs to ovulate and a sperm cell needs to fertilize the egg in order to produce a baby.
- Because a female will ovulate before her first menstrual bleed, it is possible for her to become pregnant even if she has never had a period.

If you have questions about anatomy or physiology, puberty changes or sexuality, who can you ask?

- Parent
- Trusted adult
- Teacher or guidance counsellor
- Nurse or doctor

F. Female Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit getkahoot.com

1. Open the Kahoot! Quiz: [Grade 5 Female Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

G. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

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Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- identify the parts of the female reproductive system using scientific terminology?
- describe the basic functions of the various parts of the female reproductive system?
- describe the menstrual cycle?

Skills:

- participate in class discussion and exhibit appropriate listening and speaking skills?
- discuss coping skills around female puberty issues?
- identify support people?

Attitudes:

- demonstrate awareness and understanding of the changes that occur during puberty?
- demonstrate acceptance that menstruation is a normal part of puberty and maturation?
- recognize that ovulation and menstruation could lead to pregnancy?

**The opening at the
end of the digestive
tract where feces
leaves the body.**



**A sac inside the body
that holds urine.**



**The bottom of the
uterus that opens into
the vagina.**



**Female sex organ that
becomes larger and
firmer during sexual
arousal.**



Tubes connecting the ovaries to the uterus. The egg travels through here after ovulation.



**A membrane that
surrounds or partially
covers the opening to
the vagina.**



**Monthly shedding of
the lining of the
uterus.**



**Female glands that
produce and release
an egg each month.**



**Process of releasing
an egg from the ovary.**



**The female
reproductive cell
produced in the
ovaries.**



**A passage leading
from the uterus to the
outside of the body.**



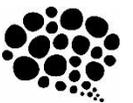
**The external female
sex organ, includes
the labia and the
clitoris.**



**Urine passes through
this tube to the
outside of the body.**



**Where a developing
baby grows.**





Anus

Bladder

Cervix

Clitoris

Egg

Fallopian Tubes



Hymen

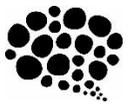
Menstruation

Ovaries

Ovulation

Vagina

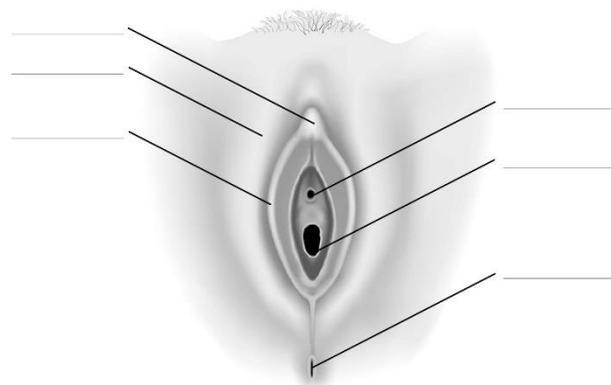
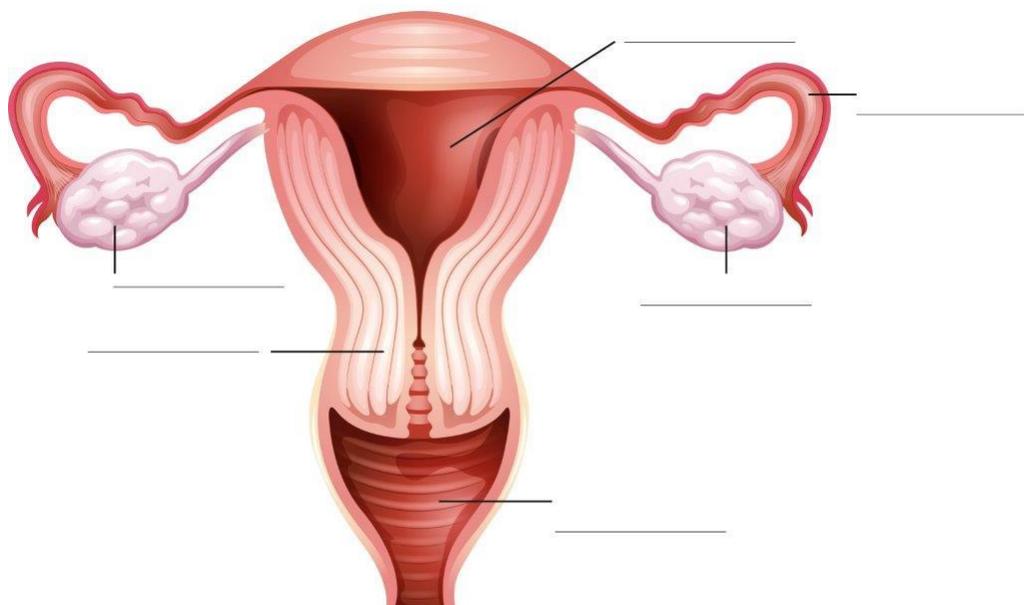
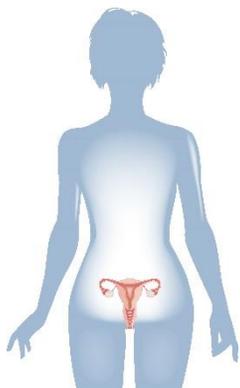
Vulva



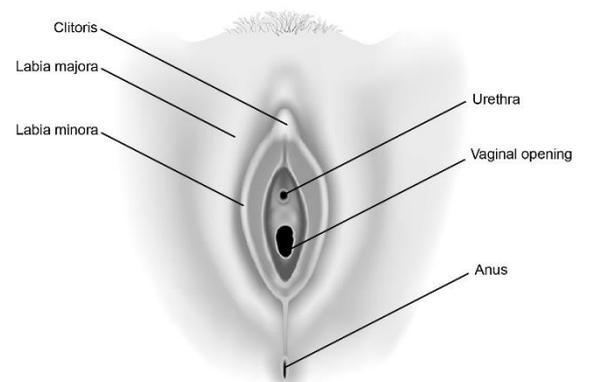
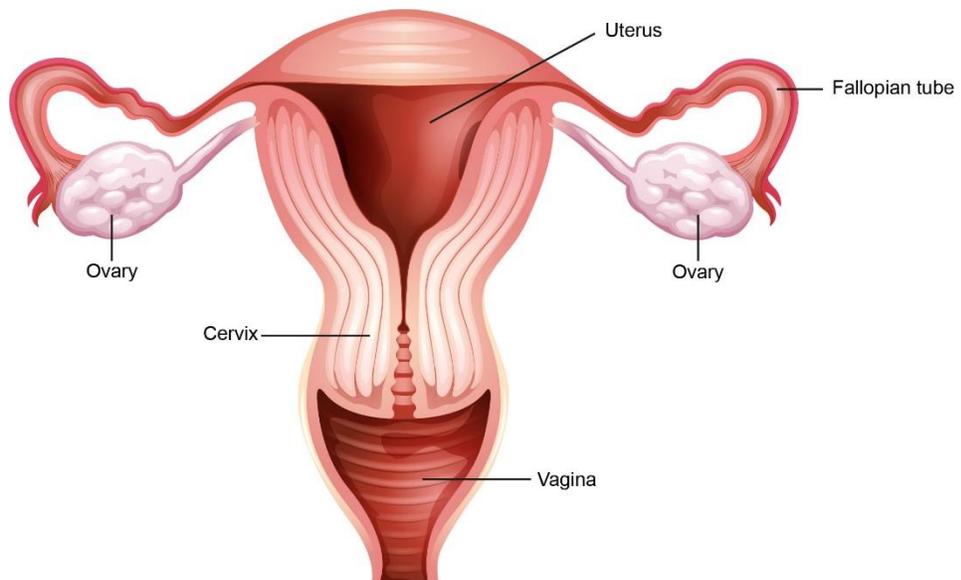
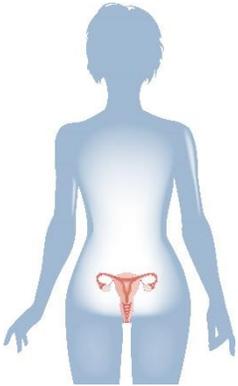
Urethra

Uterus

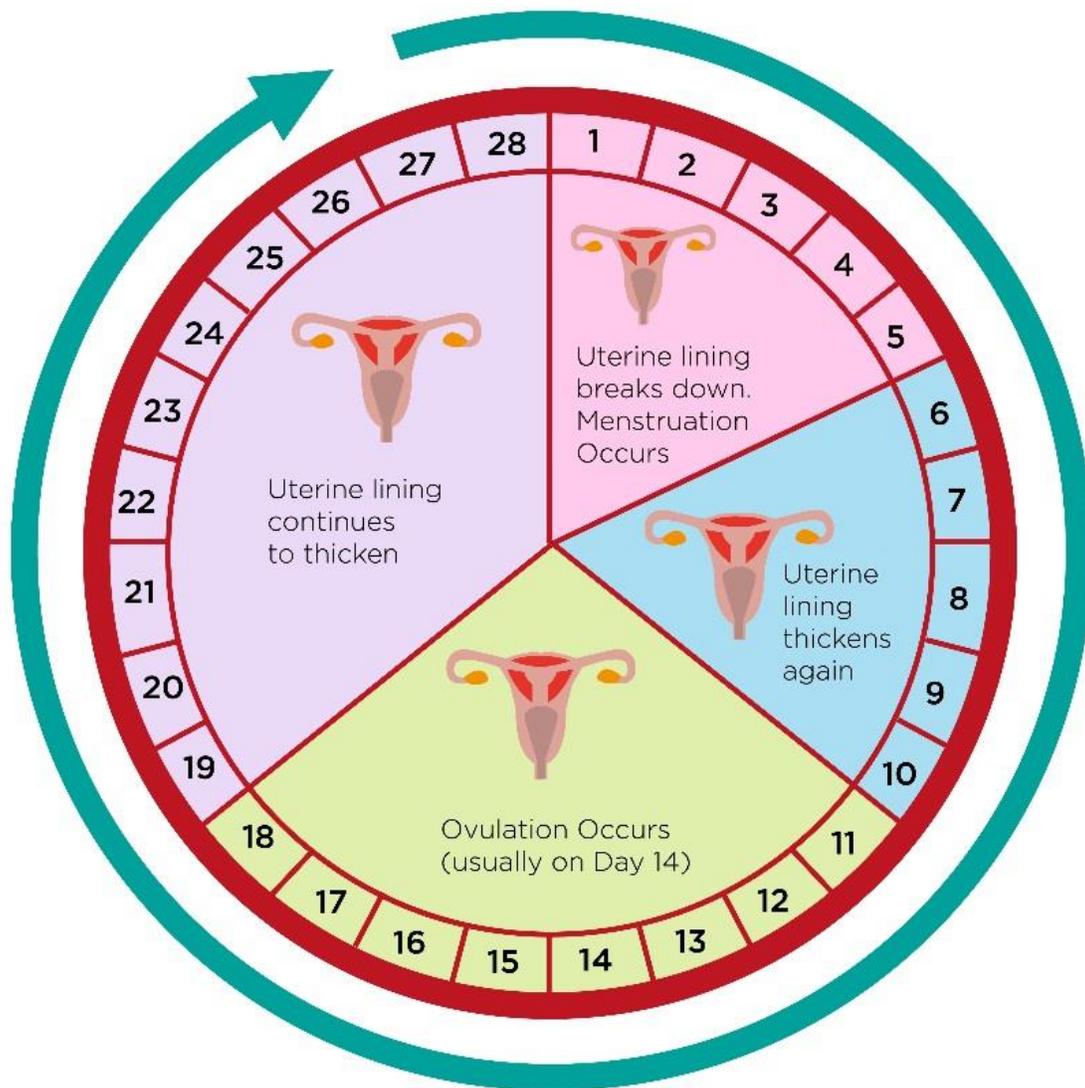
Female Reproductive System



Answer Key



The Menstrual Cycle



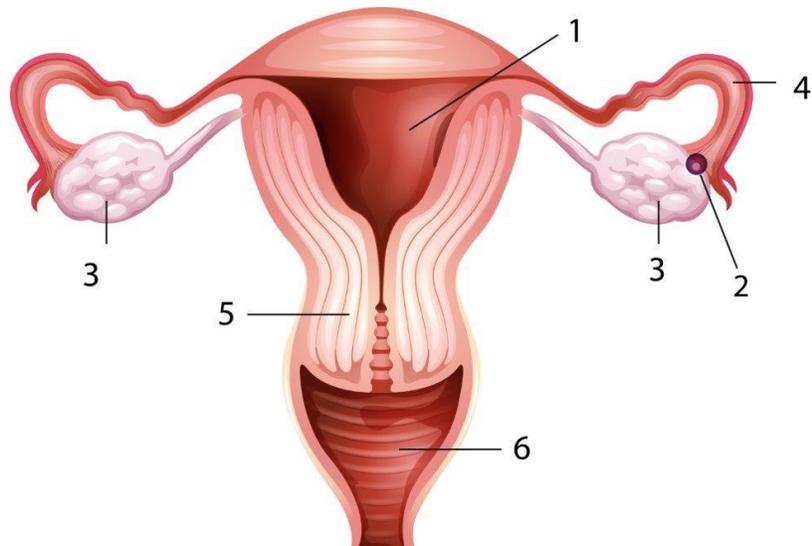
This diagram shows an average menstrual cycle that is 28 days long. Cycles can vary in length from 24-38 days.

The Journey of an Egg

Read the following story and fill in the blanks using the words provided.

Word Bank

cervix
fallopian tubes
menstruation
ovary
egg
uterus
vagina



Once upon a time, there was a female reproductive system. Each month, due to changes in hormones, the

_____ (1) invited a thick, soft lining made up of tissue and blood to grow along its walls. The lining contained nutrients that would be needed to nourish a growing baby if a pregnancy was to occur. Once the lining had grown, it waited for the ovaries to do their job.

The ovaries contained special reproductive cells, each cell called an _____ (2). Each month, one of these cells would reach maturity and be released from the _____ (3).

This month, it was the right ovary that got to release an egg. The left one would have to wait until the next month. The _____ (4), which wait for the ovaries to release an egg, waved their numerous arms. The waving arms grabbed the egg that was just released and gently guided it into one of the tubes. After about a day of travel, the egg began to dissolve. When it had disappeared, the brain sent a message to the lining of the uterus telling it that a fertilized egg wasn't going to arrive, so it could leave the uterus. Slowly, the lining passed through the _____ (5), into the _____ (6), and out of the body.

As soon as the lining was gone, the uterus invited a new lining to start to grow. This time around, it would be the ovary and fallopian tube on the left that would do all the work. Then, the process would start all over again. This process is called _____ (7).

ANSWER KEY: Grade 5 Female Reproductive System

Correct answers are in bold text.

1. The internal parts of the female reproductive system include:

- the vulva, clitoris and anus
- **the uterus, ovaries and fallopian tubes**
- the bladder, urethra and uterus
- the vulva, vagina and ovaries

2. The external parts of the female reproductive system include:

- urethra, vagina, and clitoris
- Fallopian tubes, labia major and labia minor
- **labia minor, labia major and clitoris**
- uterus, urethra and vagina

3. The place where a baby grows is called the:

- stomach
- vagina
- ovaries
- **uterus**

4. The eggs (ova) are produced and stored in the:

- uterus
- fallopian tubes
- **ovaries**
- cervix

5. On average an ovary will release:

- **one egg each month**
- one egg each year
- one egg each time the person has sex
- seven eggs each month

6. Menstruation is:

- the release of an egg from the ovary
- **the shedding of the uterine lining each month**
- only necessary if there is a fertilized egg in the uterus
- **a normal and healthy part of growing up**

7. People who get cramps during menstruation (their period) should:

- avoid all exercise
- **try a hot water bottle to relieve cramps**
- **continue to do their daily activities**
- **try exercising to relieve cramps**

8. An egg travels from the:

- ovary through the uterus into the fallopian tubes
- **ovary through the fallopian tubes into the uterus**
- testes through the vas deferens into the urethra
- ovary through the vagina into the cervix

9. The average length of a menstrual cycle is

- 1 year
- 1 week
- **28 days**
- 7 days

10. The menstrual cycle includes:

- **ovulation, thickening and shedding of the uterine lining**
- ejaculation, fertilization, implantation
- ovulation, fertilization, implantation
- fertilization, thickening and shedding the uterine lining

Grade 5

Male Reproductive System



Learner Outcomes

W-5.3 Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g. fertilization, conception

How To Use

This lesson plan contains several activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C, D and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

Classroom Activities & Timing

See also the [Differing Abilities](#) lesson plans on *Puberty and Reproduction*.

- A. Ground Rules (5-10 minutes)
- B. Male Anatomy Vocabulary Matching Game (15-20 minutes)
- C. Male Anatomy Diagrams (15-20 minutes)
- D. The Journey of a Sperm (20-30 minutes)
- E. Class Discussion (5-15 minutes)
- F. Male Reproductive System Kahoot! Quiz (15-20 minutes)
- G. Question Box (5-10 minutes)

Required Materials

POSTERS: Male Anatomy Definitions

CARDS: Male Anatomy Vocabulary

HANDOUT and ANSWER KEY: Male Reproductive System Diagrams

HANDOUT: The Journey of a Sperm

Grade 5 Male Reproductive System

HANDOUT: Sperm Production

[KAHOOT! QUIZ](#) and ANSWER KEY: Male Reproductive System

All the student handouts are also available in the [Grade 5 Workbook](#).

All the diagrams are also available as slides in [Grade 5 Diagrams](#).

Background Information for Teachers

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [gender-neutral language](#) is used to be inclusive of all students, including those with diverse gender identities and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun. The lesson plans use the terms 'male' and 'female' when referring to biological sex (sex assigned at birth), such as when discussing reproductive anatomy. A person's reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person's internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

For many people, their gender matches the sex they were assigned at birth (cisgender). Others may identify as being transgender or gender diverse if their gender identity does not match the sex they were assigned at birth. A person's gender identity can be girl, woman, boy, man, transgender, gender fluid, gender queer, agender or others. The intention in this material is to use language that reflects these many possibilities.

The parts of the male reproductive system (anatomy)

External Genitals

Penis

- The male external sex organ.
- Semen and urine are discharged from the penis.
- It is made up of spongy material that fills up with extra blood (becomes erect) when sexually aroused.
- There is no bone in the penis.
- During puberty, the penis grows as does the rest of the body. Size varies from person to person.

Foreskin

- The skin on the end of the penis that retracts during an erection.
- This skin may be partially removed in a procedure called circumcision. Circumcision is a procedure to remove the foreskin from the penis. It is usually done soon after birth by a doctor or

Grade 5 Male Reproductive System

trained religious person. Some males are circumcised and some are not. It doesn't affect the function of the penis.

- If the penis has not been circumcised, it is necessary to clean beneath the foreskin of the penis regularly. It is important not to pull the foreskin back if it is still attached to the head of the penis. The foreskin will detach naturally.

Scrotum

- The sac that holds the testicles.
- The testicles are kept just below body temperature in order to produce healthy sperm. The scrotum pulls the testicles closer to the body if it is cold and lowers away from the body if it is hot.

Testicles

- The male sex glands that produce sperm and testosterone.
- They are held in the scrotum.
- They are on the outside of the body so that they can stay cooler than body temperature for healthy sperm production.
- It is normal for one to hang lower.
- This is a very sensitive area of the body. It is important to protect the testicles during contact sports, etc.

Anus

- The opening at the end of the digestive tract where feces leaves the body.
- It is not part of the reproductive system, but is part of the digestive system.

Internal reproductive organs

Epididymis

- A long coiled tube that connects a testicle to a vas deferens.
- Where sperm matures and is stored.

Vas Deferens

- A narrow tube that carries sperm from the testicles to the urethra.

Seminal Vesicles

- Two small pouches behind the bladder that produce and store seminal fluid.
- This fluid mixes with sperm and other fluid to produce semen.

Prostate Gland

- Enlarges to block urine from leaving the bladder when sperm is ejaculated.
- Produces fluid that is part of semen. The fluid feeds and protects sperm when they are ejaculated.

Grade 5 Male Reproductive System

Urethra

- Urine and semen pass through this tube to the outside of the body.
- Urine and semen cannot come out at the same time. There are two branches to the urethra, one from the bladder and the other from the vas deferens. When the penis is ready to release semen, a valve blocks off the branch to the bladder so urine cannot escape. Similar to the difference between swallowing and breathing. Air goes to the lungs and food goes to the stomach but both pass through the esophagus.

Bladder

- The sac that holds the urine produced by the kidney.
- It is part of the urinary system, not the reproductive system.

How the reproductive system functions (physiology)

Erection

- The brain can send a message to the penis causing it to become larger, longer and firmer. It will stand out from the body.
- Although people may experience erections when they are younger, they seem to occur more often and unexpectedly during puberty.
- Erections are a normal process of growing up.
- They can happen when you least expect them (first thing in the morning, during sleep, vibrations from riding a bicycle, sexual arousal).
- Erections can go away by themselves or after ejaculation.

Sperm

- The male reproductive cell.
- These cells are very small (over 300 million in 5 ml of semen).
- Millions are made every day in the testicles. Sperm that are not released through ejaculation are reabsorbed by the body.
- The sperm travel up the vas deferens and mix with fluid from the seminal vesicle and prostate to form white sticky fluid called semen.

Semen

- The combination of sperm and fluid from the seminal vesicle and prostate that is ejaculated from the penis.

Ejaculation

- Although people may experience erections at an early age, they are not able to ejaculate until their bodies begin producing sperm and semen during puberty.
- First ejaculation normally occurs around the ages 13 to 17.
- The volume of semen ejaculated is usually about 2-5 ml.

Grade 5 Male Reproductive System

- Wet dreams (when a person gets an erection then ejaculates while sleeping) begin during puberty. This is the body's way of adapting to the commencement of sperm and semen production. Some people have wet dreams and others do not. Wet dreams end later in puberty once the body is used to producing sperm and semen.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Male Anatomy Vocabulary Matching Game

Students identify the basic components of the male human reproductive system and can describe the basic functions of the various components.

1. Display the **Male Anatomy Definitions** posters around the room.
2. Divide students into teams of 3-4 students.
3. Distribute the **Male Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class, and move vocabulary words to the correct definitions as needed.

Answer Key:

Word	Definition
Anus	The opening at the end of the digestive tract where feces leave the body.
Bladder	A sac inside the body that holds urine.
Ejaculation	Release of semen from the penis.
Erection	The penis becomes larger, longer and firmer because of sexual arousal.

Grade 5 Male Reproductive System

Foreskin	The skin of the penis tip.
Penis	The male external sex organ that releases semen and can become erect.
Scrotum	External sac containing the testicles.
Semen	Thick fluid containing sperm.
Seminal Vesicles	Where semen is produced and stored.
Sperm	Male reproductive cell produced in the testicles.
Testicles	Sperm producing glands.
Urethra	Urine and semen pass through this tube to the outside of the body.
Vas Deferens	Narrow tubes that carry sperm from the testicles to the urethra.

C. Male Anatomy Diagrams

The diagrams of male anatomy help students learn the vocabulary associated with reproduction. Students may need help understanding the difference between the internal and external, or side and anterior views of the reproductive systems. Showing the diagrams that orient the internal organs inside the body help students understand what the diagrams represent.

To help students understand body and genital diversity, note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size and shape is normal.

1. Distribute the **Male Reproductive System Diagrams** handout. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in their small groups from the previous activity. Emphasize that they will not know all the answers and that is ok.
3. Display the correct answers so all students can assess and correct their diagrams and discuss.
4. If the class has already completed the Female Reproductive System lesson, ask the students which parts of the female anatomy are the same for males and females, or which have similar functions. If that lesson has not been completed, ask them to predict which parts/functions will be the same.

D. The Journey of a Sperm

This activity builds on the students' understanding on reproductive anatomy and links the anatomy to the physiology of how the reproductive system functions.

1. Distribute the **Journey of a Sperm** handout.
2. Have students complete the activity by filling in the blanks with the appropriate terms. This activity can be done individually or using a small group technique such as [think-pair-share](#).
3. You may wish to provide resources such as the **Male Reproductive System Diagrams** handout or **Sperm Production** handout if students do not have them from the previous activity.
4. Correct the handout together.

Answers

1. Testicles
2. Scrotum
3. Sperm
4. Penis
5. Vas Deferens
6. Seminal Vesicle
7. Semen
8. Urethra
9. Ejaculation

E. Class Discussion

Students review their knowledge of the male reproductive system, develop resiliency skills around male anatomy issues, and identify support people.

Discuss the following questions as a class and share the responses below if they are not mentioned by the class:

What are some of the good things about being a male?

- Encourage students to provide appropriate comments.

What are some reasons males might get an erection?

- Sexual arousal
- Excitement
- Vibrations
- Nocturnal emission

Grade 5 Male Reproductive System

How do you think a male might feel if they get a nocturnal emission or an unwanted erection?

- Embarrassed
- Shy
- Excited

What are some ways to cope with an unwanted erection?

- Focus on something else until it goes away.
- Sit down.
- Put your hands in your pockets to try to hide it.
- Wear baggy pants if it keeps happening.
- Remember that it is probably more noticeable to you than to anyone else and this is a normal part of growing up.

What are some ways to cope with a wet dream?

- Change your sheets.
- Wash your pajamas or underwear.
- Remember that nocturnal emissions are a normal and healthy part of growing up.

What do you think is most interesting about sperm production?

- Encourage students to provide appropriate comments.

What do males need to produce before they can produce a baby?

- Males need to be producing sperm to be able to produce a baby.

If you still have questions about anatomy or physiology, puberty changes, or sexuality who can you ask?

- Parent or other trusted adult
- Teacher or guidance counsellor
- Nurse or doctor

F. Male Reproductive System Kahoot! Quiz

This quiz can be a great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit getkahoot.com

1. Open the Kahoot! Quiz: [Grade 5 Male Reproductive System](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

G. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- identify the parts of the male reproductive system using scientific terminology?
- describe the basic functions of the various parts of the male reproductive system?
- explain the process of sperm production?

Skills:

- participate in class discussion and exhibit appropriate listening and speaking skills?
- discuss coping skills around male puberty issues?
- identify support people?

Attitudes:

- demonstrate awareness and understanding of the changes that occur during puberty?
- recognize that sperm production could lead to pregnancy?

**The opening at the
end of the digestive
tract where feces
leaves the body.**



**A sac inside the body
that holds urine.**



**Release of semen from
the penis.**



**The male sex organ that
releases semen and can
become erect.**



**The penis becomes
larger, longer and
firmer because of
sexual arousal.**



**The skin of the
penis tip.**



**External sac
containing the
testicles.**



**Thick fluid
containing sperm.**



**Where semen is
produced and stored.**



**Male reproductive cell
made in the testicles.**



**Sperm producing
glands.**

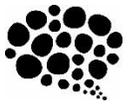


**Urine and semen pass
through this tube to
the outside of the
body.**



**Narrow tubes that
carry sperm from the
testicles to the
urethra.**





Anus

Bladder

Ejaculation

Erection

Foreskin

Penis



Scrotum

Semen

Seminal Vesicles

Sperm

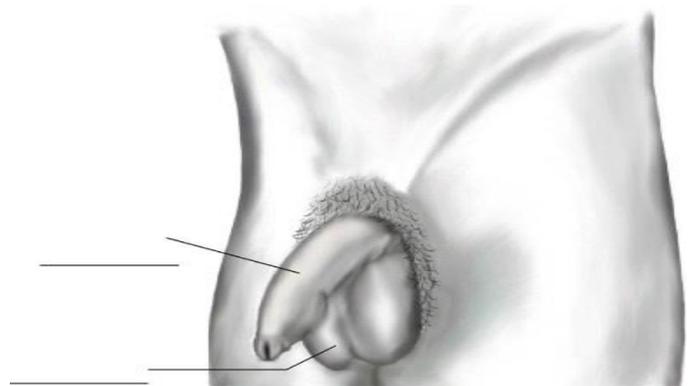
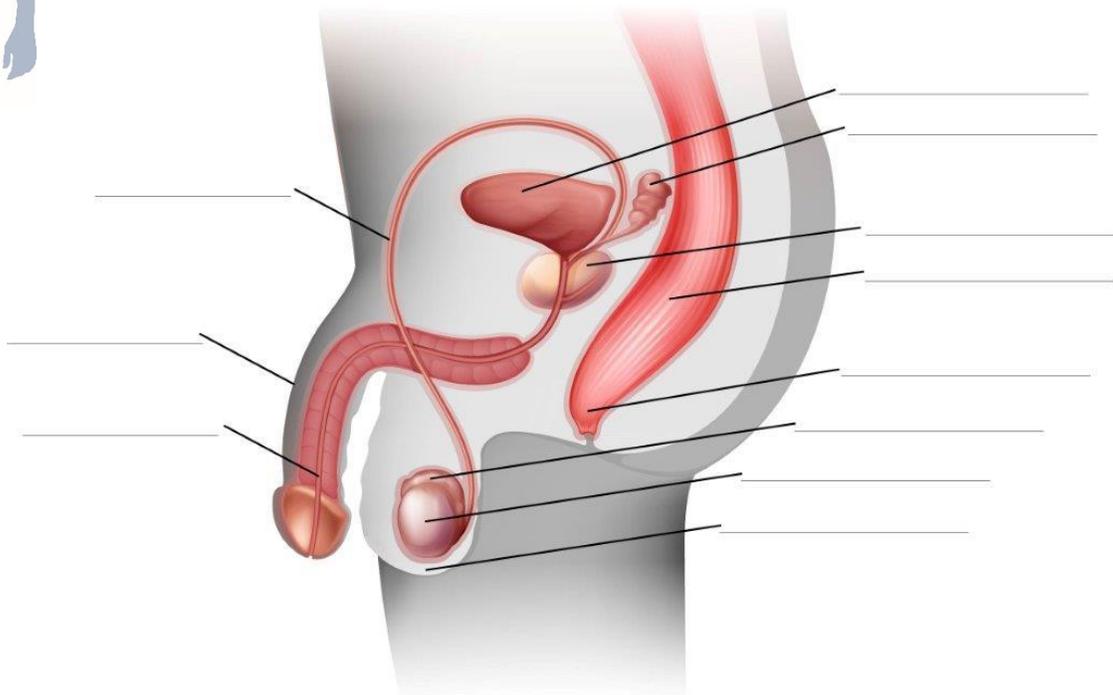
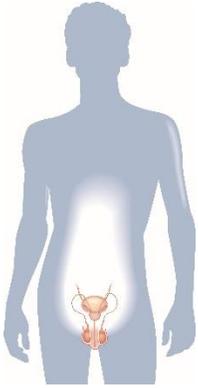
Testicles

Urethra



Vas Deferens

Male Reproductive System



Answer Key

