

# Lesson 2 Male & Female Animals

## Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

## Learning Outcomes

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

## Resources

Talking object

[Pictures of male and female animals](#)

[Cats and Kittens worksheet](#)

Anatomically correct toy farm animals

## Activities

### 1. Introduction

In a circle, review the ground rules. Ask the class what they remember from the last lesson. Remind them that they talked about some of the fixed ideas people have about boys and girls and about how to tell the difference between male and female babies. Refer to the learning outcomes for this lesson and explain that they are going to learn about some of the differences between male and female animals and why they are different.

### 2. Animal Go-round

Introduce the talking object. Pass the talking object around the circle and ask each child to complete the following sentence: *My name is ... and my favourite animal is ... because ...*

### 3. Male and female animals

On the whiteboard show a selection of the [Pictures of male and female animals](#). Ask pupils if they can tell from the pictures whether each animal is male or female – how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body.

Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull, and the cat feeding her kittens. Ask the children whether they can tell the males from the females in these pictures; ask them to explain how they know which is which. Introduce the words *teats* and *udder* and explain they are only found on females so that the female can feed her babies. Remind children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart.

### 4. Cats and Kittens worksheet

Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word *teats* and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this.

At tables, give each child a copy of the [Cats and Kittens worksheet](#). Ensure the children understand the meaning of the following words: *male*, *female*, *kitten*, *teats* and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check children understand that with most animals we need a male and a female to make a baby.

**5. Pass the Animals**

Choose a male and female farmyard animal of the same species, (ensure that they are anatomically different). Hold up both animals and check the class understands which is male and female. Pass the animals around the circle, randomly call out stop (or pause music if using) and ask whoever is holding an animal to say whether it is male or female. Ask them to explain how they know (udders, teats, 'privates'). Repeat the process several times, using another species if time allows.

**6. Reflect and Review**

Review learning and explain that in the next lesson they will be finding out more about the differences between male and female humans.

## Additional Activities

**Animal Activity in Small Groups**

Give one species of farmyard animal to small groups; a male, female and young (ensure they are anatomically different). Ask the groups to look at the farmyard animals and decide which is male and female and to explain how they know. Record their ideas on the whiteboard. Feedback ideas to the whole class and discuss the differences between male and female animals.

Ask if anyone in the class has a pet. Is the pet male or female? Have they had any young?