

Lesson 1: Changes - Life Cycle



Learning Objectives

To understand some of the physical changes that will happen as humans get older

Resources

Starter

Pictures to order

Activity 1

Outline of a male and outline of a female at puberty, with lines underneath for recording information

Letter for Parents of Year 4 Girls

Points to Note

Dependent on your school policy and the situation in your school, this might be a good time to deliver a talk to the girls in Y4 about periods. It is good practice to offer this talk to Y4 girls, as studies are showing that girls are starting periods at an earlier age.

If you decide to do this, parental permission must be sought. See resources for a suggested letter format to parents.

Key Vocabulary

Respiratory system, circulatory system, digestive system, nervous system, reproductive system, puberty, adolescence, period, menstruate, menstruation



Starter Activity

Share a picture of several humans. Ask the children to think about the systems in each of the bodies in the picture; elicit respiratory, circulatory, digestive, nervous.

These systems stay working in the same way throughout life, but there is another system in the body which changes dramatically. What can the 18 and 21 year old bodies do that the body of the 7 year old can't? When did this change happen? What do we call it?

Discuss the reproductive system; it's the one system which changes significantly and the change usually occurs between 9 and 15 years old. Discuss the terms 'puberty' and 'adolescence' with the class.

Activity 1

Complete a worksheet with an outline of a boy and an outline of a girl. Children record three changes on the boy that only happens to males during puberty, three changes on the girl that only happen to females and three changes underneath both figures which happen to both male and female.

Plenary

As a class, discuss the changes identified at each stage. Review the terms puberty and adolescence.



Lesson 2: Changes - Responsibilities



Learning Objectives

To consider their responsibilities and levels of independence now

To understand that these have changed as they have grown and that they will continue to change into the future

Resources

Activity 1

Tick sheet (not provided) for Independent Responsibilities, e.g. I can travel alone to school; I can feed my younger siblings; I can have my own social media profile; I can have my own money, etc.



Starter Activity

Ask the children to think about the grown-ups in their lives and how they behave and the kind of things they do.

Ask the children to make a list of grown-ups' responsibilities - paying bills, jobs they do, etc, and a list of children's responsibilities, e.g. looking after personal belongings, remembering PE kit, etc

Ask the children if there are any areas in which they feel they can begin to take on more responsibility and become more independent.

Are there any areas in which they would like to take on more responsibility, but feel it might not be allowed by their families or teachers?

Activity 1

In pairs, the children can complete a tick sheet with a list of 'Independent Responsibilities'. The children tick agree/disagree/unsure (rules may need to be laid down here, such as they are only allowed one 'unsure').

Pairs then team up with another pair and compare answers. Encourage children to give reasons for their answers and remind them there may not be a right or wrong answer; it's about considering risk and keeping safe.

Plenary

As a class, list some independent responsibilities which can definitely only be undertaken by adults. Are there tasks/behaviours that even very young children should take responsibility for?

Ask the children to identify areas in which they feel they are not ready for more responsibility and discuss why.



Lesson 3: Personal Hygiene - Antibiotics



Learning Objectives

To understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living

To understand that antibiotics should be taken only as prescribed

Resources

N.B. e-Bug worksheets are available on the accompanying disc or on the e-Bug website:

http://www.e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Antibiotic%20Use%20and%20Medicine

Activity 1

Cartoon strip scenarios

ATB SH1

ATB SH2

ATB TS3

ATB TS4

www.e-bug.eu/lang_eng/primary_pack/downloads/teacher-tools/e-Bug%20Assembly%20Activity%20pack.pdf

Points to Note

Be mindful of any children who have ongoing illnesses or have suffered bereavements through illness

Key Vocabulary

Antibiotic, disease, illness, immune system, medicine, symptom

★ He was coughing and sneezing everywhere. You would have thought the doctor would have given antibiotics!



Starter Activity

Remind the children of their work in year 3 on microbes and how some can be harmful and make us ill. Ask the children about their own experiences of illness: how did they feel? What treatment did they receive? Did they visit the doctor or pharmacist for advice/medication? Establish that before we go in search of treatment we should try and let our bodies fight the harmful microbes, through bed rest, intake of fluids and healthy living. But sometimes, when many harmful microbes invade our body, our immune system needs help, e.g. painkillers, medicines to reduce temperature, etc. Antibiotics are special medicines to treat only bacterial infections.

Activity 1

Children can work in pairs or small groups to discuss the scenarios of each cartoon strip, deciding whether the decision maker (words in italics) has made the right or wrong choice. Discussion points can be found on ATB TS3.

Activity 2

www.e-bug.eu/menupage.html?type=games&level=junior

Games around the topic of microbes and antibiotics

Plenary

Give the children a method to agree or disagree with a statement, e.g. thumbs up/thumbs down; red card/green card, etc. Show the speech bubbles, one by one, on the smartboard, or on cards shown by the teacher. (Bubbles are on pgs 23-30 of assembly pack, with answers on pg 22). Children indicate whether they agree or disagree, and reasons for the correct answers are revisited.

Lesson 4: Challenging Stereotypes



Learning Objectives

To challenge gender based stereotypes

Resources

www.teachprimary.com/learning_resources/view/pshe-lesson-plan-challenging-stereotypes

Selection of toys from around school.

www.genderremixer.com/2012/html5-lego-gendered-advertising-remixer/

Youtube – Lego Ads targeting boys and Lego Ads targeting Girls

Key Vocabulary

Stereotype, gender specific

Points to Note

The YouTube clip – ‘Run Like a Girl’ can be used to celebrate gender difference.

www.youtube.com/watch?v=XjJQBjWYDTs



Starter Activity

Show the photographs in the ‘on-line resource pack. Ask the children which person they would choose to be their teacher. Then, in more depth, explore the reasons why. Conclude that we make a lot of assumptions from what people look like. Is this ok?



Activity 1

Explore adverts challenging stereotypes.

Discuss girls and boys toys. Bring a selection of toys from around school, e.g. skipping rope, lego, football, doll, car, chess board, etc. Do the children think of any of the games as gender specific?

Watch YouTube clip, of the two lego advertisements targeting a specific gender. How do the two types of adverts encourage gender stereotyping? Encourage the children to consider how some are aimed at boys and some at girls. Discuss colours, voice over, music, etc.

Go onto genderremixer.com and look at the impact of changing the features on the adverts. What do they think about the adverts that they have remixed?

Activity 2

Which jobs do these people do? Use the pictures from the resource pack and ask the children to match them to one of the jobs from the given list. This could be completed as a small group matching activity. Discuss the choices they made and why they made them.

Pleatary

Human bar chart: assessment tool to finish the lesson based on reactions to statements, e.g. boys are faster runners therefore tend to be better athletes; women are better cooks than men, etc.