

LESSON PLAN ONE – RECAP OF BIOLOGICAL FUNCTIONS

Introduction:

This lesson aims to provide a recap of the reproductive system from a purely biological point of view.

Approaches and Strategies:

A. Ground rules

Inform the students of the ground rules before beginning the conversation. Establish that this space is supposed to be a comfortable space and stress that any crude jokes or inappropriate comments will be tolerated. Additionally, allow students the opportunity to leave the conversation at any time.

B. Sexual Reproduction (Class Discussion)

Begin this session by testing the students' knowledge of how conception takes place. Ask about whether they know what sex cells are (and which one is produced by which gender), fertilization and how this becomes an embryo.

KEY BULLET POINTS:

1. Organisms have sex cells called **gametes**. As human beings, we are also organisms and the males of our species produce **sperm** and the females of our species produce **eggs**, or **ova**.
2. Sexual reproduction refers to what happens when the male and the female gamete join. This process is also sometimes called **fertilisation**.
3. Sexual reproduction allows some of the genetic material from each parent to mix and thus, they produce offspring that resemble their parents but are not identical to them. (To link this back to them personally, you could ask, do you see any similarities between your parents and yourself?)
4. In humans, each gamete contains 23 chromosomes, which is half the number of other cells in the body. When the male and female gamete fuse, they become a zygote and in turn, becomes a new embryo that has 46 chromosome – half from the mother, half from the father.
5. From here, the baby starts to grow in the mother's womb.

C. Quick Test on the Material Covered in Class Today: (Ask students to write down answers and then pass the sheets forward at the end of class)

1. In order to sexually reproduce, what do you need? (Genetic material from two parents)
2. What is "fertilisation"? (When the male and female gamete join)
3. Why do the offspring or 'baby' of two parents have characteristics similar to their parents?
4. How many chromosomes does each gamete have? Therefore, how many chromosomes do other cells in the body have? (23, 46)

D. Introduce "Anonymous Questions".

Use the remainder of the class to collect the responses to the quiz. Then, introduce the concept of "anonymous questions" where each student may, in addition to the end of the

class quizzes or reflections, add an anonymous question to the page that they submit. The teacher must then decide which questions are appropriate to answer and then go over them in the next class.

LESSON TWO – CONTRACEPTION

Introduction:

This lesson aims to introduce the concept of contraception and place emphasis on keeping healthy. While the topic of the prevention of pregnancies will be addressed, the health benefit from using contraceptives will be highlighted.

Approaches and Strategies:

A. Anonymous questions

Hand back quizzes from previous session and answer (if any) of the anonymous questions posed by the students. Take this time also to briefly remind them of the ground rules.

B. What are contraceptives? (Small Group Discussion)

Have students break up into groups of 4-5 students. Instruct them to talk among themselves about what contraceptives are and what they may be used for. Ask them to list the types of contraceptives that they know about.

C. Why use contraceptives?

Bring the class back together again and ask each group to report back to the class about what they discussed. As a large group, discuss why or why not you may want to use a contraceptive. Listen to them and invite other students to comment on each other's opinions. Then, if no one brings it up, ask them about condoms and what else they protect you from.

D. STIs/STDs and AIDS

Following through the conversation about condoms, ask the students what other things they can be protected from. Shift the conversation to STDs and AIDS. Present them with a couple of the different types of STDs and AIDS.

Types of STDs to include (there can be more): Chlamydia, Crabs, Gonorrhea, Herpes, HPV, Syphilis, Trichonomiasis, HIV and AIDS.

Make sure that after this discussion of contraceptives, each student knows how condoms can prevent the transmission of these different diseases. Additionally, go through the symptoms that these diseases may have: itchiness, soreness, abnormal discharge etc.

E. Keeping Yourself Safe

Many students may have not known about how diseases can be transmitted through sexual intercourse. Ensure their understanding of this concept and then tell them if they start experiencing any sort of abnormality in their genitalia, it would be best to go to the doctor before it starts to become something worse.

F. Reflections on the Lesson

To end the lesson, have each student write down their thoughts about contraception and whether or not they think that it is important and why. In addition, have each student write an 'anonymous question' if needed.

LESSON THREE – STUDENT VALUES

Introduction:

This lesson is designed to sum up these sessions on sex education. In this lesson, I want to specifically address the values that each student grew up with and how these values apply to their understanding of sex and contraceptive methods. Here, I also want to examine abstinence as a form of natural contraception.

Approaches and Strategies:

A. My Own Values (Freewrite)

Ask each student to think about the things that they have learned as they have grown up and then ask them about what is most important to them in life. Once all students have finished, ask for a couple of people to share their reflections

B. Sex and My Values

Split the class into small groups and have them discuss how their reflections fit in with their ideas about sex. Key points to make: How does the act of having sex fit in with these values? Do you think staying healthy is important? If so, how does contraception fit into this? How about abstinence? Bring the discussion back to the whole group and have everyone discuss these questions, bringing some of the insight from their small groups to the larger one.

C. Abstinence

Clear up what the term “abstinence” means and shed light on the fact that this is the way that many people can reflect find a connection between religion and sex. These are some important things about abstinence to write about:

ABSTINENCE

1. It helps you build stronger relationships with your romantic partner and you can be sure when you are ready for a sexual relationship.
2. There is no chance of pregnancy by this method in addition to no chance of even thinking about whether or not you are blocking life from forming.
3. It allows you to focus on academic and personal life better.
4. You will be healthier in terms of not getting STDs.
5. By finding out about a person without the sexual contact, you are more likely to find someone you truly care about and want to spend the rest of your life with.

D. Summary

Answer any remaining questions and assign a homework task that is an extension of the freewrite. Ask each student to write a short assignment that talks about what they have learned throughout these three lessons and then link what they have learned about to this idea of personal values.