

# Menstruation and conception

## Learning outcome

Students will explore the processes of menstruation and conception.

## Suggested time allocation

45 minutes

## Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *All about Menstruation*
- *Conception labels (Appendix 24)*, one set per group, sequence kept until task completed
- Large sheets of paper and felt-tip pens
- *Life in the womb*
- *Statements about sperm and eggs (Appendix 25)*
- Paddles with "True" written on one side and "False" on the other. You could make these out of cardboard or chalk the words on table tennis paddles

## CURRICULUM LINKS

### Underlying concepts

- **Hauora:** exploring menstruation and conception to support understandings about taha tinana (physical wellbeing).

### Key competencies

- **Thinking**

## LEARNING SEQUENCE

### Getting started

Have the students think, pair, and share their thoughts about why we all go through puberty. If necessary, clarify that puberty is the time where our bodies become capable of reproduction. If we could not reproduce, the human race would no longer exist.

Explain that now that we have a clearer understanding of the reproductive system, we are going to explore the stages of conception and pregnancy.

If contraception is brought up, explain that there are different ways of preventing pregnancy using different methods. This is called "contraception". Contraceptives can be easily obtained and include pills and condoms. However, the most effective way for people to not get pregnant is to not have sex. The students will discuss contraception further in the years 7- 8 resource.

Be prepared for questions about miscarriage and abortions. Family Planning's free resources include a *booklet on abortion (Abortion – What you need to know)*. While not suitable for students, it will provide you with background information with which to answer student questions.



## THEME 4 Activity 4