



Mango Hill State School
Growing, learning, achieving together

PARENT GUIDE

TERM 4 -HEALTH UNIT

Year 5- Personal Development

Curriculum intent: Health (Australian Curriculum)

By the end of Year 5, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding

Mango Hill State School

Year 5 Term 4 Health- Keeping ourselves safe

Term overview

Term 4 Year 5 Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson1: Introductions to the unit and outline what will be discussed	L4 – Private Body Parts and Body Ownership	L3.1 Pg. 96 enables students to talk and ask questions about themselves.	Page 1 Page 2
Lesson 2: Learning about my body		L3.2 Pg. 100-106 They learn to identify parts of the reproductive system in males and females and their functions. They also talk about the long list of slang names for sexual body parts, consider the reasons for this and decide on what kind of language to use in different places.	Page 3 Page 4 Page 5
Lesson 3: Growing and changing	L2 – Risk Taking	L3.3 Pg. 108-111 This learning sequence will make it easier for students to understand how their bodies or their peers' bodies have started to change.	Page 6 Page 7
Lesson 4: Where did I come from?		L3.4 Pg. 117- 122 Students consider the human life cycle, in this case, conception, pregnancy and birth. Students of all ages love to learn about the developing foetus.	Page 8 Page 9
Lesson 5: Gender	L8- Online and Mobile Phone Safety	L3.6 Pg. 129-130 This learning sequence helps students to separate fact from fiction about being a boy and being a girl. A safe space and time to question strict gender rules can help to broaden their options and make it easier for the students who don't fit the stereotypes.	Page 10 Page 11
Lesson 6 : Qualities of Friendship		L3.5 Pg. 126-127 The learning sequence helps students to identify the essential qualities in a friendship and to consider how friendships might change over time. This is particularly relevant in this age group, as students begin to form groups established on common interests and may leave existing friendships.	Page 12
Lesson 7: Revision			

Week 1- Unit introduction

Strategies and experiences

- Discuss rules and why we are learning about this topic at school (outlined in booklet)
- Discuss '**embarrassment factor**'
- Discuss who is '**safe to talk to**'
- Discuss where we can get this information
- Students will list body parts that are both boy and girl and also body parts which are unique to each gender (Venn diag.)
- Students will also engage in conversation about Embarrassment
- Using appropriate (scientific) language

Comfort rules

- ➔ Tell the students we are having this session for three reasons. So that they will:
 - have the correct information about their bodies and growth
 - feel good about growing up
 - feel more comfortable when asking questions.
- ➔ Ask them for some rules:
 - So that we can feel safe and comfortable when we talk about this, and so that you can ask questions, what are some good rules for us all to follow?
- ➔ Here are some example rules:
 - We don't have to say anything if we do not want to.
 - We can laugh with each other but not at each other.
 - When we tell a story that might be embarrassing or private, we will say 'someone I know' rather than the person's name.
 - We take turns at talking.
 - We can always talk to the teacher in private.
- ➔ Remind them that at school they can come to you or another safe person if they have a question, or have something they are left wondering or worrying about.

Getting information from the right places

- ➔ Write the words *Girls' bodies* and *Boys' bodies* in the centre of the board and draw a circle around them.
- ➔ Ask the students to think of some of the places where young people learn about bodies. For example, from parents, brothers and sisters, other family members, TV, books, internet, religious institutions.
- ➔ Ask which ones might be good sources of correct information? Why?
- ➔ Ask for two or three students to visit the school library to see what books there are on this topic. Have them report back.
- ➔ Discuss why it is important for a student to talk to a person they trust whenever they encounter information that is confusing to them, or which they don't understand.

Week 2- Learning about the body

Strategies and experiences

- Discuss '**agreed words**' for sexual body parts (scientific terms)
 - Small groups students draw and label the internal and external body parts - then Each group shares with the rest of the class
- ↓
- Students label an unlabelled diagram of the male and female body parts including the reproductive organs – using the x-ray diagram from the booklet (teacher writes body names on the board)
 - Whole class discussion/correcting



Inside and outside

This activity helps students to understand the body as a whole.

- ➔ Either as a single group or in smaller groups, ask the students to draw a life-sized body outline.
- ➔ External body parts: Using the life-sized body outlines, give students approximately five minutes to label as many external body parts (for example, legs, arms, nose) as they can that both males and females have.
- ➔ Internal organs: Using the life-sized body outlines, ask the students to label and draw as many internal organs as they can think of (for example, lungs, heart, liver, kidneys) that both males and females have. This will need more time.
- ➔ When they are finished, they can display their diagrams to each other.

Female and male bodies

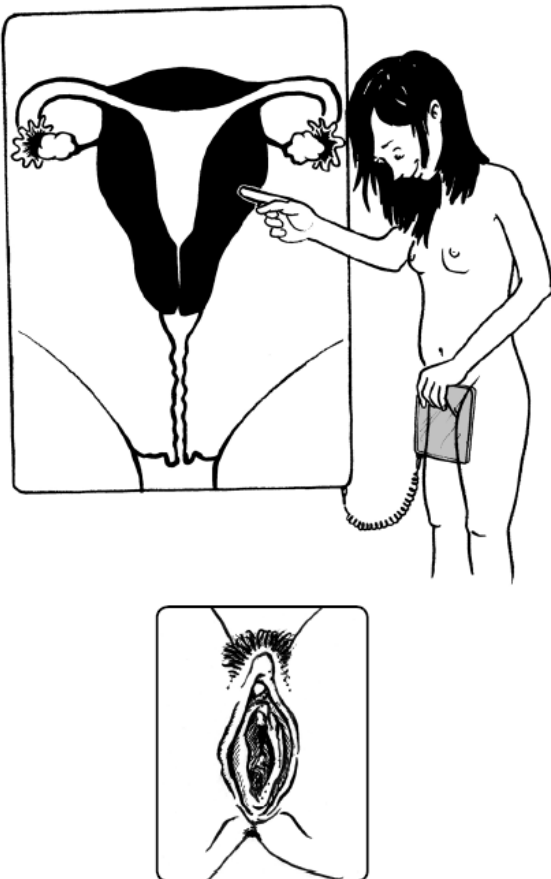
→ Discuss with students:

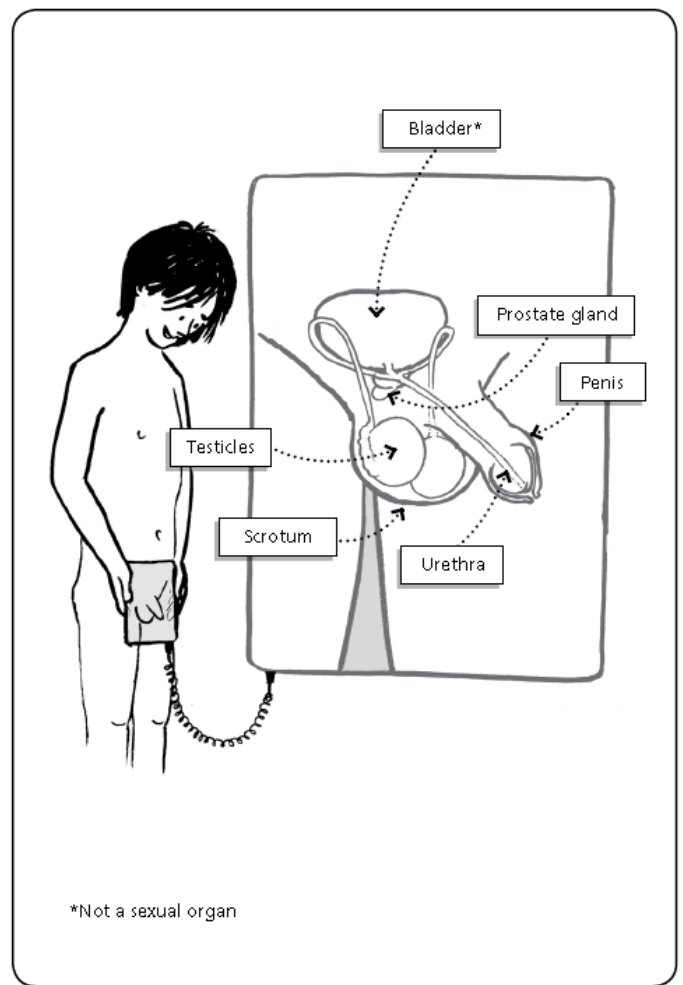
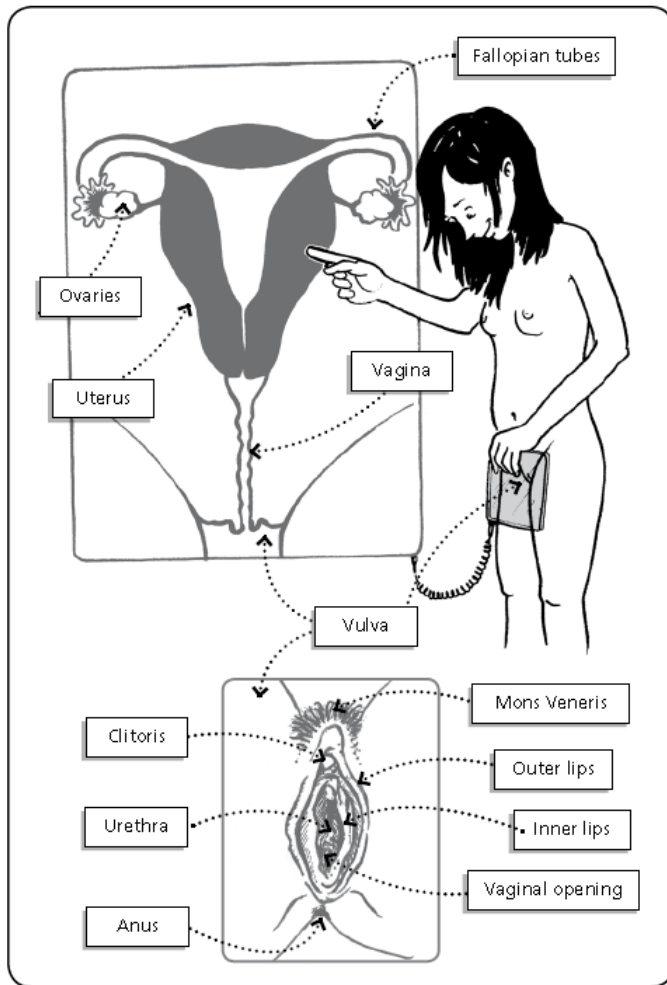
- We have some body parts we can see on the outside. Other parts of our body are inside and cannot be seen. This is the same with our reproductive organs. Some parts can be seen on the outside, such as a boy's penis. Other parts are inside the body, such as a girl's vagina and parts of the vulva.

→ Display the x-ray diagrams – these are an accurate representation of male and female bodies including reproductive organs.

→ Male sexual body parts: Using their body outlines and by drawing or labelling, ask the students to add as many external and internal parts that only males have, for example, penis, testicles and scrotum.

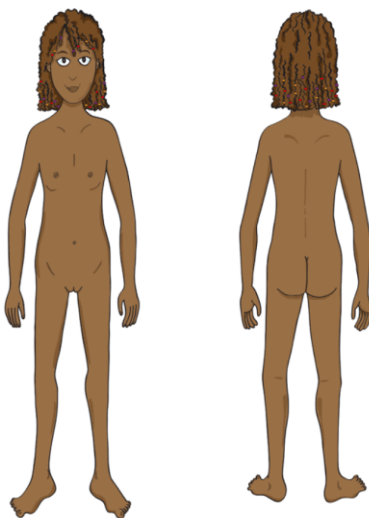
→ Female sexual body parts: Ask the students to make a second body outline to draw or label female sexual body parts, for example, vagina, uterus (womb), ovaries, fallopian tubes, vulva, labia (inner and outer lips) and clitoris.





Naming the private body parts

Female



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

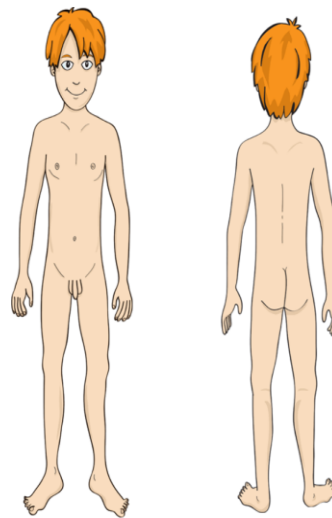
mouth	penis
testicles	nipples
scrotum	vulva
breasts	vagina
anus	bottom

reset

back | next

Naming the private body parts

Male



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

vulva	vagina
anus	nipples
breasts	penis
scrotum	mouth
bottom	testicles

reset

back | next

Week 3- Growing and changing

Strategies and experiences

- Students list the ways in which their bodies will change as they get older
- Students write a definition for the term 'puberty'
- List the main physical changes of males and females

Discuss:

- Age puberty starts
- Girls usually enter puberty earlier
- Each person has their own body clock (everyone is different)
- We all go through this stage (at our body's own speed and time)
- Students list the changes that will occur during puberty for Boys, Girls and Boys and Girls

ACTIVITIES

Time machine

- ➔ Initially in pairs or small groups, ask the students to make a list of the ways they will change as they grow older. For example, will they become more like their parents? In what ways?
- ➔ Now ask the students to make collages. Ask them to first divide a page into two.
- ➔ On one half, they should draw a picture of themselves as they are now, or make a collage representing their current interests and bodies.
- ➔ On the other half, they should draw a picture of how they imagine they might look 10 years into the future.

Body changes (group activity)

- ➔ Tell the students that we are going to talk about how our bodies grow and change as we grow older.
- ➔ Using the body outlines, ask the students to draw how they will change as they grow older. Alternatively, they can call out main changes for you to list.
- ➔ Tell them that their bodies are preparing for the time when they become adults. ➔➔

➔ Question:

- Does anyone know the word starting with *p* that describes this part of a person's life?

➔ Ask students to look up the word *puberty* in the dictionary.

➔ Describe the main physical changes at puberty for boys and girls. A summary of changes during puberty is provided at the end of this learning sequence.

➔ Points for discussion:

- The changes in puberty happen to different people at different times, and can begin as early as eight, often at 10 or 11, and continue until 18. Asking parents and older siblings can give you a clue as to when it might start for you.
- Girls usually experience puberty earlier than boys.
- Each person has a body clock that is right for them. You can't decide when you want to go through puberty and you can't stop it happening. Everyone is different.

Hair in funny places

Babette Cole's story is a good conversation starter and can ease the way into more detailed discussions about puberty.

➔ Read *Hair in Funny Places* (2001) by Babette Cole to the students.

➔ Ask for comments and promote discussion.

Week 4- Where did I come from?

Strategies and experiences

- Students discuss their understanding of 'Where babies come from?'
- Discuss why we have **funny stories** about how babies are made
- Discuss the 'Amazing story of conception'
- Discuss and answer questions (See below) or others that students may have
- Students complete the time line of conception (See below)

Introducing conception – Homework task

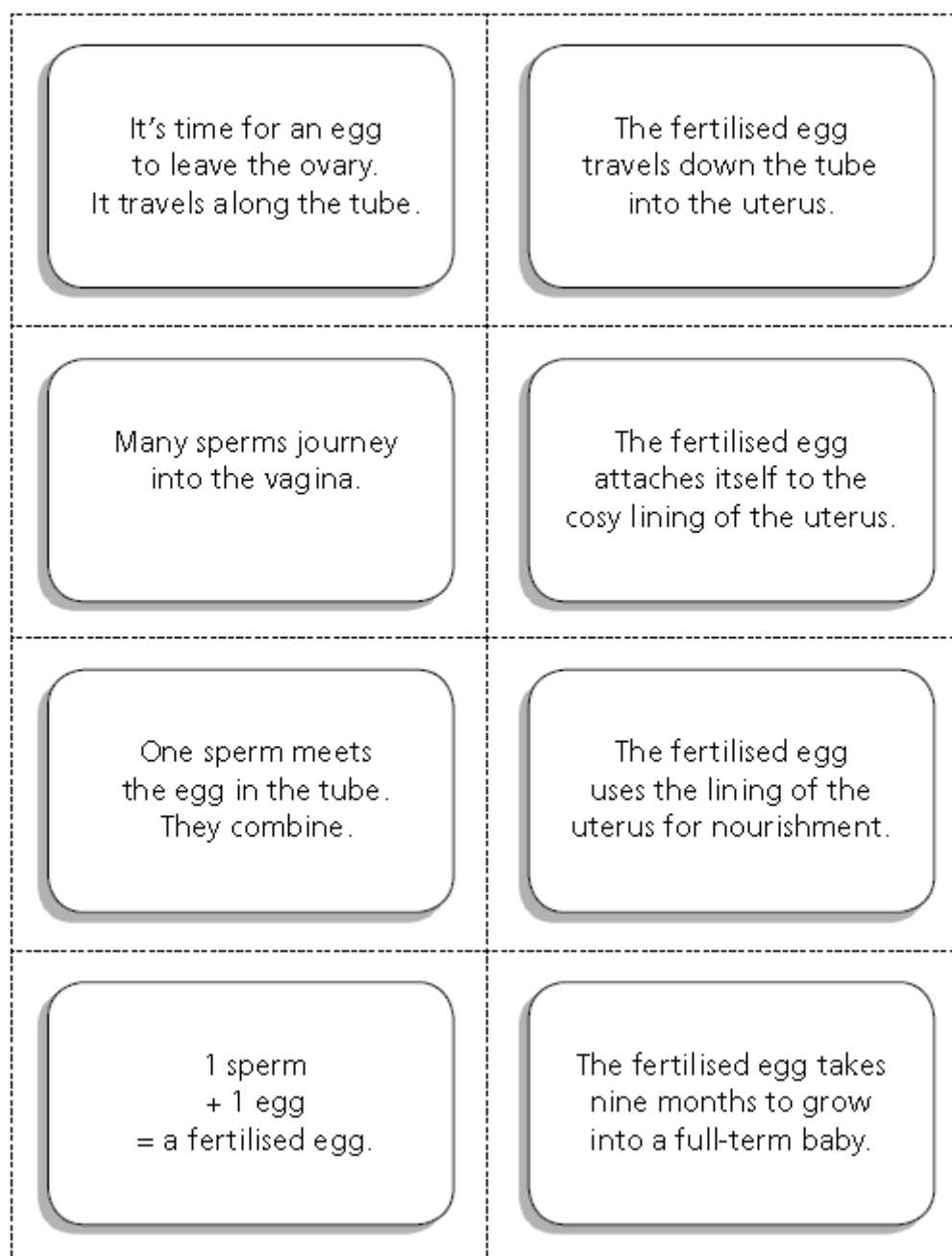
- ➔ Ask the students to find out funny things their parents believed about conception and babies, and traditional stories they may have been told (for example, being found under a gooseberry bush or left by the stork). This is a great opportunity to hear stories from different cultures.
- ➔ Ask the students to report what they found out.
- ➔ Make your own class book compiled of the stories students have heard about how babies are made.

The amazing story of conception – Truth is stranger than fiction

- ➔ This activity looks at conception, pregnancy and birth. In discussing conception at this level, we want students to understand that the joining of a sperm from a male and an egg from a female make babies; living things come from other living things; and a baby develops inside a mother's uterus.
- ➔ Using books about pregnancy, a Magnel Kit and the National Geographic materials, show students pictures and videos of the growth of a baby in-utero.
- ➔ Use the background information resources 'The amazing story of conception' and 'The amazing story of conception – In pictures!' as a guide to telling the students more about this amazing story.
- ➔ The students will have many questions. Record the questions on a whiteboard or flipchart, so that students can investigate the answers. Some examples of questions that students often ask are:
 - How does the baby get food and oxygen?
 - Where does the baby grow?
 - Why are some babies twins?
 - How long does it take for one egg and one sperm to grow into a baby?
 - Where does the baby actually come out?
 - Does the foetus grow where the mother's sandwiches go?

The amazing story of conception

(Note: The order is from the left column, down, and then the right column, down.)



Week 5- Gender

Strategies and experiences

- Discuss 'gender roles'
- What makes a boy/girl?
- Cyberbullying – gender stereotypes



ACTIVITIES

What makes a boy? What makes a girl?

This activity explores gender stereotyping.

- ➔ Ask the class:
 - How else (apart from genitals) do we know if a baby is a boy or a girl?
 - When that baby grows up and comes to this school, can they be anything they dream to be and do anything they dream to do?
 - Are there rules for how to be a boy or how to be a girl?
- ➔ In small groups, ask the students to make lists of popular girls' and boys' activities in school, codes of dress, favourite music, TV shows, books, hairstyles and school subjects.
- ➔ Ask them to write answers on separate coloured cards.
- ➔ Stick the cards on a wall under *Girls* and *Boys*. As a class, discuss any commonalities.
- ➔ Switch *Boys* and *Girls* labels. Discuss what would happen to a child if they liked something from the other list.

Catalogues

- ➔ Make a large, class collage of boys' clothes and girls' clothes from clothing catalogues.
- ➔ This is a good way to broach discussion about the effect of different clothing on participation in activities.
- ➔ Possible discussion questions could include:
 - Do boys or girls clothing prevent them from being physically active?
 - What items of clothing would be most difficult to play sport in?
 - Does our school uniform allow both boys and girls to be physically active?
 - Can you think of examples where it is acceptable for men to wear a dress?
- ➔ Why might there be different rules in different cultures?
Compare the motifs on boys' T-shirts with motifs on girls' T-shirts and clothes.

Online and phone safety: Quiz answers and discussion notes

1. Never use your own name online. Use a nickname instead.
 - Don't use names that are rude or reveal personal information.
2. It is OK to open up an email from someone you don't know.
 - The email or its attachments could contain viruses.
3. It is OK to download music from your friend's iPod to your phone.
 - Sharing music or movies breaches copyright.
4. Cyberbullies can be blocked from your social network page.
 - Always report any bullying to the service provider.
5. It's OK to meet an online friend if you have a mate with you.
 - People don't always tell the truth – you really don't know who you will be meeting.
 - If you do wish to meet, always make sure an adult is there with you.
6. Safe internet sites start with http://
 - Safe sites start with https://
7. Sev3n029 is a strong password.
 - Strong passwords have a mix of capital and lower case letters, and also contain numbers.
8. Delete nasty emails as soon as you get them.
 - It is important to tell an adult as soon as possible, and to keep the email or text message, because it may be needed as evidence.
9. Antivirus protection is an important way to keep safe on the internet.
 - Antivirus and spamware can protect.
10. Never put personal information (e.g. your name, school or suburb) on the internet.
 - Someone can find out a lot about you even with not much information to go on.
11. Safe websites have a lock symbol.
 - Safe sites have a lock symbol and also start with https://
12. Social networking accounts (e.g. Facebook) should be set to 'private'.
 - Use the privacy settings on social networking sites to choose who sees your personal information.

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Week 6- Qualities of friendships

Strategies and experiences

- Discuss (circle time session) the qualities of a good friend



The bricks that build a friendship

- ➔ Read a story or show a video that depicts friendship. For example, a chosen scene from a children's novel, story or a scene from a cartoon or sitcom such as *The Simpsons* that illustrates qualities of a close friendship.
- ➔ Brainstorm the qualities important in a friendship.
- ➔ As the students call out their suggestions, write each quality on a brick on the whiteboard.
- ➔ Discuss if any characters demonstrated or experienced some of these qualities in the examined story. Also, discuss if some important friendship qualities disappeared or were not obvious.
- ➔ Identify what qualities might have been missing. Graphically demonstrate the disintegration of the friendship by rubbing out the appropriate bricks one at a time. Discuss how the characters may be feeling.
- ➔ Continue until the wall has so many bricks removed that it would obviously fall down and there would be no friendship left.
- ➔ Some further questions to promote discussion:
 - How would you feel if you were the character in this story?
 - How would you feel if a friendship was changing?
 - What would you do if that friendship was very important to you?
 - Can you rebuild a friendship once it has fallen down? How?