



Mango Hill State School
Growing, learning, achieving together

PARENT GUIDE

TERM 4 -HEALTH UNIT

Year 3- Knowing who I am

Curriculum intent: Health and Physical Education (Australian curriculum)

By the end of Year 3, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.

Mango Hill State School

Year 3 Term 4 Health- Knowing me, Knowing you?

Term overview

Term 4 Year 3 Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson 1: Same and different		L2.1– Knowing me, Knowing you This learning sequence is fun and excites the students to imagine some of the components of being human – both body and mind. The robot helps the students to develop self-awareness by identifying aspects of the robot’s needs and personality, and comparing these with their own.	Page 1
Lesson 2: Naming the body parts	L4- private body parts L5- Body ownership	L2.5– My body It is important students know that every part of our body has a name. The purpose of helping students to use the correct names for their bodies is to give them greater comfort in discussing their growth and development. It is appropriate for them to know and name the main external parts of the body and the agreed names for the external sexual parts, the penis, vulva, breast and buttocks (bottom).	Page 2 Page 3
Lesson 3: How can we be a good friend and care for others		L2.6 –Growing and changing In this learning sequence, students play a game to promote thinking about caring for themselves and to promote discussion about what is good for their health.	Page 4
Lesson 4: Explore feelings		L2.2– How I might feel This learning sequence also takes the opportunity to help the students identify feelings when talking about the body. It helps to establish school as a safe place to acquire information and ask questions.	Page 5
Lesson 5: What do we need to grow and be healthy		L2.2– Someone to talk to In this learning sequence, students learn that there are explicit skills that contribute to making and keeping friends. Opportunities to talk about friendships in class help students to develop these important skills.	Page 5
Lesson 6: Explore cyber-safety	L8- Online and mobile phone safety		Page 6

Week 1- Same and different

Strategies and experiences

- Prepare paper shapes or sticky contact paper shapes for the students to make
- Robots on a piece of card or in a book.
- Ensure you leave enough space around the robot's head for the students to draw (or stick magazine cut-outs of) their thoughts, names of people they love and so on.
- Ask the students to decorate Robot Robot Buddy's head (for example, eyes, hair etc.).
- Tell the students:
 - There's more to being human than just having a body. There are things we like to do, people we love, and thoughts and dreams that make us who we are.
 - We're going to write those things down on bits of paper or cut out pictures from magazines that represent them. Paste the pictures around Robots head.
- Prompts can include:
 - Two people that I love.
 - A favourite thing I like to do.
 - What I'd like to be when I grow up.
 - A special place I like to visit.
- Students can take turns at sharing some of the things that are in their head, including their special family story or memory.
- Now get students to compare their robots and discuss what is the same and different
- Explain that even though we have somethings that are the same. Everyone is different!

Robot Buddy

Date _____

Dear Parent(s)/ Carer(s)

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

- what makes us us!
- what makes us the same and what makes us different
- the parts of both girls' and boys' bodies
- ways of being a good friend
- ways we care for one another
- our feelings
- the things we need to grow and be healthy



We know that we have a body but there is more to us than a body. Our brain holds our dreams, hopes, personalities, and memories.

We are making Robot Buddies (tin can heads) at school and filling them with our own thoughts. To assist with this activity, could you discuss and write down a special family story or memory that involves your child? Your child will place this special memory in their robot's head.

Maybe you could write something about the first place you lived in. Or recount a special pet story. Or note down something funny your child used to say when they were little. Or describe a special family time of the week. You can write in the space below.

SPECIAL FAMILY STORY OR MEMORY

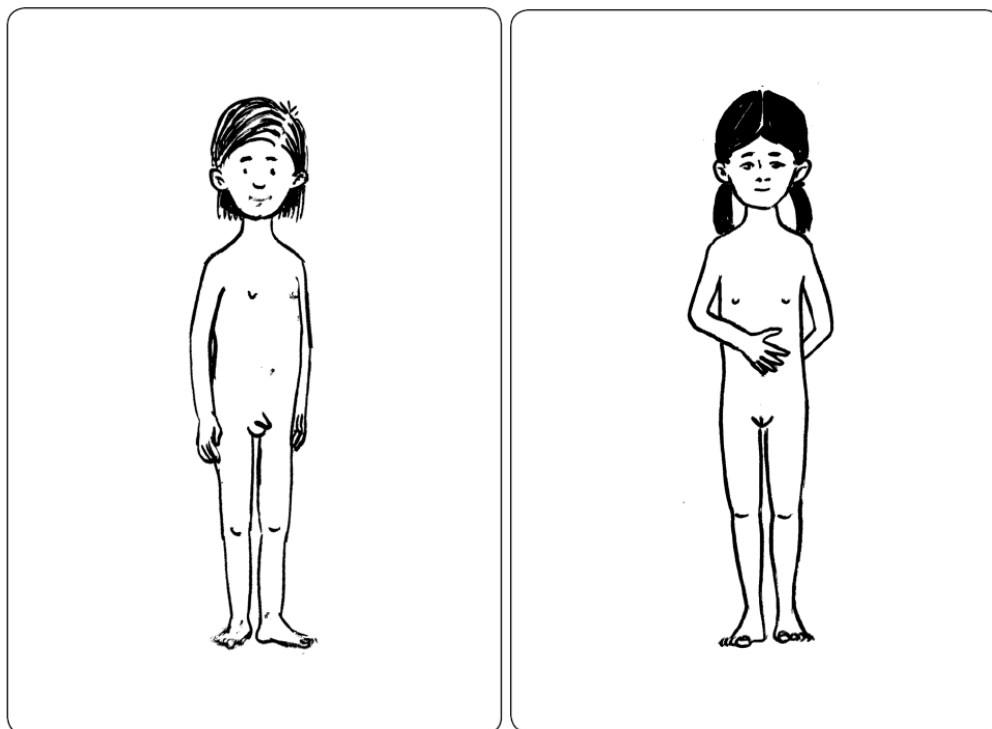
Thank you for your help.

Regards

Week 2- Naming the body parts

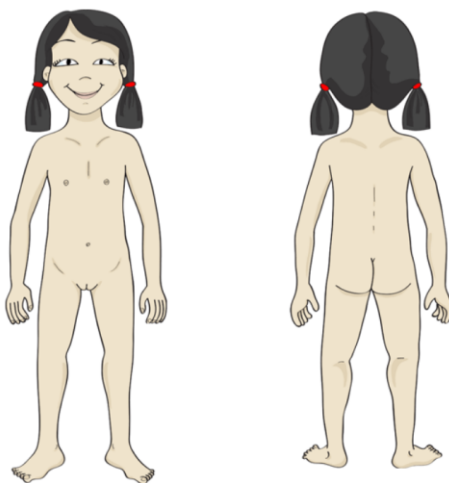
Strategies and experiences

- Tell the students you are going to talk about bodies today.
 - You can sing a song about the body, for example, 'Head, Shoulders, Knees and Toes' or 'Hokey Pokey'.
- Comments:
- When we constructed Robot Buddies, we talked about some body parts that we needed to build a robot in our last lesson.
 - What were some of the parts we included? For example, legs, tummy, head etc.
- Write the responses on the board and call this 'List 1'.
- Comments:
- We didn't talk about some parts.
 - Can anyone name some parts that only girls have and some parts that only boys have? For example, vagina, penis, 'breasts' etc.
- Write the responses on the board and call this 'List 2'.
 - Praise students who were brave enough to volunteer the names of sexual body parts, whether they were the proper, scientific or 'science-type' names, or informal, home names. If the students volunteer their home names for the sexual body part, provide them with the proper name too.
 - If you judge a child's choice of word to be inappropriate, you might like to reframe it.
 - Remember students may not be trying to be rude. Rather it is likely to be the only word they know for the sexual body part.
 - Debrief the students using the following questions:
 - How did it feel to say and hear the names (List 1) of body parts that girls and boys have?
 - Comfortable?
 - Easy?
 - How did it feel to say and hear the names (List 2) of boys and girls sexual body parts?
 - Embarrassed?
 - Comfortable?
 - Did you feel they were private?
 - Were you afraid someone would laugh?
- Comments:
- Some of us might have felt a bit embarrassed to talk about these parts because they are private. Some of us might have felt fine.
 - We are not trying to be rude but we think it is important that you know what the proper names are for all of your body parts, so we can learn about the whole body and so you know how to ask questions.
 - Using the boy and girl image (See below) Have students label the private parts of both a boy and girl.
 - Teacher might want to have a list on the board to help students identify spelling.
 - Discuss that these
 - parts are private and are for no one else to touch or look. Remember to mention that there are some instances where someone might need to eg. Doctor.



Naming the private body parts

Female



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

vulva

bottom

testicles

anus

mouth

penis

breasts

nipples

vagina

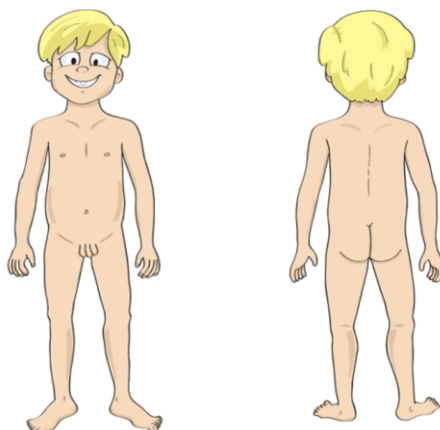
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Naming the private body parts

Male



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

penis

mouth

breasts

anus

vagina

bottom

nipples

testicles

vulva

reset

back | next

Week 3- What do we need to grow and be healthy?

Strategies and experiences

- Ask the students to brainstorm a top ten list of how they've grown and changed. For example, height, weight, size of feet.
- Comment:
 - Our bodies have grown and changed a lot.
 - Ask the students to name things we need to grow, learn and move.
- Talk about, record and display all of the things that are necessary for people to grow and develop. Ask the students to make charts that list the types of food, rest, exercise and people they receive love from, and so on. (example of a chart- see below)
- Talk about how, when we are very young, adults care for us and make all the decisions. But as we grow older, we can decide things too.
- Make a class list of decisions they can make to keep themselves healthy, clean and safe.

Things we need to grow

- ➔ Comment:
 - Our bodies have grown and changed a lot.
- ➔ Ask the students to name things we need to grow, learn and move.
- ➔ Talk about, record and display all of the things that are necessary for people to grow and develop.
- ➔ Ask the students to make charts that list the types of food, rest, exercise and people they receive love from, and so on. The chart below is an example.

Food	Fun (including things I like to do)	Someone to talk to	Rest	Exercise	Love	Keeping clean
						Brushing teeth Washing hands

- ➔ Talk about how, when we are very young, adults care for us and make all the decisions. But as we grow older, we can decide things too.
- ➔ Make a class list of decisions they can make to keep themselves healthy, clean and safe.

Week 4- Exploring feelings

Strategies and experiences

- Discuss that we may experience many different feelings in our day-to-day life.
- Explain that it is common to express more than one type of feeling in a day and that there is nothing wrong with this.
- Create a feelings sort or some feelings charades to explore the different types of feelings we experience. Discuss why we might experience the feelings.
- Talk about some strategies we can do to help us when we might be angry, sad or happy.
- Discuss what our facial expressions will look like when we are experiencing a typical emotion.
- Have the students brainstorm and act out some everyday situations that might cause particular feelings. Have the rest of the class try and guess the feeling and justify why they might feel that way.

Week 5- How to be a good friend

Strategies and experiences

- Have students focus on the question:
What makes a good friend?
- Get students to brainstorm what a good friend look likes.
- Give students a silhouette of a person and have them draw, cut out pictures or write inside the person all the attributes that make up a good friend. Alternatively, you could get the students to think about how they are a good friend and show the attributes that contribute to them being a good friend.
- Have students share their images and discuss what is similar and different to some other people in the class. Have students discuss the question: Can one person have all these attributes or do we surround ourselves around many people that work together to make good friends.
- Now around the outside of their picture have the students explore what caring for others looks like.
- Discuss and compare.

Scenarios: What makes a good friend?

You are with a group of students in the playground.
There is another child by themselves near your group.
You call out 'Hello!'
What happens next?
How do you feel now?
How does the other child feel now?



You have come to school feeling sad.
When you walk into class, the teacher looks up and says 'Hello!'
What happens next?
How do you feel now?
How does the teacher feel now?



You feel worried about coming to school today.
When you walk in the schoolyard, another child comes up to you and says 'Hello!'
What happens next?
How do you feel now?
How does the child who said 'hello' feel now?



Week 6- How to be a good friend

Strategies and experiences

- Lead a discussion with the students about cyberbullying using the following focus question. Obtain responses from students to gauge their understanding of cyberbullying.

What is cyberbullying?

Say:

- People can use the internet and their mobile phone to bully others. This is called cyberbullying. Sending nasty or upsetting emails, texts, videos or pictures is cyberbullying. It can make the person being bullied feel embarrassed, sad, upset, stressed or angry. Cyberbullying is not OK. If someone passes it on to anyone else, they are also cyberbullying*
- Show the following Bullying. No Way! YouTube clips: *Our promise – Fahan School Tasmania* and *Delete cyberbullying*.
- After showing the clips, lead a discussion about cyberbullying with the students using the following focus questions. Include any responses not provided by students.

Focus questions:

- What were the key safety messages from the clips?
- What can someone do if he or she is sent something that could be seen as cyberbullying?

Activity: *Budd:e* cybersecurity challenges (Years 3–4)

- Students work individually or in small groups to complete the cybersecurity challenges on the *Budd:e* website.
- Budd:e*
<https://esafety.gov.au/education-resources/classroom-resources/budde>
- Each student or group selects 'New', then chooses a username and password. (Students need to remember their username and password so that if they need to log out before completing all the challenges, they can revisit the *Budd:e* website in a later session and continue their work by selecting 'Resume'.)
- Students complete cybersecurity challenges to build and customise a cybersecurity robot buddy. Each activity focuses on one aspect of cybersafety: As each challenge is completed, a robot body part is unlocked.
- The final activity is a cybersecurity quiz for students to complete with their family. It can be printed or filled out online. After finishing all cybersecurity challenges, students can print a certificate that displays their customised robot.

Online and phone safety: *Dos* ✓

1. *Do*

2. *Do*

3. *Do*

4. *Do*

5. *Do*

6. *Do*

7. *Do*

8. *Do*

9. *Do*

Online and phone safety: *Don'ts* ✗

1. *Don't*

2. *Don't*

3. *Don't*

4. *Don't*

5. *Don't*

6. *Don't*

7. *Don't*

8. *Don't*

9. *Don't*