

Changes

I can do

Year 2 Lesson 1

To increase awareness and understanding of changes.

Pupils to: Identify and recognise their skills and abilities.

Understand the difference between boys' and girls' bodies, naming the external body parts.

Recognise and respect differences.

Compare and contrast themselves with others.

Pre-lesson preparation & resources

- Card/coloured paper, scissors, pencils, glue, small strips of paper
- Paper, string, ruler/tape measure
- What can I do - large paper
- Growing up sequence

Lesson objective

Children to think about their skills/talents.

Lesson outcomes

Children to feel positive about self and know they have the ability to learn new things.

Exercises

1. Pocket skills

Create a paper T-shirt template, with two squares to represent pockets.

On one pocket write - 'Can do'.

The children write down things they are proud that they can do, on strip of paper and place in can do pockets.

e.g. I can count to 1000, I can climb my apple tree, burping, shouting, running fast, smiling, making friends, being helpful.

Put in the other pocket – write on it – can't do yet.

Children write down things they cannot do/things they find tricky, e.g. tying laces, not picking my nose in public, asking for help, making up with friends, being quiet, sitting still.

Changes

I can do

Exercises

1. Pocket skills

Differentiation – Draw picture of what they can do, or cut out pictures.

Discuss - Differences, different people can do different things at different times

Are there differences between boys' and girls' abilities?

Or what they do and what they are good at?

Explore things that children are proud of and want to improve and build on, emphasise skills will increase with age.

Explore things do now that they won't do in future or will do differently.

2. Growing up

Use the growing up sequence – put in order to help identify what people can do at different ages, why is this? Physical and emotional changes and development.

Highlight lots of examples of physical skills. Lead this into discussion on what we can do physically depends on our body – lead into body skills.

3. Body skills

Identify skills we do with our body – allow some funny ones as well as sport/physical activity.

Discuss skills that are developing and changing as you get older and your body gets stronger and bigger.

What are you aiming for: e.g. in swimming lessons, at ballet/judo/in other sports/clubs/with parents?

Summarise: what we can do changes over time, our bodies change over time, no one is the same, different people can do and want to do different things.

Discuss: Looking after our body. Identify all the things we can do to look after our body.

4. Watch

SENSE DVD KS1 clip, Being healthy section 5 & 6 growing and changing, Your body section 23 keeping clean.

Summary

Class discussion – list on board and children to draw in own book:

One thing I do to look after my body.

Changes

Knowing our bodies

Year 2 Lesson 2

Pre-lesson preparation & resources

- Large paper
- Read: 'Boys and Girls', Birmingham Health Education Unit
- Same but different version 2 – may want to cut up body and laminate body part names
- Body words
- Animal male and female
- Contact NSPCC regarding doing an assembly
Contact Kate Warner on 07980 009 469
- Big Talk Education cards

Lesson objective

To increase awareness and understanding of changes

Pupils to:

Identify differences and similarities between boys' and girls' bodies.

Identify and consider the names and words used to describe external parts of the body.

Lesson outcomes

Pupils to:

Recognise and respect gender differences.

Compare and contrast themselves with others.

Identify and name parts of the body.

Exercises

1. Name the parts

Ask for volunteer – ask child/children to draw around body.

Other body parts, make labels and attach to ourselves, or Boz and Baz picture.

Who can remember them quickest? Can anyone spell them?

- Discuss and ask pupils to identify differences and similarities
- Discuss different names used for different parts of the body

Recognise different names can be used for the same part. Explore and ask why this is.

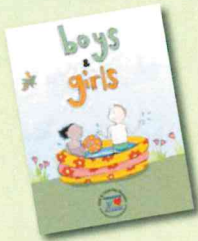
2. Animals - male and female

Look at pictures, can you name different parts of animals, can you tell which are male or which are female?

Changes

Knowing our bodies

3. Read boys' and girls' book



Discuss:

- Identify and clarify parts of the body which both boys and girls have and the separate areas or parts which are particular to boys and not girls and others which just girls have but not boys.
- Highlight and reassure different families use different names for body functions e.g. going to the loo, number one/two, having a wee, a widdle etc. and body parts
- Say that different words and phrases are ok but need to start to learn when to use them and where, e.g. in school use proper names, not slang or family names
- Why is this important – so all understand some words can upset and are negative/nasty or are used to be unkind
- Identify different names that children know are used or they have heard for different parts of the body

Extension: Private/Public

Some parts are private – no one should touch or ask to be touched on private parts, if either unhappy or confused about this need to tell someone, even if the other person is bigger, stronger or older.

Talk about words which are used for both boys and girls. Children can then complete the chart using the words given around the outside.

4. Same but different

Make it clear that different families will use different names for parts of the body (rather than saying the correct name). But the correct names which school uses to make sure everyone knows what we are talking about or referring to.

Circle – Venn diagram version 2. Identify what pupils already know or use body words to identify family words for parts.

Extension:

- Discuss what happens if someone has an accident or is born disabled, still manage and function without a number of body parts
- There are some body parts without which the human race would not survive. These body parts are needed for babies to be made!
- Discuss the term 'private parts'. Why are they called private? They are not dirty or bad but we do not show them or let others touch unless helping us. You must tell if unhappy or concerned.

Extension

NSPCC assembly.

Watch SENSE DVD KSI Staying safe - Section 4 on computers.
CEOP films.

Changes

Knowing our bodies

5. Reflection Assessment

Talk through and help pupils complete the pupils' RSE reflection form and hand in.

Summary

Discuss why we need to learn to use the correct words and words in the correct way.

Reassure, in year 3 they will be learning lots of different words and their meanings, they must ask if they do not understand, or if they are worried or unhappy. It is ok to use the words they know, teachers and school staff will help them learn. If think it is a rude or 'bad' word they can ask for help, as long as they are not using these words to insult or be nasty to someone, they will not be told off as they are still learning (ref. School policy and staff training).



Summary:

Knowing your body is essential. Our body changes over time, learning about words can be confusing but is fun; learning about our bodies is part of growing up.

What can I do?

As a baby I could...

- Wear a nappy
- Grip my sister's finger



Now, I can...

Open the front door.

So, I need to think about...

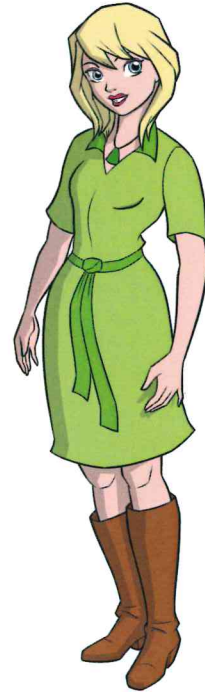
Not going out without telling someone, not leaving the door open.



Growing Up

Year 2 Lesson 1

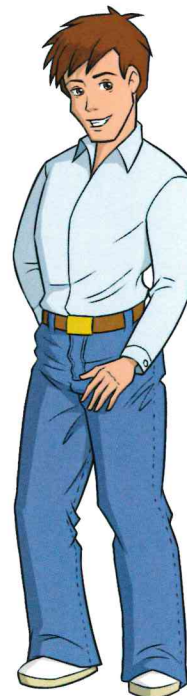
Cut out the pictures and put them in order of age.



Growing Up

Year 2 Lesson 1

Cut out the pictures and put them in order of age.



Same But Different

Year 2 Lesson 2

Version 2

Complete the chart using the words around the outside.



Fingers

Arms

Hands

Head

Back

Girls

Both

Feet

Tummy

Chin

Eyes

Mouth

Feet

Neck

Boys



Now add any body parts that are different for boys and girls.

and Female

Tick the animals that you think are female

Cats



Monkeys



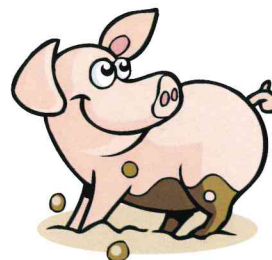
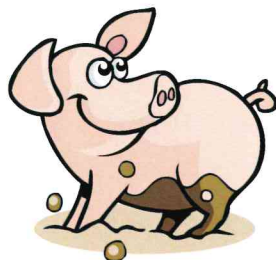
Dogs



Lions



Pigs



Can you always tell just from the picture?