



## Learner Outcome

### ***Students investigate human reproduction from fertilization to birth.***

The [Knowledge, Understanding, and Skills and Procedures](#) for this outcome that are covered in this lesson are listed at the end.

## How To Use

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This lesson plan reviews the anatomy, physiology and sexual reproduction studied in Grade 5, and includes information on sex and consent from the Grade 6 curriculum. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, D and F.

Additional learning activities for reproduction can be found in the [Grade 5 lessons](#).

## Classroom Activities & Timing

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- A. Ground Rules (5-10 minutes)
- B. Anatomy Bingo (15-20 minutes)
- C. Reproduction Process (20-25 minutes)
- D. Sex Requires Consent (10-15 min)
- E. What is Consent? Kahoot Quiz (5-10 min)
- F. Question Box (5-10 minutes)

See also the [Differing Abilities](#) lesson plans on *Reproduction*.

## Required Materials

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HANDOUT: Anatomy Bingo

CARDS: Reproduction Process

[DIAGRAMS](#): Reproductive Systems, Menstrual Cycle, Sperm Production, Fertilization, Implantation

[KAHOOT! QUIZ](#) and ANSWER KEY: What is Consent?

All the student handouts are also available in the [Grade 6 Workbook](#).

All the diagrams are also available as slides in [Grade 6 Diagrams](#).

## Background Information for Teachers

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### Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to be inclusive of all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun.

A person's sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person's internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For some, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term 'trans' is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

In these lessons, you will notice that body parts and processes are not labelled as male or female. While it is ok to use the terms boy/girl/male/female when talking to or about individuals, it is important not to assume that all boys or girls have certain anatomy, and to consistently use inclusive language. Learning to discuss anatomy without gendering people, parts or processes is a shift for many people. These lessons use language that can help you and your students make this shift, so that everyone, including people who are intersex and gender diverse, are included and feel seen.

*More detailed information about the reproductive systems and reproduction can be found in the [Grade 5](#) lesson plans.*

## **Egg-producing Reproductive System**

### **Egg (ovum)**

- Eggs are the reproductive cells made and stored in the ovaries.
- An egg is released once a month (ovulation) after puberty begins. Occasionally two or more eggs are released.
- The egg travels down the fallopian tubes to reach the uterus.
- If the egg is not fertilized in a day or so, it dissolves.

### **Ovulation**

- Once ovaries start producing hormones, messages are sent to the pituitary gland in the brain, which sends a message to the ovaries to release one egg, once a month from one ovary.
- Ovulation may alternate from one ovary to the other each month, may be mostly from one ovary, or may be random from one month to the next.
- People can experience varying degrees of sensation during ovulation from nothing at all to pain similar to that of menstrual cramps.

### **Menstruation**

- Menstruation is the part of the menstrual cycle where the uterine lining is shed through the vagina.
- The uterus prepares for growth of a baby each month in case fertilization occurs.
- Hormones from ovaries send a message to the uterus to grow a thick, soft lining of tissue and blood.
- If the egg is not fertilized in the fallopian tubes, the lining is not needed to nourish the baby, so the unfertilized egg dissolves in the fallopian tube and the uterus sheds its lining.
- It takes 2 to 7 days to shed the lining. Five days is the average.
- A cycle of 28 days is most common; however it can vary from 24-38 days. Some people have regular cycles, and some do not. It is common for periods to be irregular in the first few years.
- Menstruation is a normal part of puberty. It is not dirty or bad.
- Menstruation is not a sickness. People can generally participate in regular daily activities such as physical education class, active play and extra-curricular activities and sports like gymnastics or soccer.
- If menstrual symptoms are severe, a person can speak with a health care provider.

## **Sperm-producing Reproductive System**

### **Sperm**

- Sperm are the reproductive cells made every day in the testicles.
- The sperm travel up the vas deferens and mix with fluid from the seminal vesicle and prostate to form white sticky fluid called semen.

**Semen**

- Semen is the combination of sperm and fluid from the seminal vesicles and prostate that is ejaculated from the penis.

**Erection**

- The brain can send a message to the penis causing it to become larger, longer, and firmer. It will stand out from the body.
- People may have erections at any age. During puberty, they may occur more often. Erections are sometimes due to a sexual thought or feeling and sometimes because of hormone changes or as a reflex reaction to certain sights, sounds, smells, thoughts, or touch.
- Erections are a normal process of growing up.
- Erections can go away by themselves or after ejaculation.

**Ejaculation**

- Ejaculation is the release of semen and sperm from the penis, usually as a result of an orgasm.
- Although people with penises may experience erections at any age, they do not ejaculate until puberty, when their bodies begin producing sperm and semen.

**Nocturnal emissions**

- Nocturnal emissions (wet dreams) occur when a person ejaculates in their sleep.
- This is the body's way of adapting to the start of sperm and semen production.
- Some people have wet dreams and others do not. Wet dreams usually end later in puberty once the body is used to producing sperm and semen.

**Consent**

Sexual activity includes kissing, sexual touching, and sex (anal, oral, hand or vaginal). Consent means people agree to participate in a sexual activity and understand what they are agreeing to. Consent is the foundation of healthy sexual relationships and is needed for every sexual activity, every time.

Students can practice asking for consent, answering, and respecting the answer, in many non-sexual situations every day. For example, asking for permission to use a friend's pencil in class, to give a hug or high five, or join a game are all familiar situations where consent is practiced.

Talking about consent, and being open about your wishes and boundaries, can be a fun, positive, and fulfilling part of any relationship, including friendships and romantic or sexual relationships.

Language and messages about consent and sexual assault have changed as we have developed a greater understanding of the rights and the laws around these issues. Here are some key points about consent:

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history, or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- Any sexual activity without consent is sexual assault.
- A person can only consent to activities if they are aware of the risks. If the risks are hidden, a person cannot consent as they don't have all the information.
- Sexual assault can happen to anyone of any gender or age and be committed by anyone of any gender or age.
- Using gendered language when talking about consent and sexual assault reinforces unhealthy stereotypes, discourages men and boys who have been sexually assaulted from accessing services, and inaccurately suggests that women do not commit sexual assault.
- Sole responsibility for sexual assault lies with the person who did not obtain consent (the perpetrator).
- Prevention messages should focus on obtaining consent with the aim of preventing people from assaulting others.
- It is important to not use messaging about how to avoid being sexually assaulted. Such messages do not reduce instances of sexual assault. Instead they increase shame in the person who was assaulted, reduce the likelihood of the survivor accessing services, and provide excuses to perpetrators who commit this crime.
- Learning about healthy, unhealthy, and abusive relationships, developing healthy relationship skills, encouraging bystander interventions, promoting healthy sexuality, and empowering girls, women and LGBTQ2S+ people are other ways to reduce the incidence of sexual assault.

[According to Canadian law](#), the age of consent is 16. This is the age when a person can legally agree to sexual activity. Age of consent laws apply to all forms of sexual activity, ranging from kissing and fondling to sexual intercourse. There are “close in age” exceptions to this law.

- 14- and 15-year-olds can consent to sexual activity if the partner is less than 5 years older.
- 12- and 13-year-olds can consent to sexual activity if the partner is less than 2 years older.

Consent cannot be given by anyone under 18 if the:

- other person is in a position of authority (e.g., teacher, coach, or employer)

- sexual activity is exploitative (e.g., pornography, prostitution, or trading sex for safety)

Children younger than 12 cannot consent to any type of sexual activity. Having sex or sexual activities with a child younger than 12 is against the law and is sexual abuse.

A child who is abused or assaulted is never at fault nor the one who has done something illegal.

## Being Prepared for Disclosures and Distress

This topic can be distressing to students, including those who have been involved in or witnessed an assault or abusive situation. Dealing with sensitive issues encourages students to examine their own beliefs and experiences. Teachers need to act with sensitivity and discretion when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family.

*For more information on reporting and responding to disclosure see the video and related materials at [A School's Role in Keeping Our Kids Safe](#)*

To maintain both student safety and engagement, it is helpful to be familiar with [trauma informed practice](#), to use inclusive language and to acknowledge feelings and stories. It is also important to strongly emphasize a respect for confidentiality among all class members.

- Respect and reinforce confidentiality and sensitivity in the classroom.
- Anticipate where discussions will lead in order to protect students from revealing inappropriate personal information.
- Before starting these lessons, talk to the school counsellors so they are aware there may be disclosures of abuse.
- Ensure your students understand that disclosures of abuse cannot be kept confidential. Disclosures are the first step to get help for a student who is experiencing abuse.
- Share with students what they can expect if they disclose abuse, e.g., acknowledgement, honouring their disclosure, redirection to discuss further outside of class and assurance of connecting them with support.
- The Child, Youth and Family Enhancement Act requires you to report the abuse of a young person to Child and Family Services or Delegated First Nation Agencies. You can locate your local office by visiting <https://www.alberta.ca/childrens-services-offices.aspx>

For more information review [Responding to Child Abuse: A Handbook](#), published by the Government of Alberta or visit [How to Help and Report Child Abuse, Neglect and Sexual Exploitation](#)

Refer to your school division's guidelines about disclosures and reporting.

## A. Ground Rules

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

## B. Anatomy Bingo

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*A review of the vocabulary of reproduction from the grade 5 curriculum.*

1. Give each student the **Anatomy Bingo** handout. There are two versions of the Bingo Card: one that is entirely blank and one that has some of the words filled in. Use the partially filled in card as an example, or for students who may require more assistance.
2. Instruct students to write in one word from the word bank in each box of the Anatomy Bingo handout until every box contains a word. (There are more words than boxes.) Encourage them to choose words randomly. They can use each word only once.
3. Once students have filled in their bingo cards with anatomy vocabulary, read definitions for each word randomly, and ask students to find the corresponding word on their bingo card. Each time you read a definition for a word they have written down, have them cross out the word on their bingo card, and check it off for your own reference.
4. Round One lasts until a player has one line across, down or diagonally. The first player to reach this stage can call out 'Bingo!'
5. Round Two lasts until a player has all boxes around the edge of the bingo handout filled in. The first player to reach this stage can call out 'Bingo!'
6. Round Three lasts until a player has all squares filled in. The first player to reach this stage can call out 'Bingo!'
7. Validate the winner in each round by having the winning student read the words he or she has crossed out to ensure the definitions for those words have been read.
8. Review the vocabulary using the **Reproductive Systems** diagrams. Display the diagrams and review the labels as needed.

| <b>Word</b>             | <b>Definition</b>   |
|-------------------------|---|
| <b>Anus</b>             | The opening at the end of the digestive tract where feces leave the body                    |
| <b>Bladder</b>          | A sac that holds the urine produced in the kidney   |
| <b>Cervix</b>           | A passage between the uterus and the vagina   |
| <b>Clitoris</b>         | Sensitive sex organ that becomes larger and firmer during sexual arousal; part of the vulva |
| <b>Egg</b>              | Reproductive cell made in the ovaries   |
| <b>Ejaculation</b>      | Discharge or release of semen from the penis  |
| <b>Erection</b>         | When the penis becomes larger and firmer because of sexual arousal                          |
| <b>Fallopian tubes</b>  | Tubes connecting the ovaries to the uterus through which the egg travels after ovulation    |
| <b>Foreskin</b>         | Skin that covers the glans (the tip of the penis)   |
| <b>Hymen</b>            | A membrane partially covering the opening to the vagina                                     |
| <b>Ovaries</b>          | Glands that make eggs   |
| <b>Ovulation</b>        | Process of releasing an egg from the ovary  |
| <b>Penis</b>            | External sex organ from which semen and urine are released; attached to the scrotum         |
| <b>Scrotum</b>          | External sac containing testicles   |
| <b>Semen</b>            | A thick fluid containing sperm  |
| <b>Seminal vesicles</b> | Where semen is produced and stored  |
| <b>Sperm</b>            | Reproductive cell made in the testicles   |
| <b>Testicles</b>        | Glands that produce sperm   |
| <b>Urethra</b>          | Urine passes through here to leave the body.  |
| <b>Uterus</b>           | Where a developing baby grows and develops  |
| <b>Vagina</b>           | The passageway leading from the uterus to outside the body                                  |

|                     |  |
|---------------------|--|
| <b>Vas deferens</b> | Narrow tubes that carry sperm from the testicles to the penis  |
| <b>Vulva</b>        | Outer, folded skin at the entrance to the vagina. It includes the labia major and minor, clitoris and vaginal opening. |

## C. Reproduction Process

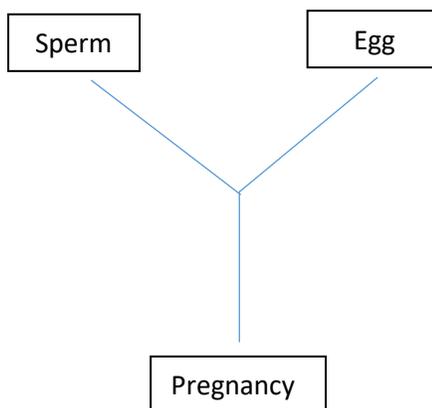
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To do this activity individually, print the cards 9-to-a-page, and give each student their own set of cards. Ask them to draw the Y on a blank page and place or glue each card in the correct order.

*Students demonstrate a basic understanding of how reproduction happens. Reviewing this material will help with the understanding of birth control and prevention of sexually transmitted infections in later lessons.*

1. Print the **Step-by-Step Reproduction** cards onto paper or cardstock. Consider laminating the cards for reuse.
2. Make a 'Y' shape on the wall or floor using masking tape. Label one part of the top of the Y 'Sperm', and the other 'Egg', and label the bottom of the Y 'Pregnancy', as shown below. Make each arm of the Y about 1 m.
3. Give out the **Reproduction Process** cards that belong on the Egg and Sperm arms (see below for answers) to six students.
4. Have the students with cards arrange the events that occur during ovulation and sperm production in the proper order along each of the top lines of the Y.
5. Involve the students that did not have cards to help fix the order if they think there are any cards misplaced.
6. Go through the cards together, and make corrections according to the answer key provided.
7. Now distribute the remaining cards having to do with sex, fertilization, and implantation.
8. Have students with cards arrange the events in the correct order, along the bottom line leading to 'Pregnancy'.
9. Instruct the students that did not have cards to rearrange the order if they think there are any cards misplaced.

10. Go through the cards together, and make corrections according to the answers below.
11. Use the **Menstrual Cycle**, **Sperm Production**, **Fertilization**, and **Implantation** diagrams as needed to review the concepts.



### Answers

#### Egg

1. Lining of uterus thickens with blood
2. Ovulation occurs (egg released from ovary)
3. Egg enters fallopian tube

#### Sperm

1. Sperm is made in the testicles
2. Sperm exit the testicles and travel up the vas deferens
3. Sperm cells mix with semen

#### Pregnancy

1. Erect penis is inserted into vagina during sex
2. Sperm cells leave the penis (ejaculation) and enter vagina
3. Sperm travel through the cervix, uterus, and into fallopian tubes
4. One sperm cell attaches to an egg and forms one cell (fertilization)
5. Cell starts to divide
6. Cells (zygote) travel through fallopian tube to uterus
7. Zygote attaches to wall of uterus (implantation)

Debrief this activity using the following questions. Possible answers are included for reference.

#### What else do you know about menstruation?

- It usually begins between ages 9-15.
- People need to be aware of good hygiene (showering, using, and changing pads, etc.)

- The total amount of blood and fluid lost in a period is about 60-80 ml.
- Cramps can be a part of menstruation, and can be alleviated using wellness methods like exercise, gentle massage, or a hot water bottle. For severe cramps, an adult can help you get over-the-counter medications or your doctor may prescribe medication.

#### **What else do you know about sperm production?**

- Sperm production and ejaculation begins in puberty, which usually begins between ages 9-14.
- The volume of semen ejaculated is usually about 2-5 ml.
- Nocturnal emissions (wet dreams) are ejaculations that occur during sleep. It is normal to experience these, or not to experience these.

#### **What do menstruation and sperm production make possible?**

- Menstruation and sperm production are indications that a person can produce a baby.
- It is important to remember that ovulation occurs before menstruation (bleeding); therefore a person can get pregnant before their first period.

#### **People can reproduce, or make babies, once they start periods and ejaculation. But most people wait until they are much older. Why?**

- Most young people are not emotionally, educationally, or financially ready to parent.
- Most young people do not want to have to take care of another person.
- Most young people want to interact with friends and continue to gradually take on responsibilities as they get older.
- In Canada, people have the right to make their own decisions about if they want to have a baby, when they want to have a baby, and how many babies they want.
- Access to birth control and abortion allows people to have control over their reproductive choices.

#### **How many sperm are ejaculated during each ejaculation?**

- About 200-500 million sperm can be ejaculated during each ejaculation.

#### **How many eggs are usually released during a menstrual cycle?**

- Usually one egg is released.

#### **What can happen if more than one egg is released?**

- If both eggs are fertilized, this leads to fraternal twins. Identical twins happen when the zygote splits into two entities before cells begin dividing.

#### **How long does an egg live inside the fallopian tubes after ovulation?**

- 12 to 24 hours from the time of ovulation.

**How long can sperm live inside a person's body once ejaculated?**

- 3 to 5 days from the time of ejaculation.

**Will a pregnancy occur every time sexual intercourse occurs?**

- No. Although there is always a chance that pregnancy will occur, it only happens if a sperm cell fertilizes an egg and implants into the wall of the uterus.

## D. Sex Requires Consent

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*Students are likely familiar with the idea of consent and bodily autonomy, but may need some help to transfer their knowledge to the concepts of sexual consent.*

- Show a video that explains the basics of sexual consent. Suggested videos:
  - [Understanding Consent](#) by TeachingSexualHealth.ca
  - [Consent](#) by Amaze.org
  - [What is Consent?](#) by Kids Help Phone
- Discuss sexual consent as a class. Some questions and suggested discussion points are included here as a guide.

**What activities require consent?**

- All kinds of sexual activity, including kissing, hugging, touching bums or breasts, making out, and sex (oral, anal, vaginal, hand sex).

**How do you ask for consent?**

- You just ask. Here are some examples:
  - “Hey, I’d really like to kiss you on the cheek. Are you interested?”
  - “I loved it before when we held hands. Do you want to do that again?”
  - “Can we try kissing on the lips?”

**How do you give consent?**

- Clearly say with your words and body language that you want to do the thing.
- It is important that you have all the information and haven’t been pressured before consenting.
- If you aren’t sure if you want to do something, say so! Be honest about how you are feeling. Consider suggesting something else you are comfortable with, or saying what you might need to give your enthusiastic consent.

**How do you refuse consent for an activity?**

- You can say no.

- You can give a reason if you want to, but you don't have to.
- You can make up an excuse if you aren't feeling safe enough to just say no. For example "Sorry, my parents are expecting me home soon so I can't stay."

**What if you are not sure if you want to or not?**

- Tell the other person you are not sure. Only say yes to something if you are sure you want to.
- Tell the other person what you need to help you decide. You might need more time, more information, no pressure, trying just part of something, or the chance to talk it over. The important thing is to communicate your own needs and wants clearly.

**What if someone says or shows no?**

- You stop! Always accept their answer and do not try to pressure them to change their mind.
- It's ok if someone says or shows no.
- It can feel embarrassing, frustrating, or painful if someone says or shows no. These are common feelings and if you need help dealing with them, you can talk to an adult you trust.
- If someone says or shows no, stay calm, look at the person and say ok. Be sure to not try to talk them into it or do it anyway.
- If you really want to do the thing, after you have accepted their "no", you can ask if you can ask them again sometime. If the person says yes, wait a few weeks then ask again. If they say no, say ok and don't ask them again.

**How do you know if someone has given their consent?**

- Their words and body language both clearly say yes.
- If someone "freezes" or does not respond at all, they have NOT given their consent.
- If you are threatening or pressuring someone to get them to say yes, they have NOT given their consent.
- If you aren't sure, ask.
- It is important to talk about consent BEFORE starting an activity.

**Can someone take back their consent?**

- Yes! Consent is on-going and can be withdrawn at any time.
- Consenting to an activity in the past, or consenting to a similar activity, does not mean someone consents now.

**Who can give consent?**

- A person under 12 CANNOT consent to sexual activity with anyone.
- A person who is 12 or 13 can only consent to sexual activity with someone who is less than two years older than they are. They cannot consent to sexual activity with anyone in a position of authority (e.g. their teacher, coach or babysitter).
- A person who is 14 or 15 can only consent to sexual activity with someone who is less than 5 years older than they are. They cannot

consent to sexual activity with anyone in a position of authority (e.g. their teacher, coach or babysitter).

### Why get consent for sexual activity?

- Consent is about understanding and respecting the needs, desires and wishes of others. Talking about consent can make relationships stronger, more enjoyable, and more meaningful.
- Being open about your wishes and boundaries can be a fun, positive, and fulfilling part of any relationship, including friendships and romantic or sexual relationships.
- Respecting the boundaries, desires and needs of others allows everyone to enjoy the experience.
- Making sure everyone has consented means that everyone knows everyone is having a great time and feeling safe with the activities they have agreed to, which means things are more enjoyable.
- Any sexual activity that occurs without consent is sexual assault.
- Committing sexual assault is wrong and is illegal. Just like taking someone's bike without consent is illegal and can hurt people, doing any sexual activity without consent is illegal and can hurt people.
- The way to prevent yourself from committing sexual assault is to ask for and receive consent every time, for every activity.
- There is help for people who have been sexually assaulted. Being sexually assaulted is never your fault.

### What is sexual assault?

- Any sexual activity that occurs without consent. This includes kissing, hugging, touching bums or breasts, making out, and sex (oral, anal, vaginal, hand sex).

## E. What is Consent? Kahoot! Quiz

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*Review the concepts of consent with this quiz. For more information about using Kahoot!, visit [kahoot.com](https://kahoot.com)*

1. Open the Kahoot! Quiz [Grade 6 What is Consent?](#)
2. Play the quiz together as a class. Take time to discuss each question and answer any questions students have as you go through the quiz. You can play the quiz in individual or team mode.
3. The **Answer Key** contains additional information you can use to supplement the discussion.

## F. Question Box

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*Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.*

*Addressing the questions at the next class allows you time to review the questions and prepare responses.*

## Self-Reflection

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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?

## Learning Outcomes

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This lesson addresses the following Grade 6 [Physical Education and Wellness curriculum](#) outcomes:

### Knowledge

- Pregnancy can occur as a result of sexual intercourse.
- Any sexual activity always requires consent.
- Factors that influence reproductive decisions include
  - age
  - financial preparedness
  - health
  - family, caregiver, and community supports

### Understanding

- Sexual activity without consent is sexual assault and can have physical, emotional, social and/or legal consequences.
- In Canada, individuals have the right to make decisions about reproductive health and can decide if, when, and how often to reproduce.
- Credible sources can provide accurate information on reproductive health and support healthy reproductive decisions.

### Skills and Procedures

- Examine factors that can influence decisions related to reproductive health

# Anatomy Bingo

1. Write one word from the word bank below in each box of your bingo card until every box contains a word.
2. Choose words randomly.
3. Use each word only once.
4. For each definition the teacher reads, try to think of the word the definition describes.
5. If the definition is for a word you have written down, cross out the word on your bingo card.
6. Play each round according to the chart below:

## Round One

A complete line in any direction.

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## Round Two

All outside boxes are filled in.

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## Round Three

All boxes are filled in.

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### Word Bank

|                         |                    |                     |                       |
|-------------------------|--------------------|---------------------|-----------------------|
| <i>anus</i>             | <i>bladder</i>     | <i>cervix</i>       | <i>clitoris</i>       |
| <i>egg</i>              | <i>ejaculation</i> | <i>erection</i>     | <i>fallopian tube</i> |
| <i>foreskin</i>         | <i>hymen</i>       | <i>menstruation</i> | <i>ovaries</i>        |
| <i>ovulation</i>        | <i>penis</i>       | <i>scrotum</i>      | <i>semen</i>          |
| <i>seminal vesicles</i> | <i>sperm</i>       | <i>testicles</i>    | <i>urethra</i>        |
| <i>uterus</i>           | <i>vagina</i>      | <i>vas deferens</i> | <i>vulva</i>          |

Name: \_\_\_\_\_

# Bingo Card

|  |  |  |  |
|--|--|--|--|
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# Bingo Card

|               |                    |              |                         |
|---------------|--------------------|--------------|-------------------------|
| <i>cervix</i> | <i>ejaculation</i> |              | <i>anus</i>             |
|               |                    | <i>vulva</i> | <i>vas<br/>deferens</i> |
| <i>penis</i>  | <i>ovaries</i>     |              |                         |
| <i>uterus</i> |                    |              | <i>semen</i>            |

## ANSWER KEY: Grade 6 What is Consent?

**Correct answers are in bold text.**

1. Consent is:

- **Freely given and enthusiastic**
- **Necessary for every sexual activity**

Consent is enthusiastic, freely given (not coerced) and part of an ongoing conversation about mutual agreement to do something.

It's important to ask for and get clear permission to do any type of sexual activity.

2. Consent for sex is:

- Only important for married people
- Only important the first time people have sex
- **Needed every time**

It's important to ask for and get clear permission to do any type of sexual activity before starting. Getting consent for activities in the past does not mean you have consent now.

3. Which of these is a good way to ask for consent?

- **I really want to kiss you. Is that ok?**
- Don't you like me?
- If you don't kiss me I will tell everyone you are a tease.
- Why aren't you kissing me back?

Pressuring someone or threatening them is not asking and accepting their answer. Acting first and then asking later is not consent.

4. A 12 year old can generally consent to sexual activity with:

- Anyone they want to
- **Someone who is 12 or 13**
- Their coach, teacher, or babysitter
- No one

A person who is 12 or 13 can only consent to sexual activity with someone who is less than two years older than them. They cannot consent to sexual activity with anyone in a position of authority (e.g. their teacher, coach or babysitter).

5. Kissing someone without consent:

- **Is sexual assault**
- Is fine if you have kissed them before
- Is fine if they are the same age as you

Any sexual activity without consent is sexual assault. Consent must be asked for and given every time; past activities does not mean consent can be assumed. People who are the same age are legally able to consent to sexual activity, but they still have to ask and accept the answer, every time.

Eggg



Lining of uterus  
thickens with  
blood



# Ovulation occurs

(egg released from ovary)



Egg enters  
fallopian tube



Sperm



Sperm is made in  
the testicles



Sperm exit the  
testicles and travel  
up the vas deferens



Sperm cells mix  
with semen



# Pregnancy



Erect penis  
is inserted into  
vagina during sex



Sperm cells leave  
the penis (ejaculation)  
and enter vagina



Sperm travel  
through the cervix,  
uterus, and into  
fallopian tubes



One sperm cell  
attaches to an egg  
and forms one cell  
(fertilization)



Cell starts to  
divide



Cells (zygote) travel  
through fallopian  
tube to uterus



Zygote attaches  
to wall of uterus  
(implantation)

