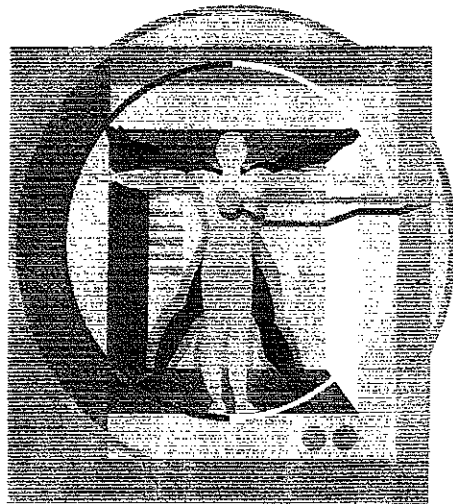


HUMAN GROWTH AND DEVELOPMENT



6TH GRADE

Human Growth and Development

Grade Six

Unit Overview

Lesson One, approx. 20-30 minutes

- Establish guidelines for appropriate behavior
- Send booklets home:

"Changes"

Lesson Two, approx. 50-60 minutes

- View films/videos on male and female physical changes and reproductive systems, boys and girls together
- Teacher may respond to written student questions

Lesson Three, approx. 45-60 minutes

- Boys and girls separated
- Read from booklet:

"Changes"

- Discussion based on student questions

HUMAN GROWTH AND DEVELOPMENT

DAY 1 - 6th Grade

Time:

20-30 minutes

Materials:

parent letter
booklets: "Changes"
paper for questions
question box or envelope

Lesson Objective:

To establish guidelines for appropriate behavior and responses, and establish a feeling, tone or atmosphere of respect during the growth and development unit.

Background Information for the Teacher:

Questions vs Discussion:

By having the students write their questions on a sheet of paper to be handed in, "whole class discussions" are not necessary. The teacher need only respond to written questions collected from students, and the teacher can edit the questions if needed.

Students may use incorrect or slang terms in their questions. Sometimes, the individual is testing you. ("Will she be shocked if I ask what's really on my mind?" "Does he know the meaning of slang terms?") Sometimes, the student doesn't know the standard or medical term. In either case, the teacher should use the MATTER-OF-FACT, NON-JUDGMENTAL medical term. It will diffuse the need for the students to test the teacher, and it will offer important information. Again, responding only to written questions will ease this problem.

Procedure for Questions:

1. The students need to return the question sheets to the question box before the next health lesson begins.

2. While students do not have to write questions, they can be encouraged to write at least one, or even to hand in a blank piece of paper.
3. The students should indicate on the question sheet if they wish an appointment with the nurse or counselor for a private answer to their question.
4. The student's name does not have to be on the paper.

LESSON INTRODUCTION:

TEACHER SAYS: "Today we are beginning a unit on human growth and development. Everyone here either has begun or will soon begin to physically develop into an adult. This unit will help you understand the changes that are involved. We are doing this unit so that you will have correct information about things like bodies and growth; so that you will feel good about growing up; so that you will feel more comfortable asking questions of your parents or doctors; so that you will understand and appreciate yourself, your families and one another; and finally so that you will be better able to protect yourself from sexual abuse."

ESTABLISH A TONE FOR APPROPRIATE BEHAVIOR:

1. TEACHER SAYS: "Most of you studied this information on human growth and development last year in fifth grade, so you already know how to discuss this material. You already know that in discussions about human growth and development we may feel a little uncomfortable and we certainly don't allow put-downs of each other."

But I am going to read a case study that will help us with some of the things we need to remember. A case study is like a short story about a specific situation. I want your reactions to this particular one."

2. TEACHER READS CASE STUDY ALOUD: "The class was beginning a unit on Growth and Development in Health that afternoon. The class was noisy as they returned from P.E. and Mrs. Silver asked everyone to sit down quickly so they could get ready to work. Everyone seemed a little nervous and excited, so it took some time before everyone settled down. When the room was quiet, Mrs. Silver asked if anyone remembered what types of things they had learned about in growth and development in fifth grade. Judith raised her hand and said, 'One thing we learned about was real names of body parts.' Some people giggled. Then Jack raised his hand. He asked whether the class would be learning about both males and females. Again, many of the other students giggled."

3. THE TEACHER LEADS THE CLASS IN A DISCUSSION OF THE CASE STUDY:
Suggested questions:

1. Why did some people feel like they needed to giggle or laugh after a question?
2. Do you think Jack was upset?
3. Do you think other people in that class would raise their hands now on? Why not? How will they feel about speaking up or sharing in class?
4. If you were Mrs. Silver, how might you have handled the problem could the problem have been avoided in the first place?
5. Do you think this kind of thing could happen in our class?

4. TEACHER SAYS: "What kind of rules should we have to insure that everyone feels as comfortable as possible during this unit?"
Help students develop ground rules. Feel free to add to their list. Your list should include the following:

1. This is a personal and private subject. It is natural and normal to be a little uncomfortable or anxious.
2. No put-downs.
3. Protect people's privacy. (i.e., questions should NOT include names or identities. Use 'Someone I know. . .' This is not a time to discuss personal problems.)
4. It's OK NOT to ask questions.
5. It is OK NOT to share personal beliefs.
6. Be considerate of other people's feelings.

CONCLUSION:

Teacher hands out "Changes" booklets and letters to parents. Allow students time to look over the books. Explain that the letters need to be given to their parents and the books read at home that evening in preparation for tomorrow's lesson.

NOTE: Please stress handling the books with care and privacy, especially walking home from school or riding the bus.

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HUMAN GROWTH AND DEVELOPMENT

DAY 2 - 6th Grade

Time:

50-60 minutes

Materials

Films/Videos:

Everything You Wanted to Know about Puberty, for Girls
Everything You Wanted to Know about Puberty, for Boys
paper to write student questions on
selected questions to answer from previous day
rules from previous day

Student Learning Objective:

Recognize the medical terms, locations, and functions of the major structures in and near the male and female reproductive systems.

LESSON INTRODUCTION:

1. Review rules from the previous day.
2. Collect questions from the previous day as well. These questions can be categorized for future use. The teacher may also want to add his/her own questions to help clarify issues that may be confusing for the students.
3. **TEACHER SAYS:** "Today we will be watching two films. The first, 'Everything You Wanted to Know about Puberty, for Girls' deals with the physical changes that take place in a girl's body as she goes through puberty. Each of you has a piece of paper so that you can write down any questions that you may have during the film."

FILM VIEWING AND QUESTIONS:

1. Show "Everything You Wanted to Know about Puberty, for Girls."
2. **TEACHER SAYS:** While I am changing films, please write down any questions you may have about the first film."
3. **TEACHER SAYS:** "Our next film is called 'Everything You Wanted to Know about Puberty, for Boys.' This film is about the physical changes that take place in a boy's body during puberty.
4. The film should now be shown.

5. TEACHER SAYS: "I want you to take a few minutes now to write down one or two questions you have about the films you saw today. Everyone is encouraged to write down at least one question."

The teacher collects the questions.

6. The teacher will read and answer 2-3 pre-selected questions that students have written. The teacher may wish to select questions he/she is most comfortable with.

CONCLUSION:

TEACHER SAYS: "Tomorrow we will discuss the various parts and functions of the male and female reproductive systems. If you have any additional questions about today's films or tomorrow's topic, be sure to put them in the Q/A box."

HUMAN GROWTH AND DEVELOPMENT

Day 3 - 6th Grade - Boys and Girls Separated

Time:

45 - 60 minutes

Materials:

Transparencies
male reproductive system
female reproductive system
Overhead projector and pen

Student learning Objective:

The student will be able to identify the medical terms, locations, and functions of the major structures in and near the male and female reproductive systems, and be able to list personal resources for information about sexuality and assistance with specific problems.

Procedure:

Boys and girls are separated for this lesson as a means of enhancing the instructional value by allowing for questions and discussion in a more comfortable setting.

LESSON INTRODUCTION:

TEACHER SAYS: "We are doing today's lesson so that people will understand their own bodies better and feel more confident asking questions and discussing bodies with their parents and doctors during this time of rapid growth and body changes.

"We have separated the boys and girls so that you might be more comfortable with this lesson. The information we will cover is the same for both the boys and the girls."

LOCATE, NAME, AND DESCRIBE THE PARTS AND FUNCTIONS OF THE REPRODUCTIVE SYSTEMS:

Male Reproductive System:

TEACHER SAYS: (using transparencies) "This is a side view of the male reproductive system. On the outside there are two parts. The correct medical terms are the 'penis' and the 'scrotum'. The function of the scrotum is to hold the 'testicles' at the proper temperature. The function of the testicles is to produce sperm." "Inside the body are more parts. This tube, which goes through the penis, is the urethra. Urine passes from the bladder to the outside of the body through it and semen passes through it during ejaculation". Number one on the diagram is the bladder where the body stores urine. Numbers 6 and 7 on the transparency are the anus and rectum which are part of the digestive system, not the reproductive system."

Female Reproductive System:

Repeat the procedure with the female reproductive system and review the information from the film the students saw yesterday.

Define Intercourse:

As you complete the explanation of the diagram, cover ovulation and the definition of sexual intercourse as part of the reproductive organs' functions.

TEACHER SAYS: "During sexual intercourse the penis is inside the vagina. Semen, which contains sperm, is ejaculated and the sperm travel into the Fallopian tubes. If a mature egg cell is present it may be fertilized by a sperm cell. When these cells unite, they develop into another human being" (as defined in Health text).

REVIEW OF TERMS:

TEACHER SAYS: "Now we need to review what we have covered so that you will understand your body better."

Using the vocabulary review teacher's aid, the teacher should read aloud definitions. The students should tell what word the teacher has defined.

ADDITIONAL HELP FOR STUDENTS:

You may need to help students who may need more information than you have provided.

TEACHER SAYS: "Suppose your friends have all started puberty and you haven't. You're pretty sure there's nothing wrong but you can't help worrying. Where could you turn for help?"

Ask the students to suggest ideas of where you could go to seek reliable help. Emphasize that a friend may give you information, however, it may not be accurate. An older, trusted adult, especially a parent, would be a better source of information.

You may want to write the students' ideas on the board. Evaluate their suggestions. Remind the students the importance of getting accurate information.

CONCLUSION:

Answer remaining questions from the question box. Tell your students that you will keep the question box for another week. If they have questions, they can put these in the box and you will respond to them either personally or to the whole class.

Optional Activity: As a concluding activity, you may want to choose one of the worksheets to review the vocabulary words (fill in the blank or matching). The teacher should collect the worksheets at the end of the activity.

TEACHER'S VOCABULARY LIST

anus - the opening in the body through which bowel movements pass
bladder - where urine is stored before leaving the body

ejaculation - release of semen through the penis
Fallopian tube - tube between the ovary and the uterus through which the eggs pass

fertilization - the joining of the sperm with an egg

genitals - sex organs located outside the body

intercourse - the penis being inside the vagina

menstruation - process during which an unfertilized egg, blood and tissue pass out of a female's body

nocturnal emission - release of semen during sleep

ovary - female organ where eggs are produced and stored

ovulation - the egg leaving the ovary

ovum - egg

penis - male reproductive organ located outside the body

pituitary gland - a gland that controls other glands

puberty - the time during adolescence when a boy or a girl becomes physically mature

rectum - the part of the lower intestines connected to the anus

scrotum - pouch that contains the testes/testicles

semen - fluid made in male reproductive organs containing sperm

sperm - male sex cells

testicle/testes - male reproductive glands in which sperm is produced

urethra - tube through which semen or urine leave the male body; opening through which urine leaves the female body

uterus - female sex organ in which a baby develops

vagina - passageway in the female from the uterus to the outside of the body

VOCABULARY REVIEW - Teacher Worksheet

The teacher can use this worksheet as a review of the vocabulary words already taught. You can read the definition and the students can tell you the correct word. Make an overhead of the word bank.

1. A tube in the female that connects the ovary to the uterus. (Fallopian tube)
2. The penis being inside the vagina. (intercourse)
3. In both the female and male, urine is stored here. (bladder)
4. The liquid that carries sperm. (semen)
5. Ejaculation during sleep, sometimes called a "wet dream". (nocturnal emission)
6. A ripe ovum coming out of the ovary. (ovulation)
7. A cell from a man's body that can start a pregnancy. (sperm)
8. A female has three openings: one in the front (urethra), one in the middle (vagina), and one in the back (anus).
9. The lining of the uterus coming out through the vagina, sometimes called "a period." (menstruation)
10. The outside parts of the male's or female's reproductive system. (genitals)
11. The body beginning to change from a child's into an adult's. (puberty)
12. A cell from a woman's body that can start a pregnancy, sometimes called an "egg cell." (ovum)
13. The scrotum is the sac that holds this. (testicle)
14. The meeting of the sperm and ovum. (fertilization)
15. Semen coming out of the penis (ejaculation)
16. The two outside parts of the male reproductive system are the penis and the _____. (scrotum)
17. The gland in the brain that triggers puberty. (pituitary)
18. In the female, the place where the egg cell is made. (ovary)

VOCABULARY REVIEW WORD BANK

menstruation

ovulation

genital

puberty

sperm

scrotum

urethra

Fallopian tube

ovum

intercourse

pituitary gland

semen

ejaculation

penis

vagina

fertilization

bladder

nocturnal emission

anus

testicle

ovary

HM/GW-voc review-Ter wrksheet/jr

REPRODUCTIVE SYSTEM - Vocabulary Worksheet

Name _____

DIRECTIONS: Write the correct word in the blank. Choose from the list of words below.

menstruation	Fallopian tube	vagina
ovulation	ovum	fertilization
genitals	intercourse	bladder
puberty	pituitary	anus
nocturnal emission	sperm	semen
ejaculation	testicle	scrotum
penis	ovary	urethra

1. The outside parts of the male reproductive system are the _____ and the _____.
2. A female has three openings: the _____ in the front, the _____ in the middle, (where the blood comes out during her period), and the anus in the back.
3. When semen comes out of the penis, _____ has occurred.
4. In both males and females, urine is stored in the _____ and leaves the body through the urethra.
5. Both males and females have an opening where bowel movements comes out. It is called the _____.
6. The scrotum is the sac that holds the _____.
7. The _____ is the liquid that carries sperm.
8. A cell from the male's body that can start a pregnancy is called a _____.
9. Ejaculation during sleep, sometimes called a "wet dream", is called a _____.
10. The _____ is the gland in the brain that triggers puberty.
11. When an egg cell leaves the _____, it travels through the _____ on its way to the uterus.
12. The meeting of the sperm and the ovum is _____.
13. _____ is when the lining of the uterus comes out through the vagina, sometimes called "having a period."

14. _____ is when the body begins changing from a child's into an adult's.

15. _____ is when the penis is inside the vagina.

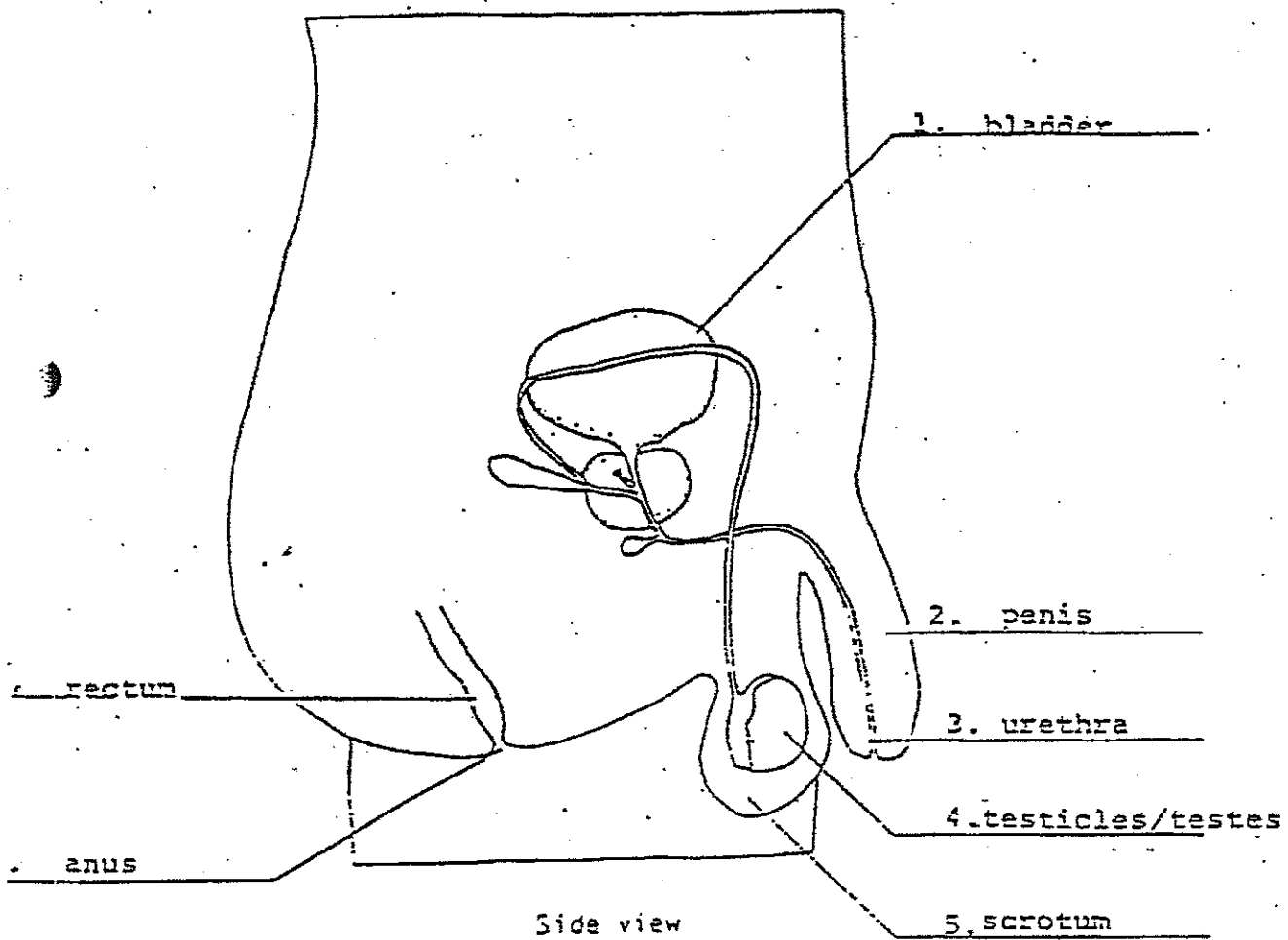
16. _____ happens when a ripe ovum has come out of the ovary.

17. The outside parts of the male's or female's reproductive system are called the _____ .

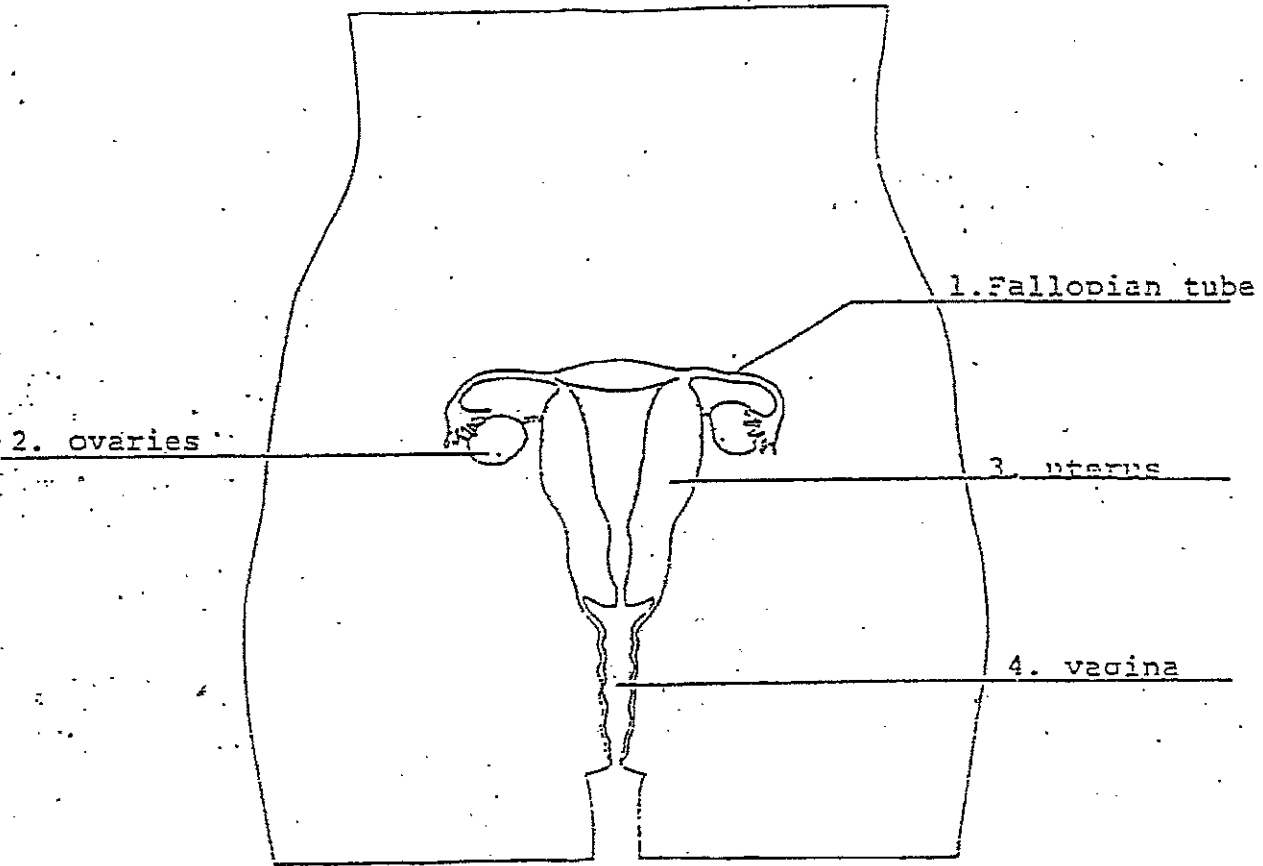
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MALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM



Front view

TEACHERS COPY

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