



Mango Hill State School
Growing, learning, achieving together

PARENT GUIDE

TERM 4 -HEALTH UNIT

Year 1- Knowing me, knowing you

Curriculum intent: Health (Australian curriculum)

The curriculum for Year 1 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

[Mango Hill State School](#)

Year 1 Term 4 Health- Knowing me, Knowing you?

Term overview

Term 4 Year 1 Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson 1: How have we changed		<u>L1.</u> In this learning sequence, the students bring in pictures or mementos from when they were very young. Students love talking about their baby lives, so you may like to spread this over a few sessions.	Page 1
Lesson 2: Understand safety clues around us.	L2- Explore how to 'look, listen and smell' for safety clues.		Page 2 Page 3 Page 4
Lesson 3: recognise their own body clues	L3- Body clues and feelings		Page 5
Lesson 4: Name and label the body parts and keeping our bodies safe	L4- Labelling body parts L5-Body ownership	<u>L1.3</u> In this learning sequence, the students learn about body parts and the names for genitals. Students learn there are common names and family names for body parts.	Page 6 Page 7
Lesson 5 and 6 :Who cares and loves for us, How to react to situations and who to report to	L6 Safety options L7 Safety Helpers	<u>L1.5</u> In this learning sequence, the students make their own list of people they can ask for help. It is often taken for granted that students will come to help or us but they can express fear about approaching 'big people'. To make this learning sequence more applicable to their current lives, we have suggested day-to-day problems and questions that students might have at school. Responsible adults and peers can be 'officially identified' by the students.	Page 8 Page 9
Lesson 7: Revision	Revise the term overview		

Week 1- The early years

Strategies and experiences

- 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.)
- Say to students:
 - 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?
 - What is different about you now compared to when you were a baby?
- Have students finish the sentence:
- I have changed since I was a baby because...



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.

Tell me about when I was little

Date _____

Dear Parent(s)/Carer(s)

Our class will be undertaking a unit of sexuality education. Students will be learning:

- how much they have grown and changed since we were babies
- what babies need
- that all parts of the body have a name, including the genitals
- about the people who care for them and are a part of their family
- about who they can ask for help.

To assist activities in this unit of work, could your child bring to school a baby photo and a photo of some (or all) of your family members? (Don't forget to put a name on the back.) The photos will be looked after and returned as soon as possible.

If you do not have a baby photo, a memento of something they liked when they were very little would be good too.

We would also like to discuss the children's very young lives. Could you tell your child more about themselves as a baby? Here are some questions your child could ask you:

- What is the story of my name?
- Where was I born?
- Where did I like to sleep?
- Did I have a favourite food? Was there something that I wouldn't eat?
- Did I have a special toy or favourite game (like peek-a-boo or banging pots) when I was little?
- Did I ever make you laugh? What did I do?

Thank you for your help.

Regards



Week 2- Understanding safety clues around us


Strategies and experiences

- Discuss places that may be safe or unsafe
- Put up a scene depicting unsafe situations (beach, park, storm)– IWB – See below
- Look at signs we might see at these places and discuss how signs might keep us safe. (red and yellow flags, or no swimming signs)
- Discuss how looking, listening and smelling can help keep us safe by assessing the situation. (Recognise and React)
- Have students complete the drawing of unfinished sentences (Daniel Morcombe page 10, lesson 2 resource)
- Discuss



Name: _____

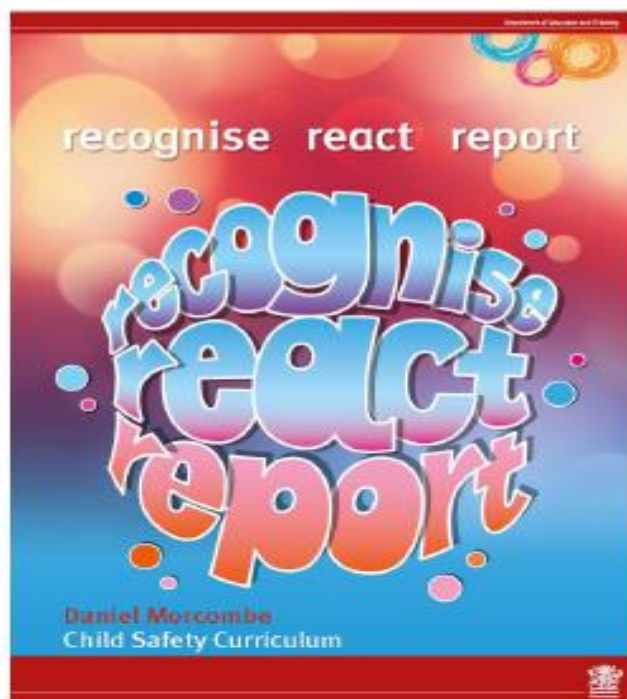
Drawing unfinished sentences

An example of a LOOK  clue is

An example of a SOUND  clue is

An example of a SMELL  clue is

An example of a FEEL clue is



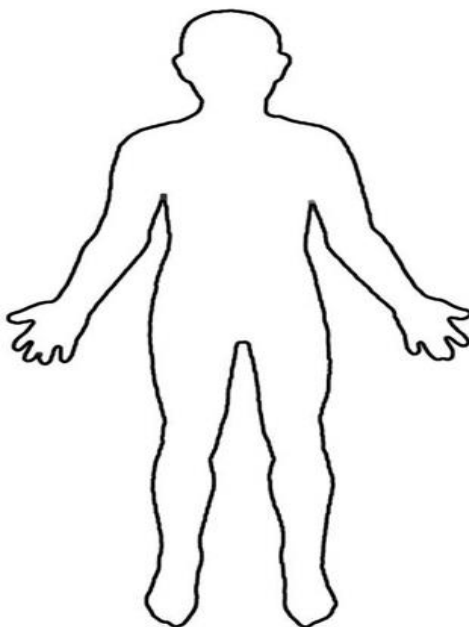
Week 3- Recognise our own body clues

Strategies and experiences

- Using butchers paper, have students lay down and draw around their bodies to create an outline of themselves. Inside have students draw the feelings they might feel when they are unsure or unsafe. (Sweaty palms, butterflies in their tummies, shaky arms and legs, feel like they might need to go to the toilet and feet feel stuck in the mud, chattering teeth, goose bumps).
- Discuss with students what they might feel like when they feel safe (can divide the body up into the two sections- Safe and unsafe)

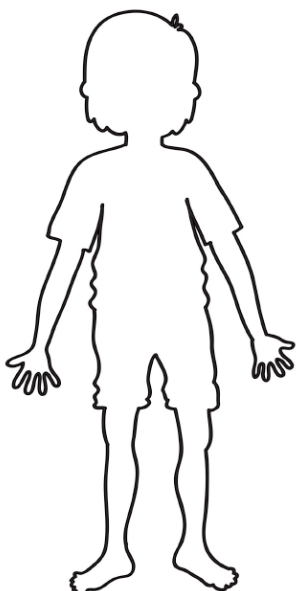
Name: _____

When you are upset, where do you feel it?



Body clues

Name: _____



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

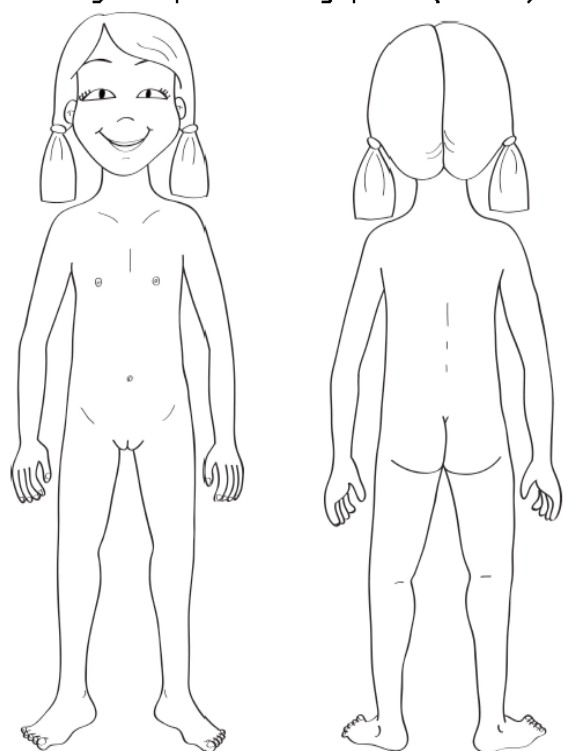
Week 4- Name and label body parts & keeping our bodies safe

Strategies and experiences

My body

- Draw or print an outline of a body (you will need 2- one for boy and one for girl)
- Ask the students to name as many parts of the body as they can. (If the students giggle or say that it's rude, do not reprimand them. This is an expected response and demonstrates the child understands there is something (Different and private about these parts.)
- Say to students:
- Sometimes we giggle when we feel embarrassed especially when we are talking about parts that are private. We are going to learn the proper names for these parts so we can find out about our whole body (not just the bits outside our clothes).
- Some teachers like to prepare labels beforehand so that students can attach the label to the body. This can take some of the pressure off the teacher when it comes to getting used to naming genitals in class.
- First, label the body parts that both boys and girls have (for example, legs, mouth, arms, nipples).
- Now ask the students to name some body parts that only a boy has: penis, testicles.
- Now students can identify some girl parts: vagina.
- Reinforce that boys and girls have most parts the same and some that are different.
- Body ownership:
- Say: *Our private parts belong to us. There are **rules** about our private parts to help keep us safe.*
- *No one should touch or look at **our** private parts.*
- *No one should ask you or make you, touch or look at **their** private parts*
- *No one should show you rude pictures of private parts.*
- *Even if we know or like someone, it is **not okay** for them to touch or look at **our** private parts or ask us or make us, touch or look at their private parts.*
- *If this happens, we need to tell an adult who can help us to be safe again as soon as possible.*
- There are exceptions: Visiting a doctor etc.

Naming the private body parts (female)



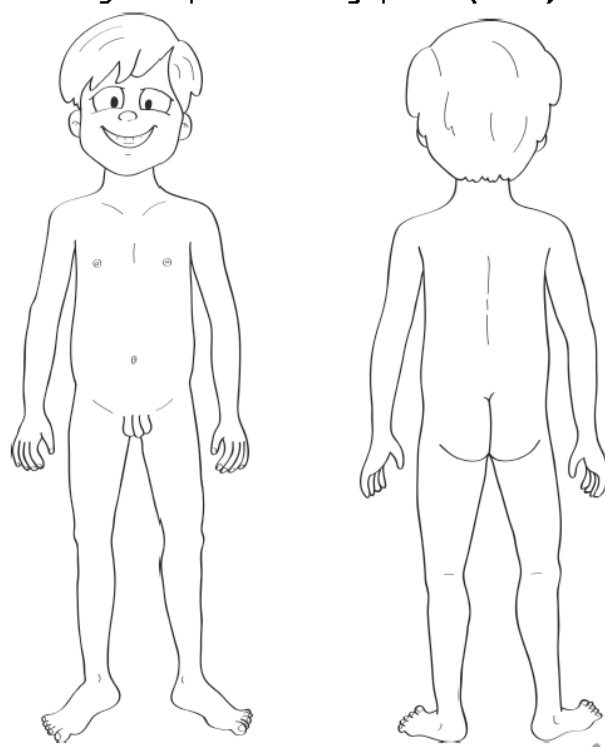
bottom	vagina	breasts
nipples	mouth	

1 of 1
Daniel Morcombe Child Safety Curriculum
P2_U4_Naming Private Body Parts female

Department of Education and Training

Queensland Government

Naming the private body parts (male)



penis	bottom	mouth
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1 of 1
Daniel Morcombe Child Safety Curriculum
P2_U4_Naming Private Body Parts male

Department of Education and Training

Queensland Government

My body – naming the genitals

- ➔ Focus on the baby outline (to avoid embarrassing the prep child who volunteered for the body outline).
- ➔ Ask the students to name as many parts of the body as they can.
- ➔ If the students giggle or say that it's rude, do not reprimand them. This is an expected response and demonstrates the child understands there is something different and private about these parts.
- ➔ Comment:
 - Sometimes we giggle when we feel embarrassed especially when we are talking about parts that are private. We are going to learn the proper names for these parts so we can find out about our whole body (not just the bits outside our clothes).
- ➔ Some teachers like to prepare labels beforehand so that students can attach the label to the body. This can take some of the pressure off the teacher when it comes to getting used to naming genitals in class.
- ➔ First, label the body parts that both boys and girls have (for example, legs, arms, nipples).
- ➔ Now ask the students to name some body parts that only a boy has: penis, scrotum and testicles.
- ➔ Now students can identify some girl parts: vulva, vagina and womb.
- ➔ Reinforce that boys and girls have most parts the same and some that are different.

What are the parts of the body called?

- ➔ Using the activity sheet 'What are the parts of the body called', located at the end of this learning sequence, ask the students to draw lines from the labels to the correct part of the body.
- ➔ Ask them to note how many parts are the same between boys and girls, and how many are different.

Week 5 & 6- Who loves and cares for us? How to react in situations? Who do we report to?

Strategies and experiences

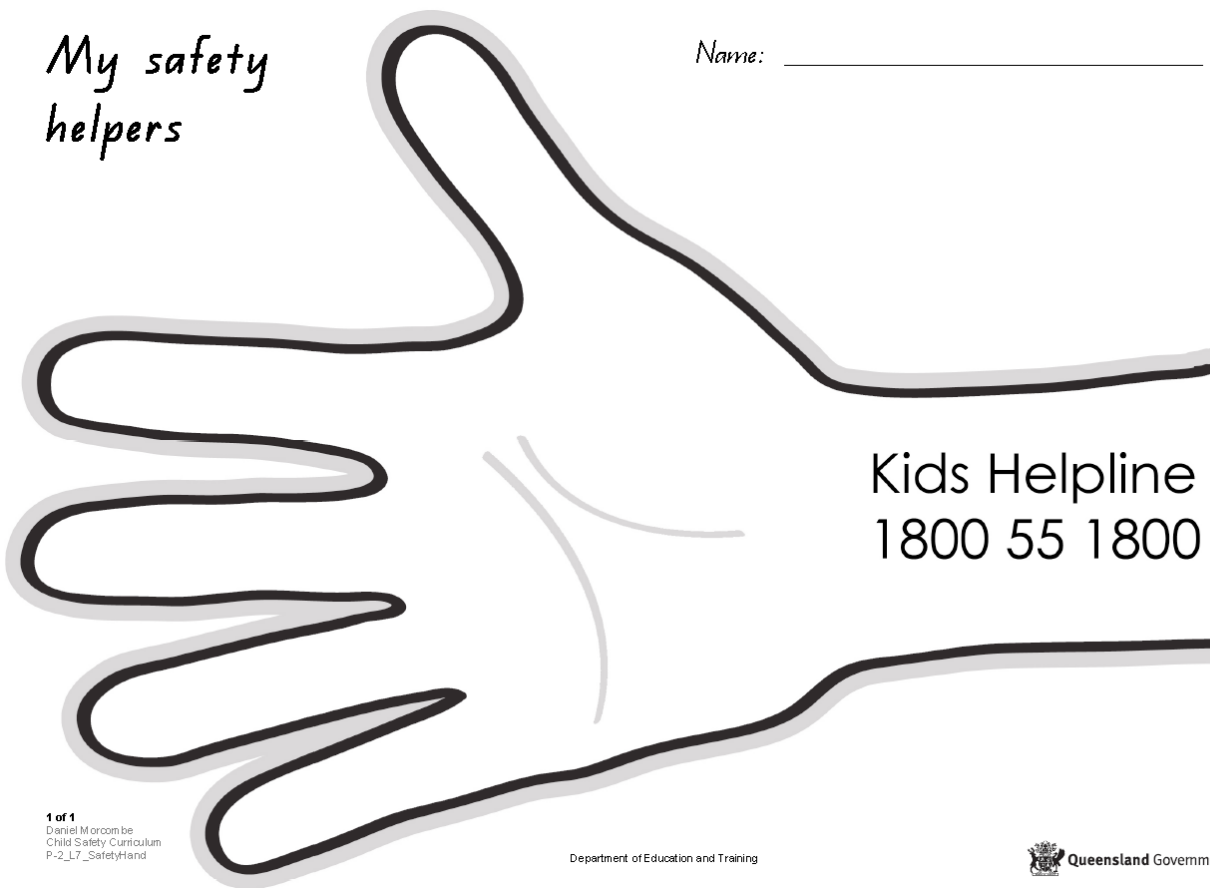
- Brain storm the people who love and care for us
- Describe/show/explain how they could react in unsafe situations to be safe, e.g. run away, ask for help, say 'no' contact emergency services using triple zero (000).
- Show a situation where a student might feel unsafe
- Discuss the process of what to do to react the situation!
- Discuss the importance of reporting in an unsafe situation.
- Students complete the my safety helpers worksheet (Daniel Morcombe- see below)
- Discuss the importance of who to go to when you feel unsafe... Add that we must feel safe with the person we would like to report to.
- Discuss kids helpline



<http://www.kidshelp.com.au/kids/>

*My safety
helpers*

Name: _____



Kids Helpline
1800 55 1800



ACTIVITIES

A bag of worries

- ➔ 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.

Map making – who can we ask for help at school?

- ➔ 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.

