

FIFTH AND SIXTH CLASS

Resource Materials for

# Relationships & Sexuality

# E d u c a t i o n



Social, Personal and Health Education



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# 6 My Body Grows And Changes





**Theme 6**

## My Body Grows and Changes

**Aim:** To provide the children with opportunities to increase their knowledge and understanding of the changes that take place during puberty.

### Theme Menu

	<b>Introduction:</b>	How We Have Changed.
<b>Option 1</b>	<b>Information Lesson:</b>	Puberty Physical Changes For Girls Physical Changes For Boys Psychological and Social Changes
	<b>Group Work:</b>	What We Have Learned.
<b>Option 2</b>	<b>Brainstorm:</b>	Pubertal Changes
	<b>Writing Activity:</b>	What We Have Learned
	<b>Video:</b>	Selected by teacher, in keeping with the school's RSE Policy
	<b>Group Work:</b>	What We Have Learned.
	<b>Class Round:</b>	The Thing Which ... Me Was ...

### A Note On Changes In Puberty

In this theme, 'My Body Grows And Changes', young people are given an opportunity to prepare for the changes which they will experience during puberty. The same basic information will be relevant regardless of the approaches and methodologies used by the teacher. For that reason, this information is given as an introduction and the options which follow refer to how this information may be adapted during a variety of classroom lessons.

At the beginning of the school year parents are given the Parent RSE Notes for 5th and 6th class, which can be found in the introduction section of this handbook. They may also be informed by letter or at a parents meeting, of the content of the RSE programme. The importance of discussing this information with their child is stressed. It is also acknowledged that parents are the primary educators of their children and schools are supporting them in this task.

The RSE Notes for parents of fifth and sixth class pupils will ensure that parents understand what their children will be taught in class.

## Teacher's Note

In teaching the following lesson teachers need to be aware of the following issues:

Although the content of the lesson on puberty is closely based on the NCCA Curriculum and Guidelines for 5th/6th class, your own school policy will dictate how you teach it, e.g.

- Small groups or whole class?
- Boys and girls together or single sex groups?
- Some of the information in 5th class and some in 6th class?
- Does each group get exactly the same information?
- Although it is essential that each child be given information about both sexes, a school might decide to give more information on menstruation to girls in 5th class, than to boys.
- How will questions be taken?
- What answers will you give?

It is a good idea to anticipate as many questions as possible and have your answers prepared. You may also need to acknowledge to your class that you may not be able to answer all their questions at this time.

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## Option 1

### Information Lesson:

Puberty  
Physical Changes For Girls  
Physical Changes For Boys  
Psychological and Social Changes

### Group Work:

What We Have Learned

## Information Lesson: Puberty

### Introduction

As referred to previously in the Teacher's Note the approach used in the following lesson will be dictated by school policy. The teacher introduces the topic by asking the children to name physical changes that have happened since they were babies. They will not have been aware of many of these milestones but now with their increased maturity and understanding they are conscious of the changes occurring in their bodies. Teacher explains that puberty is a time of transition when boys are growing and developing into young men and girls are growing and developing into young women. Each one of us is unique and different and so too is the pace of change.

Girls usually begin puberty between the ages of nine and sixteen years of age, 1-2 years before boys. They will frequently be taller than boys at this stage. Fortunately there is no 'right' or 'wrong' time to begin. Each person has his/her own individual 'growth clock' and begins to change from a child to an adult when s/he is ready to do so. Puberty cannot be rushed or delayed, we have no control over the physical changes, but being prepared for the change will ensure a smoother transition into adulthood.

We have previously mentioned that at puberty many changes occur. There are not only physical changes but also psychological and social changes. We are going to begin by first discussing the physical changes that occur in girls and boys.

Teacher refers to the diagram of the female reproductive organs and discusses the physical changes.

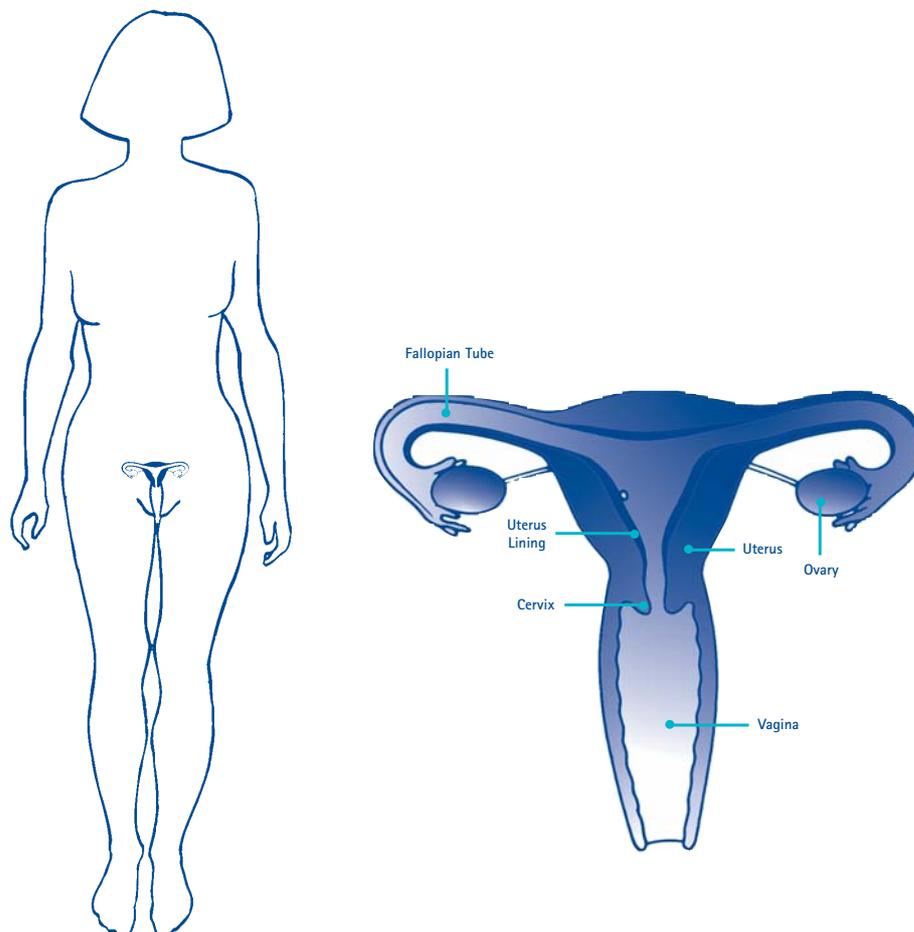
## Physical Changes in Girls

From the previous discussion children will have talked about the various physical changes that have occurred since infancy and how in most instances they were unaware of these changes happening. As they now have greater awareness, it is important that they understand why these changes are taking place.

Referring to the diagram of the female reproductive organs teacher talks through the physical changes that usually occur in girls and the functions of the reproductive organs.

- ▲ **Breasts develop**
- ▲ **Menstruation/periods begin**
- ▲ **A growth spurt occurs**
- ▲ **Underarm and pubic hair begin to grow**
- ▲ **Hips broaden**
- ▲ **Perspiration may increase**
- ▲ **Oily skin and pimples may develop.**

## The Female Reproductive Organs



# Resource Materials for Relationships and Sexuality Education

## Fifth Class Theme 6 My Body Grows and Changes

### **The Ovaries**

The ovaries are 2 walnut-sized organs where the female eggs/ova are stored. All the eggs a girl will ever produce are in the ovaries at birth but the eggs are immature and only ripen in the ovaries shortly before their release. Usually one egg (ovum) is released each month.

### **Fallopian Tubes**

These are the passageways from the ovaries to the womb.

### **Womb/Uterus**

The womb prepares itself to receive an egg by building up a thick lining of blood as if a nest was being prepared. If the egg is fertilised by the sperm in the fallopian tube it will attach itself to the lining of the womb for nourishment. If the egg is not fertilised the lining is not needed so it breaks up and leaves the body as a trickle of blood through the vagina. This process is called menstruation.

### **Cervix**

This is the neck of the womb.

### **Menstruation**

Many words in English come from Latin. Menstruation comes from the Latin word “mens” meaning month. Periods usually occur once a month.

The flow of blood usually starts as a small discharge or trickle. In most instances the flow is quite slow and gradual and usually lasts from 3-5 days.

There is no definitive starting date for periods. Like all the other changes that occur, the timing is up to each girl’s individual “growth clock”. Most girls begin their periods’ between 9 and 16 and most frequently between 11 and 13.

In the beginning periods can be irregular but eventually most girls settle into a more regular cycle.

Periods can cease or become irregular when a girl is very ill, suffers huge trauma or loses weight rapidly. Periods will cease for the duration of pregnancy.

Menstruation is normal and natural and most girls suffer little discomfort. Girls should continue their usual routines including P.E. and Games. In fact exercise can help as it speeds up the circulation thus alleviating tension or headaches.

Encourage girls to talk to their mother, sister or another trusted adult about periods and the type of sanitary protection that they will use. Explain the school policy on availability of sanitary protection and the teacher to approach if a girl’s period starts in school.

Menstruation is a normal process that happens for many years of a girl’s life. Understanding what is happening in her body at this time prepares a girl for her first period.

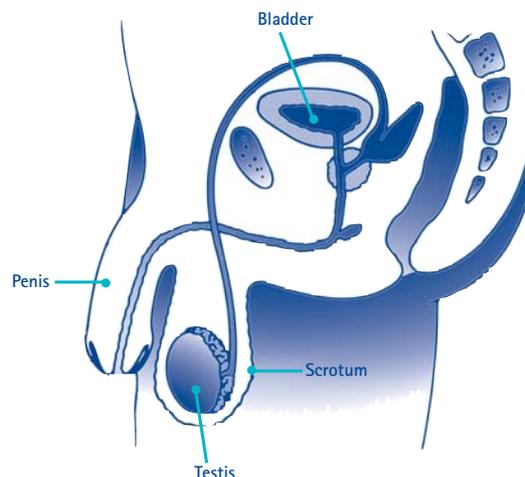
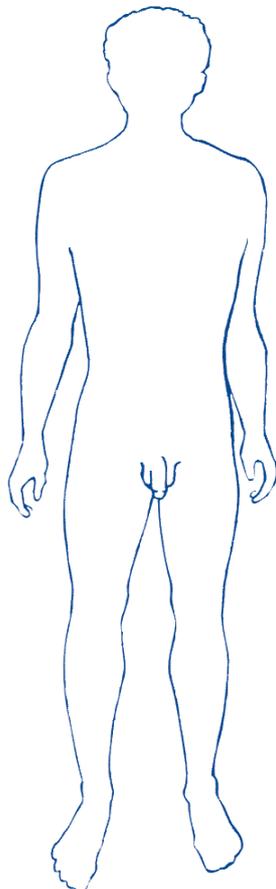
## Physical Changes in Boys

Teacher will begin by explaining that no two boys grow and develop at the same time. Each boy has his own individual 'growth clock' and growth cannot be delayed or rushed.

Teacher introduces the topic by asking the children about physical changes that have happened since they were babies. They will not have been aware of many of these milestones but now with their increased maturity and understanding they are more conscious of changes happening. Teacher explains that puberty is a time of transition when boys are growing and developing into young men and girls are growing and developing into young women. Teacher refers to the diagram of the male reproductive organs and discusses the physical changes that usually occur in boys at puberty.

- ▲ A growth spurt occurs
- ▲ The testicles, scrotum and penis enlarge
- ▲ Pubic, facial and other body begin to grow
- ▲ The voice deepens
- ▲ Nocturnal emissions/'wet dreams' occur
- ▲ Perspiration may increase
- ▲ Oily skin and pimples may develop.

## The Male Reproductive Organs



# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## Penis

The penis is usually small and soft. Most of the time only urine passes through the penis. When semen passes through, the bladder is closed off thus preventing the release of urine.

## The Testicles

These produce sperm and testosterone and are located in a pouch called the scrotum which hangs behind the penis. Males have two testicles each being the size of a small plum when fully grown. One testicle usually hangs lower than the other.

## The Scrotum

The scrotum controls the temperature of the testicles. The temperature is lower than body temperature and this is the ideal condition for the production of sperm.

## Sperm Production

Sperm are microscopic male reproductive cells with a head and a tail and resemble tadpoles. They are much smaller than the female egg. After a boy reaches puberty his testicles start producing sperm. New sperm are produced constantly in contrast to the female's eggs which are present in the ovaries from birth. Sperm are carried through a tube in the penis where they are released in a white fluid called semen. This is called ejaculation. Urine and semen never travel through the penis at the same time.

## Erection

The penis is soft and small most of the time. When a boy becomes sexually excited blood flows into the tissues of the penis and consequently the penis stiffens and becomes erect.

## 'Wet Dreams'

Sometimes when a boy is asleep, sperm is released from his body in a fluid called semen. When ejaculation or emission of semen occurs during sleep, this is called a 'wet dream' or nocturnal emission. It is important to emphasise that 'wet dreams' are temporary and normal during puberty.

## Skin Changes

Skin changes are common to both boys and girls. The skin becomes more oily and they will also perspire more. Because of these skin changes it is important to remember to wash well all over daily.

## Body Hair

There is also an increase in body hair.

## Voice Changes

There is usually a change in the voice.

The bodies of young adolescents are going through many changes. Eating well, getting enough rest, exercising and keeping clean, all help to enhance well-being at this time.

### Psychological, Emotional and Social Changes at Puberty

#### Girls/Boys

Friendships and relationships play an important role in the lives of children. They help children to develop their understanding of themselves and the social world in which they live. As girls and boys approach puberty, hormones are produced in the body and these bring about many changes. Boys and girls may find that their moods change quickly. Mood changes are almost like being on a stormy sea, one moment young people may feel very happy and the next they may feel lonely and sad. Boys and girls may experience conflicting feelings about wanting to remain a child and at the same time wanting to become an independent adult. They may wonder who they are and what is important to them. These changes can be exciting, but sometimes they can leave them feeling confused.

As children go through puberty, they often test the boundaries of their relationship with their parents and this can result in conflict. Children may want a new, more adult relationship with their parents but are unsure how to achieve it. Parents are also learning to live with their child as a more grown up person. It is important that children have supportive relationships with people they can trust such as parents, teachers and friends. This will help them to cope with the psychological and social changes more easily.

For boys and girls during puberty, a pattern is likely to emerge where the majority of friendships involve 'same sex' friends. They have a lot in common and a lot to talk about together. As they move into adolescence, friendship groups may change with boys having more friends who are girls and girls developing more friendships with boys. Having good friends is important for young people.

#### Group Work:

In groups of 2 or 3 (usually friendship groups) discuss:

- ▲ What have you learned from the discussion?
- ▲ How do you feel about what you have learned?
- ▲ As you experience different changes in your life how do you cope?
- ▲ Are there any areas that are unclear to you?
- ▲ Who will you discuss the information on puberty with at home or in school?
- ▲ When would be a good time to do so?
- ▲ What changes are you looking forward to?
- ▲ What are the good things about puberty that we can celebrate?

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 6

My Body Grows and Changes

## Option 2

<b>Brainstorm:</b>	Pubertal Changes
<b>Writing Activity:</b>	What We Have Learned
<b>Video:</b>	Selected by teacher, in keeping with the school's RSE Policy
<b>Group Work:</b>	What We Have Learned
<b>Class Round:</b>	The Thing Which ____ Me Was ____

## Brainstorm: Pubertal Changes

From the time you were babies until now:

- ▲ In what ways have you changed?
- ▲ How do you feel about these changes?
- ▲ What new skills have you developed?
- ▲ What choices are you allowed to make now?
- ▲ How have you changed physically?

## Writing Activity: What We Have Learned

Teacher asks children to individually write down 4/5 changes they know will occur during puberty. Teacher will acknowledge the work and introduce the video as a method of affirming what children already know and as an opportunity to clarify some of the more complex issues.

## Video: Selected by teacher, in keeping with the school's RSE Policy

### Introduction

Guidelines for using a Video are on Page 19.

For teachers who are teaching about puberty for the first time a video may be useful. The advantages of a video include the high standard of presentation and the expertise and professionalism of the presenter. A video can provide guidance for future presentations which the teacher may choose to give.

It is vital that the teacher preview the video to check if it is suitable. While previewing the video the aim of the lesson should be kept in mind. Some videos may cover several aspects of growth during puberty and may go beyond what would be in keeping with the developmental level of the children. It is not always necessary to include an entire video. Certain clips that are appropriate may be sufficient.

Videos have limited value when they are not followed up by opportunities for the children to clarify the information they have heard and to discuss their opinions and feelings. This feedback from children will also provide the teacher with a practical evaluation of the video. They will know which parts the children responded to best, what facts and language were easily understood by them and what was not understood or was misinterpreted by them.

## Resource Materials for Relationships and Sexuality Education

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Following the video the teacher writes the words on the blackboard to revise what the children have learned and to ensure that they understand it. You could also refer to the brainstorm done in the introduction and add to list of changes.

**In small groups the children discuss the following:**

- ▲ **What have you learned from the video?**
- ▲ **How do you feel about what you have learned?**
- ▲ **Are there any areas that are unclear to you?**
- ▲ **Who will you discuss the information on puberty with at home or in school?**
- ▲ **When might be a good time?**
- ▲ **What changes are you looking forward to?**
- ▲ **As you experience changes in your life how do you cope?**

Teacher takes feedback from anyone who wishes to speak.

### **Class Round:    The Thing Which \_\_\_\_\_ Me Was \_\_\_\_\_**

Final Round: Teacher writes the words

**'Interested'**

**'Helped'**

**'Surprised'**

Children pick one word and complete the following sentence stem in a round

**One thing which \_\_\_\_\_ me was \_\_\_\_\_**



## Home-School Links

Dear Parents/Guardians,

In class we will help the children to understand better how their bodies grow and change, especially the natural changes that happen during puberty that prepare them for being adults. We want each child to be happy that s/he will grow and change in his/her own good time and that this is different for each child. We want to help your child realise that these changes cannot be hurried.

**Growing and  
changing is a  
natural part  
of life**

**You could talk about:**

- ▲ How your child has changed since s/he was born
- ▲ Some of the changes that happen to boys and girls when they reach puberty

(You may have talked to your child about this before but as this topic is now being covered in school it is a good time to have another chat about it. Take your lead from your child about how much s/he wants to talk about.)

**This could lead on to a discussion about:**

- ▲ Mood changes that might take place during puberty
- ▲ Changes that may happen in friendships between some boys and some girls
- ▲ Some ways you might like to celebrate the changes from childhood to adulthood.

**Growing and  
changing can  
be an exciting  
time**

# The Wonder of New Life



Theme 7

## The Wonder of New Life

**Aim: To provide the children with opportunities to revise the changes that occur at puberty and to learn how new life begins.**

Refer to Teacher’s Note in the previous lesson.

### Theme Menu

#### Option 1

- Information Lesson:** a. Revision of Puberty  
b. How New Life Begins
- Let’s Talk:** How New Life Begins

#### Option 2

- Information Lesson:** Revision of Puberty
- Story:** Michael’s Birth Day
- Sequencing Activity:** Time Line

#### Option 3

- Information Lesson:** Revision of Puberty
- Video:** Selected by teacher in keeping with the school’s RSE Policy
- Let’s Talk:** About The Video

#### Follow-up Activities

- Writing Activity:** About The Story Or The Video

### A Note On New Life

Children have many experiences of new life. These may include springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in spring. By educating children to understand new life and how it comes about, the teacher is encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 7 The Wonder of New Life

## Option 1

**Information Lesson:** a. Revision of Puberty  
b. How New Life Begins

**Let's Talk:** About How New Life Begins

## Introduction

The information in this lesson should be simple and appropriate to the children's developmental level. The information will be presented in the context of a committed loving relationship. Marriage is the form of committed loving relationship most practised all over the world.

In dealing with the wonder of new life the teacher will take cognisance of the school's RSE policy. The policy will clarify how the teacher will place the content of the lesson in a context which respects, values and cherishes new life.

### a. Revision Of Puberty

When introducing the lesson on new life, it is important for the teacher to first revise puberty in a general way.

Ask the children what they remember about the lesson on puberty.

- ▲ **What did you know already?**
- ▲ **Did you learn anything new?**
- ▲ **Are there areas you are still unclear about?**

### b. How New Life Begins

Teacher could then lead into the discussion on how new life begins with the following questions:

- ▲ **What do you remember about the production of ova (egg) and sperm?**
- ▲ **How do the sperm and egg meet?**

Explain that these changes prepare the body for the possibility of parenthood.

#### **Becoming a Parent**

Becoming a parent is perhaps the most responsible job that an adult can do in life and it is essential that a lot of thought and preparation is given to it in advance. For this reason, children who have come through puberty must be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.

Parents/guardians will ensure that their own religious and moral values will be central to what they teach at home. In the RSE programme in school, conception and birth are taught in the context of a loving, stable and committed relationship where new life is respected, valued and cherished. Each school will ensure that teaching about human reproduction and new life will be informed by its religious and moral ethos.

# Resource Materials for Relationships and Sexuality Education

Fifth Class    Theme 7    The Wonder of New Life

## Conception

The most intimate expression of love is when a man and woman express their love for one another physically in sexual intercourse. During sexual intercourse the man and woman become physically close to one another and the man's penis enters the woman's vagina. This is a special experience for the man and woman, and happens in the context of a committed loving relationship as in marriage.

Every month a woman produces an ovum or egg in one of her ovaries. About mid way in a woman's menstrual cycle, the ovum is released from the ovary and travels along the fallopian tube. There are two fallopian tubes connecting the ovaries to the womb. If the ovum is fertilised by the woman having sexual intercourse during this time, conception can take place. The fertilised egg makes its way to the womb and embeds itself in the soft lining where the growth of a baby begins. The woman's periods stop for the duration of the pregnancy. If conception does not take place, the ovum is shed from the body during the woman's period.

## Let's Talk:

- ▲ **How do you feel about this information?**
- ▲ **What did you know already?**
- ▲ **Are there areas you are still unclear about?**
- ▲ **Who will you discuss the information on new life with at home or in school?**
- ▲ **When would be a good time to talk to someone about new life?**

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 7 The Wonder of New Life

## Option 2

**Information lesson:** Revision of Puberty

**Story:** Michael's Birth Day

**Sequencing Activity:** Time Line

As suggested in Option 1, a revision of puberty and how new life begins may be included before reading the story.

## Story: Michael's Birth Day

The teacher, or a pupil, may read the following story for the class.

### Michael's Birth Day

Hi, my name is Michael. They say that today is my birth day and I am only a few hours old, but believe me I have been around a lot longer than that.

You would think that resting in my Mam's womb for the last nine months would have prepared me for my journey into the real world, but being born is an exhausting and frightening experience.

Let me tell you my story so far. It began 9 months ago when sperm from my Dad met with an egg from my Mam and suddenly there was me! You were created just like me.

During my first six weeks, my Mam or Dad were not aware that I was there. It wasn't until Mam missed her first period and had a pregnancy test that she realised she was carrying me. They were so delighted to see me today I can only imagine how excited they felt when the pregnancy was confirmed. Then, who wouldn't be excited about me! Even though I was no bigger than the tiniest small finger nail, by the end of these six weeks, I had the beginnings of arms, legs, nose and eyes. My heart was beating and my backbone was partly formed.

By the end of my third month my fingers and toes, knees and elbows had grown and my good looks were in place. My vocal cords had formed but I didn't speak yet. The umbilical cord that attached me to my Mam did a great job giving me food, though I didn't like spicy food as it gave me hiccups!

By the sixth month my eyes had opened. I couldn't see very much as it was very dark in there. I really enjoyed moving about, twisting and turning, though my Mam wished that all this activity hadn't happened when she was trying to get some sleep! I now had a light covering of hair on my head. I could hear loud music and sometimes people singing along. I think it must have been my Dad because that was one of the voices I heard earlier today. Don't tell him I said so, but he could use some singing lessons!

By the end of the ninth month I was much bigger and had put on a lot of weight which made it difficult for me to move around as much. All of my vital organs had formed.

As I said earlier, today was my birth day. I was very surprised and a little bit frightened when I felt my Mam's tummy start to tighten and I felt myself being pushed downwards. I tried to hold back but I was being propelled along. I passed through a very narrow tunnel and it seemed to take a long time. Suddenly, I saw bright lights and heard lots of noise, it felt very cold and strange and I started to cry. Then I heard familiar voices saying, "Oh look! it's our beautiful baby boy Michael, welcome to the world". It was my Mam and Dad.

## Resource Materials for Relationships and Sexuality Education

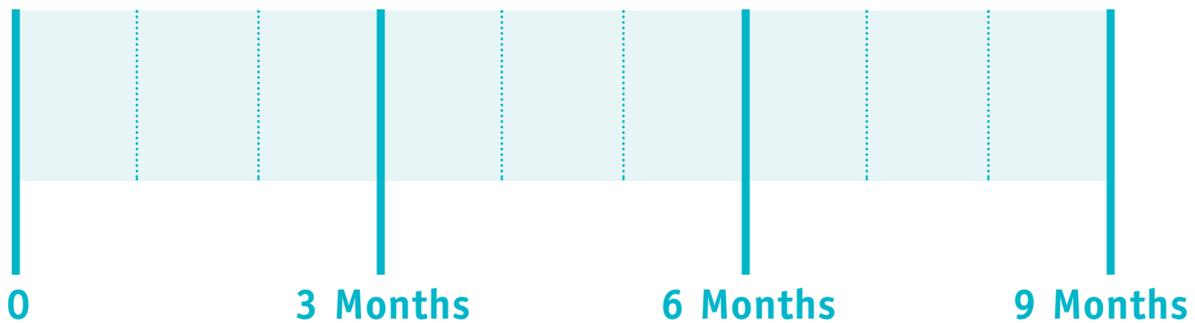
Fifth Class Theme 7 The Wonder of New Life

Having read the story the teacher discusses it with the class, opening with questions such as:

- ▲ Why was Michael surprised when people said he was only hours old?
- ▲ How did Michael's life begin?
- ▲ At what stage did Michael's Mam realise she was pregnant?
- ▲ How did Michael get nourishment?
- ▲ At what stage could Michael hear music?
- ▲ What was his Mam and Dad's reaction on seeing Michael?

### Sequencing Activity: Time Line

Teacher asks the class to map out a time line sequencing the developmental changes that occurred before Michael was born.



# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 7 The Wonder of New Life

## Option 3

<b>Information Lesson:</b>	Revision of Puberty
<b>Video:</b>	Selected by teacher in keeping with the school's RSE Policy
<b>Let's Talk:</b>	About The Video

### **Video: Selected by teacher, in keeping with the school's RSE Policy**

The use of a video about how new life begins may be useful.

As suggested in Option 1, a revision of puberty may be included before showing the video. Teacher follows on with the discussion on how new life begins. The advantages of a video include the high standard of presentation and the expertise and professionalism of the presenter. A video can provide guidance for future presentations which the teacher may choose to give.

It is vital that the teacher previews the video for suitability. A revision of puberty may be included in the video. It is not always necessary to view an entire video. Certain clips that are appropriate may be sufficient.

### **Let's Talk:**

Following the video, teacher writes the words used on the blackboard to revise what children have learned and to ensure that they understand it. The following prompt questions may prove useful:

- ▲ **Did you learn anything new?**
- ▲ **What did you know about already?**
- ▲ **What did you hear that surprised you?**
- ▲ **What did you hear that interested you?**
- ▲ **Are there areas you are still unclear about?**

## Follow-up Activities

### Writing Activity:

About The Story Or The Video

## Writing Activity: About the Story or the Video

As a follow-up to the video or the story you might ask the children to write about what they learned. The teacher could give guidelines in the form of unfinished sentences on the blackboard, or questions similar to the following:

A general question:

- ▲ **How does new life begin?**

Specific questions about the biological facts:

- ▲ **What journey does the egg make?**
- ▲ **What journey does the sperm make?**
- ▲ **Where do they meet?**
- ▲ **What happens when they meet?**

Follow-on questions:

- ▲ **Did you learn anything new?**
- ▲ **What did you know about already?**
- ▲ **What did you hear that surprised you?**
- ▲ **What did you hear that interested you?**
- ▲ **Are there areas that you are still unclear about?**

As an alternative to the questions, children could be asked to write a creative piece about the meeting of the sperm and the egg.



## Home-School Links

Dear Parents/Guardians,

In class we will help your child remember what s/he has learned about body changes, especially during puberty. We will also help your child learn about how new life begins. Even if you have talked to your child about this already s/he may like the chance to talk about it again.

### You could talk about:

- ▲ How boys grow into men?
- ▲ How girls grow into women?
- ▲ Does s/he know what parts of the body change most?

**You might like to read this story with your child and talk about what you remember of the nine months before s/he was born.**

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# 8 Caring For New Life





Theme 8

## Caring for New Life

**Aim:** To provide the children with opportunities to learn about caring for a baby in the womb and the responsibility that a baby brings, especially to parents.

### Theme Menu

#### Option 1

<b>Visit:</b>	Parent(s) And Baby
<b>Worksheet:</b>	Caring For New Life
<b>Let's Talk:</b>	About Looking After A Baby

#### Option 2

<b>Information Lesson:</b>	Caring For New Life
<b>Let's Talk:</b>	About Caring For A Baby
<b>Class Round:</b>	One Thing I Have Learned Is ...

#### Option 3

<b>Story:</b>	Michael's First Year
<b>Sequencing Activity:</b>	A Time Line

#### Follow-up Activities

<b>Art Activity:</b>	Photo Montage Cartoon Pictures
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#### Teacher's Note:

The approaches that follow are suggestions only. The school's RSE Policy will act as a guide in deciding which activities are most appropriate. The school policy may include strategies for dealing with questions.

### A Note On Caring For New Life

In this theme caring for new life brings many responsibilities. Children will have an opportunity to revise the creation of new life and the care a baby needs growing in the womb. There will be discussion around the importance of a well balanced diet, exercise and rest for the mother and the developing baby. There will also be an opportunity to discuss a baby's needs once it is born and how other family members can help.

## Option 1

<b>Visit:</b>	Parent(s) And Baby
<b>Worksheet:</b>	Caring For New Life
<b>Let's Talk:</b>	About Looking After A Baby

### **Visit: Parent(s) and Baby**

A couple who are comfortable talking to the children and with whom the teacher feels comfortable is invited to talk to the class about their new baby. Guidelines on preparing for a visitor are on Page 18. The parents might explore the following issues with the children:

- the care the baby needed when s/he was born
- the care the baby needs now
- the people who care for the baby
- the protection a baby needs
- what they enjoy most about the baby
- baby's feeding routine.

### **Worksheet: Caring For New Life**

As an individual exercise, using the worksheet A Baby's Needs, the pupils put the needs listed on the worksheet into one of all of the columns with the headings:

Physical Needs, Psychological Needs, Social Needs.

They may wish to add other needs which have not been listed.

In groups of 5/6, using their completed worksheets, the pupils share their lists and each group draws up an agreed list of the baby's physical, psychological and social needs.

The teacher takes feedback from each group and records their findings on a class chart avoiding duplication in the lists. A discussion follows led by the teacher asking questions such as:

- ▲ **How did you decide where to list the baby's different needs?**
- ▲ **Do you have the same needs as a baby? Why/Why not?**
- ▲ **Do you have other needs besides those mentioned on the worksheet? What are they?**
- ▲ **What are the main differences between the physical, psychological and social needs of a baby and a child in fifth class?**

## Let's Talk: About Looking After A Baby

What are the similarities/differences between the way you express needs and the way a baby expresses needs?

What similarities/differences can you see between the people who answer your needs and the people who answer the needs of a baby?

**Statement:** *'Looking after a baby is a full-time job and more!'*

Do you agree/disagree with this statement? Give reasons for your answer.

What kind of support do you think the young mother/father of a newborn baby need?

## Worksheet: A Baby's Needs

The following are some of a baby's needs:

**the voice of mother/father ● food ● hugs**  
**nappy change ● kisses ● sleep**

Can you think of any other needs?

**Put each of the baby's needs under one of the headings below**

Physical Needs	Psychological Needs	Social Needs

# Resource Materials for Relationships and Sexuality Education

Fifth Class

Theme 8

Caring for New Life

## Option 2

<b>Information Lesson:</b>	Caring For New Life
<b>Let's Talk:</b>	About Caring For A Baby
<b>Class Round:</b>	One Thing I Have Learned Is ...

## Information Lesson: Caring for New Life

This is a teacher directed information lesson with the emphasis on teaching accurate biological facts. Once again the teacher has the opportunity to discuss the nature of the relationship between parents and the responsibilities of both parents. These issues are dealt with in the previous theme "The Wonder of New Life" and will also receive attention in sixth class.

The information in this lesson should be presented in a format that is simple and appropriate to the children's developmental level.

### Introduction: The Important Job of Being a Parent

Revise with the class what they remember about the creation of a baby and how the baby grows in the womb.

#### Before the baby is born:

Discuss with children the care a baby needs while in the womb. As the baby grows s/he depends totally on his/her mother for all food. The food is passed through a tube called the umbilical cord. Because the baby depends entirely on his/her mother for food, it is very important that she eats a healthy, balanced diet and takes regular exercise and rest.

Just as good things travel through the umbilical cord to the baby, other substances can be passed which may harm the baby. These include alcohol, drugs and nicotine from smoking.

Some viruses can also harm the development of the baby in the womb. The best known of these is rubella or German measles. Girls and boys around the age of twelve are given an injection to immunise them against Rubella. This is called the MMR vaccine (measles, mumps and rubella).

#### After the baby is born:

On average, the baby spends nine months in his/her mother's womb before birth. After the baby is born the mother is able to feed the baby herself with milk from her breasts. It contains the right ingredients in the correct quantities to enhance the baby's immune system.

The baby also needs a lot of love and care from the moment s/he is born. Parents do this by cuddling, playing and talking to the baby.

### **Let's Talk: About Caring For A Baby**

Having covered the material in the Information Lesson with your class, the children discuss the following topics under the heading:

#### **Family responsibilities for a new baby**

- ▲ List what the mother needs to do in order to maintain a healthy baby in the womb
- ▲ Suggest what a mother should avoid during pregnancy
- ▲ List the responsibilities which would arise if there was a new baby in your house
- ▲ Explore the possible responsibilities that family members can undertake.

### **Class Round: One thing I have learned about caring for a new baby is ...**

Teacher follows guidelines for class round as on page 18. The first child is asked the question "One thing I have learned is ..." and teacher continues until all the children have spoken.

Any incorrect information is corrected.

## Option 3

**Story:**

Michael's First Year

**Sequencing:**

Time Line

## Story: **Michael's First Year**

The teacher, or a pupil, may read the following story for the class:

### **Michael's First Year**

Hi, my name is Michael. I am one year old. I'd like to tell you about the first and only year of my life so far. I was born on the 15th of April at 2:28am. I weighed 4 kilos. It was a big shock to my system to leave the lovely comfort of my mother's womb but I didn't have a choice in the matter! When I was born my eyes were blue, they still are. My hair was brown, but it has got fairer now. I came home from hospital on the 20th of April with my Mam and Dad. It took me a while to get used to my new surroundings but I didn't mind too much as long as I was fed and changed.

In the beginning I put on loads of weight, as much as two pounds a week. I grew out of all the first size clothes and I began to sleep and eat more. I first smiled on the 6th of June, I was looking at my Mam who was smiling at me. I first laughed on the 19th of July, because my Dad was blowing noises on my tummy! I answered to my name 'Michael' on the 3rd of September. I know immediately that my Mam and Dad are talking to me when 'Michael' comes first. I first learned to sit up on the 12th of October, I can see so much more when I'm sitting up. I can see what's on top of the table, the pictures of a cat and a dog on my bedroom wall.

I first waved goodbye on the 9th of November, everyone said it was cute. I do try! I got my first tooth on the 2nd of December, that was sore. I wanted to chew everything in sight including my Dad's shoulder! I first crawled on the 15th of February and my Mam said: 'Here comes trouble!' Crawling gives me great freedom. If I want something I can go get it. Before now I had to try to get my Mam's attention and even then she didn't always know what I wanted.

My first word was Dada, a good move I was told. My Mam breast fed me until recently. This was a special time for both of us. She would look into my eyes and talk or sing to me. It was lovely and cozy cuddling up beside her. My first meal besides milk was potato which I loved. My favourite foods are toast, baby biscuits and milk. I hate baby rice, yeuk! I spit it out no matter how my Mam tries to disguise it. I love my baths, I splash and splash until my Mam or Dad is soaked. I share my bath with a duck, three fish and a boat. I spot my bath sponge and think I'll get to it to suck it but my Mam always gets to it first. She 'tut, tuts' and asks me: 'Why must you put everything in your mouth?' Has no one told her that is how I learn about shape and size?

My first toy was a soft rabbit which is still on the side of my cot. My favourite game is 'Peekaboo', you just never know where my Dad will pop out next! My favourite song is 'Clap handies', because I can join in too. I had my first birthday where I blew out one candle. I'm learning to walk now but I'm taking it slowly, which is a good thing my Mam says!

# Resource Materials for Relationships and Sexuality Education

Fifth Class Theme 8 Caring for New Life

Having read the story the teacher discusses it with the class, getting pupils to draw a time line and mark in different stages of Michael's development opening with questions such as:

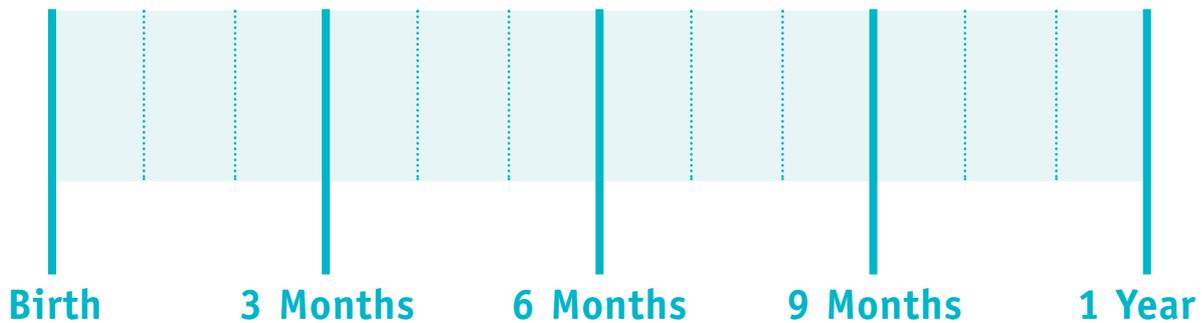
- ▲ When was Michael born?
- ▲ Why was being born a big shock to his system?
- ▲ Why had Michael no choice in the matter?
- ▲ When did Michael first sit up?
- ▲ When did Michael crawl?
- ▲ Why does Michael try to put everything into his mouth?
- ▲ In what ways has Michael grown and developed in his first year?

## Sequencing Activity: Time Line

Teacher asks the children to make out a timeline detailing the sequence of developmental changes for Michael from his birth to his first birthday.

If Michael's story has been used in the previous lesson, the two time lines could be displayed together in the class.

Teachers need to reinforce the fact that every baby has a different timeline.



## Follow-up Activities

**Art Activity:** Photo Montage

**Art Activity:** Cartoon Pictures

### **Art Activity: Photo Montage**

Using cut outs from magazines the children may compile a picture to illustrate one of the following themes:

- 1 Bringing baby to the doctor**
- 2 Feeding a baby**
- 3 Family members helping with the baby**
- 4 Features we inherit**
- 5 Shopping for baby.**

### **Art Activity: Cartoon Pictures**

The children can draw a series of pictures which together illustrate the following stories.

- 1 Parents caring for new babies... feeding, cuddling, playing, bathing the baby.**
- 2 Parents caring for toddlers... learning to walk, talk, feed themselves.**
- 3 Parents caring for you... helping with homework, teaching you right from wrong, parents protecting you while helping you to grow in independence, supporting you when you are worried, parents taking you to after school activities, enjoying holidays together.**



## Home-School Links

Dear Parents/Guardians,

In class we will help children to think about the care a baby needs before and after birth. Children need to think about the way a new baby changes people's lives. We will already have talked about new life and the care a baby needs while growing in the womb. We will be reading the following story in class. You might like to read it with your child.

### Michael's First Year

Hi, my name is Michael. I am one year old. I'd like to tell you about the first and only year of my life so far. I was born on the 15th of April at 2:28am. I weighed 4 kilos. It was a big shock to my system to leave the lovely comfort of my mother's womb but I didn't have a choice in the matter! When I was born my eyes were blue, they still are. My hair was brown, but it has got fairer now. I came home from hospital on the 20th of April with my Mam and Dad. It took me a while to get used to my new surroundings but I didn't mind too much as long as I was fed and changed.

In the beginning I put on loads of weight, as much as two pounds a week. I grew out of all the first size clothes and I began to sleep and eat more. I first smiled on the 6th of June, I was looking at my Mam who was smiling at me. I first laughed on the 19th of July, because my Dad was blowing noises on my tummy! I answered to my name 'Michael' on the 3rd of September. I know immediately that my Mam and Dad are talking to me when 'Michael' comes first. I first learned to sit up on the 12th of October, I can see so much more when I'm sitting up. I can see what's on top of the table, the pictures of a cat and a dog on my bedroom wall.

I first waved goodbye on the 9th of November, everyone said it was cute. I do try! I got my first tooth on the 2nd of December, that was sore. I wanted to chew everything in sight including my Dad's shoulder! I first crawled on the 15th of February and my Mam said: 'Here comes trouble!' Crawling is great freedom. If I want something I can go get it. Before now I had to try to get my Mam's attention and even then she didn't always know what I wanted.

My first word was Dada, a good move I was told. My Mam breast fed me until recently. This was a special time for both of us. She would look into my eyes and talk or sing to me. It was lovely and cozy cuddling up beside her. My first meal besides milk was potato which I loved. My favourite foods are toast, luga and milk. I hate baby rice, yeuk! I spit it out no matter how my Mam tries to disguise it. I love my baths, I splash and splash until my Mam is soaked. I share my bath with a duck, three fish and a boat. I spot my bath sponge and think I'll get to it to suck it but my Mam always gets to it first. She 'Tut, tuts' and asks me: 'Why must you put everything in your mouth?' Has no one told her that is how I learn about shape and size?

My first toy was a soft rabbit which is still on the side of my cot. My favourite game is 'Peekaboo', you just never know where my Dad will pop out next! My favourite song is 'Clap handies', because I can join in too. I had my first birthday where I blew out one candle. I'm learning to walk now but I'm taking it slowly, which is a good thing my Mam says!

#### You might like to talk about:

- ▲ The care a pregnant mother needs - food, exercise and rest
- ▲ How this helps the baby before and after birth
- ▲ The care your child received before and after birth
- ▲ The people who helped
- ▲ How your child's eating habits and needs have changed.

#### This could lead on to a chat about:

**The importance for your child of a balanced diet, regular exercise and rest as his/her body grows and changes.**

# 6 Growing and Changing





Theme 6

## Growing and Changing

**Aim: To provide the children with opportunities to increase awareness of the responsibilities that accompany growing up.**

### Theme Menu

#### Option 1

<b>Story:</b>	Getting Older Is Great
<b>Let's Talk:</b>	About Responsibilities
<b>Game:</b>	What Age Must I Be?

#### Option 2

<b>History Project:</b>	Childhood to Adulthood through the Ages
<b>Let's Evaluate:</b> or <b>Let's Write:</b>	Our Own Work Historical Autobiography

#### Option 3

<b>Geography Project:</b>	Responsibilities In Ireland and Other Countries
<b>Let's Evaluate:</b> or <b>Let's Write:</b>	Our Own Work Rituals To Mark The End Of Childhood

#### Option 4

<b>Research Project:</b>	Post-Primary School
<b>Let's Evaluate:</b>	Our Own Work

#### Follow-up Activities

<b>Let's Talk:</b>	About Changes
<b>Art Activity:</b>	Reach for the Stars

## **A Note on Growing and Changing**

As young people grow and change they strive for greater independence. This is a normal part of growing up. Being aware of and understanding how responsibility changes as we grow is an important part of the RSE curriculum.

In this theme children have the opportunity to examine and discuss growing and changing through the various activities and projects suggested.

Children are also provided with opportunities to research how emerging adulthood is marked in other cultures. They will also research from a historical perspective childhood to adulthood and may be surprised to discover how much/little responsibility children were given in the past.

## Option 1

<b>Story:</b>	Getting Older Is Great
<b>Let's Talk:</b>	About Responsibilities
<b>Game:</b>	What Age Must I Be?

## Story: Getting Older Is Great

'Getting older is great', thought Ross as he waited at the bus stop for the 33B. 'I really like being more independent' he continued, smiling to himself.

Ross is twelve years old. His mother, Deirdre, considers him old enough to go to his friend Shane's house on the bus on his own. She is nervous that something might happen to Ross but tells herself that this is a normal worry for a parent letting go of her children. After all, Ross is no longer a child, he is becoming a young man.

While Ross is waiting at the bus stop, two of his classmates pull up on bicycles. 'Are you coming down to the beach Ross?' they chimed together. 'Well, I was actually planning to ... oh, OK then, why not?' replied Ross. The three of them head off to the beach with Ross on the back of one of the bicycles.

Later that afternoon, Deirdre answers the phone. 'We were just wondering what's keeping Ross? Shane has been waiting in all afternoon for him', queried Shane's mother, Elaine. 'He headed off for the 2 p.m. bus and that's a couple of hours ago. He can't have missed it or he would have been back ages ago. Do you think he might have missed the stop for your place?' Deirdre said sounding very worried. 'Oh, I'm sure there's a simple explanation for it. But I'll check the route just in case. Don't panic for a while yet!' reassured Elaine.

Deirdre was indeed panicking. She couldn't sit still waiting for the phone to ring again. All the 'what ifs' flashed through her mind. Anything could have happened, she thought to herself.

The phone rang and Deirdre jumped up to answer it with an anxious Hello. 'I'm afraid I cannot see him anywhere Deirdre' began Elaine, as Deirdre heard the sound of a key in the door. It was Ross ...

Teacher uses the following questions to discuss the story with the children:

- ▲ **Why was Shane's mother so anxious?**
- ▲ **Had Deirdre cause to be concerned?**
- ▲ **What did she think had happened?**
- ▲ **What golden rule did Ross break?**  
(Agree with your parents that they know where you are going).
- ▲ **Do you think Ross acted responsibly? Why/Why not?**
- ▲ **Should Ross have to tell, or does he need to negotiate with his parents, where he is going?**

## Let's Talk: About Responsibilities

Teacher uses the following questions to brainstorm 'responsibilities' with the children:

- ▲ What does being responsible mean?
- ▲ Does responsibility change as we grow up?
- ▲ In what way?
- ▲ Why does it change?
- ▲ How can other people help us to be responsible (praise, encouragement, recognition)?
- ▲ How can we help our friends to be responsible?
- ▲ What stops us from being responsible?
- ▲ What stopped Ross from being responsible?

## Game: What Age Must I Be To?

Write each question on a card. The correct answer to each question is written beside the question. Each card is placed in a container. One child picks out a card from the container and asks the other children in turn for the correct answer. When the correct answer is given by a child s/he takes another card and asks the question written on that card. The game continues until all the cards are taken from the container and the questions answered.

### Game: What Age Must I Be To...?

- |                                     |  |
|-------------------------------------|--|
| ● Vote (18)                         | ● Stand for the Presidency (35)        |
| ● Get a part time job (15)          | ● Leave School (15)                    |
| ● Drive a car (17)                  | ● Get Married (16)                     |
| ● Fly an aeroplane (17)             | ● Join the army (17)                   |
| ● Go to adult prison (18)           | ● Buy alcohol from an off-licence (18) |
| ● Drink in the pub (18)             | ● Buy cigarettes (16)                  |
| ● Give Blood (18)                   | ● Buy a lottery ticket (18)            |
| ● Donate organs for transplant (18) | ● Babysit (14)                         |
| ● Sit on a jury (18)                | ● Drive a motorbike (16)               |
| ● Stand for local elections (18)    | ● Obtain own passport (18)             |
| ● Stand for the Dail (21)           |  |

### Conclusion

Here in Ireland in the 7 years between your 14th and your 21st birthday you are gradually given the responsibilities of adulthood.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

## Option 2

<b>History Project:</b>	Childhood to Adulthood through the Ages
<b>Let's Evaluate:</b>	Our Own Work
<b>or</b>	
<b>Let's Write:</b>	Historical Autobiography

## History: Childhood To Adulthood Through The Ages

The teacher and class plan to undertake a project, researching children's lives in various historical periods. The overall theme shows the progress from childhood through adolescence to adulthood.

In order to avoid repetition and to obtain a chronology the teacher and class may agree to subdivide the work in terms of historical eras, e.g.; the 16th century; the 19th century; Pre-World War 1.

Each group could be encouraged to plan their approach to the work by further subdividing into areas such as research, recording, written work, illustrations, presentations, etc;

The teacher could provide examples of topics the groups may wish to develop.

### Children's lives

Life expectancy. Living conditions. Diet. Diseases. Clothing.

### Children's education

Who received an education? Social Class. Gender. Age.

### Children and work

Employment at home. Employment in Factories. Agricultural Work.  
Employment Laws? Preparation for work/trade. Apprenticeships.

### Children and play

Games. Books. Toys. Festivals.

### Life Transitions

Adolescence. Preparation for marriage. Arranged marriages. Transitions marked within various cultural and religious traditions.

## Let's Evaluate: Our Own Work

### Project Evaluation

It might be useful for the child to evaluate his/her own work. In that way the child might have a better understanding of the teacher's evaluation. Enabling the child to learn to make a realistic evaluation of their own work is a valuable experience in itself. The following criteria could be used:

- |          |   |                        |
|----------|---|------------------------|
| <b>1</b> | <b>Content</b>  | <b>Score out of 20</b> |
|          | Were topics clearly defined and explained?  |                        |
|          | Was enough information provided to give a clear picture of a child's life in your chosen period?                                |                        |
| <b>2</b> | <b>Originality</b>  | <b>Score out of 20</b> |
|          | Is the project in your own words or does the information sound as if it came directly out of the book(s) you used for research? |                        |
| <b>3</b> | <b>Presentation</b>   | <b>Score out of 20</b> |
|          | Did you write using your finest handwriting?  |                        |
|          | Was your work well spaced?  |                        |
|          | Was it overcrowded?   |                        |
|          | The cover of your project was very important, did yours make a good impression?   |                        |
| <b>4</b> | <b>Illustrations</b>  | <b>Score out of 20</b> |
|          | Did you use pictures, drawings or photographs to good effect?   |                        |
| <b>5</b> | <b>Accuracy</b>   | <b>Score out of 20</b> |
|          | Were your facts correct or did you rewrite history?   |                        |
|          | Did you remember full stops and capital letters when they were needed?  |                        |
|          | Were your spellings correct?  |                        |
|          | <b>Total Score</b>  | <b>Out of 100</b>      |

Teacher can use the following questions to discuss the project work with the children:

- ▲ **Did you enjoy the work?**
- ▲ **If you were asked to do another project would you approach it differently?**
- ▲ **What aspects of your research proved most difficult to complete?**
- ▲ **What information surprised you?**

**Teacher's Note:** It is important to follow up how the children evaluated their work, particularly those who may have marked themselves too severely.

## Let's Write: Historical Autobiography

Children write an autobiography of an 11 or 12 year old at a given time in history, e.g.

- ▲ **My name is George. I am 12 years old. I was born in 1900.**
- ▲ **My name is Charlotte. I am 12 years old. I was born in 1800.**
- ▲ **My name is Jonathan. I am 12 years old. I was born in 1500 etc.**

Dates could be chosen to coincide with topic the children might already be studying in history. Children could read the autobiographies to the class and answer questions on them or the autobiographies could be passed around the class.

## Option 3

<b>Geography Project:</b>	Responsibilities In Ireland And Other Countries
<b>Let's Evaluate:</b> or <b>Let's Write:</b>	Our Own Work Rituals To Mark The End Of Childhood

## Geography Project: Responsibilities In Ireland And Other Countries

The teacher and class can plan a project, comparing and depicting how children are treated in other cultures.

The Project Plan will determine how the work is to be undertaken:

**Compare and contrast how young people assume responsibilities in Ireland and other countries, between the ages of fourteen and twenty-one.**

The teacher could provide examples of topics the groups may wish to develop:

- ▲ **Voting Rights**
- ▲ **Candidate for election to Government/Presidency**
- ▲ **Eligibility at eighteen, eg, be a blood donor**
- ▲ **Licence to drive/fly**
- ▲ **Employment.**

A topic may be apportioned to individuals and/or groups of pupils, based on chosen countries;

Topics may be subdivided into task areas which are then assigned to individuals and/or groups, e.g., research, recording, written work, illustrations, presentation, etc.;

There may be free choice with each pupil or group of pupils undertaking an area or aspect that appeals to them.

## Let's Evaluate: Our Own Work

The criteria given on page 189 could be used for this project.

## Let's Write: Rituals To Mark The End Of Childhood

### End of Childhood

In other cultures, young people are regarded as adults in their early teens. A child is often regarded by his/her society as an adult instantly after a special ceremony and ritual.

The aboriginals of New South Wales, Australia, give their young men a new name to symbolise this dramatic change from boy to man. Even more dramatically one of the boy's teeth is also knocked out in the ceremony. The tribe believes a spirit kills the boy and brings him back to life as a man and knocks out his tooth in the process.

What rituals symbolise the end of childhood in your culture? eg. Confirmation, Bar-Mitzvah (boys), Bat-Mitzvah (girls).

## Option 4

**Research Project:** Post-Primary School

**Let's Evaluate:** Our Own Work

## Research Project: Post-Primary School

Capitalise on the pupils' interest in the new post-primary school they will be attending in September. Ask them to do a project on it. Present pupils of the school might be a good source of information. Sometimes a member of the teaching staff of a post-primary school liaises with the primary schools in the catchment area. S/he might be invited to visit the primary school and help with the answers. A tour of the school may also be an option.

You could devise a Project Contract like the one that follows. Undertaking to complete a contract is a responsibility. Providing a contract helps the pupils with a practical opportunity to assume a responsibility. The completion of the contract is rewarding for the child.

### Project Contract

- 1 I will do a project about \_\_\_\_\_
- 2 I will use some of the following for my research: books from the local library, from school and from home together with magazines, newspapers and brochures.
- 3 When I have gathered information on my topic, I will share it with my teacher and classmates by writing and illustrating a 'book' on the subject, which I will read to the class.
- 4 I will choose five special words I find during my research, list them and their meanings and learn how to spell them.
- 5 I will write five questions about my project for the class to answer.
- 6 When I have finished my project, I will fill in the evaluation sheet, and say what I did well and what I could improve on.

My name: \_\_\_\_\_

Date of Contract: \_\_\_\_\_

Date Project will be completed: \_\_\_\_\_

Teacher's initials: \_\_\_\_\_

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

The teacher's guidelines for the project on a post-primary school might be as follows:

**A project. Research the post-primary school of your choice.**

## General information

Name of the school \_\_\_\_\_

Why is it called this? \_\_\_\_\_

Address of the school \_\_\_\_\_

Draw a map of the locality and mark in the school. Find out the following information:

- ▲ What will be most people's route and mode of transport to school?
- ▲ What will yours be?
- ▲ The number of students in school?
- ▲ Numbers of students in classes?
- ▲ Number of teachers?
- ▲ Is it a girls' school, a boys' school or co-educational?

## Timetable

- ▲ What time does school start in the morning?
- ▲ When is lunch-time? How long is lunch-time?
- ▲ How do most people spend lunch-time?
- ▲ What time does school finish in the afternoon?

## Personnel

- ▲ What is the Principal's name?
- ▲ Who is the Deputy Principal?
- ▲ Who is the First Year head?
- ▲ What other personnel will new pupils meet (secretary, caretaker, etc.) ?

## Subjects/School Activities

- ▲ What subjects are taught?
- ▲ Which of these will be new subjects to most pupils?
- ▲ What subjects are taught after school?
- ▲ How many people out of your class will be going to this school?
- ▲ Has the school E-mail/Website?
- ▲ Has the school a computer room?
- ▲ What sports facilities has the school? What games are played after school?
- ▲ Has the school a choir/orchestra?
- ▲ Is there a student council?

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

## Others

- ▲ What were your reasons for choosing this school?
- ▲ Is there a uniform? Could you describe or draw it?
- ▲ Does the school have a crest or motto? If so, what is it and what does it mean?
- ▲ What opinion do the pupils in your class have about the uniform?
- ▲ Is there a school shop? What does it sell?
- ▲ Is there a Parents Association?
- ▲ Does this school have a history?
- ▲ Is it famous for anything? Does it have any famous past pupils?

When the projects are complete teacher discusses their new post-primary school with the children and the following questions may be useful:

- ▲ Find out how the pupils are feeling in advance of the move.
- ▲ Are they excited, apprehensive or nervous? Why?
- ▲ How will this school be different to primary school?
- ▲ What will be the advantages over primary school?
- ▲ Will there be any disadvantages?

## Let's Evaluate: Our Own Work

It might be useful for the child to evaluate his/her own work. In that way the child might have a better understanding of the teacher's evaluation. Enabling the child to learn to make a realistic evaluation of their own work is a valuable experience in itself. The following criteria could be used:

### 1 Content

Score out of 20

- Is there evidence of enough research done? (Were teacher's guidelines followed?)
- Did you use your own initiative?
- Did you answer the following questions?
- Name of the school? A reason it is called this? What is the school address?
- Did you draw a map of the locality and mark the school on it?
- Did you find out people's route to school and the way they will travel?
- How many are in the school and what are the approximate numbers in classes?
- How many teachers are there?
- Is it a girls' school, a boys' school or co-educational?
- Do you know the time school starts and finishes?
- What time and length is lunch-break?
- What is the principal's name? Vice principal? First year head?
- Is there a school secretary or caretaker? What are their names?
- What subjects are taught? Which of these will be new subjects to most pupils?
- What subjects are taught after school? games? drama?
- How many of your class mates are also going to this school?
- What are your reasons for going to this school?
- Is there a uniform? Did you describe or draw it?
- What opinion do the class have of the uniform?
- Is there a school shop? What does it sell?
- How are the class feeling about their new school?
- How will this school be different to primary school?
- What are the advantages and disadvantages of post-primary school?
- Does this school have a history?

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 6 Growing and Changing

Is it famous for anything? Does it have any famous past pupils?

## 2 Originality

Score out of 20

Is the project in your own words or does the information sound as if it came directly out of the book(s) you used for research?

## 3 Presentation

Score out of 20

Did you use your finest handwriting?

Was your work well spaced? Or was it overcrowded?

The cover of your project was very important. Did yours make a good first impression?

## 4 Illustrations

Score out of 20

Did you use pictures, drawings or photographs to good effect?

## 5 Accuracy

Score out of 20

Were your facts correct or did you rewrite history?

Did you remember full stops and capital letters when they were needed?

Were your spellings correct?

**Total Score**

**Out of 100**

## Let's Talk

Thank those who participated in the research

- Did you enjoy the work?
- What did you learn from your research?
- If you were asked to do another project would you approach it differently?
- What aspects of your research proved most difficult to complete?
- What information surprised you?

## Follow-up Activities

**Let's Talk:** About Changes

**Art Activity:** Reach for the Stars

### Let's Talk: About Changes

In line with the objective of the lesson the teacher could develop the theme of growing and changing with questions such as:

- ▲ **How do you feel about growing up?**
- ▲ **What do you think the responsibilities of adulthood are?**
- ▲ **What do you think the responsibilities of adulthood are that are inappropriate for someone your age?**
- ▲ **What can you do now that will help you with the responsibilities of adulthood?**
- ▲ **What skills might you learn?**
- ▲ **Who will be able to help you?**

### Art Activity: Reach For The Stars

Ask the pupils to draw a picture using the theme "Reach for the Stars". Ask them to fill in the start with the following:

- ▲ **My hopes for my future**
- ▲ **My hopes for my relationships with family**
- ▲ **My hopes for my relationships with friends**
- ▲ **Personal goals**
- ▲ **Short term ambitions**
- ▲ **Long term ambitions.**

Alternatively, ask the pupils to draw a picture on a similar theme and to fill in the hopes for the future as above.



## Home-School Links

Dear Parents/Guardians,

In class we will be discussing the responsibilities that come with growing up.

Sometimes children like to talk to an elderly relative about what life was like for them growing up.

You can follow up the work being done in school by suggesting your child talks with an older person about what life was like when s/he was young.

### Questions they might like to ask could include:

- What has changed/what hasn't changed for a 12 year old?
- What were the responsibilities inside and outside home?
- Did s/he have to mind younger brothers/sisters?
- What kind of work did s/he do?
- What kind of play did s/he take part in?
- What kind of holiday did s/he have in the summer?

Older people have wisdom and life experience to share with children

You might suggest to your child that s/he would keep a copy of the interview and give a copy to the older person too.

### You might also like to chat about:

- Responsibility
- When it is easy to be responsible and when it is difficult.

Children blossom when they are given responsibility for different things.

# Relationships and New Life



Theme 7

## Relationships and New Life

- Aims:**
- 1 To revise the changes that take place during puberty.
  - 2 To revise the beginning of new life, conception and pregnancy and to explore its impact on a family.

### Theme Menu

<b>Introduction</b>	
	<b>General Revision:</b> Human Anatomy Puberty Reproduction
<b>Option 1</b>	
	<b>Information Lesson:</b> Relationships And A Context For New Life
<b>Option 2</b>	
	<b>Story:</b> It Could Be Any Day Now...
	<b>Worksheet:</b> Looking After A Baby's Needs
<b>Follow-up Activities</b>	
	<b>Writing Activity:</b> Thinking And Talking About Love

### A Note On Relationships And New Life

The approaches that follow are suggestions only. The school's RSE Policy will indicate which activities are most appropriate. Teachers may feel more comfortable about teaching these materials, and more confident about answering the questions the children may ask, if they do some background reading first. The school policy may include strategies for dealing with children's questions.

## Teacher's Note

In teaching the following lesson teachers need to be aware of the following issues: Although the content of the lesson on puberty is closely based on the NCCA Curriculum and Guidelines for 5th/6th class, your own school policy will dictate how you teach it, e.g.

- ▲ **Small group or whole class?**
- ▲ **Boys and girls together or single sex groups?**
- ▲ **Some of the information in the lesson in 5th class and some in 6th class?**
- ▲ **Does each group get exactly the same information?**

Although it is essential that each child be given information on both sexes, a school might decide to give more information on menstruation to girls in 5th class, than to boys.

- ▲ **How will questions be taken?**
- ▲ **What answers will you give?**

It is a good idea to anticipate as many questions as possible and have your answers prepared. You may also need to acknowledge to your class that you may not be able to answer all their questions at this time.

## Resource Materials

There are many books and videos available in public libraries and bookshops and you may find these useful. The following list may help:

- 1 Girlfacts/Boyfacts: Editor Aidan Herron: *Poolbeg Press, Dublin, 1997*
- 2 Revised Ready, Steady, Grow: Angela MacNamara: *Veritas, Dublin, 1996*
- 3 Girls Talking: Lucienne Pickering: *Geoffrey Chapman, London, 1992*
- 4 Boys Talking: Lucienne Pickering: *Geoffrey Chapman, London, 1992*

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 7 Relationships and New Life

## Introduction

### General Revision:

Human Anatomy  
Puberty  
Reproduction

You might like to go over some of the issues that were raised when Anatomy, Puberty and Reproduction were covered in 5th class. Children may remember a lot of this but may need reminding about some of the information and its context.

Below is an example of a worksheet that can be used as part of the revision of puberty. Discuss whether or not these changes usually occur, and whether these changes occur in boys, girls or both.

	Yes or No	Happens to
Hormone activity increases, bringing about body changes		
Changes in height and weight		
Voice deepens		
Hips widen		
Breasts develop		
Sweat glands are more active		
Shoulders widen		
The reproductive organs begin to function		
'Wet dreams'/nocturnal emissions are common		
Menstruation begins		
Changes in mood take place more often		
Girls and boys are less interested in each other		
There is usually an increased feeling of independence		
Interests and friendships change		
Body hair grows		

## Option 1

### Information Lesson:

Relationships And A Context For New Life

## Information Lesson: Relationships And A Context For New Life

### Teacher Information

The reality of life in our changing world is that families are made up in a variety of ways. However, all are families regardless of how well they fit the traditional idea of what it takes to be a family. In dealing with relationships and the context for new life the teacher will need to be sensitive to the individual circumstances of the children they are teaching.

### Introduction: Different Kinds Of Love

You have learned about the different kinds of love and we have talked about the way different kinds of love are shown.

### The love that babies receive

Newborn babies receive a lot of love. When people meet parents with a new baby they often ask to hold the baby. Sometimes they use baby-talk to show them affection and they cuddle them. The newborn baby hasn't learned how to return this love yet. But babies learn, as they are learning so many other things, to show love. They learn to love other people and to show this love in the same way as other people love them and show this love for them.

### The baby learns to return love

Parents get a great thrill when they see their love returned by their baby - when baby smiles for the first time or holds out his/her arms to be lifted. Other important milestones are the day the baby calls their names or learns to say 'I love you.'

### Your experience of being loved and loving in return

You know how much you love the people you care about and how happy you are when you see them. You show them this love in many ways and this love is returned. People who love you might have a special name for you. They have time for you and time to listen to you.

### Friendship

As you go through childhood the friendships you experience go through various stages of change and development. When you were younger you may have had a best friend. S/he may have been someone in your class, a neighbour, a cousin or a family friend. This friend may have been the same sex as you. You probably spent a lot of time with each other playing games, sharing toys, visiting each others' houses, etc.

As you grow and mature you learn to maintain a number of different friendships. These may develop from common interests such as a sport, a hobby or a club. Before this, most of your friends were the same sex as you but now you will begin to relate more to boys and girls as friends. Many boys and girls form mixed groups of friends and they pursue interests which are common to them all such as sport, films or music. Boys and girls, as they grow into young men and women, learn to understand each other better and to communicate with each other about things that are important to them. You may have older brothers or sisters or you may know somebody who has a special girlfriend or boyfriend. They like to spend time together. In this way they learn more about each other. By talking and listening they will learn a lot about each other. Just like in earlier friendships there may be disagreements too. By now young people have learned a lot about the ways to resolve these problems.

# Resource Materials for Relationships and Sexuality Education

## Sixth Class Theme 7 Relationships and New Life

### **A stable committed relationship**

Two adults may have developed a friendship and love for each other that they want to spend the rest of their lives together. They share everything with each other, including their hopes and fears, their ambitions, the good things that happen to them and the things that upset them. The more they love each other the more loving they are towards each other. They express their love for one another by doing ordinary, routine things, like helping each other out with small chores and also in very big hearted and unselfish ways. (Ask the pupils for some suggestions). They are partners and they support each other. They help each other celebrate when good things happen and comfort each other when life is difficult. They share with one another. They enjoy being close to one another.

### **Becoming a Parent**

Becoming a parent is perhaps the most responsible job that an adult can do in life and it is essential that a lot of thought and preparation is given to it in advance. For this reason, children who have come through puberty must be taught that while they may be physically able to have a baby, they are not ready emotionally or socially to take on this task.

Parents/guardians will ensure that their own religious and moral values will be central to what they teach at home. In the RSE programme in school, conception and birth is taught in the context of a loving, stable and committed relationship where new life is respected, valued and cherished. Each school will ensure that teaching about human reproduction and new life will be informed by its religious and moral ethos.

### **Conception**

The most intimate expression of love is when a man and woman express their love for one another physically in sexual intercourse. During sexual intercourse the man and woman become physically close to one another and the man's penis enters the woman's vagina. This is a special experience for the man and woman and ideally happens in the context of a committed loving relationship as in marriage.

Every month a woman produces an ovum or egg in one of her ovaries. About midway in a woman's menstrual cycle, the ovum is released from the ovary and travels along the fallopian tube. There are two fallopian tubes connecting the ovaries to the womb. If the ovum is fertilised by the woman having sexual intercourse during this time, conception can take place. The fertilised egg makes its way to the womb and embeds itself in the soft lining where the growth of a baby begins. The woman's periods stop for the duration of the pregnancy. If conception does not take place, the ovum is shed from the body during the woman's period.

### **Round: One thing I learned was:**

Encourage the children to say one thing they learned in class and to think of an aspect of the lesson which was not mentioned by other pupils.

## Option 2

<b>Story:</b>	It Could Be Any Day Now...
<b>Worksheet:</b>	Looking After A Baby's Needs

### Story: It Could Be Any Day Now ...

Jason was awake early. It was still dark outside. He listened for his parents to see if they were still there and that nothing had happened during the night. It could be any day now, his Mum had told him. He had made her promise she would wake him, even if it was in the middle of the night. His Nan would come over while his Mum and Dad went to the hospital. He was going to have a baby sister or brother soon.

Jason's Mum and Dad had warned him that a baby would bring big changes to all their lives. In the beginning the baby might cry and would wake for food in the middle of the night. Jason felt that it didn't matter. The baby was going to sleep in their room for a while and then s/he could share Jason's room.

Jason fell asleep again. His father shook him and he woke up 'Jason, your Nan's here. Your Mum and I are going to the hospital. The baby is coming.' 'Is mum OK?' Jason asked, concerned for his Mum. 'Yes. But we need to go to the hospital as soon as possible. Don't forget it could be a while before there is any news.' His father didn't want Jason to worry.

Jason wanted to stay at home rather than go to school but Jason's Nan insisted he went saying 'It'll keep your mind busy and besides there might be no news for hours.' He agreed in the end. He told all his friends in school that his Mum had gone to the hospital to have the baby. His teacher heard the news and they all said a special prayer for Jason's mother and the new baby.

Jason ran all the way home from school. 'Perfect timing,' said his Nan as she opened the door for him. 'You're Dad's on the phone.' Jason took the phone from her, wasting no time asking questions. 'Jason, is that you?' his Dad's voice asked from the other end of the phone. 'Yes Dad. Has the baby been born yet?' Jason asked. 'You have a gorgeous baby sister, Jason,' his Dad replied. 'Is Mum OK?' 'She's tired, but fine. I'll be home at tea time and you can come with me tonight to see your Mum and your new sister.'

The teacher discusses the story with the children asking questions such as:

- ▲ **Why did Jason wake early?**
- ▲ **Why could Jason not go to the hospital with his parents when the baby was coming?**
- ▲ **Why did the baby have to stay in the parents' bedroom for a while after coming home?**
- ▲ **How did Jason and his parents know the baby was coming?**
- ▲ **How did the baby begin?**  
(Teachers may find it helpful to impart this sensitive information using a video. This can be a very effective method. See notes on page 19 on the use of a video. It is worth emphasising that an appropriate section from a video can be more effective than viewing an entire video).
- ▲ **Why did Jason's grandmother insist he went to school?**
- ▲ **Why do you think his Mum was tired after the baby was born?**
- ▲ **What were his feelings when he was told he had a baby sister?**
- ▲ **How might you feel on hearing similar news?**

## Option 2: Worksheet

### Worksheet: Looking After A Baby's Needs

- 1 Ask the pupils to list the people who support them in the different areas of their lives.
- 2 Who are the people who support a newborn baby in all of the areas mentioned above?
- 3 Ask the pupils to discuss reasons why a parent might need support when caring for a new born baby.

Physical Needs	Psychological/ Emotional Needs	Social Needs	Spiritual Needs
<b>e.g.</b> food, warmth, shelter, clothing.	<b>e.g.</b> love, understanding, comfort, reassurance.	<b>e.g.</b> conversation, companionship, belonging to a group.	<b>e.g.</b> care of soul and spirit.

## Follow-up Activities

### Writing Activity:

### Thinking And Talking About Love

## Thinking And Talking About Love

Each child is given an A4 page divided (folded) in 4. Teacher asks children to think of their immediate family.

Teacher then asks:

- ▲ Name one person in your family who loves you.
- ▲ Write their name in the top fold (section)
- ▲ Section 2 - How does s/he show s/he loves you?
- ▲ Write in second section.
- ▲ How do you show your love for him/her.
- ▲ Write in 3rd section.
- ▲ Section 4. Based on what you have written finish this sentence.  
Love is ...



## Home-School Links

Dear Parents/Guardians

In class we will revise the changes that take place during puberty. We will help children look at new life and conception. You may already have talked about this to your child but it is always helpful to talk about it again.

The children will be reading the following story in school and you might like to read it with your child and chat about it.

You could chat about the responsibilities a new baby brings; the worries/frustrations as well as the joys.

### **It Could Be Any Day Now ...**

Jason was awake early. It was still dark outside. He listened for his parents to see if they were still there and that nothing had happened during the night. It could be any day now, his Mum had told him. He had made her promise she would wake him, even if it was in the middle of the night. His Nan would come over while his Mum and Dad went to the hospital. He was going to have a baby sister or brother soon.

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**When we celebrate  
puberty we are telling  
children that it is an  
important change in  
their lives**

# 8 A Baby is a Miracle





## A Baby is a Miracle

- Aim: 1** To provide the pupils with opportunities to appreciate the miracle that is new life.
- 2** To revise the development of the baby in the womb and to consider the changes a baby brings to the lives of his/her parents.

General Information		Theme Menu	
	<b>Teacher's Note:</b>		
	<b>Pupil/Teacher Information:</b>	A Baby Is A Miracle	
	<b>Advance Preparation:</b>	Bonny Babies	
Option 1			
	<b>Poem:</b>	A Baby Is A Miracle	
	<b>Let's Talk:</b>	Changes A Baby Brings To Parent(s)	
	<b>Let's go shopping:</b>	Babies' Expenses	
Option 2			
	<b>Visit:</b>	From Parent(s) And Baby	
	<b>Let's Talk:</b>	About Caring For New Life	
Follow-up Activities			
	<b>A Story:</b>	About Babies	
	<b>Writing Activity:</b>	A Class Poem	

### A Note On New Life

Children have many experiences of new life. These may include springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in spring. By educating children to understand new life and how it comes about, teachers are encouraging them not to take these daily miracles for granted but to respect, value and cherish new life.

## General Information

**Teacher's Note:**

**Pupil/Teacher Information:** A Baby Is A Miracle

**Advance Preparation:** Bonny Babies

## Teacher's Note:

The information in this lesson should be simple and appropriate to the agreed policy on RSE in the school and the pupil's developmental level. A lot of it is revision. Once again the teacher has the opportunity to discuss the nature of the relationship between parents and the responsibilities of both parents. Parents will already have received the RSE Notes for parents of fifth and sixth class pupils.

## Pupil/Teacher Information:

## A Baby Is A Miracle

### Introduction: Reflexes at Birth

Compared to most of the world of nature, human babies grow very slowly. Most other mammals can stand and run within minutes of being born. Human babies take a lot longer.

We talk about the 'instincts' members of the animal kingdom have, such as the instinct birds have to build nests and the instinct most animal parents have to care for their young.

Though babies may seem to be helpless when they are born, they have a strong instinct for survival. Very quickly they learn the power of crying and how parents will react to them and notice them when they cry. The newborn's instinct to suck is essential for feeding and so for survival. Another important ability they have is called the 'rooting reflex'. This helps with feeding too. When their cheeks are touched at the corner of their mouths, they turn in that direction and try to suck the finger. In this way they find their mother's nipple or the teat of a bottle. They can swallow which is also necessary for feeding.

Newborn babies blink and cough or sneeze if their eyes, nose or throat are irritated. If startled they fling their arms open bringing them together then as if in a hug. They sense they are in danger and are trying to grab on to something.

Newborn babies clasp things with their tiny fingers. Slip your little finger into their hands and they will clutch it tightly. Though they cannot grip with their toes, if you tickle the edge of their feet their toes curl. The medical staff in hospitals check these reflexes to make sure a new baby's nervous system is working properly.

Newborn babies held under the arms and coaxed to stand upright with their feet touching the ground will press down their feet, straighten their bodies and make a forward reflex 'walking' movement. This is an instinct they quickly lose though whether through lack of practice or need, we do not know.

Even before birth the baby is capable of strong movements.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 8 A Baby is a Miracle

## Development in the womb

In just nine months a tiny, round fertilised ovum has changed greatly to become the newborn baby. When only a month old, and only 2mm long in total, the baby's heart had started to beat. Can you show 2mm on your ruler?

At two months the baby is the size of an adult's thumb nail, the size of a 10p piece. The baby's hands and feet have already started to grow and without the mother knowing it, (the baby is so tiny the movement can't be felt) the baby begins to move about kicking gently.

Only three months since conception and though the baby's eyes are not open yet, they are very active, moving their arms and legs around, stretching and kicking, curling their toes, making fists, frowning and making faces. Babies in the womb use these exercises to help their muscles grow strong.

At four months the baby is approximately 16cm long and would fit into a teacup. Can you find 16cm on your ruler? Though very small, the baby is completely formed. All the important parts of the body have grown. The baby even has fingerprints.

At five months a baby is approximately 25cm long and can fit into the palm of a grown up's hand. Now the mother can feel the baby moving. At this stage she might tell you this felt like the flutter of a butterfly or little fish zigzagging inside her.

When the baby is six months s/he can hear his/her mother's heart beating, voices, music and other sounds. The baby spends some of the time awake and the rest of it asleep. During the baby's waking s/he is kept busy testing those reflexes that will be so important for survival after birth. They practise sucking. Some babies find their thumbs and like to suck them even before they are born. As well as kicking, they practise grasping with their fingers and toes. By now the baby's mother is very aware of the moving and stretching her baby is doing. With all the kicking, sometimes she feels Junior must be a football player in the Premier League! And yet it is very reassuring for the mother to feel all this movement. It reassures her that her baby is healthy and active.

As the baby's birth day comes near the baby has grown so much s/he has less room to move around in his or her mother's womb. Now the baby practises breathing. There is no air in the womb, only liquid. Sometimes the baby swallows the liquid and this causes hiccups. The baby's mother may feel the baby burping and wonder what is going on. In the nine months before babies are born, they do a lot of changing and growing.

When the baby is ready to be born s/he leaves the mother's womb through the vagina. The love between the baby's mother and father has resulted in the miracle of a new life. The birth of the baby will bring with it great changes in the lives of the parents.

## Class Discussion: Development in the Womb

- ▲ How much of this information did you know already?
- ▲ Are there any areas that you are still unclear about?
- ▲ What changes do you think the new baby will bring to the parents?

## Advance Preparation: Bonny Babies

To prepare for the lesson a week or so before doing this lesson teacher invites children to bring in photos of themselves as babies. These photographs are displayed on charts in the classroom under the heading 'Bonny Babies'.

## Option 1

<b>Poem:</b>	A Baby Is A Miracle
<b>Let's Talk:</b>	Changes A Baby Brings To Parent(s)
<b>Let's Go Shopping:</b>	Babies' Expenses

### Poem:

### A Baby Is A Miracle

A baby is a miracle  
for all the world to see,  
a bundle of joy and happiness  
who will grow up just like you and me.  
Held inside her mother's womb  
a warm, dark, cosy place,  
brought into the world  
screaming, scared and very red in the face.  
Ten fingers, ten toes,  
eyes, ears, mouth and nose,  
a new human being  
without any clothes!  
It's awesome, it's magic  
the gift of life we can see,  
with loads of love and nurturing  
she is helped become all that she can be.

**By Helena Browner.**

The teacher invites the pupils to discuss with those sitting beside them their reactions to the poem and their thoughts about babies:

- ▲ **Why do you think this poem describes a baby as being a miracle?**
- ▲ **Why do you think most babies cry when they come into the world?**
- ▲ **What do you think is so special about babies?**
- ▲ **Do you have any stories your parent(s)/guardian(s) told you, about when you were a baby? (option to share)**

Children in groups of four devise a timetable of a typical day in the life of a mother following the birth of a baby.

### Let's Talk:

### Changes a Baby Brings to Parents.

On the blackboard, teacher with the class, draws up a timetable of a typical day in the life of a woman before a baby arrives. Teacher can be guided by the timetable on page 214.

In groups of four or five ask the children to devise a timetable showing a typical day in the life of a mother following the birth of a baby. When the work is completed discuss the difference in the mother's day before and after the new baby's arrival.

The schedule may be used as a checklist when processing the work done by the children.

# Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 8 A Baby is a Miracle

The following questions may be useful in leading the discussion:

- ▲ How much free time had the mother before baby was born?
- ▲ How much free time had the mother after the baby was born?
- ▲ Why does she go to bed so early after the baby goes asleep?
- ▲ Looking after baby is a full time job. Agree/disagree? Give reasons.
- ▲ What things did she have to give up when the baby was born?
- ▲ What is better in her life after the baby's birth?

*For teacher use only*

## Suggestion for a Typical Day in the Life of a Parent Before Pregnancy and After Baby Arrives

### Before Pregnancy

<b>7:30am</b> Wake up. Shower. Eat breakfast.	<b>8:00am</b> Prepare breakfast for family.	<b>9:00am</b> Leave children at school.	<b>11.00am</b> Do shopping.	
<b>1:00pm</b> Have lunch.	<b>2:00pm</b> Collect children from school.	<b>4:00pm</b> Help with homework.	<b>5.30pm</b> Prepare dinner.	<b>7.30</b> Read to children.
<b>8.00pm</b> Read a book/ watch T.V.	<b>11.00pm</b> Go to bed.			

### After the Baby Arrives

<b>4:00am</b> First feed. Wind, change baby.	<b>5:00am</b> Put baby back to sleep. Cup of tea.	<b>7:00am</b> Sleep.	<b>8:00am</b> Second feed. Wind, change baby.	<b>9:00am</b> Baby back to sleep. Shower. Breakfast.
<b>9:30am</b> Wash up, put in laundry. Sterilise baby equipment.	<b>11:00am</b> Baby awake and crying with colic. Wind & comfort. Cup of tea.	<b>12:00pm</b> Third feed. Wind, change baby. Colic is worse Go for a walk to settle baby.	<b>2:00pm</b> Collect children from school. Return home. Baby asleep. Eat a quick lunch and rest.	<b>4:00pm</b> Fourth feed. Wind, change, play with baby. Help with homework.
<b>5:00pm</b> Begin cooking dinner. General tidy-up.	<b>6:00pm</b> Partner home, plays with baby.	<b>7:30pm</b> Bath baby.	<b>8:00pm</b> Fifth feed. Wind, change baby.	<b>8:30pm</b> Baby asleep. Cup of tea with partner.
<b>9:00pm</b> Iron clothes.	<b>10:00pm</b> Bed.	<b>12:00am</b> Sixth feed. Wind, change baby.		

## Let's go shopping: Baby's Expenses

Sometimes people think that a baby's needs do not cost much money because they are so very tiny. In fact, babies need a lot of material things to help them grow and develop.

### Brainstorm:

What does a baby need? Teacher writes down everything regardless of whether a baby really needs it or not. Then with the class she teases out the items a baby would really need as opposed to what one would like to buy.

Teacher distributes brochures to the children with price lists included. Many people borrow items for the length of time they are needed and then return them. It is important to state that it may not always be necessary to buy everything new. Others choose to purchase secondhand articles such as prams, buggies, cots, etc.

The children are given a specified budget and in groups of 4 they must write a shopping list for a new baby within that amount. They must explain the reason for their choices. Teacher sets a time limit, appoints a secretary, time keeper and treasurer.

Take Feedback.

	Cost £
Pram/buggy	
Cot	
Moses basket	
Bottles	
Steriliser	
Clothes (vests, bibs, babygros, cardigans, blankets)	
Car seat	
<b>Weekly costs</b>	
Nappies	
Toiletries	
Food (If mother is not breastfeeding)	
<b>Extra bills</b>	
Electricity	
<b>TOTAL</b>	_____

Teacher asks the pupils to calculate the total starter costs needed for a baby.

Teacher helps children to become aware of the 'hidden costs' that are incurred when there is a new baby in the house - increase in heating and electricity bills as the house needs to be extra warm and there is more washing and drying of clothes, boiling of water and use of steriliser.

Calculate the extra weekly costs that arise when you have to care for a baby.

Children are invited to display their reports for the rest of the class.

### The teacher asks the pupils:

- ▲ Were you surprised by any of the costs on the list?
- ▲ Do you think the costs will increase or decrease as the baby grows and develops? Give reasons for your answer.

### Class Round

What did you learn about the changes a baby brings to the life/lives of his/her parent(s). Children who wish may share one of their thoughts about babies at the end of the lesson.

### Option 2

<b>Visit:</b>	From Parent(s) And Baby
<b>Let's Talk:</b>	About Caring For New Life

### Visit: From Parent(s) and Baby

Arrange for a visit from parent(s) and their baby. Brief the volunteers thoroughly as regards the objective of the lesson. It is important that the visitors be comfortable with the subject matter. The concerns of this lesson are new life in the womb, the abilities and survival instinct of the new-born baby and the changes a baby makes in the lives of parents. Such visits, properly prepared provide the pupils with the opportunity to appreciate these facts in a very natural way. The process of preparing for a visitor is outlined on page 18. The main objectives of this lesson is that the pupils appreciate the miracle that is new life and understand that a new baby will bring changes to the lives of his/her parents. The teacher and class decide on questions with guidance from the teacher. The questions could be considered under various headings, e.g.,

**The pregnancy** — waiting for baby

**The new born baby** — appearance, abilities, instincts

**The changes the baby brought** — to the lives of the parents, family, etc.

The 'Let's Talk' section of this lesson may also give the teacher some guidance. Provide the visitor with the text of the information lesson if it is deemed appropriate.

### Let's Talk: About Caring for New Life

What was the youngest baby you ever saw? What age was the baby? What did the baby look like? What could the baby do? What kinds of activities was the baby not capable of? What kind of looking after did it need? For how long did it need this level of care (everything done for it)? Who was the main carer? Who helped?

When will this baby not need looking after? (Age four? twelve? twenty one? eighty one?) At every age people need some level of care and concern. Being a parent is a a very responsible job. You may have noticed your grandparents looking out for your parents, helping them out and giving them advice. As grandparents advance in years they may require more care from their families.

If you have chosen to invite the parent(s) and baby to visit, the following questions may be useful:

- ▲ **What is the baby's name? Why was the baby given this name?**
- ▲ **How old is the baby?**
- ▲ **What did the baby look like when s/he was born?**
- ▲ **What colour were the baby's eyes? (All new-born babies' eyes are blue)**
- ▲ **What colour are they now?**
- ▲ **Has the baby changed much since birth?**
- ▲ **Has the baby's life changed since birth?**
- ▲ **Have the parents' lives changed much? In what way?**
- ▲ **What change in lifestyle is the most satisfying for the parent(s)?**

## Resource Materials for Relationships and Sexuality Education

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- ▲ **Have some changes been difficult? What are these?**
- ▲ **The visitors also may be asked about the pregnancy.**
- ▲ **Did the baby make his/her presence felt?**

Questions about the reflexes the baby had when he or she was born might also be asked. Complete the lesson with a round "One thing I learned..."

# Resource Materials for Relationships and Sexuality Education

Sixth Class

Theme 8

A Baby is a Miracle

## Follow-up Activities

**A Story:**

About Babies

**Writing Activity:**

A Class Poem

## A Story: About Babies

One way to provide pupils with opportunities to learn about new life and the responsibilities it brings is through reading a story or poem. The pupils can read the story themselves or the teacher could read it to the class. Through reading such a story the child can experience decision-making vicariously.

### Story Suggestion:

The book suggested below examines the responsibilities of parenthood. The pupils may be able to suggest other suitable books, which they have read. Ask them to bring them in for the class library. Encourage the pupils to discuss what they have read. The following questions may be useful:

- ▲ **Who wrote this story?**
- ▲ **What was it about?**
- ▲ **Who were the main character(s)?**
- ▲ **What does this story tell you about new life?**
- ▲ **What does it tell you about the responsibilities that come with new life?**
- ▲ **Do you think this story is true to life?**

The following book is a suggestion only:

**Flour Babies by Anne Fine, published by Puffin**

A class learn about parental responsibility when they are given sacks of flour to take care of.

## Writing Activity: A Class Poem

The theme for this poem or series of class poems is that of the miracle of new life. Talk to the pupils about the theme and decide on a first line, e.g., 'A baby is a miracle'. Write a list of suggestions for each verse on the blackboard. Ask each child to write a verse. Cross off each topic as it is chosen by a child. The poem will have continuity if this first line is repeated in each case.



## Home-School Links

Dear Parents/Guardians

In class we will help children become aware of the wonder and miracle of new life.

This is information we will be giving your child in class. You might like to talk about it before or after we talk about it in school.

### A Baby Is A Miracle

In just nine months a tiny, round fertilised ovum has changed greatly to become the new-born baby. A baby is a miracle.

When only a month old, and only 2mm long in total, the baby's heart had started to beat. Find 2mm on a ruler or tape measure with your child.

At two months the baby is the size of a grown up's thumb nail, the size of a 10p piece. The baby's hands and feet have already started to grow and without the mother knowing it, (the baby is so tiny the movement can't be felt) the baby begins to move about kicking gently.

Only three months since conception and though the baby's eyes are not open yet, they are very active, moving their arms and legs around, stretching and kicking, curling their toes, making fists, frowning and making faces. The miracle continues. Babies in the womb use these exercises to help their muscles grow strong.

At four months the baby is approximately 16cm long and would fit into a teacup. Ask your child to locate 16cm on the ruler? Though so very small the baby is completely formed. All the important parts of the body have grown. The baby even has fingerprints.

At five months a baby is approximately 25cm long and can fit into the palm of a grown up's hand. Now the mother can feel the baby moving. At this stage she might tell you this felt like the flutter of a butterfly or little fish zigzagging inside her.

When the baby is six months s/he can hear his/her mother's heart beating, voices, music and other sounds. The baby spends some of the time awake and the rest of it asleep. During the baby's waking s/he is kept busy testing those reflexes that will be so important for survival after birth. They practise sucking. Some babies find their thumbs and like to suck them even before they are born. As well as kicking, they practice grasping with their fingers and toes.

By now the baby's Mum is very aware of the moving and stretching her baby is doing. With all the kicking, sometimes she feels junior must be a football player in the Premier League! And yet it is very reassuring for the mother to feel all this movement. It reassures her that her baby is healthy and active.

As the baby's birth day comes near the baby has grown so much s/he has less room to move around in his or her mother's womb. Now the baby practises breathing. There is no air in the womb, only liquid. Sometimes the baby swallows the liquid and this causes hiccups. The baby's mother may feel the baby burping and wonder what is going on. In the nine months before babies are born, they do a lot of changing and growing.

When the baby is ready to be born s\he leaves the mother's womb through the vagina. The love between the baby's mother and father has resulted in the miracle of a new life. The birth of the baby will bring with it great changes in the lives of the parents.

**It might be fun to talk to your child using the following suggestions:**

- ▲ **Why other people thought you were going to be a boy or a girl**
- ▲ **Whether you arrived in a hurry or on schedule**
- ▲ **Whether you had lots of hair/no hair at all**
- ▲ **Who you looked like**
- ▲ **What weight you were at birth**
- ▲ **What your first toy was**
- ▲ **All the people who were happy when you were born.**