

Conception

Learning outcome

Students will identify and describe the sequence leading to conception.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Conception sequence (Appendix 31)*, one set per group
- *How fertilisation happens*
- *Welcome to life!*
- *Inside pregnancy videos*
- *Plenty of Room* by Sarah Johnson, School Journal, Level 3, June 2018

CURRICULUM LINKS

Underlying concept

- **Hauora:** developing knowledge about the process of conception.

Key competencies

- **Thinking**
- **Managing self**

LEARNING SEQUENCE

Getting started

Ask the students why we go through puberty.

Clarify that puberty is the stage where our bodies prepare to be able to reproduce – to create another human being.

This activity looks in more detail at the process of conception.

Development

Divide the class into small groups. Give each group a set of *conception sequence (Appendix 31)*.

Have them shuffle and re-order their cards to show the sequence of conception. Check and discuss.

Point out that not all pregnancies are conceived through sexual intercourse. However, in all pregnancies an egg and a sperm combine and they are implanted in the uterus. Explain that in most cases, a sperm fertilises an egg as a result of sexual intercourse. This is when a person puts their penis inside another person's vagina. They feel sexually excited. If ejaculation occurs, sperm leaves