



Year 4 Changing Me

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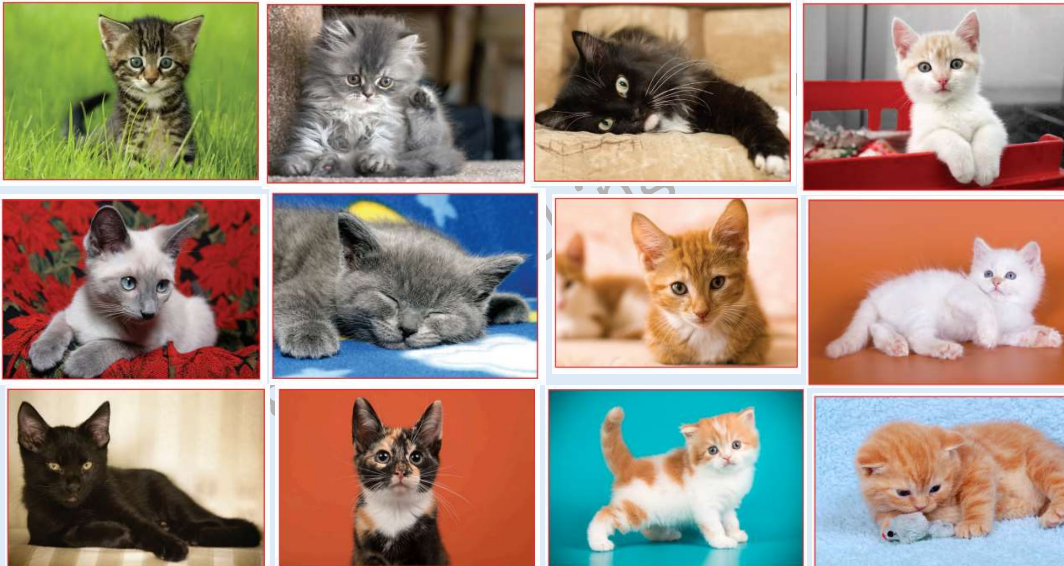
see powerpoint notes for all slides

These lessons have been adapted and confirmed by our staff to suit the needs of our children using the Jigsaw 'Changing Me' units.

Before starting the unit create a set of class ground rules for these lessons. These are then to be shared with the children before every lesson for RSE.

Explain that at various points that the children may have questions and that these can be written down rather than shared aloud to remove any embarrassment.

I need twelve volunteers. to hold a kitten card up for the class to see.



Print out the 12 kitten cards. Randomly mark 4 with a red dot on the back, 4 with a green dot and 4 with a blue dot.

Ask for 12 children to stand up in the circle and to hold a kitten card so everyone can see. Ask for three further children to stand up in the centre of the circle and give them each one of the mother cat cards, the cats are named Bella (ginger), Maisie (white) and Poppy (black). Ask the kittens to decide who they think their mother is and to go and stand with her.

Ask the children to share why they chose the mother cat they did. They will probably say similar colour, eye colour, etc.

Then reveal the dots on the back of each of the kitten cards which stands for either Bella (red dot), Maisie (green dot) or Poppy (blue dot). Ask the children to rearrange themselves and stand with their mother cat.

This shows that it is quite random and that there is a mixture of colours with each mum and that it isn't always obvious. Make the point that, as humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us. Explain that our characteristics come from the genes our parents pass on to us. Write the word 'gene' on the board to show how it is a different word from the jeans we wear!



I need three more volunteers to each hold a mother cat.



Bella



Maisie



Poppy



Kittens, who do you think is your mother?
Stand next to them.

Why did you make this decision? Did you
spot a similar characteristic?



On the back of your kitten cards are coloured dots. The red dot means the mother cat is Bella, the green dot is for Maisie and the blue dot is for Poppy. Now you know this, stand with the correct mother cat.



This shows that it is quite random and that there is a mixture of colours with each mum and that it isn't always obvious. As humans and children, we have some characteristics that are clearly from our parents but some characteristics that are unique to us. Our characteristics come from the genes our parents pass on to us.



- Did you know...

Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells. Genes carry the information that give us our characteristics (traits).

We get half our genes from our birth mother and half our genes from our birth father. The father's genes decide whether the baby will be male or female.

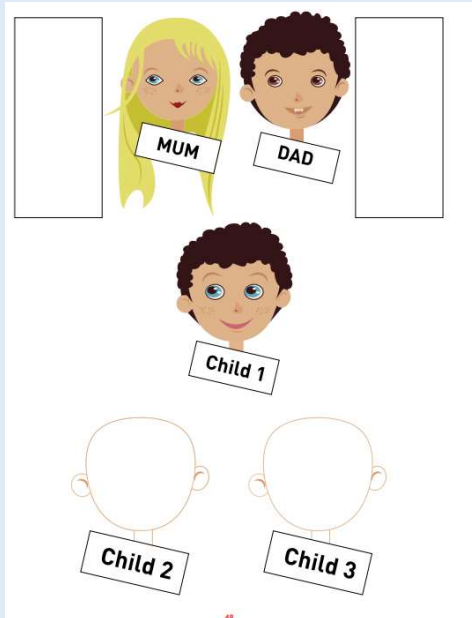


Add picture of yourself and your parent/s



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Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.



Write in the box by each parent the characteristics they have (eye colour, hair colour, freckles or not, curly hair or straight hair).

Then think about what these parent's children might look like, inheriting one characteristic from each parent.

Let's look at Child 1 together.

What have they inherited?

You can decide on the gender for child 2 and child 3. Think about what the other children might look like in this family choosing eye colour, hair colour, freckles (or not) and curly/straight hair each time.



Before we finish...

Who can roll their tongue into a tube? This is an ability that is inherited from our parents and it is more common for people to be able to roll their tongue than not.

Remember, we get half our genes from our birth mother and half our genes from our birth father, and this happens when the mother's egg meets the father's sperm when a baby is made at conception.



Lesson 2

- Making things sheet
- On your table you have a selection of cards. Can you match them up and find the connections to make groups showing the 'ingredients' for making it.
- Each group should have 5 cards when it is finished.

Lesson objectives: - correctly label the internal and external parts of male and female bodies that are necessary for making a baby
understand that having a baby is a personal choice and express how I feel about having children when I am an adult



- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

Children to write answers on post it notes for the floor book.



Having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby.

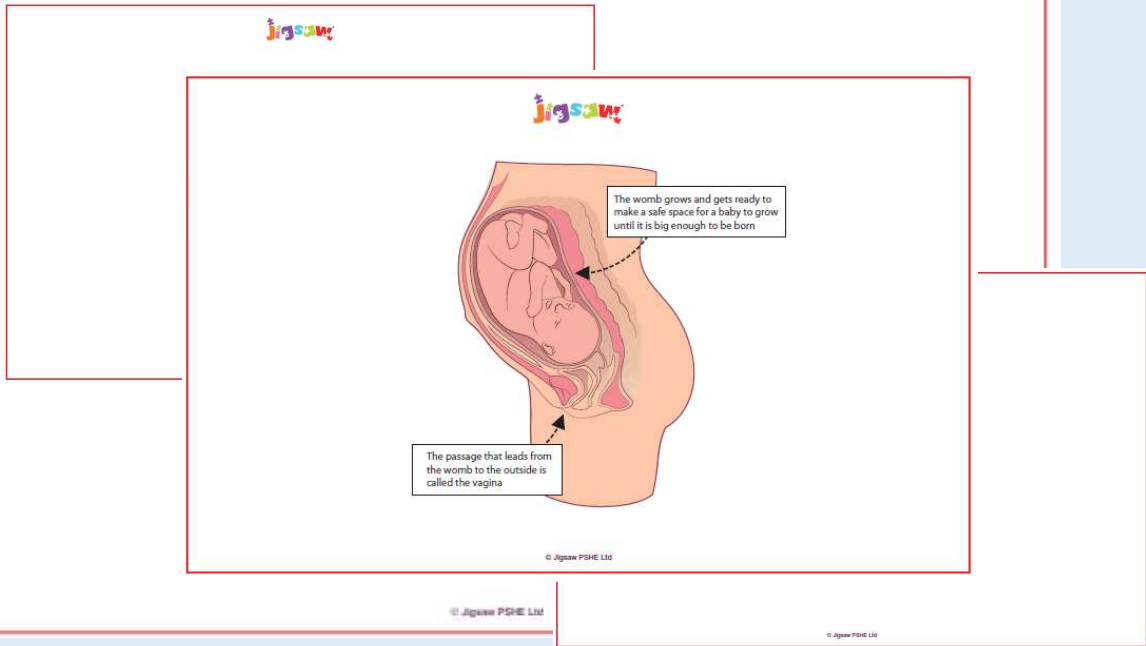
It has always been a natural human instinct to want babies; if not, none of us would be here! It's a choice people make, and some people choose not to.



Who can remember what is needed from a male and a female to make a baby?

Think back to our starter game. What were the 'ingredients'?

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It's amazing how a baby starts to grow when a man's sperm and a woman's egg meet and join together. This can happen when a grownup man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb into the tubes that lead from the ovaries. If they meet an egg there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.



Lesson 3

How do you feel when you think about puberty and growing up?

Puberty is when a child's body begins to develop and change as they become an adult.

Lesson objectives :- Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty



Reflect task



Something that worries me about getting older is...

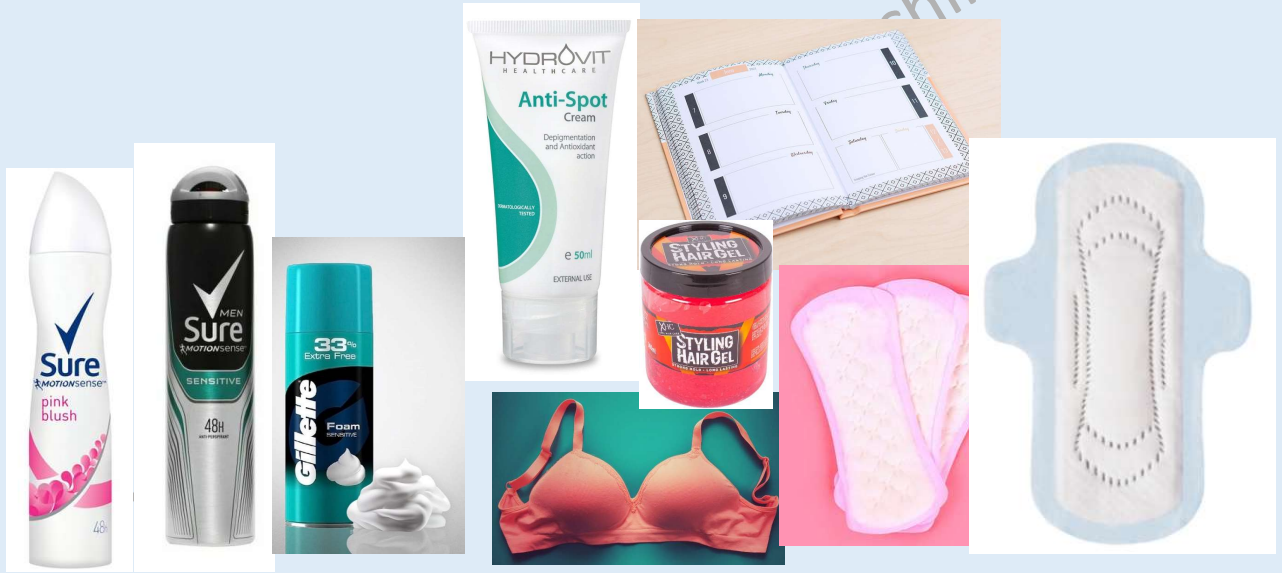
What I like about being the age I am now is...

When something's bothering me I can always talk to...

One way I can look after my body as I get older is...



What do these objects tell you about changes or new experiences at puberty?



Reassure that this is new information for everyone and that it's OK to not be sure about some of these items.

When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Finish with the items of sanitary wear and ask children to say what they know already about what these are and what they are for.

Introduce the word 'menstruation' (literally meaning a monthly event) and explain this is a special part of puberty that affects girls/ people who are born female; and to understand it we have to think back to what we were learning about last lesson...



Girls experience something called 'menstruation' (literally meaning a monthly event) This is a special part of puberty that affects girls/ people who are born female; and to understand it we have to think back to what we were learning about last lesson...

When a girl's body reaches puberty the eggs in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.

- Once a month, one of the tiny eggs stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/ uterus.*
- If the egg meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception.*
- Every month the womb/ uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need.*
- If an egg is fertilised it settles into this soft lining of the womb/uterus and develops into a baby.*
- If an egg isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina. This is what is called 'having a period'.*
- Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.*
- Girls and women wear an absorbent towel in their underwear which soaks up the blood.*

Most women have periods once a month until they are in their fifties when they gradually stop.



It's okay if you have questions about this. You will learn more in the future at an age-appropriate level. These are some frequently asked questions that might help you understand a little more.

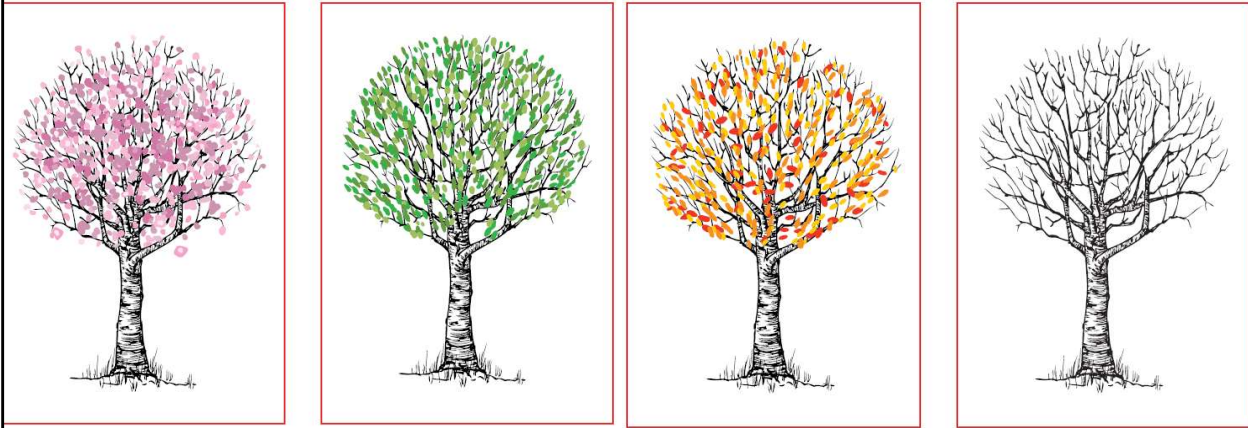
- Does the egg hatch? No, when the egg and sperm meet the egg begins to develop into a baby.
- Why do we have puberty? Puberty is just part of growing up and getting ready to be an adult. It is a normal process and everyone experiences it at some point. It can start earlier or later but will happen when you are ready.
- Why don't men have wombs? The woman body is designed to grow and carry the baby.
- How does a period start? During puberty for girls, the eggs in her ovaries *start to mature*. This means her body is getting ready for adulthood and being able to grow a baby.
- What is a 'mood swing'? The term mood swing is sometimes used to express how a girl going through puberty / a woman going through her menstrual cycle has to cope with more hormones in their body therefore making situations different to deal with. Sometimes emotions run higher during this time.
- Can you still do normal things when on your period? Yes you can, you just need to be prepared for changing when necessary. A period does not stop you from doing what you want to!
- Do periods hurt? Some people have reported they have slight cramping in their tummy but nothing too painful to stop you from your day to day life. Some people might get a headache and be a bit sleepy but all girls are individual and will have different experiences with their period. Talk to a trusted adult if you have concerns or worries about your period.
- When does a period finish? A period usually lasts a week however this can be different for every woman.



Lesson 4

What started the process of change for the tree?

- What happened in each stage of the change?
- Did the tree have any control over the changes that were happening to it?



Lesson objectives : - Know how the circle of change works and can apply it to changes I want to make in my life

- Am confident enough to try to make changes when I think they will benefit me



Can anyone explain a change that has happened to them already. Did you have any control over the change?

Change is a natural part of life and something that we will all experience.

What changes can we control?

Many people find change difficult, especially when the change is something unpleasant or unwanted. We can do things to help us manage change so that we cope with the change better.

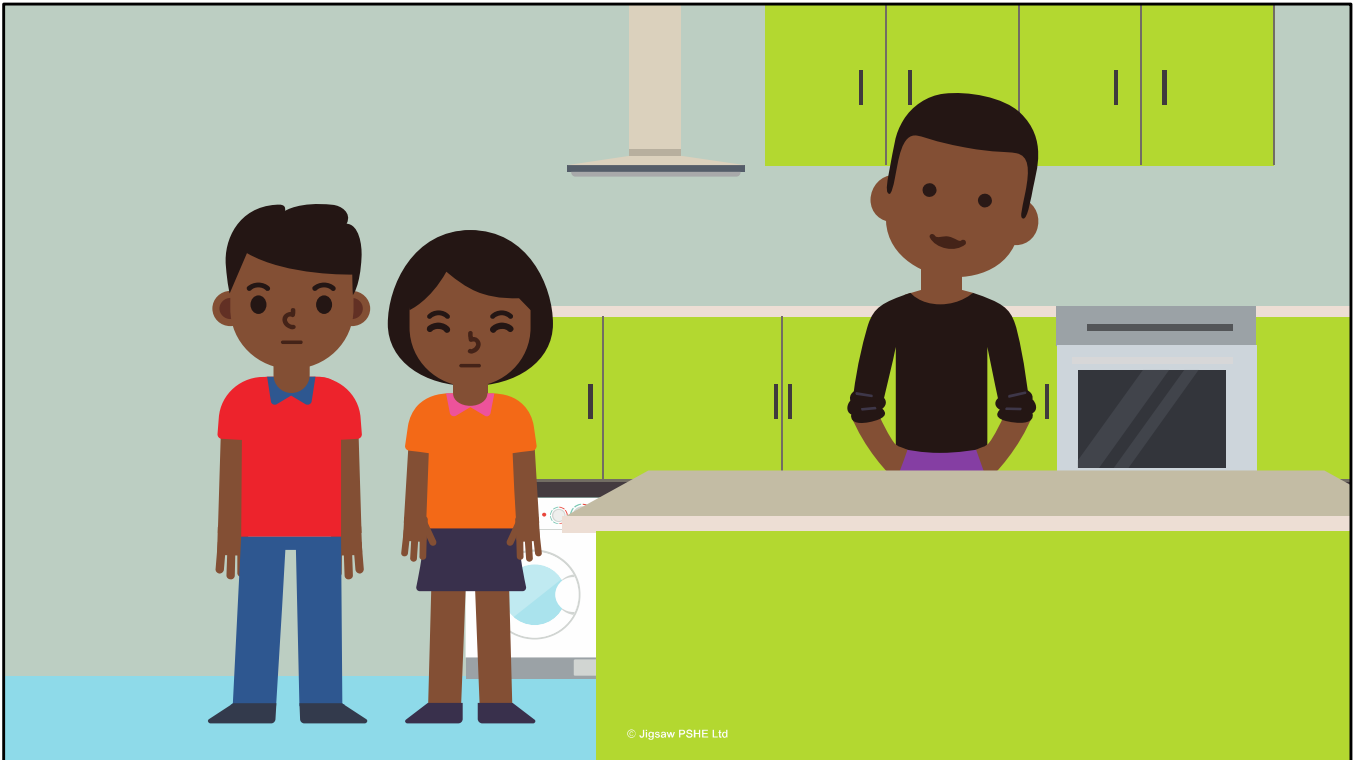


Sofia and Levi's story

Can you identify what happened in the story to manage the change and help the children cope.

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One day after school, Sofia and Levi were called into the kitchen by their Dad who wanted a chat. Their Dad said he had met a new girlfriend and he wanted to get married to her. Their mum had left when they were little, so Dad had always looked after them on his own. Dad said his girlfriend was called Maria and she also had two children, so they would be one big happy family. Levi and Sofia weren't so sure. They liked having Dad to themselves. Dad said he didn't want to rush anything and said for now he just wanted them to get used to the idea and **think about it** for a while.



A week or two went by and Dad asked the children how they were feeling about Maria and her children. He asked if they were ready to meet them. Levi and Sofia thought they may as well get it over with and **decided** to say yes. Dad asked where they would like to go for a special day out, and suggested a theme park. Later that day Sofia said to Levi at least they would get to go somewhere cool even if Maria was going to be there.



Two days before the trip, Dad sat down with Levi and Sofia and showed them some photographs of Maria and her children. He talked about them a lot so that Levi and Sofia were **prepared** before the trip. Sofia thought that Maria seemed kind, and they were both pleased to be getting an older brother and sister who were fun and caring.



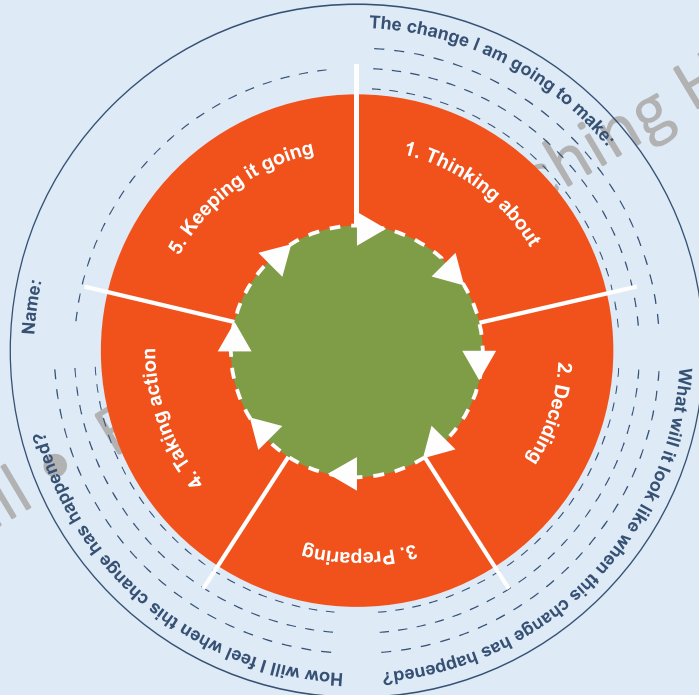
The day of the trip arrived. The families met up. Maria and her children were very nice. Maria's teenage children who were called Sam and Olivia, enjoyed taking Levi and Sofia on the scarier rides that their parents didn't want to go on. Sam said that when they moved into the same house, he would teach Levi how to play basketball. Olivia said she was really looking forward to having a younger sister to share things with. Olivia was a blackbelt in Karate and she asked Sofia if she would like to start coming to classes with her. Sofia thought that would be great.



Over the next few weeks the two families met every weekend and slowly they began to change into one family. By the time of the wedding, it didn't seem to Sofia and Levi at all strange their family had changed, and even though they sometimes felt a little nervous about having a new Mum, it didn't seem anywhere near as scary compared to when their Dad had first told them.



What do you think helped Sofia and Levi manage the change?





Lesson 5 Deep dive



Your best friend says they don't want to be friends any more

My body starts to change in puberty

Have a baby brother

Go on a plane for the first time on holiday

How might you feel about the situation?
Will the feeling change?

Move house

My pet dies

Start a new school

Best friend moves away

- Lesson objectives : - Identify changes that have been and may continue to be outside of my control that I learnt to accept
- Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively



Look at the following slides and think:

1. Why do these changes happen?
2. Do human beings have complete control over these changes?



Draw out from the children the idea that humans can influence nature for good or ill, but humans do not have complete control over nature.

How easy is it for the children to 'accept' the changes in the planet which seem outside of their control?

What would they like to do about it?





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- In talking partners, write a list of six changes that have happened in your lives already that you did not have control over, i.e. that they could not stop from happening. Next to each of the changes, write two words to describe how they felt when these changes were happening.

Changes that are outside of our control often cause us fear or anxiety. Return to your lists and discuss how you have managed to cope with these changes. Accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier). Whilst we do not have control over some changes, we do have control over how we approach and handle these. This should alleviate the fear of change.



Lesson 6

- Lets recap
- What have you learned about in our Changing Me lessons this term?

Lesson objectives: - Identify what I am looking forward to when I move to a new class

- Reflect on the changes I would like to make next year and can describe how to go about this



In talking partners, make a list of the changes you think might happen during the next school year. These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc.

You could also include changes you want to make for yourself e.g. getting better at maths, trying not to fall out with friends, etc.



Look at your list of changes.

- Which changes can you control?
- Which ones have you no control over?
- How do you feel about this change?
- How are you going to manage this change?
- What might help you best to manage/ achieve the change?