

ANATOMY & PHYSIOLOGY

Lesson 4

5
GRADE

LEARNER OUTCOME¹ 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.



MATERIALS:

1. HANDOUT: [The Journey of a Sperm](#)
2. HANDOUT: [Sperm Production Story](#)
3. SLIDE: [Sperm Production](#)
4. ANSWER KEY: [Male Reproductive System](#)



INTRODUCTION:

This lesson encourages students to examine sperm production in greater detail.



APPROACHES/STRATEGIES:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. Sperm Production

Students examine sperm production. Choose one of the following options:

Option One: Cloze Story

1. Distribute the handout [The Journey of a Sperm](#).
2. Encourage students to complete the activity by filling in the blanks with the appropriate terms. This can be accomplished individually or using a small group technique such as think-pair-square.
3. Correct the handout using the [Sperm Production](#) overhead and the Male Anatomy answer key.

NOTES

(5 min)

(35 min)



You may want to make the answer key into a slide and use it as a visual aid during the discussion.

Option Two: True/False Story

1. Distribute the handout Sperm Production Story.
2. Encourage students to read the story and determine which branch is true each time there is a story branch. This can be accomplished individually or using a small group technique such as think-pair-square.
3. Correct the handout using the Sperm Production slide and the Male Anatomy answer key.

C. Class Discussion

(10-15 min)

Students review their knowledge of process of sperm production and the menstrual cycle.

1. What do you think is most interesting about sperm production?
 - Encourage students to provide appropriate comments.
2. What does a male need to be able to produce before he is able to produce a baby?
 - A male needs to be producing sperm in order to be able to produce a baby.
3. Who can you ask if you still have questions about sexuality?
 - Parent
 - Trusted Adult
 - Teacher or Guidance counselor
 - Doctor or Nurse



QUESTION BOX: (10 min)

If time permits, address student questions.



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:**
- Explain the process of sperm production?
 - Identify parts in the male reproductive anatomy using appropriate terminology?
- Skills:**
- Participate in class discussion and exemplify listening and appropriate speaking skills?
 - *Identify support people students could ask about the body?*
- Attitudes:**
- Accept that sperm production could result in producing a pregnancy?

¹AlbertaEducation. (2002). *Health and life skills, Kindergarten to grade 9*. Retrieved from http://www.education.gov.ab.ca/K_12/curriculum/bysubject/healthpls/healthgi.asp