

Lesson two: My body



Lesson aim:

Pupils can recognise how they grow and will change as they become older.



Learning outcomes:

- I know how a baby grows
- I know how I have grown and changed
- I know how I might change as I grow older



Resources required:

- Resource sheet: Foetal development cards
- Large sheet of paper
- Ruler and tape measure
- Food items as listed in Activity one (optional)

Key words: vagina

Teacher notes:

In advance of this lesson, ask pupils to bring in a photograph of themselves when they were a baby. If they have items of baby clothing, these could also be brought in to show how much they have grown.

If pupils have not got these items due to being looked after children etc., ask them to draw a picture of what they think they might have been like. Discuss known features such as eye colour and skin colour with them.

Be mindful of pupils who may be aware that there has been a miscarriage, or stillborn baby within their family. They may find Activity one emotionally challenging, whilst some pupils may find that the understanding this activity teaches useful in dealing with their thoughts about the loss. Additionally, be inclusive of SEND pupils who may not be able reach the same progress markers as their peers by discussing how they have changed for each stage.

If pupils ask how a baby is made, an age-appropriate suggested answer is provided in Activity one or you can say this is something that they will learn about in KS2.

Remind pupils of the working agreement.

Begin the lesson by...

Explaining that in this lesson we will be learning about how we change as we grow older. From the moment we are made we are growing all the time, both physically, mentally and emotionally so that we can prepare for each next stage of our life. Our bodies physically change a lot as we grow from a baby, through childhood into being a teenager and then an adult. Girls stop growing in height around the age of fifteen, and boys stop growing in height around the age of sixteen. Remind pupils of the working agreement.



Activity one: I started as an egg...

Tell pupils to take a sharpened pencil and make a dot on their page. Explain that everybody starts off as an egg that is not like the eggs that we eat, it is the size of a tiny dot! A baby can be made in different ways, most often it is when a man and a woman have a special adult cuddle, where something amazing happens that makes one of the tiny eggs inside the mummy's body grow. The egg keeps on growing for nine months and then the baby is born. As the baby grows bigger, the mummy's tummy looks bigger too. A baby can be born in different ways, most often it comes out of the mummy's vagina, which changes shape to allow for this to happen.

Divide the class into groups of approximately nine pupils. Give each group a set of 'foetal development cards', giving each pupil one card from their set. Tell the groups to place their cards in the correct order, spaced apart onto a large sheet of paper. Once you have checked the order and spacing, they can stick these down with glue or Sellotape.

Give each group a ruler and tape measure. Tell pupils that you are going to explain the size of the baby for each month it is inside the mummy's tummy. They need to draw a pencil line of the same length next to the corresponding picture on their paper. If you have the food items available, it would be beneficial to also show these to the pupils, passing them around so pupils can understand the size, proportion and weight, and if time allows they could each draw the relevant food item next to their foetal development card.

- one month = 2mm (the size of a poppy seed)
- two months = 1.6cm (the size of a grape)
- three months = 5.4cm (the size of a lime)
- four months = 11.6cm (the size of an avocado)
- five months = 16.5cm (the size of a small banana)
- six months = 30 cm (the size of a corn on the cob)
- seven months = 36.6 cm (the size of an aubergine)
- eight months = 47.4 cm (the size of a pineapple)
- nine months = 50 cm (the size of a giant watermelon)



Activity two: Guess who

Using a tape measure, ask pupils to work in their groups to measure each other. Help them to compare how much they have grown from the average 50cm that a baby measures when it is born to what they are now.

If pupils have brought in photographs/drawn pictures of themselves as babies and brought in any items of clothing, display these. Ask pupils to try and identify which photograph/item of clothing belongs to which pupils in the class.



Activity three: Growing up

Discuss as a class the things that a baby can do when it has been born.

Suggested answers might include: *cry, hold a finger, smile, swallow.*

Discuss as a class the things that they have learned to do since being born.

Suggested answers might include: *walking, talking, catching a ball, learning to write, feed themselves, learning to read etc.*

Tell pupils to stand in height order, one behind the other, and look in front and/or behind themselves to see how very different we all are, including the rates at which we grow. Reassure pupils that no matter where they are stood within the line, they are a healthy and natural size for themselves.

Tell pupils to return to their sheets from Activity two and each draw around the outside of the paper something that a child can do at:

Newborn	10 years	40 years
two years	15 years	75 years
five years	20 years	100 years

Discuss with the class any assumptions or stereotypes that they have attached to the ages. Reassure pupils that everyone changes, develops and ages differently.



Extension:

Tell each pupil to write a letter to their older self. The letter needs to detail what they think they will look like and be like as a person when they are older. You could collect these and bury them in a capsule that can be dug up in years to come as a school reunion!

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to share some things that excite them about growing older. Reassure pupils that we all grow and develop differently because we are all different. Remind pupils that if they feel worried or confused about how their body is changing and developing they should speak to an adult they trust about this. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly ordered foetal development cards, marking the size of the foetus at each stage.

Activity two: Pupils recognised and explained how they had grown and changed since they were born.

Activity three: Pupils discussed and illustrated potential physical and mental developmental throughout a lifetime.

Evidence of assessment: Foetal development charts, letters (if extension activity completed).



one month



two months



three months



four months



five months



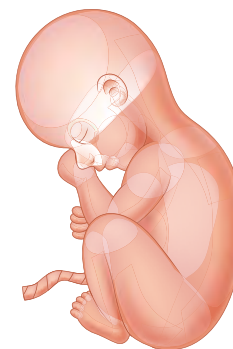
six months



seven months



eight months



nine months