
D: Exemplar Lessons: Living and Growing Programmes

Living and Growing: Unit 1, Programme 1

All Worksheets are found in Living and Growing Activity Sheets produced by Channel 4 Learning Limited.

Lesson 1 Differences Primary 1

This unit will slot in with the topic MYSELF

The video needs to be edited at 6.36 – 8.16.

This section will not be viewed in Primary 1

(This is about naming female sex parts)

Aims

- To introduce children to life cycles
- To explore differences between male and female
- To enable children to reflect on differences between male and female other than physical differences.

Before Viewing

As a class, discuss the difference between things that are living, things that were once alive but are now dead, and things that have never been alive. On a large sheet of paper or the board write down the children's suggestions, asking which category each should be recorded under.

Ask the children which heading they would place themselves under. Ask what all living things have to do in order for their species to continue.

Tell the children that the programme differences introduces them to the idea of having babies and the differences between male and female, boys and girls, that enable this to happen.

Key Vocabulary

Baby, boy, difference, female, girl, kitten, male, man, penis, sex parts, vagina, women (NB clitoris has been removed from Primary 1 vocabulary and worksheets).

Programme Outline

Before viewing the video, children should:

- Complete the Worksheet **Birth Fact File**.

Run Video 0.00-5.06

We meet Jamahl and Vicky who tell us that Jamahl's cat Mogsy has gone missing. We see them looking everywhere. Jamahl's stepdad suggest looking in the garden shed, but Mogsy is not there either. They continue their search in the house, even asking the rabbit, the budgie and the goldfish where Mogsy might be.

Jamahl and Vicky find Mogsy under the stairs and discover that Mogsy is not a male cat as they thought but a female cat with five kittens. We are asked how we can tell male from female.

Jamahl and Vicky tell us all about the physical things they have in common. We see and hear children of a different age group talking about the similarities and differences between boys and girls.

- Complete the Worksheet **Living and Non Living**.

The programme then presents images of babies, both boys and girls, showing us what the sex

parts look like and emphasising that the sex parts of each are necessary to make babies. These are the parts which show us whether we are boys or girls.

Jamahl and Vicky change into cartoon characters and the narrator describes the sex parts which distinguish boys from girls and their purpose. Boys' and girls' external and internal genitalia are shown and the viewer is introduced to the correct vocabulary.

- Complete Worksheet **Naming Body Parts**.

NB Clitoris has been removed from worksheet.

Jamahl and Vicky are at the ice rink with their friends. They talk about the differences between boys and girls and we are asked to spot them. The programme then explores what other differences there are and looks at likes and dislikes. This theme is picked up by the song 'It's Me!'. We see and hear children describing their best and worst days and we are asked what our best and worst days are.

The programme finishes Jamahl asking Vicky if she would like a kitten. Would she prefer a boy cat or a girl cat? Vicky says she doesn't mind and is glad that being different doesn't stop her and Jamahl being friends.

After the Programme

1 Babies of all kinds

a Discuss the story of Jamahl and Vicky looking for Mogsy the cat..

- What pets do the children have?
- Have they had pets which have gone missing?
- Have their pets ever had babies?

b Talk about the names that are given to the offspring of different animals, birds and amphibians; for example, cat/kitten. Make a list of the examples the children given and make a collection of pictures for the classroom.

c Talk about how the mothers of different creatures feed their young and how human babies are fed. Draw and paint pictures of Mogsy feeding her five kittens.

d Introduce the children to the notion of life cycles, that all living things reproduce to continue the cycle of life. Talk about how their grandparents are the mother and father of their parents and how one day, when the children are older, they too may have children, and eventually their own children might have children. Ask them to bring in photographs of their parents, their grandparents and themselves and make a display showing the generations, their own cycle of life.

- Complete the Worksheet **Life Cycles**.

2 Girls and boys come out to play

a Brainstorm and discuss all of the things boys and girls have in common and can do irrespective of their gender. Use examples from the programme to help.

List these on a large sheet of paper or the board. Can they identify things that only girls or only boys can do? Remind them that only girls can grow into women and have babies.

b Ask the children to explain the physical differences between boys and girls, males and females. Suggest that the girls explain what makes boys different, and the boys explain what makes girls different. Write down key words under the headings male and female.

Explain that animals are either male or female and that the sex parts of both are necessary for making babies.

c Divide the class into mixed or single sex groups and ask them to draw around outlines of a boy and a girl on a large sheet of paper. They should then draw on and label all the main parts of the body, including the sex parts. Display these, correct any misinformation, and

emphasise the similarities and differences.

3 That's me

- a Remind the children that besides physical characteristics there are other similarities and differences between males and females which relate to our likes and dislikes, and how we feel about things.

Make a list and illustrate all the things that the children say they like and dislike. This could be done as a Circle activity. Are there some things that we all like, such as smiles, and are there some things which we all dislike, such as brussel sprouts or going to bed early?

- Complete the Worksheet **Class Survey**.
- b In the programme children talk about their best and worst days. As a Circle activity complete the prompts:

My best day is ...

My worst day is ...

Ask the children to write their best day on a previously prepared sunshine shape, and their worst day on a cloud shape. Display these in the classroom, stuck randomly onto a large piece of blue paper to represent the sky. As a whole class, discuss how they could make their worst days better and change the clouds into sunshine.

Living and Growing: Unit 1, Programme 1

Lesson 2 Differences Primary 2

This unit will slot in with the topic MYSELF

The video needs to be edited at 6.36 – 8.16.

This section will not be viewed in Primary 1

(This is about naming female sex parts)

Aims

- To introduce children to life cycles
- To explore differences between male and female
- To enable children to reflect on differences between male and female other than physical differences.

Before Viewing

As a class, discuss the difference between things that are living, things that were once alive but are now dead, and things that have never been alive. On a large sheet of paper or the board write down the children's suggestions, asking which category each should be recorded under.

Ask the children which heading they would place themselves under. Ask what all living things have to do in order for their species to continue.

Tell the children that the programme differences introduces them to the idea of having babies and the differences between male and female, boys and girls, that enable this to happen.

Key Vocabulary

Baby, boy, difference, female, girl, kitten, male, man, penis, sex parts, vagina, women.

Programme Outline

Before viewing the video, children should:

- Complete the Worksheet **Birth Fact File**.

Run Video 0.00-14.55

We meet Jamahl and Vicky who tell us that Jamahl's cat Mogsy has gone missing. We see them looking everywhere. Jamahl's stepdad suggest looking in the garden shed, but Mogsy is not there either. They continue their search in the house, even asking the rabbit, the budgie and the goldfish where Mogsy might be.

Jamahl and Vicky find Mogsy under the stairs and discover that Mogsy is not a male cat as they thought but a female cat with five kittens. We are asked how we can tell make from female.

Jamahl and Vicky tell us all about the physical things they have in common. We see and hear children of a different age group talking about the similarities and differences between boys and girls.

- Complete Worksheet **Living And Non Living**.

The programme then presents images of babies, both boys and girls, showing us what the sex parts look like and emphasising that the sex parts of each are necessary to make babies. These are the parts which show us whether we are boys or girls.

Jamahl and Vicky change into cartoon characters and the narrator describes the sex parts which distinguish boys from girls and their purpose. Boys' and girls' external and internal genitalia are

shown and the viewer is introduced to the correct vocabulary.

- Complete Worksheet **Naming Body Parts.**

Jamahl and Vicky are at the ice rink with their friends. They talk about the differences between boys and girls and we are asked to spot them. The programme then explores what other differences there are and looks at likes and dislikes. This theme is picked up by the song 'It's Me!'. We see and hear children describing their best and worst days and we are asked what our best and worst days are.

The programme finishes Jamahl asking Vicky if she would like a kitten. Would she prefer a boy cat or a girl cat? Vicky says she doesn't mind and is glad that being different doesn't stop her and Jamahl being friends.

After the Programme

1 Babies of all kinds

a Discuss the story of Jamahl and Vicky looking for Mogsy the cat.

- What pets do the children have?
- Have they had pets which have gone missing?
- Have their pets ever had babies?

b Talk about the names that are given to the offspring of different animals, birds and amphibians; for example, cat/kitten. Make a list of the examples the children give and make a collection of pictures for the classroom.

c Talk about how the mothers of different creatures feed their young and how human babies are fed. Draw and paint pictures of Mogsy feeding her five kittens.

d Introduce the children to the notion of life cycles, that all living things reproduce to continue the cycle of life. Talk about how their grandparents are the mother and father of their parents and how one day, when the children are older, they too may have children, and eventually their own children might have children. Ask them to bring in photographs of their parents, their grandparents and themselves and make a display showing the generations, their own cycle of life.

- Complete the Worksheet **Life Cycles.**

2 Girls and boys come out to play

a Brainstorm and discuss all of the things boys and girls have in common and can do irrespective of their gender. Use examples from the programme to help.

List these on a large sheet of paper or the board. Can they identify things that only girls or only boys can do? Remind them that only girls can grow into women and have babies.

b Ask the children to explain the physical differences between boys and girls, males and females. Suggest that the girls explain what makes boys different, and the boys explain what makes girls different. Write down key words under the headings male and female.

Explain that animals are either male or female and that the sex parts of both are necessary for making babies.

c Divide the class into mixed or single sex groups and ask them to draw around outlines of a boy and a girl on a large sheet of paper. They should then draw on and label all the main parts of the body, including the sex parts. Display these, correct any misinformation, and emphasise the similarities and differences.

3 That's me

- a Remind the children that besides physical characteristics there are other similarities and differences between males and females which relate to our likes and dislikes, and how we feel about things.

Make a list and illustrate all the things that the children say they like and dislike. This could be done as a Circle activity. Are there some things that we all like, such as smiles, and are there some things which we all dislike, such as brussel sprouts or going to bed early?

- Complete the Worksheet **Class Survey**.

- b In the programme children talk about their best and worst days. As a Circle activity complete the prompts:

My best day is ...

My worst day is ...

Ask the children to write their best day on a previously prepared sunshine shape, and their worst day on a cloud shape. Display these in the classroom, stuck randomly onto a large piece of blue paper to represent the sky. As a whole class, discuss how they could make their worst days better and change the clouds into sunshine.

Living and Growing: Unit 1, Programme 2

Lesson 3 How Did I Get Here? Primary 3/4

This unit will slot in with the topic Myself.

This lesson/programme can be run as 1 lesson, if appropriate, depending on pupil ability, or it can be split into 2 shorter lessons.

Aims

- To explain that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby.
- To enable children to reflect on their development from babies.
- To inform children about contraception and the growth of a baby in the womb.

Before Viewing

Ask the children where they think they came from and talk about the stories they may have been told by their parents or other adults. Do they believe these stories?

Review the differences between males and females and why these are important in understanding where babies really come from. Write down some of the key words they can remember from programme 1. Put "Differences" on a large sheet of paper or the board and note suggestions.

Tell the children that the programme How Did I Get Here? will show them how a baby develops from an egg and a sperm inside the mother's tummy or womb.

Key Vocabulary

breast, fertilisation, foetus, hospital, ovaries, penis, pregnant, testicles, vagina, womb.

Programme Outline

Before viewing the video children should:

- Complete the Worksheet **What Can We Do?**

Run video from 15.00 to 19.22

Jamahl and Vicky are playing with puppets which they have bought on a shopping trip with Jamahl's Aunt Laura and Uncle Phil. Jamahl thinks Aunt Laura has got fat but she explains that she is pregnant. As the two children play hide and seek in the garden, we hear that the puppets came from a shop and we are asked – Where did they come from?

We hear some of the strange stories told to children about where they came from – such as the stork brought you, or, - you hatched from a giant egg, or, - you were found under a gooseberry bush.

Stop video 19.22

- Complete the worksheet **What Do Things Come From?**

Restart video 19.23

Through a cartoon sequence we are told that when a man and a woman love each other they may choose to have a baby. The physical features and sex parts of the male and female are reviewed and we are told that the sex parts of both are needed to make a baby. Fertilisation is shown and described. The sequence finishes with the children being told that they are a mixture of their mums and dads, and we hear children talking about family likeness.

Stop video at 21.18

Laura and Phil are seen at the hospital at a routine antenatal check-up. Laura has a scan and we see the baby in her tummy. In a cartoon sequence we see and hear how the baby has grown from the fertilised egg into the foetus at five months. On the scan we see the baby kicking and how it received nourishment.

Stop video at 21.18. Then rewind video to 19.23

Play video again stopping and starting as appropriate to:

- Complete Worksheet **Parts of the Body**.

The programme finishes with Jamahl and Vicky visiting Aunt Laura and Uncle Phil in hospital with their new baby, Nicole. Jamahl and Vicky remind us that the baby came from an egg and a sperm and wasn't – delivered by the stork, or – found under a gooseberry bush.

Restart video at 19.23 and stop this time at 23.35

- Complete Worksheet **Who Are We Like?**

This would be an appropriate place to end Lesson 1 if necessary.

Lesson 2

Play video 22.42 – 28.40

- Complete Worksheet **In The Womb**

Show Pupils "Ultrasound scan of a baby in the womb".

After the Programme

1 Fact File

- Ask the children to bring in a photograph of themselves as a baby and to find out from their parents or carers their weight and length at birth and the time of their birth, and whether they were born at home or in hospital.

Use the information to put together a personal fact file for each child.

Weigh and measure each child to bring their fact file up to date and talk about the differences between them as a baby and now. Talk about things they like and enjoy doing and add these to their fact file.

- Remind the children that as they grow, they will experience the changes that were described in the programme. Talk about the things they would like to do or be when they grow up. They can write a sentence or story to illustrate these and add these to their fact file.

2 Puppet Talk

- Review the names of parts of the body including the sex parts. Remind the children that although we sometimes use family names such as willy or fanny for the male and female sex parts, we should use the correct vocabulary in the lesson.
- Ask the class if they know of any pregnant women amongst their own circle of family and friends. How do they know that the women are pregnant?
- Explain that rather like plants and trees growing from seeds, babies result from a little part of the dad, the sperm, and a little part of the mum, the egg. Discuss how the fertilised egg grows inside a mummy's tummy in a special place called the womb. Remind them that this period of time is called a pregnancy. Ask them if they can remember how long a pregnancy lasts?
- Make glove puppets using old socks or paper bags to represent Jamahl and Vicky. Working in

pairs or small groups invite the children to retell the story of Aunt Laura's pregnancy in their own words. choose some of the children to retell the story to the whole class.

1 Strange Stories

- a Review and discuss with the children where they came from and why having a male and female is important for reproduction for all living creatures.
- b Discuss the strange stories about where babies come from that they know of or heard about in the programme.

Divide the class into groups and ask each group to paint a picture showing one of the strange, untrue stories about where babies come from. Ask one group to paint pictures which show where babies really come from.

Display the pictures around the classroom, leading the spectator through the myths to the truth using an appropriate explanation with each picture.

Living and Growing: Unit 1, Programme 3

Lesson 4 Growing Up Primary 3/4

This unit will slot in with the topic Myself.

Aims

- To show that we grow and change, as do all living things.
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves.
- To look at identity and self-esteem, and reinforce the belief that we are all special.

Before Viewing

a As a class talk about the significance of birthdays and how we celebrate them. What did the children do on their last birthday? Write down the things they did on a large sheet of paper or the board, classifying them under the headings: -

- Parties
- Activity Events (such as swimming)
- Special Trips Out (such as the cinema)

How many children did activities under each category?

b Talk to the children about how they have changed since their last birthday. Are they taller? Are there things they can do now that they couldn't do before?

c Tell the children that the programme Growing Up will look at some of the ways we grow and change after we are born.

Key Vocabulary

baby, birthday, cake, celebrate, change, child, grandparent, growing, grown up, living, parent, party, presents, special, suckling, teenager, toddler.

View the video from 29.25 to the end.

Programme Outline

It is Jamahl's birthday and Vicky arrives with a present for him. We are told that birthdays are special because they celebrate the day on which we were born. We see different animals being born. We are reminded that all living things change as they grow.

Vicky has brought Jamahl a baseball glove but Uncle Leroy hasn't seen Jamahl since he was tiny and has brought him a baby toy.

For a birthday treat Jamahl is taken on a trip to a farm centre where we see how a number of animals grow and change. We see children feeding goats with a bottle of milk. The narrator reminds us that we all came from our mum's tummy. We see a range of animals suckling from their mother. The sequence ends with a new baby being looked after.

Accompanied by the song It's Me, we hear children talking about how they have changed since they were babies. The narrator tells us that as we get older we can help care for one another, just as Jamahl and his friends help Terry come down the steep slide and look after Tansy when she falls over.

The action switches to Jamahl's birthday party, with all of his friends and family. The finale to the party is a birthday cake in the shape of Mogsy the cat.

The programme finishes with Jamahl and Vicky throwing a baseball at each other. Jamahl is wearing a baseball top several sizes too big but he tells us his Mum says he will soon grow into

it. Aunt Laura reminds them both, and us, that although we all grow up we are still the same person.

After the Programme

1 Presents

- a Talk about the different presents Jamahl received for his birthday. Why was Uncle Leroy's present inappropriate?
- b Discuss with the children what presents they received for their last birthday. Which presents did they like the best, and why? Make a list of the presents they received. Discuss with the children whether there are any overall preferences.
- c Working individually or in groups, use pictures from magazines and catalogues to create collages of presents suitable for babies, toddlers and children in the nursery class.

Display these with appropriate labels and talk about what they would like as a special present for their next birthday.

2 Changing you and changing me

- a Continuing the theme of changes, review the things that children in the programme said they could do now but couldn't do when they were little. Can the children think of similar things from their own lives? Record these on a large sheet of paper or the board.
- b Talk about things that the children cannot do now but would like to do, or be able to do, when they are older. Give each child a large circle, triangle, square or rectangle of different coloured paper or card. On one side ask them to write their name and draw a picture of something they can do; and on the reverse draw a picture of something they would like to be able to do when they are older.

Hang the cards from a line stretched across the classroom as a celebration of their achievements to date.

3 Invitations

- a Ask the children who they invite to their birthday celebrations. Distinguish between friends and family, and talk about what makes a good friend.

Write down key phrases they suggest, such as 'is kind', 'plays with me', 'shares things', 'is funny'; and then as a circle activity complete the prompt:

My best friend is ... because ...

- b Talk about the food Jamahl had at his party. What sort of birthday cake did he have? What sort of birthday cake have the children had?
- c Give each child a paper plate or paper circle of about 20cm diameter. Ask them to draw and colour a design for a birthday cake, suitable for a boy or girl of their own age. Discuss what they might write on the cake.

Display the 'cakes' in the classroom to remind everyone of Jamahl's birthday.

- Complete the Worksheets **What Can I Do? Family Tree**.

Living and Growing: Unit 2, Programme 4

Lesson 5 Changes Primary 5

(It would be helpful to have input from the School Nurse for these programmes.)

Aims

- To introduce children to the physical and emotional changes that occur during puberty.
- To consider some of the changes, over which we have no control and the choices we can make concerning those over which we do have control.

Before Viewing

- a As a class, talk about how the children have changed since they were small. As well as the more obvious changes, like being taller being able to walk, talk about the activities they enjoyed when they were small and what they enjoy now. Record their suggestions on a large sheet of paper or the board.
- b Ask them what changes they expect to take place as they grow older. Include physical changes but also talk about other things. Talk about which changes they feel they have some choice and control over and which they have no control over.
- c Tell the children that the programme Changes is about the physical changes that occur as they grow from children to adults. Ask them if they know the word we use to describe the time in our lives when this occurs.

Key Vocabulary

clitoris, egg, ovaries, penis, period, puberty, menstruation, scrotum, sexual relationships, sperm, testicles, vagina.

Programme Outline

Run Video from 00.00-14.14

Leon has just moved house and is not very happy about having such a big change in his life. He liked things as they were. As he unpacks, his friend Kadie, her teenage brother and his friends arrive to take him swimming.

The narrator tells us that we all change as we grow, but not always at the same time or at the same rate. We see and hear children reflecting on how they have changed as they have grown older and about how their relationships have also changed.

We see Leon, Kadie and the others at the swimming pool. The narrator introduces us to the idea that as we grow older our bodies change in ways we cannot control but that these changes are natural.

Video 8.10 – 10.08

Animation is used to describe the differences between males and females, showing the sex parts externally and internally. We are introduced to the word puberty and told that the changes which occur during puberty are so that when we grow up, if we choose to, we can make babies. The narrator reminds us that having a baby is something that grown-ups may decide to do within a loving relationship.

The programme then explores the idea that the things we like doing tell us a lot about ourselves, accompanied by the song It's Me. We see and hear children talking about their hobbies, skills, collections, talents and attributes, and see children participating in the describing activities they enjoy doing.

One child shows us a fact file she has made about herself. Another child tells us that everyone is different and should like themselves.

Back at Leon's house Kadie helps him unpack. The programme finishes with Leon and Kadie finding Ken and Barbie dolls which used to belong to Leon's teenage sister. This reminds them that she also used to be a child and that one day they too will be teenagers.

Video stops at 14.14

- Complete the Worksheets

How do we change?

Sort the changes

Inside our bodies

Big words, little words

Periods – what do you know?

After the programme

1 Visited by Aliens

Ask the children to imagine that they have been visited by a group of aliens from the far reaches of outer space. Tell them that the spacecraft Voyager carried with it images of planet Earth including outlines of a male and female human. The aliens, having intercepted Voyager, now want to know what males and females are.

Working in pairs ask the children to prepare a fact file using the correct vocabulary to explain the differences between males and females, and why these differences are important. Illustrate the fact file with a picture of a man and a woman with the sex parts labelled.

When they have finished, get the children to exchange fact files and try to think of questions they would ask if they were an alien.

As a class, collect their questions. Can the children answer the questions correctly? Use this activity to check their understanding and make any corrections.

Display the fact files around the classroom.

2 I'm In Charge

Remind the children that the changes which occur during puberty happen naturally, and we have no control over them.

Ask the children to think of changes they do have some choice and control over. Ask them to think of one thing that they have taken responsibility for as they have grown older; for example, choosing their own clothes, making decisions about what to eat and who to be friends with.

As a circle activity, ask each child to give an example using the prompt:

When I was little I couldn't ... but now I can...

Review the suggestions they make and record them on a large sheet of paper or the board. Ask the children to write a poem featuring the examples given and entitled I'm In Charge.

3 Makes Me Feel Good

In the programme children talked about the activities they enjoyed doing, and one child said that we should all like ourselves.

Give each child a blank self-adhesive label. Ask them to write their name on it and to draw a

symbol of something they enjoy doing – something that makes them feel good.

Tell the children to wear their labels and each find a partner. Ask them to find out from their partner what the symbol on the label represents and why it makes them feel good.

Change partners two or three times and then ask them to sit in a circle, next to their last partner. Go round the circle with each child introducing their partner using the prompt,

That is... and ... makes them feel good.

As a class talk about what we can all do to make each other feel good, especially when someone is not feeling very happy, like Leon at the start of the programme.

4 Young and Old

Ask the children to use an encyclopedia or reference books to find out at what age different animals are able to reproduce. Suggest that they look at a wide range of creatures; for example, butterflies, frogs, birds, mice, rabbits and elephants.

Use the information gathered to build up a database on the computer. Get the children to draw a graph to show the different ages at which different animals can reproduce. They should also include humans.

As a class talk about why some animals grow to adulthood and reproduce very quickly whilst others, including humans, have only a few offspring and take many years to grow into reproducing adults.

Tell the children to write a sentence of their own explaining their graph.

Living and Growing: Unit 2, Programme 5

Lesson 6 How Babies Are Made

Primary 5

(It would be helpful to have input from the School Nurse for these programmes.)

Aims

- To explain how babies are made.
- To explore the ideas of relationships, including friendships, parent-child and family relationships and adult sexual relationships.

Before Viewing

- Ask the children what they think a cycle is, and then extend the discussion to consider the meaning of life cycle.
- Ask the children what life cycles they are familiar with, such as those of the butterfly or frog. Discuss the purpose of life cycles and the idea that if a species were unable to reproduce it would not survive.
- Ask them about the human life cycle and where in the cycle they are at the moment. Tell them that one day they may have children of their own to continue the human life cycle and that the programme How Babies are Made examines how this happens.

Key Vocabulary

caring, conception, egg, fertilisation, friend, honesty, love, making love, sexual relationship, sperm, trust, womb.

Programme Outline Start video at 14.55

Leon's family have just moved into a new house and are preparing a house-warming party. Leon's cousin, Lucy, arrives at the party with her boyfriend Jason, with a succession of other guests. As the guests arrive we are told that lots of the people coming to the party are special to one another and that there are many different types of relationships.

We are asked what it means to be special to someone, and what makes a good friend. We see and hear children giving us their answers. The programme then focuses on the adults at the party and we see couples in a range of different relationships, married, unmarried and same-sex.

*** At 19.12 Teachers should be aware of a very subtle reference to a gay relationship.

(Charlie is used as a girl's name)

Leon and Kadie act as roving reporters, asking different couples at the party why they like each other. The answers they give apply to many relationships between all types of people, young and old. This leads towards the idea of a sexual relationships.

19.34

Animation is used to describe sexual relationships and making love. We hear about the pleasant feelings making love generates and that ultimately making love is the process by which the sperm fertilises the egg to make a baby.

Stop video at 20.35.

- Complete Worksheets **Bring Me Sunshine** and **How Does A Baby Start?**

25.00

In humorous cameo footage we see a group of boys racing down an athletics track, all trying to be the first to leap onto a large ball, illustrating the point that it is a single sperm that will fertilise the egg.

- Complete Worksheet **The Fertilisation Game.**

24.20-24.50

Through library film we see the actual moment of fertilisation, and the egg cell dividing to form an embryo.

*** TOUCHING: Query the opportunity to speak about SAFE/TOUCH/BAD TOUCH. This is something the School Nurse should be involved with.

The narrator reminds us that sex is a special form of touching which makes people feel good. Other ways of touching, such as being cuddled by gran are described by the children.

After The Programme

1 Someone Special

- Ask the children to think about who their friends are and whether they had a best friend. As in the programme, ask them to consider the characteristics of a good friend.
- Use a fun activity to divide the class into small groups. Give each group a large sheet of paper and a pen. Ask them to draw an outline of a person on the paper and then list the attributes of a good friend around the drawing.

As a class, invite each group to offer one attribute at a time, and record their suggestions on a large sheet of paper or the board. When they have made all of their suggestions ask them which three attributes they consider to be the most important.

- As a circle activity complete the prompt.

My best friend ...

because ...

2 Story Board

- Review the children's understanding of the process by which an egg is fertilised by a sperm and then develops into an embryo.
- Give each child a sheet of plain A4 paper divided into eight equally sized boxes. Ask them to draw a picture and write a sentence in each box to show and explain what happens before and after the egg is fertilised. Write some of the key vocabulary on a large sheet of paper or the board to help them.

When the children have finished ask them to each tell their story to a partner. Mount the finished storyboards and display them in the classroom.

Living and Growing: Unit 2, Programme 6

Lesson 7 How Babies are Born

Primary 5

(It would be helpful to have input from the School Nurse for these programmes. Leaflets from the Health Centre and supermarkets are needed.)

Aims

- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family.

Before Viewing

Ask the children if they know of any members of their own family or friends who are expecting a baby. Do they know the word that we use to describe a woman who is expecting a baby.

Talk about how the children think a baby growing inside its mother's tummy gets its nourishment, and ask them what they already know about how babies are born.

Tell them that the programme How Babies Are Born will explain how a baby develops from fertilisation right up to its birth.

Key Vocabulary

fertilisation, foetus, labour, oxygen, pregnancy, pregnant, ultrasound, umbilical cord, womb

Programme Outline

Start the video at 28.40

The programme begins with Kadie, Aunty Jo and her partner Richard collecting Leon to go kite flying in the park. Aunty Jo is pregnant.

In the park we see Leon with a jumper up his shirt pretending to be pregnant.

32.00 video animation about sex parts and conception

The narrator reminds us of the differences between boys' and girls' sex parts and explains that by making love, or having sexual intercourse, the sperm can join with the egg to make a baby. The process is called fertilisation.

- Complete Worksheet **Nine Months (from Unit 1)**

Jo and Richard visit the hospital for an ultrasound scan. We see their baby in the womb. Through animated drawings we see how much the baby has grown. Leon and Kadie wonder what it is like in the womb.

We see images of the baby in the womb and the narrator tells us what the baby might hear. The importance of the umbilical cord is explained.

Leon and Kadie ask how babies come out when they are ready to be born.

Video 36.56 – 40.17 Birth of Baby

Through animation we see the baby in the womb being pushed through the cervix by muscle contractions. The animation then switches to film of a live birth and finally mum and dad holding their new baby.

We see babies having their nappies changed, and the narrator tells us that babies have lots of needs and are very hard work. The narrator explains that mums and dads can get very tired when they have a baby to look after.

- Complete Worksheet **Who Does What**.

The programme finishes with Leon and Kadie visiting Aunty Jo and Richard to see their new baby, Sophie. We hear them discussing who baby Sophie looks like and what the children will be able to do together as she grows up. The narrator tells us that we are all very important and special.

After the Programme

1 Fair Shares

Talk about all of the jobs that mums and dads do around the house.

Ask the children who does what at home, compiling a list of his and hers on a large sheet of paper or on the board.

Discuss whether these roles are really exclusive to men or women, and from the list identify jobs which could be completed by either sex, for example, washing up, ironing, cutting the grass or washing the car.

Talk about why sharing these jobs is important during pregnancy and after the baby is born. Discuss the ways in which Jo and Richard might help each other.

Invite the children to write a letter to Richard explaining why it is important that he helps Jo and suggesting things that he could do to make her life easier during and after pregnancy.

2 Living and Growing

- a Ask the children how the baby receives nourishment whilst in the womb. Talk about how the womb provides warmth and protection for the growing baby and how oxygen and good pass from the mother through the blood supply of the umbilical cord.

You may wish to make comparisons with deep-sea divers or even astronauts and how they need life support systems in order to survive.

- Complete Worksheets **Life Support Systems**

 - b For the baby to grow properly the mother should eat a health diet, exercise well and avoid smoking.

Ask the children what food they think a pregnant mum should eat, what sort of exercise would be beneficial for her and her baby and what things she should avoid.

Making use of leaflets from your local health centre and supermarket, tell the children to write a leaflet for pregnant women explaining the importance of a healthy diet, exercise and not smoking.

3 Lengthy Weeks

At 16 weeks a foetus is about 13cm in length

At 20 weeks it is about 20cm in length

At 24 weeks it is about 28cm in length

At 28 weeks it is about 33cm in length

At 32 weeks it is about 38cm in length

At 36 weeks it is about 43cm in length

at 40 weeks, when the baby is born, it is about 50cm in length

Use these figures to draw a graph showing how the baby grows during pregnancy. Ask the children to measure everyday objects in order to make comparisons with the baby's size at particular numbers of weeks. These comparisons may be drawn up as a chart.

- Complete Worksheet **What A Big Baby**.

Living and Growing: Unit 3, Programme 7

Lesson 8 Girl Talk Primary 6/7

This programme will be viewed by girls and boys together. The follow-up activities might see the class divided into a girls group working with the teacher and a boys group working with the school nurse.

All worksheets will be completed by girls and boys.

Reference is made to a magazine called Mizz. (Tricia, in the video is the agony aunt for this magazine.) School should buy one to have available, if acceptable.

Near start of video, 2 videos are on view on the screen with suggestive titles Snog and Hot Sex

School should also have examples of tampons/STS Nurse will advise. Video reference point 09.42.

Aims

- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.

Before Viewing

Most schools deliver sex education in mixed classes of boys and girls. Although this programme is called Girl Talk it is not intended to be used exclusively with girls. The primary purpose of the programme is to help and support girls as they are approaching or going through puberty; but it is also intended to inform boys so that they better understand the changes that are taking place in the lives of the girls they know. With this knowledge it is hoped that boys will be more supportive and understanding when, for example, girls are having their periods.

Before viewing, explain the rationale of the programme to the class, and let the boys know that the next programme will be Boy Talk.

Ask the class to reflect on what they were like when they started school. What changes have taken place? Ask them to think about physical changes, and changes in their relationships, for example, with their parents. What did they used to think about the older children in school? Now that they are the older children in the school, what do they think of the younger children?

Ask the class to look into the future. Find out what they already know about the changes that will happen as girls become young women. Talk about which changes they think girls have some control over and which they don't.

Key Vocabulary

crush, hormone, menstruation, period, puberty, sexual attraction

Programme Outline

The programme has a teenage presenter, Sarah. We hear from young people of the same age as the target audience, from Tricia Krietman, agony aunt for Mizz magazine, and from the all-girl group, Cleopatra.

Sarah is introduced as a typical teenager. (In the video at 07.16 Sarah, aged 15, describes herself as grown up.) She tells us that we are going to discuss girls growing up and the things that happen to their bodies. Tricia talks about the many letters she receives every week asking for reassurance. Even if we already know about the physical changes, we need to be aware of changes in how we may feel about ourselves and other people.

We hear from a group of girls, of the same age as the target audience, who discuss what going out with someone means. They talk about how boys can be obnoxious when they are with their

friends but nice when they are alone with a girl. Tricia tells us that she receives letters from girls who are worried that they do not like boys and find them silly. There are reassurances that it is quite normal to begin to experience sexual attraction at different ages. Tricia talks about crushes, which are also quite normal, like a practice for real love that will one day develop within a relationship.

We hear from the group of young people, and also from Tricia, about the difficulties, that parents can have in accepting the changes that are taking place, both physically and emotionally in their children. The girls reflect on what they were like when they were younger, and we then look forward to the changes that will take place in puberty. This is presented using cartoons that exaggerate the changes as they are described. We are told that these changes are caused by hormones, and that we should not worry about puberty as everyone goes through it and everyone comes through it.

We meet Sarah again: the best person to ask about puberty is someone who has gone through it. She says that she is still me; but that things have changed. She then addresses the worries and concerns of the girls. There is reassurance that periods are natural and that all women have them. The fact that each egg is special – as it could potentially grow into a baby – is emphasised, and periods are explained using line drawings. The use of sanitary protection is covered. Tricia offers further reassurances, and says that it is important to have somebody to talk to about any concerns.

Sarah introduces the girl group Cleopatra, who talk about their experiences of puberty. Issues covered include: buying a bra for the first time; periods; spots; and the first kiss.

The programme concludes with Sarah and then Tricia offering further reassurance, and the comment that the more you know, the more relaxed you'll be.

After Viewing

For the follow-up work, you may wish to work with single sex groups, perhaps for cultural or religious reasons. If so, the boys should discuss the changes happening to the girls and think about support they can offer. You may wish to use outside speakers to talk specifically to the girls about practical issues related to periods. Single sex groups may also encourage the children to talk more openly about their worries and concerns.

A Woman Is ...

Ask the class, in small groups, to construct collages of images of women taken from magazines and newspapers. Use the collages to discuss which of the images are positive, which are negative, which are accurate reflections of what women are like, and which are fantasy.

You could discuss the different roles women play, such as, mother, worker, or partner. The images of women's bodies might also be discussed. Are most of the images in the collage of slim women? Is their pressure for women to appear or behave in certain ways?

A similar collage could be made in the form of a timeline showing the different stages in women's lives, or to illustrate the different roles of women.

If this work is done in single sex groups, it may be interesting to compare and contrast the work of each group. This could lead to a discussion of sexual stereotyping.

If desired:

- Complete worksheets

Check out the changes girls

Menstruation

The problem with girls

Other worksheets might be used depending on the needs of each group.

Living and Growing: Unit 3, Programme 8

Lesson 9 Boy Talk Primary 6/7

This programme will be viewed by girls and boys together. The follow-up activities might see the class divided into a girls group working with the class teacher and a boys group working with the school nurse.

All worksheets will be completed by girls and boys.

Aims

- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young men.
- To make girls more aware of the changes that occur as boys become young men.

NB This programme includes information on erections, wet dreams, and masturbation. There is an animated sequence showing ejaculation.

Before Viewing

Remind the class that whereas the previous programme was Girl Talk, it is now time for Boy Talk. Just as it was important for boys to find out about the changes that affect girls' lives, it is equally important that girls know what is happening to boys. Remind the class of the changes they have already gone through, and ask them to consider the changes they will be going through in the future. It may be useful to tell the class that generally boys are about two years behind girls in their physical development and that people go through puberty at different ages. There is no virtue in being the first in the class to go through puberty, and nothing wrong with being the last.

Key Vocabulary

girlfriend, masturbation, puberty, relationship, shaving, spots, wet dreams.

Start video at 15.05

There are many examples of magazine titles on display, between 17.16 (viz) and 20.14.

Programme Outline

The programme is presented by Dr David Bull. It opens with various images of boys. Then boys of the same age as the target audience talk about what being a boy means to them. They discuss the pressure to appear tough, and the changing relationship with girls, as girls seem to become more concerned about their appearance.

David acknowledges that this is a confusing time, but that the physical and emotional changes boys undergo are quite normal. It is a time when boys become more aware of themselves, their appearance and their emotions.

The programme moves on to discuss girlfriends, and the peer pressure on boys to have a girlfriend. David asks what having a girlfriend actually means. For some people it means spending time with someone, for others it might mean holding hands, and for some it might even mean kissing. Having a girlfriend, or not, is an individual choice.

Puberty is a time when there is a greater awareness of the word sex, as bodies change in preparation for sexual intercourse as adults.

We hear again from the boys as they reflect on the changes that have already taken place. Now that they are in the top year at school, they do not feel as grown up as the top year appeared to them when they started school. They also talk about their changing relationships, for example arguing more with their parents.

It is acknowledged that they have already grown up a lot, but that they will soon hit a time in their lives when they will grow very fast, both inside and out. This time is called puberty.

Some of the changes are described using animation to exaggerate them. We are told that these changes are caused by hormones. David says that it is a bit like going through an ugly pupil stage in order to emerge as a butterfly. He talks about his own experiences of puberty, and of how different he was. He offers reassurance that everyone is different and the age at which puberty starts will vary, as will the time taken to go through it.

Video 25.56 – 26.33 discusses wet dreams and wanking.

We meet Matt, who is described as a typical teenager who has been through puberty. Matt answers questions from the younger boys about changing shape, the need to wash regularly, spots, shaving and the voice breaking. He also answers questions about wet dreams and masturbation. We also meet his girlfriend, Abigail, and he talks about his changing feelings for her.

David also offers reassurance, as it is easy to feel that these changes are happening only to you. The more we know, the more relaxed we will be. There are many ways to find out more, and we are reminded that talking to someone else is not a sign of weakness.

In conclusion, we are told that every adult is just a kid who grew up, and that puberty changes boys to men. A man is no more of a man for being muscular and sporting than for being kind and caring.

After Viewing

As in programme 7 (Girl Talk) this work may be development in single sex groups.

A man is ...

Ask the class to work in small groups to create collages of images of men, taken from newspapers and magazines. Again, if this is done in single sex groups, it may be interesting to compare and contrast the work of each group. As in the corresponding activity for Girl Talk, it should be possible to distinguish men's different roles. Again, the class could produce a timeline showing men at different ages and stages in their lives.

The issues raised will be the same. Which images are positive and which are negative? Are the images real or idealised? Do they put pressure on boys to appear or behave in certain ways? Are there roles that are exclusively male?

It will now be possible to compare the sets of images for women and men. Do the collages of women show them in roles that are different from those of men? Are different things expected of them – for example, wearing fashionable clothes or make-up? Do the images of men show more of them involved in sport?

- Complete Worksheets **Check Out The Changes, Boys Sperm The Problem with Boys.** This might be an appropriate place to slot in all previous worksheets from other units to do with feelings
- Complete Worksheets **Boys Do Cry Show You Care.**
- Complete final Worksheet **Further Your Score.**

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