



**Mango Hill State School**  
Growing, learning, achieving together

# PARENT GUIDE

## TERM 4 -HEALTH UNIT

Prep- Knowing me, knowing you

**Curriculum Intent:** Health (Australian curriculum)

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy and safe.

Mango Hill State School

# PREP Term 4 Health- Who am I?

## Term overview

Term 4 Prep Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson 1: How have I changed		<b>L1.1</b> – When I was a baby Talking about the baby years allows students to understand how much they have grown and changed. Many schools begin students’ primary school years with units of work that help them to investigate personal identity	Page 1
Lesson 2: What are the differences between girls and boys	<b>L4</b> - naming body parts		Page 2
Lesson 3: who cares for me?		<b>L1.4</b> - Family circles Identifying the people who love and care for them helps reinforce students’ sense of belonging and security.	Page 3
Lesson 4: Who can we ask for help from at home	<b>L6</b> - Safety options	<b>L1.5</b> – Someone to talk to This learning sequence the students make their own list of people they can ask for help at home.	Page 4
Lesson 5: who can help me at school?	<b>L7</b> safety helpers	<b>L1.5</b> – Someone to talk to This learning sequence the students make their own list of people they can ask for help at school.	Page 5
Lesson 6: What to do if I feel unsafe	<b>L1</b> - safety clues <b>L6</b> - Safety options <b>L7</b> safety helpers		Page 6 and 7
Lesson 7: Revision			

## Week 1- How have I changed?

### Strategies and experiences

- Have students bring in a baby photo from home.
- Have them glue their picture on one side of a page and on the other get them to draw a picture of what they now look like!
- Discuss some ideas that the students have thought of to show how they have changed.
- Have students under their picture finish the following sentence...
- I have changed from a baby because...
- Discuss how we continue to grow and change throughout our lives. Teacher can show a baby picture and then discuss how they have changed.



### ACTIVITIES

#### A letter home – Tell me about when I was little

- ➔ Send a letter home (a sample letter is provided at the end of this learning sequence) to parents and carers. The letter provides an overview of the learning sequence and asks them to provide a photo or memento. The letter also includes questions about when the students were little.

This activity provides an opportunity to involve families. It can also reassure parents and carers about the content of your sexuality education program.

#### Introducing me – When I was a baby

- ➔ Using the student's baby photos and mementos, play 'Who was this as a baby?'  
You may like to ask:
  - What helped you to guess who is in the photo or who owns this memento? (For example, Frank still has curly hair.)
  - What tricked you when you tried to guess who is in the photo or who owns this memento? (For example, Cathy doesn't like yoghurt but she's eating some in the photo.)
- ➔ Comment:
  - Some things about us change as we grow and some things stay the same.
- ➔ Perhaps you could bring in a photo or memento too. It's good for students to remember we were all babies once, even the teacher.
- ➔ Ask the students to tell everyone something about their baby years and report on stories they learnt about themselves from their letter home. For example, you can ask:
  - Where did you like to sleep?
  - Did you have a special toy or favourite game (like peek-a-boo or banging pots)?
  - What is different about you now compared to when you were a baby?

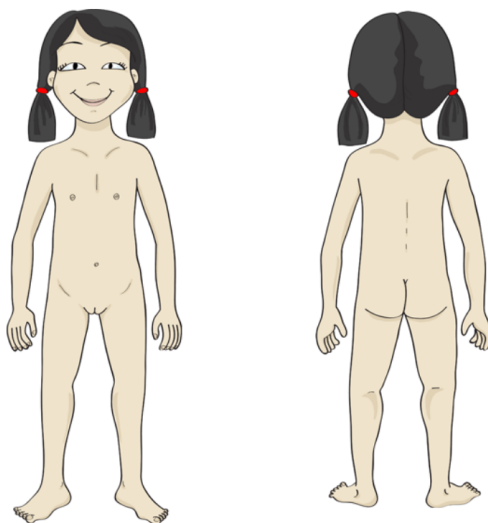
## Week 2- What are the differences between girls and boys

### Strategies and experiences

- Discuss what makes girls and boys different.
- Talk about how our bodies have somethings the same (e.g. arms etc) and some parts might be different.
- Complete the girl and boy private body match up on the IWB (See below)
- How a discussion about private parts and that they belong to only us.

### Naming the private body parts

Female



Select the names of the private parts of a girl's body.

vagina

breasts

bottom

nipples

penis

mouth

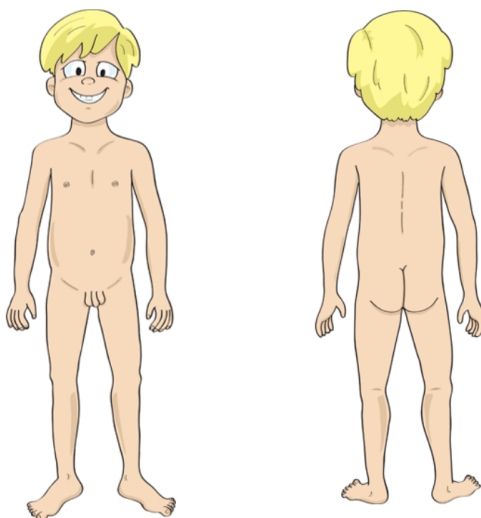
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### Naming the private body parts

Male



Select the names of the private parts of a boy's body.

penis

nipples

breasts

mouth

vagina

bottom

reset

back | next

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## Week 3- Who cares for me?

### Strategies and experiences

- Create your own felt or paper cut-outs so that students can assemble any number of children, adults and pets to describe their family.
- The students assemble their family on a cloth backboard or by pasting onto a cardboard display.
- By having multiple adult figures available you will ensure the students can represent all kinds of families, including single-parent families and same-sex parents.
- You might also like to draw a large chalk circle on the carpet so students can show their families' spread around the globe, across the country, or in different streets.
- This allows students to include family members who may not live under the one
- roof. This can be for reasons such as sheer size (cousins, aunts and so on) or immigration or divorce. A family is not defined by a single address. A family constitutes qualities such as care, love and looking after one another.
- Ask the students to tell their family story to the class. Alternatively, they can work in pairs. Ask them to:
  - name the figures and describe their relationship
  - talk about things they like to do together, such as family gatherings and celebrations.
- Key message: Our families often look different but they are usually the people who look after, care for and love each other. We all need someone to care for us, especially when we are babies and children.

### Family circles – the people in my family

- ➔ Create your own felt or paper cutouts so that students can assemble any number of children, adults and pets to describe their family.
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This activity has been reproduced with the permission of Jan Whitman, teacher, Spensley Street Primary School, Melbourne, Australia.

## Week 4- Who can we ask for help from at home?

### Strategies and experiences

- Use a puppet or soft toy as a prop.
- Tell the students that your puppet or soft toy wants to tell them one of their worries but they are scared and do not quite know how to say it.
- Ask the students to pull out of the puppet's bag of worries some prep-type problems. For example:
  - I forgot to bring my lunch
  - My sister/brother is being mean to me
  - I have no one to play with at lunchtime
  - I've lost my Reader.
- Ask the students to think about what advice they would give the puppet.
- Now think about who at home might be able to help us when we have a problem at home.
- Discuss around a circle some people that you would go to, to help you solve some problems that may arise at home.
- Teacher can show a picture of a problem that might happen at home (e.g. I spilt my glass of milk on the carpet) Discuss who might help!
- Main idea is to have students identify the people they trust to tell worries or problems too.



### ACTIVITIES

#### A bag of worries

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  - I forgot to bring my lunch
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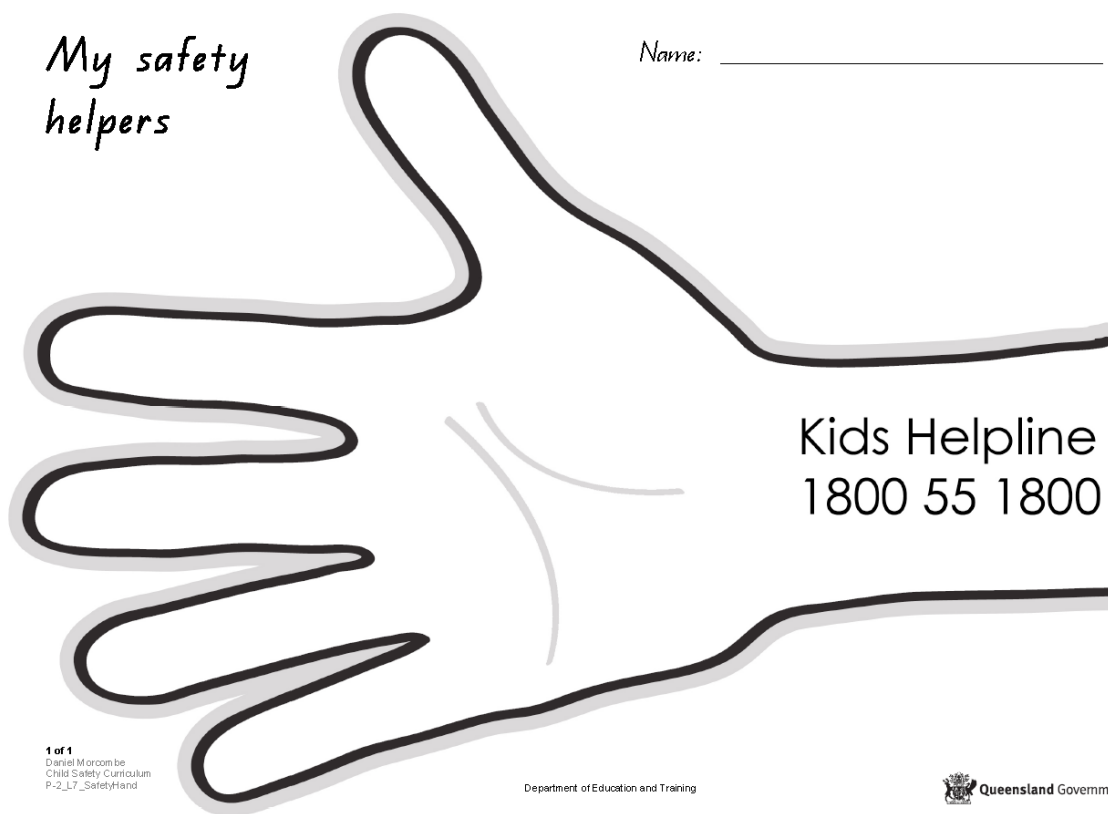
## Week 5- Who can we ask for help from at School?

### Strategies and experiences

- Draw a large map of the school.
- Paste the map with photos or drawings of likely people that students could go to while at school if they needed help.  
For example:
  - another class teacher
  - canteen manager
  - teacher's aide
  - librarian
  - teacher in the playground
  - principal
  - older students in mentor/buddy roles.
- Name the people, and show where they are located at school so that students could talk to them if they need help or have a problem.
- Comment: We are going to use the map to help us visit the people in our school who you can turn to for help and who can look after you.

*My safety  
helpers*

Name: \_\_\_\_\_



Kids Helpline  
1800 55 1800

## **Week 6- What to do if I feel unsafe?**

## Strategies and experiences

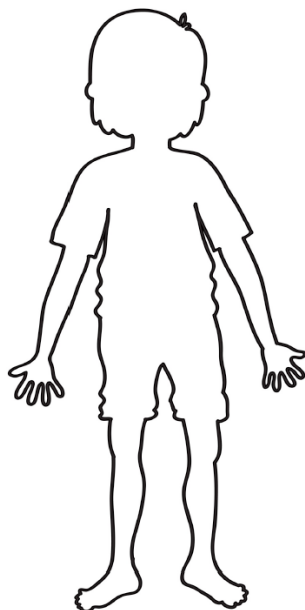
- Show some pictures of some unsafe scenarios
- Have students show on a cut out of a body. What they might feel when they think they are unsure or unsafe by drawing the following.
- (Goosebumps, heavy feet, butterflies, sweaty palms, need to go to the toilet etc. )
- Discuss what they should do when they feel unsure or unsafe.
- Discuss who will we report to when we feel unsafe and unsure



Recognise safe and unsafe in a variety of scenarios similar to above

## Body clues

Name: \_\_\_\_\_



butterflies	crying
goosebumps	heart racing
jelly knees	shaking hands
sweating	teeth chattering
can't move	



