

LEARNING
SEQUENCE

2

Same and different

Theme: Knowing me, knowing you

Core concepts

This learning sequence helps students to further develop self-awareness through identifying their personal likes and dislikes. It helps students to identify what they have in common with one another, and perhaps with students they may not have yet connected. It is also a chance for the teacher to reinforce that the existence of difference among them is not bad or inferior, just different.

AusVELS

Health and Physical Education – Health knowledge and promotion dimension

At Level 1, students can:

- › describe what they like about themselves, how they are similar to others and how they are unique
- › discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations.

Interpersonal Development – Building social relationships dimension

In Level 2, students can:

- › behave appropriately in a range of social situations
- › identify the feelings and needs of other people.

Suggested success criteria

- I know some things that make me different.
- I know some things about me that I have in common with my classmates.
- There is no one quite like me.
- Life can be more interesting because we are different.

Preparation and materials

You will need:

- two sheets of coloured cardboard, one blue, one yellow
- an inkpad.

ACTIVITIES

Pair share

- ➔ Invite the students to form pairs.
- ➔ Ask them to find out two things they have in common and two things that are different and tell the rest of the group about them. For example, we both have blue eyes but I am right-handed and you are left handed.
- ➔ Mix pairs up so that boys and girls have turns at being together and identifying that they have things in common as well as things that are different.

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The 'Pair share' activity was taken from Martinez A and Cooper V (2006), *Laying the Foundations: Sex and Relationships Education in Primary Schools*, National Children's Bureau.

Two ends

- ➔ Using an open space, place a large blue sheet of paper at one end of the room and a yellow piece of paper at the opposite end. Explain to the students you want to get to know them better and that there is no right answer to what you will ask them.
- ➔ Ask them to listen carefully and then say:
 - All those who like peas, please go to the blue end of the room and all those who like carrots please to go to the yellow end of the room. Those who aren't sure or prefer neither can remain in the middle.
- ➔ Allow time for the different groups to talk about why they chose to go where they did.
- ➔ Ask the students from each end why they prefer one to the other. When a reason has been given, say to the others:
 - Now that you have heard (Rachel's) reason, is there anyone who would like to change their mind?
- ➔ Reassure the students that it is all right to change your mind.
- ➔ When the students have settled on their groups, draw a quick sketch on the whiteboard or a poster to represent the groups.



- ➔ You can repeat the ‘Two ends’ activity and draw sketches to represent the groups for:
 - apples and strawberries
 - chicken and fish
 - painting and jigsaws
 - playing outside and playing inside.
- ➔ You may wish to use other criteria more relevant to your classroom or for information you would like to gain. Praise students who change their mind or make up their own minds (that is, being different to their friends/the other boys or girls).
- ➔ After three or four choice activities, use the sketches to support discussion about the similarities and differences you have noticed in the students’ choices and in the composition of the groups. In some ways, the students are different and in some ways, they are the same! This discussion provides opportunities for the teacher to gather evidence related to the success criteria.
- ➔ Use the sketches to develop statements. For example, ‘Twelve people like playing outside, ten people like playing inside and five people are unsure where they like to play’. It is important to make concrete statements such as ‘life is more interesting because we’re different’, to assist the students to value diversity.

The ‘Two ends’ activity was developed from the Northern Ireland Curriculum ‘Living, Learning, Personal Development and Mutual Understanding: Foundation stage, Unit 6: You and me’. These lesson plans are available for download at: <www.nicurriculum.org.uk/>. The website contains many teaching ideas and is worth a visit.

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Make your mark – put your fingerprint on Robot Buddy

- ➔ Comment on how there are many ways that we are the same but lots of ways that we are special and different from each other.
- ➔ Tell the students that there is no one else exactly like them in the world. The combination of body, feelings, thoughts and dreams make each of us unique.
- ➔ Ask them to put their fingerprint on their Robot Buddy to show it is unique.
 - There is one thing about us – even between identical twins – that is different from every other person in the world. Our fingerprint!

Additional activity

Favourites

- ➔ Collate statistics on the numbers of students who had favourite teddies versus favourite balls/books etc.
- ➔ Read a story (such as *Elmer* by David McKee) or work with the students to make up a scenario about a puppet that is different because of the way he or she looks (for example, because they have glasses, freckles or are small or tall).
- ➔ Talk about how the character feels when people are nasty to them because they're different.



Some ideas for READING

Elmer (1989) by David McKee

Elmer's unusual multicoloured hide is the wonder of all the other elephants. But then Elmer begins to worry that the others are laughing at him because he is different.

Leo the Late Bloomer (2002) by Robert Kraus, illustrated by Jose Aruego.

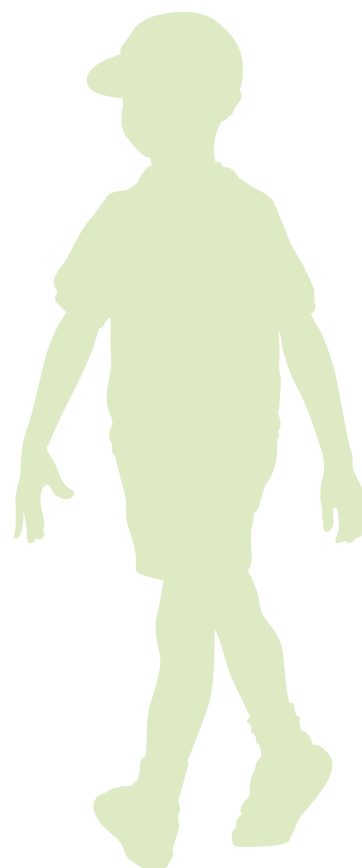
Leo the lion has not started reading, writing, drawing or talking and his father is worried. But his mother is sure that he will start when it's time.

The Sneetches and Other Stories (Classic Seuss, 1961) by Dr Seuss.

'This collection of four stories begins with the Sneetches, who fight a losing battle trying to outdo each other. There's also a fun story called *Too Many Daves*, about Mrs McCave who realises that some variety in the names of her sons (all 23 are called Dave) would have been useful.

This Is Our House (Paperback with animated DVD, 2005) by Michael Rosen, illustrated by Bob Graham.

George says the cardboard house is his alone and isn't for girls, twins or people with glasses. But then he comes back to find that there are people inside who don't think it is for people who have red hair, like George.



LEARNING
SEQUENCE

1

Ways we care for
one another

Theme: Belonging

Core concepts

This learning sequence is a first step in identifying students' support networks. Students learn more about who they are by identifying the people close to them. It also begins the work of identifying the elements of positive, respectful relationships.

AusVELS

Health and Physical Education – Health knowledge and promotion dimension

At Level 2, students can:

- › explore people's needs at various stages of development and recognise that some needs apply to all stages of life
- › describe what they like about themselves, how they are similar to others and how they are unique.

Interpersonal Development – Building social relationships dimension

In Level 2, students can:

- › behave appropriately in a range of social situations
- › identify the feelings and needs of other people
- › identify and accept that there are consequences for their actions
- › take appropriate steps to resolve simple conflicts.

Suggested success criteria

- I can name some people who love and care for me.
- I can name some helpful things I can do at home.

Preparation and materials

You will need:

- large yellow paper circle and paper petals
- collage materials
- RESOURCE: 'Letter for parents/carers – A thank you message' (available at the end of this learning sequence).

ACTIVITIES

Sunflower – ways we care for one another

- ➔ Prepare a large cutout yellow circle and separate paper petals. You can make one large one for the whole class or students can make individual ones.
- ➔ Ask the students:
 - Who are the people in our family and the people who love and care for us?

The students must identify real people that they have a close relationship with, and not, for example, TV characters.
- ➔ Record all the students' answers in the centre of the sunflower.
- ➔ Ask the students:
 - How do our special people show they love and care for us? (For example, 'Nana cooks me a nice dinner' or 'My little brother hugs me'.)
- ➔ Write the responses on separate petals and stick them around the yellow circle.
- ➔ Alternatively, you could use pictures and magazine cutouts that students can select and stick around the yellow circle.

I can help

- ➔ List the kinds of jobs students can do at home to help. For example, set the table, make the bed, tidy their bedroom and get the mail.
- ➔ Comments:
 - Sharing work at home is one way we can show we care.
 - Is there one job you could do at home to help? What would that be?



A thank you message home

- ➔ Ask the students to write a thank you message (maybe even with a promise to help with a particular job at home).
- ➔ The message can be written, or pasted onto the resource letter included at the end of this learning sequence.
- ➔ As an alternative, the students could make their own special cards with a thank you message.



Some ideas for READING

Annie to the Rescue (2007) by Deborah Niland.

This is a story of a little girl who is very proud of all the growing up she has done, but when she gets stuck up a tree, her mum is there to help her.

Jack's Little Party (2007) by Bob Graham.

This is a story about family life and a boy's birthday treat. It's Jack's birthday and his friend Sam is coming around after school for a party. It's just Sam, Jack and Jack's mum in a small flat. His party is not a huge occasion but Jack comes to realise he is a very lucky boy.

LEARNING
SEQUENCE

2

There's a name for that

Theme: My body

Core concepts

It is important students know that every part of our body has a name. The purpose of helping students to use the correct names for their bodies is to give them greater comfort in discussing their growth and development. It is appropriate for them to know and name the main external parts of the body and the agreed names for the external sexual parts, the penis, vulva, breast and buttocks (bottom).

This learning sequence also takes the opportunity to help the students identify feelings when talking about the body. It helps to establish school as a safe place to acquire information and ask questions.

AusVELS

Health and Physical Education – Health knowledge and promotion dimension

At Level 2, students can:

- › explore people's needs at various stages of development and recognise that some needs apply to all stages of life
- › describe what they like about themselves, how they are similar to others and how they are unique.

Interpersonal Development – Building social relationships dimension

In Level 2, students can:

- › behave appropriately in a range of social situations
- › identify the feelings and needs of other people.

Suggested success criteria

- I can name my feelings.
- I know that others can have similar feelings to me.
- I know that all the parts of my body have a name.

Preparation and materials

You will need:

- butcher's paper to trace body outlines (or you can use the sample body outlines provided as a resource at the end of this learning sequence and enlarge them to A3 size)
- ADDITIONAL ACTIVITY RESOURCE: Sample pictures of male and female sexual organs (available at the end of this learning sequence).

ACTIVITIES

Feelings – Talking about the body

- ➔ Tell the students you are going to talk about bodies today.
- ➔ You can sing a song about the body, for example, 'Head, Shoulders, Knees and Toes' or 'Hokey Pokey'.
- ➔ Comments:
 - When we constructed Robot Buddies, we talked about some body parts that we needed to build a robot.
 - What were some of the parts we included? For example, legs, tummy, head etc.
- ➔ Write the responses on the board and call this 'List 1'.
- ➔ Comments:
 - We didn't talk about some parts.
 - Can anyone name some parts that only girls have and some parts that only boys have? For example, vagina, penis, 'boobs' etc.
- ➔ Write the responses on the board and call this 'List 2'.
- ➔ Praise students who were brave enough to volunteer the names of sexual body parts, whether they were the proper, scientific or 'science-type' names, or informal, home names. If the students volunteer their home names for the sexual body part, provide them with the proper name too.

If you judge a child's choice of word to be inappropriate, you might like to reframe it. For example, 'Well done. The science-type word for 'dick' is penis.'

Remember students may not be trying to be rude. Rather it is likely to be the only word they know for the sexual body part. Discussion about the choice of language for the classroom will come in the next activity, so do not spend too long on that here. ➔➔

- ➔ Debrief the students using the following questions:
 - How did it feel to say and hear the names (List 1) of body parts that girls and boys have?
 - Comfortable?
 - Easy?

- ➔ How did it feel to say and hear the names (List 2) of boys and girls sexual body parts?
 - Embarrassed?
 - Comfortable?
 - Did you feel they were private?
 - Were you afraid someone would laugh?

- ➔ Comments:
 - Some of us might have felt a bit embarrassed to talk about these parts because they are private. Some of us might have felt fine.
 - We are not trying to be rude but we think it is important that you know what the proper names are for all of your body parts, so we can learn about the whole body and so you know how to ask questions.

Boys' bodies and girls' bodies

Building on the previous activity ('Feelings – Talking about the body'), the point of this activity is to reinforce the correct names for sexual body parts and to highlight that both girls and boys have many body parts the same.

- ➔ Draw two child-sized body outlines (or use the sample pictures provided at the end of this learning sequence):
 - one to represent a girl
 - one to represent a boy.

- ➔ Stick the outlines up on the whiteboard leaving enough space between them for writing down parts of the body that both boys and girls have in common.

- ➔ Ask the students to name all the parts of the body they can think of that both boys and girls have. >>

- ➔ As they call them out, label the body parts that both boys and girls have (for example, legs, arms, nipples). Write them on the whiteboard between the girl and boy outlines.
- ➔ Ask the students to name the body parts that only a boy has: penis, scrotum and testicles. As they call them out write these on the whiteboard beside the boy.
- ➔ Now ask the students to identify some girl body parts: vulva, uterus and vagina. As they call them out write these on the whiteboard beside the girl.
- ➔ Reinforce that boys and girls have most parts the same and some that are different.

Students may name the uterus and ovaries. While we are not reaching for that level of knowledge at this stage, it is fine to explain what they are if students are interested.

Additional activities

What's inside?

As an extension to the above activity, you may wish to display the sample pictures of male and female sexual organs provided at the end of this learning sequence.

- ➔ Include internal sexual organs in the body outlines:
 - females – vagina, uterus (womb), ovaries, labia (inner lips)
 - males – testicles.
- ➔ Ask the students to name the internal parts.

Home names

- ➔ Collect students' home names for their sexual body parts.
- ➔ Ask them to match them up with the proper names to check their level of understanding.



Some ideas for READING

Amazing You: Getting Smart about Your Private Parts (2005) by Gail Saltz.

This book introduces kids to basic reproductive physiology. Saltz offers simple, accessible definitions of terms, accompanied by pictures of unclothed kids and labelled diagrams of internal organs. Subsequent drawings show three stages of body development from baby to young adult.

It's So Amazing! A Book about Eggs, Sperm, Birth, Babies and Families (2004) by Robie H. Harris, illustrated by Michael Emberley.

This book includes fun descriptions of the journey of the adventurous egg travelling along the fallopian tube and meeting a sperm. It is also inclusive of adult relationships between people of the same sex. Anything by Robie H. Harris and Michael Emberley is a good source of child-friendly explanations of growing up, sex and reproduction.

Teacher advice

What do I say if ...?

Children giggle. There is no need to reprimand students for giggling. This is actually an expected response and demonstrates the child understands there is something different and private about these parts.

It's to be expected that students will have family names and slang names for their sexual body parts. Some teachers are comfortable enough to encourage students to brainstorm family and schoolyard names for genitals so that the teacher can be sure the students understand which parts of the body are being discussed.