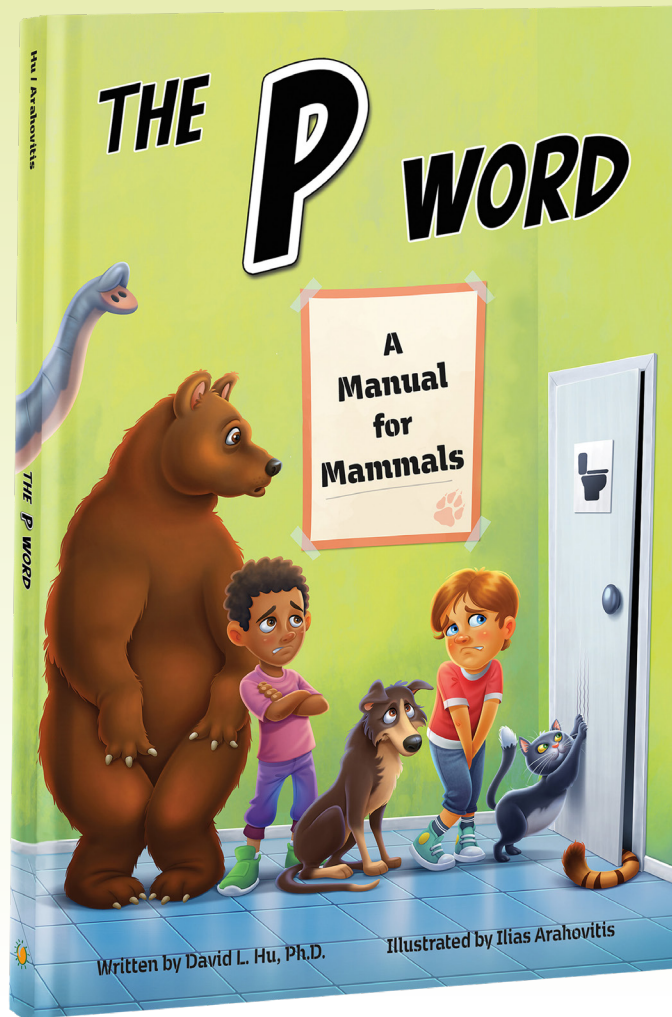


# ACTIVITY SHEETS

## The P Word: A Manual for Mammals

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# DISCUSSION GUIDE

Directions: This discussion guide is for adults and children to use together, before and after reading *The P Word*.

## Pre-Reading

1. What is a mammal? Do you have a favorite mammal?
2. Look at the front cover. What do you think the book is about?
3. What do you know about the penis?
4. How many functions does a penis have? What are they?
5. Have you ever had any questions about the penis?

*If asking this question to a group of kids or a class, consider having them anonymously write their questions on paper, then discussing them together.*

6. How do you take care of yourself? Do you think it is important to wash your body, your hands?

## Post-Reading

1. What was your favorite fact in the book?
2. Are there things you learned that surprised you?
3. What did you learn about taking care of yourself and keeping your body clean?
4. What are some of the things that you can expect as puberty starts?
5. Why do you think the author wrote this book? What do you think he wanted you to learn?
6. Do you have any more questions about what we learned today?

### Discuss How to Start Conversations with a Trusted Adult

- Talk about who a trusted adult may be—perhaps a family member, a teacher, a mentor, a clergy member, or a coach.
- Discuss that most adults have been through similar situations of having uncomfortable questions or concerns. It's natural, but it shouldn't prevent asking.
- Offer alternatives for asking outright: writing or texting their questions may be easier than having a conversation in person.

## Worksheet

# ***THE URINARY SYSTEM***

Directions: Use the word bank below to fill in the blank spaces and label the parts of the urinary system. Each word is used only once.

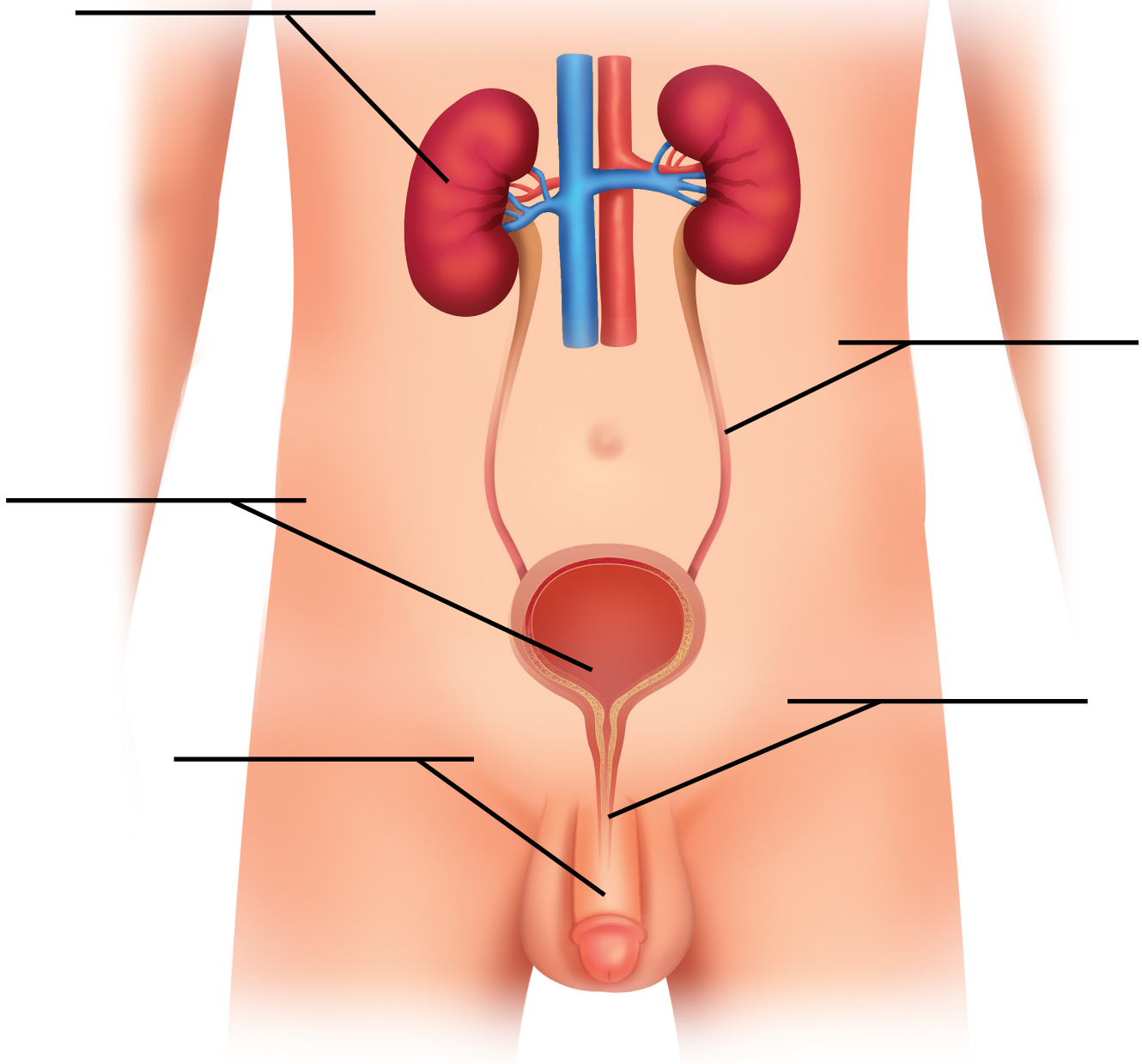
Kidney

Bladder

Urethra

Penis

Ureter



# MAMMAL MATCHING

Directions: Match each of the mammals to the amount they pee at one time by drawing a line from the mammal on the left to the container on the right. Use each option only once.



9,000 mL

2.38 gal



18,000 mL

4.76 gal



2,125 mL

0.56 gal



500 mL

0.13 gal



4,250 mL

2.38 gal



## Worksheet

# WORD SEARCH

Directions: Find and circle or highlight the 10 words that are hidden in the grid, using the terms below. The hidden words can be forward, backward, diagonal, and upside down.

A	Q	R	X	W	O	U	U	P	Z	Z	V	S	W	W	H	O	C	F	A
D	H	B	Q	G	S	K	N	W	T	M	B	I	F	H	R	I	G	P	K
G	G	P	T	R	M	R	W	B	W	T	K	N	U	G	O	P	Z	L	T
O	Q	B	F	E	P	A	O	M	F	Y	H	M	A	H	I	B	M	B	E
K	I	F	D	B	S	R	U	W	O	Q	E	N	A	A	L	Y	F	J	I
D	G	D	D	F	Z	T	F	X	W	F	B	B	O	B	I	X	V	R	V
X	A	S	I	N	E	P	O	R	K	J	W	V	V	I	F	K	B	Y	T
S	W	P	B	B	Q	W	N	S	I	D	S	V	L	T	E	Z	P	K	C
G	G	B	M	M	N	N	G	F	T	T	V	V	S	A	Y	N	K	M	T
Z	H	S	Y	S	A	V	S	Q	A	E	Z	J	I	T	L	G	W	N	A
D	R	G	I	F	C	D	Q	M	B	B	R	Y	S	C	Y	N	S	F	J
T	E	P	U	B	I	C	A	R	E	A	I	O	K	K	O	Y	P	O	M
A	C	T	R	I	C	N	Y	M	Y	P	C	Y	N	I	D	L	C	R	O
W	X	P	A	P	X	Y	D	R	K	Y	E	T	T	E	S	R	D	E	G
R	L	W	C	R	M	U	E	T	R	C	H	R	E	L	A	E	E	S	Y
B	M	N	L	Q	D	L	A	O	D	Q	W	E	M	R	G	N	T	K	E
R	J	G	H	L	M	Y	F	H	H	N	S	B	O	N	I	D	Q	I	K
Q	G	I	H	D	Q	V	H	P	K	M	H	U	E	R	P	A	H	N	F
X	F	X	V	W	K	N	O	R	X	I	C	P	U	Q	U	H	H	B	U
S	T	T	M	O	Z	F	X	R	V	G	Y	H	K	X	G	H	I	K	K

Bacteria

Foreskin

Habitat

Hydrated

Organ

Penis

Puberty

Pubic Area

Testosterone

Urine

# SCENT MARKING

## Materials

- Small resealable plastic bags or containers
- Cotton balls
- Blindfold
- Five to ten scents/spices (such as vanilla, mint, cinnamon, banana, lemon, basil, chocolate, coffee, or orange, etc)

## Directions

1. Place the various scents in individual plastic bags or containers.
2. If you are using liquid scents, place a small drop of the liquid on a cotton ball and place the cotton ball in the bag. Dry spices can be placed in the bag on their own.
3. Have the child put on the blindfold, then lift the bag to their nose so they can smell the scent or spice in each bag one at a time. Ask them to try to identify what they are smelling.

## Extend the Activity: Matching Scents

1. To provide a further challenge for the child, place each scent you are using in two separate bags or containers. If you are using five scents, you should have ten bags. Number or place a specific symbol on the matching bags, so you know which are correct pairs.
2. Have the child put the blindfold on, then mix up the scents and lift them to the child's nose one at a time. Tell them there are two of each scent and their goal is to match the scents correctly.
3. Offer to repeat the scents as needed, until the child is able to identify all the matching scents and pair them together.

## After the Activity Discussion

- Discuss which scents and spices were the easiest to smell, and which were harder to smell.
- Ask the child how many different things they were able to smell, and talk about what those things were. How might being able to distinguish between smells help an animal in the wild?
- Did the smells bring up any memories? Did they make the child think of certain things? Can a smell be a way to communicate?
- Relate the discussion to how different mammals use the scent of their pee to communicate to other mammals. It often is a sign that one mammal is marking its territory, much like we use fences to mark our homes. What kind of smell do you think would tell other animals to "keep out?"

# UNDERSTANDING HYGIENE

## Materials

- Paper plate or metal pie tin
- Permanent marker
- Water
- Liquid detergent
- Black pepper
- Small dish

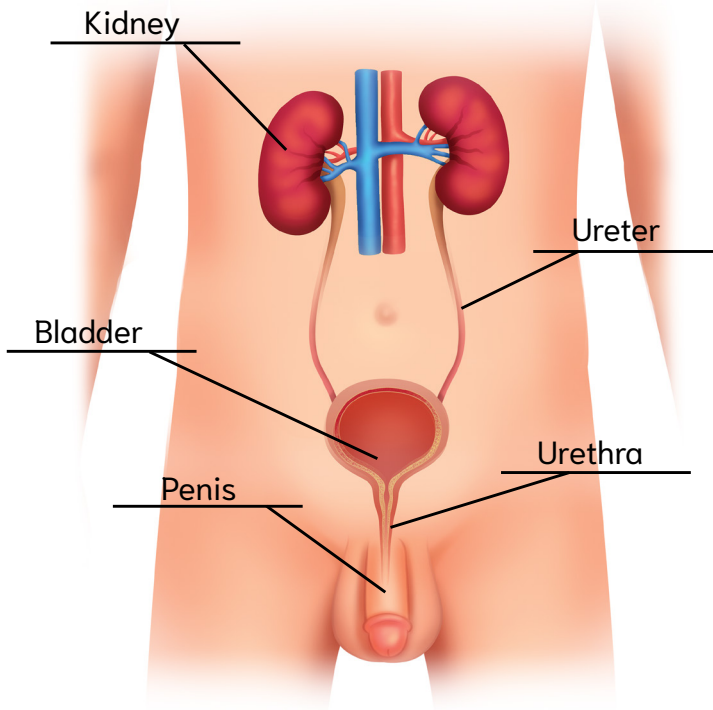
## Directions

1. Using the permanent marker, have the child draw themselves on the paper plate or pie tin.
2. Pour water onto the plate until it fully covers the bottom.
3. Sprinkle pepper all across the plate on the water. It should be enough to cover the child's drawing, but should not be a thick layer.
4. Have the child put their finger on the plate. Did anything happen? Note that there is no noticeable change in the pepper.
5. Pour some liquid detergent in a small dish and have the child coat their index finger in it.
6. Ask the child to put their finger into the center of the plate again. The pepper should shoot away from the child's finger to the sides of the plate.
7. Have them recoat their finger in detergent and press it into the plate as needed, until all the pepper is on the sides of the plate.

## After the Activity Discussion

- This activity demonstrates how important it is to wash your hands and body. The black pepper, in this instance, represents dirt, germs, and bacteria. Soap washes it all away.
- Discuss why nothing happened when the child put their finger on the plate without detergent. Did the detergent make a big difference? How does this relate to washing your hands?
- With the child, discuss how you can't usually see all the dirt and germs on your body, and the importance of washing your full body to get rid of all that unseen grime.
- Discuss how this activity relates to the full body, and talk about all the body parts the child needs to be sure to wash, whether it is their hands after they use the bathroom, or behind their eyes and their face, arms, legs, and privates in the shower or bath.
- *What's really happening?* Pepper is hydrophobic, meaning it doesn't mix with water. This, combined with the water's surface tension, means the pepper ends up floating on the surface of the water. Detergent breaks the surface tension of water (great for cleaning things!), and when it touches the water, the water molecules rush away from it, taking the pepper with them.

# ANSWER KEY



4,250 mL  
2.38 gal

