# Sample Sexual Health Lesson Plan (Illinois)

<table>
<thead>
<tr>
<th>LP Class</th>
<th>Name</th>
<th>Subject: Sexuality and Sexual Health for Grades 9–12</th>
<th>Week of:</th>
<th>Period(s):</th>
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## Weekly Lesson Plan

**Illinois State Goal/Learning Standard 23**

- Learning Standard/Performance Descriptor 23.A.
- Performance Descriptor 23.A.3a.
- Performance Descriptor 23.A.4a.
- Learning Standard/Performance Descriptor 23.B.
- Performance Descriptor 23.B.4a.
- Learning Standard/Performance Descriptor 23.C.
- Performance Descriptor 23.C.3a.
- Performance Descriptor 23.C.4a.

### Day One: Puberty

#### Instructional Strategy

**Vocabulary**

Preview the vocabulary by listing terms on board. Pronounce each one several times aloud. Ask students to look for these terms as they read to gain an understanding of their meanings. Refer them to the glossary if necessary.

- puberty
- hormone
- sex organs
- testosterone
- growing pains
- estrogen
- menstruation

**Build Prior Knowledge**

Find out what students already know and what misconceptions they may have by administering the Anticipation Guide as a pretest for the lesson. Hold on to the pretest for debriefing during the assessment section of the lesson plan.

**Anticipation Guide**

**Puberty**

Indicate True (T) or False (F) for each statement.

- _____ 1. The changes during puberty are physical rather than emotional.
- _____ 2. Puberty lasts 5 to 7 years in boys.
- _____ 3. When you start puberty depends on your diet.
- _____ 4. Girls are entering puberty at older ages than before.

**Establish a Purpose for Reading**

Post the guiding questions below on the board and read them aloud for students. Tell them they will be reading to find the answers to these questions and to determine the meanings of the vocabulary items.

- What is the reason that we go through puberty?
- What are the signs of puberty in males and females?

**Read to Learn**

Assign reading from the website below. Encourage students to take notes as they read.
Discuss
After students have had the opportunity to read the articles, hold a discussion using the guiding questions above. Review the vocabulary items to make sure students have learned the meanings. Ascertain and answer any further questions students may have. If you are not certain of the answers, refer students to further reading or ask a professional. Be sure to follow up appropriately on any unanswered questions students may have.

Make Connections
Have students keep a learning log or journal to record their thoughts and personal connections to the readings and discussions throughout this unit. Post the questions below on the board and have them answer in their logs. You do not need to read the log in order to validate or correct their work. The importance of this activity is that students connect personally to the learning.

What changes have I gone through as part of puberty? What are my thoughts and feelings about these changes?

Assessment
Revisit the Anticipation Guide above. Have students correct what they may have initially gotten wrong. Keep in mind that some of the statements are not clearly true or false, but may have complex answers. Discuss each point.

Materials
www.teenhealthandwellness.com
Sexuality and Sexual Health – For Girls – Your Body or For Guys – Your Body
Puberty
Introduction to Puberty
Males and Puberty
Females and Puberty
Ten Great Questions
Emotional Changes
Dealing with the Changes
Adam’s Story

Day Two:
Female Reproductive System

Instructional Strategy
Vocabulary
Preview the vocabulary by listing terms on board. Pronounce each one several times aloud. Ask students to look for these terms as they read to gain an understanding of their meanings. Refer them to the glossary if necessary.

genitals    uterus    ovaries    cervix
fallopian tubes

See Glossary
Click on Diagram

Build Prior Knowledge
Find out what students already know and what misconceptions they may have by administering the Anticipation Guide as a pretest for the lesson. Hold on to the pretest for debriefing during the assessment section of the lesson plan.

Anticipation Guide
Female Reproductive System
Indicate True (T) or False (F) for each statement.

_____ 1. A female’s reproductive organs are on the inside of her body.
_____ 2. The uterus rests on top of the bladder.
### LESSON PLAN

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<th>Day Three: Male Reproductive System</th>
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<tr>
<td><strong>Instructional Strategy</strong></td>
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<tr>
<td>Vocabulary</td>
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<tr>
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<tr>
<td>testes</td>
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<tr>
<td>penis</td>
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<td>scrotum</td>
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<td>erection</td>
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<td>semen</td>
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<tr>
<td>See Glossary</td>
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<td>Click on Diagram</td>
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| Build Prior Knowledge               |
| Find out what students already know and what misconceptions they may have by administering the Anticipation Guide as a pretest for the lesson. Hold on to the pretest for debriefing during the assessment section of the lesson plan. |
### Anticipation Guide

Male Reproductive System

Indicate True (T) or False (F) for each statement.

1. A human baby is created when a male sex cell and a female sex cell unite.  
2. Boys start puberty about two years after girls do.  
3. Semen is released only during ejaculation.  
4. Hair growth under the arms is the only indication of puberty.

### Establish a Purpose for Reading

Post the guiding questions below on the board and read them aloud for students. Tell them they will be reading to find the answers to these questions and to determine the meanings of the vocabulary items.

**What are the male reproductive organs?**

**How do males fertilize female eggs?**

### Read to Learn

Assign reading from the website below. Encourage students to take notes as they read.

### Discuss

After students have had the opportunity to read the articles, hold a discussion using the guiding questions above. Review the vocabulary items to make sure students have learned the meanings. Ascertain and answer any further questions students may have. If you are not certain of the answers, refer students to further reading or ask a professional. Be sure to follow up appropriately on any unanswered questions students may have.

### Make Connections

Have students keep a learning log or journal to record their thoughts and personal connections to the readings and discussions throughout this unit. You do not need to read the log in order to validate or correct their work. The importance of this activity is that students connect personally to the learning.

### Assessment

Revisit the Anticipation Guide above. Have students correct what they may have initially gotten wrong. Keep in mind that some of the statements are not clearly true or false, but may have complex answers. Discuss each point.

### Materials

- [www.teenhealthandwellness.com](http://www.teenhealthandwellness.com)
  - Sexuality and Sexual Health – for Guys – Your Body
  - Male Reproductive System
    - Article sections – the Male Reproductive System
    - External Reproductive Organs
    - Internal Reproductive Organs
    - Myths and Facts about the Male Reproductive System

### Day Four:

### Reproduction/Pregnancy

#### Instructional Strategy

Preview the vocabulary by listing terms on board. Pronounce each one several times aloud. Ask students to look for these terms as they read to gain an understanding of their meanings. Refer them to the glossary if necessary.

- egg  
- sperm  
- embryo  
- fertilization

### See Glossary
**LESSON PLAN**

**Build Prior Knowledge**
Find out what students already know and what misconceptions they may have by administering the Anticipation Guide as a pretest for the lesson. Hold on to the pretest for debriefing during the assessment section of the lesson plan.

**Anticipation Guide**
Reproduction and Pregnancy
Indicate True (T) or False (F) for each statement.

1. A girl cannot become pregnant by having intercourse during her period.  
2. It is possible for a girl to get pregnant even if she does not have intercourse.  
3. Condoms are a safe method for preventing pregnancy.

**Establish a Purpose for Reading**
Post the guiding questions below on the board and read them aloud for students. Tell them they will be reading to find the answers to these questions and to determine the meanings of the vocabulary items.

**Read to Learn**
Assign reading from the website below. Encourage students to take notes as they read.

**Discuss**
After students have had the opportunity to read the articles, hold a discussion using the guiding questions above. Review the vocabulary items to make sure students have learned the meanings. Ascertain and answer any further questions students may have. If you are not certain of the answers, refer students to further reading or ask a professional. Be sure to follow up appropriately on any unanswered questions students may have.

**Make Connections**
Have students keep a learning log or journal to record their thoughts and personal connections to the readings and discussions throughout this unit. You do not need to read the log in order to validate or correct their work. The importance of this activity is that students connect personally to the learning.

**Assessment**
Revisit the Anticipation Guide above. Have students correct what they may have initially gotten wrong. Keep in mind that some of the statements are not clearly true or false, but may have complex answers. Discuss each point.

**Materials**
www.teenhealthandwellness.com  
Sexuality and Sexual Health  
For Guys – Your Body  
Reproduction  
For Girls – Your Body  
Female Reproductive System  
Pregnancy

**Day Five: Sexual Choices**

**Instructional Strategy**
Preview the vocabulary by listing terms on board. Pronounce each one several times aloud. Ask students to look for these terms as they read to gain an understanding of their meanings. Refer them to the glossary if necessary.

- unprotected sex  
- birth control  
- abstinence  
- dual protection  
- STDs  
- condoms
**Build Prior Knowledge**
Find out what students already know and what misconceptions they may have by administering the Anticipation Guide as a pretest for the lesson. Hold on to the pretest for debriefing during the assessment section of the lesson plan.

**Anticipation Guide**
Sex Choices and Safe Sex
Indicate True (T) or False (F) for each statement.

- 1. The Pill can prevent pregnancy and STDs.
- 2. If you are using birth control, you are practicing safe sex.
- 3. Sex is the only way you can show you love someone.

**Establish a Purpose for Reading**
Post the guiding questions below on the board and read them aloud for students. Tell them they will be reading to find the answers to these questions and to determine the meanings of the vocabulary items.

- What is meant by dual protection?
- How can you prevent pregnancy?
- How can you prevent STDs?

**Read to Learn**
Assign reading from the website below. Encourage students to take notes as they read.

**Discuss**
After students have had the opportunity to read the articles, hold a discussion using the guiding questions above. Review the vocabulary items to make sure students have learned the meanings. Ascertain and answer any further questions students may have. If you are not certain of the answers, refer students to further reading or ask a professional. Be sure to follow up appropriately on any unanswered questions students may have.

**Make Connections**
Have students keep a learning log or journal to record their thoughts and personal connections to the readings and discussions throughout this unit. You do not need to read the log in order to validate or correct their work. The importance of this activity is that students connect personally to the learning.

**Assessment**
Revisit the Anticipation Guide above. Have students correct what they may have initially gotten wrong. Keep in mind that some of the statements are not clearly true or false, but may have complex answers. Discuss each point.

**Materials**
[www.teenhealthandwellness.com](http://www.teenhealthandwellness.com)
- Sexuality and Sexual Health
- Safe Sex
- What Is It?
- Article sections
- STDs
- Virginity
- Abstinence
- Birth Control