

Sample Sexual Health Lesson Plan (Illinois)

LP Class	Name	Week of:								
	Subject: Sexuality and Sexual Health for Grades 9–12	Period(s):								
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. <table style="margin-left: 40px; border: none;"> <tr> <td>puberty</td> <td>hormone</td> <td>sex organs</td> <td>testosterone</td> </tr> <tr> <td>growing pains</td> <td>estrogen</td> <td>menstruation</td> <td></td> </tr> </table> 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.		puberty	hormone	sex organs	testosterone	growing pains	estrogen	menstruation	
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	<p>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.</p> <p>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.</p> <p>What changes have I gone through as part of puberty? What are my thoughts and feelings about these changes?</p>
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	<p>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</p>
Day Two: Female Reproductive System	
Instructional Strategy	<p>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</p> <p>See Glossary Click on Diagram</p> <p>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.</p> <p>Anticipation Guide Female Reproductive System Indicate True (T) or False (F) for each statement.</p> <p>_____ 1. A female’s reproductive organs are on the inside of her body. _____ 2. The uterus rests on top of the bladder.</p>

	<p>_____ 3. Menstrual blood is released through the vagina.</p> <p>_____ 4. A girl cannot get pregnant during her period.</p> <p>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.</p> <p>What are the female reproductive organs? How does a female become pregnant?</p> <p>Read to Learn Assign reading from the website below. Encourage students to take notes as they read.</p> <p>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.</p> <p>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.</p>						
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Materials	<p>www.teenhealthandwellness.com</p> <p>Sexuality and Sexual Health – For Girls – Your Body</p> <p>Female Reproductive System</p> <p>Article sections – The Female Reproductive System</p> <p>External Reproductive Organs</p> <p>Internal Reproductive Organs</p> <p>Menstruation</p> <p>Myths and Facts about the Female Reproductive System</p>						
Day Three: Male Reproductive System							
Instructional Strategy	<p>Vocabulary</p> <p>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.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">testes</td> <td style="text-align: center;">penis</td> <td style="text-align: center;">scrotum</td> </tr> <tr> <td style="text-align: center;">erection</td> <td style="text-align: center;">semen</td> <td></td> </tr> </table> <p>See Glossary Click on Diagram</p> <p>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.</p>	testes	penis	scrotum	erection	semen	
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	<p>Anticipation Guide Male Reproductive System Indicate True (T) or False (F) for each statement.</p> <p>_____ 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.</p> <p>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?</p> <p>Read to Learn Assign reading from the website below. Encourage students to take notes as they read.</p> <p>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.</p> <p>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.</p>
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Materials	<p>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</p>
Day Four: Reproduction/Pregnancy	
Instructional Strategy	<p>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.</p> <p>egg sperm embryo fertilization intercourse</p> <p>See Glossary</p>

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Materials	<p>www.teenhealthandwellness.com Sexuality and Sexual Health For Guys – Your Body Reproduction For Girls – Your Body Female Reproductive System Pregnancy</p>						
Day Five: Sexual Choices							
Instructional Strategy	<p>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.</p> <table border="0" style="width: 100%;"> <tr> <td>unprotected sex</td> <td>birth control</td> <td>abstinence</td> </tr> <tr> <td>dual protection</td> <td>STDs</td> <td>condoms</td> </tr> </table>	unprotected sex	birth control	abstinence	dual protection	STDs	condoms
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Materials	<p>www.teenhealthandwellness.com</p> <p>Sexuality and Sexual Health Safe Sex What Is It? Article sections STDs Virginity Abstinence Birth Control</p>