

TEACHING NOTES

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January – April 2009

INTRODUCTION

“Changes through life” is a unit for the third cycle of Primary Education. It is related to human reproduction and it is divided in four parts:

- We’re growing up!
- When does fertilization take place?
- A new human being is developing
- We are parents now!

“*We’re growing up*” is devoted to the different stages of the human life cycle. It consists of two sessions: one to describe the different stages and another to confirm the changes that the adolescents experience during puberty.

“*When does fertilization take place?*” deals with the feminine and masculine reproductive organs as well as the ovulation and menstruation processes.

“*A new human being is developing*” focuses on how and when fertilization occurs, the stages of pregnancy and the changes that occur in the new human being and the mother to be.

“*We are parents now!*” is an attempt to make the pupils aware of the responsibility of being parents. This activity will be related to the tutorial lessons.

Through this unit pupils will learn:

- To identify the different stages of growth (babyhood, childhood, adolescence, adulthood and retirement) and the changes that occur
- To know about the changes in puberty
- To identify the functions of the feminine and masculine reproductive organs
- To describe the different stages of pregnancy
- To be aware of the importance of being parents

This unit consists of 10 lessons of one hour each. Each lesson focuses on:

- Lesson 1: The human life cycle
- Lesson 2: Puberty
- Lesson 3: The masculine reproductive organs
- Lesson 4: The feminine reproductive organs
- Lesson 5: Ovulation and menstruation
- Lesson 6: Fertilization
- Lesson 7: The stages of pregnancy : the early stages
- Lesson 8 : The stages of pregnancy : changes in the new being
- Lesson 9 : We are parents now!
- Lesson 10 : Games for assessment

The methodology used in this unit is a pupil-centred methodology. The teacher helps the pupils to construct their knowledge by predicting, observing, searching for information,

making conclusions... The teacher intends that the pupils should take an active part in their learning. To achieve this, the materials used come from different sources such as a powerpoint presentation, discussion, websites, books and videos.

The set of units tries to combine the four skills: listening, speaking, reading and writing.

The arrangement of the pupils also varies according to the activity: plenary, small groups, pair work or individual work.

As far as assessment is concerned, it combines continuous assessment as well as final assessment.

The students will present their work through a workbook (developed with the collected worksheets), displays and oral presentations.

TEACHING LEARNING ACTIVITIES

Lesson 1 - The Human Life Cycle

INTRODUCTION (Warming up)

AIM: To be aware of the changes that people have through their lives.

RESOURCES:

- *Pictures of the different cycles of life (appendix 1) and the name of the cycles
- *Word flashcards (appendix 2)
- *A powerpoint presentation (appendix 3)
- *Hand out 1

GROUPING: Plenary, small groups and individual/pair work

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher shows the pupils pictures of the different stages of life (appendix 1). He/She starts by showing Picture 1, where you can see how we change through our life. This picture should make the pupils realise what we mean by these changes.

Then the teacher shows the pupils pictures of babies (...) and asks the pupils questions to make them brainstorm about babies' characteristics:

- *Who are they?
- *What are they like?
- *Can they walk?
- *Do they go to school?
- *Can they eat by themselves?
- *What else can you say about babies?

It would be a good idea to write on the blackboard the answers they give to check later on if they are right with the powerpoint presentation.

The teacher uses the same procedure with the rest of the groups: childhood, adolescence, adulthood and retirement.

Questions to elicit characteristics of children:

- *What are they like?
- *Who takes care of them (feeds, cooks for them, washes their clothes...)?
- *Can they speak, walk, run...?

*Can they put their clothes on?

Questions to elicit characteristics of adolescents:

- *What changes can you see compared to babyhood and childhood?
- *Are they always with their parents?
- *

Questions to elicit characteristics of adults:

- *Do they live with their parents?
- *Do they grow?
- *What makes them different from adolescents/children?
- * ...

Questions to elicit characteristics of retired people:

- people?
- *What difference can you see between young adults and the older
 - *What happens to their hair?
 - *What happens to their teeth?
 - *Can they always live alone?

Any other information that the pupils might give is also written on the blackboard.

Once they have described each group, we label them with the correct name. The teacher shows a written flashcard (appendix 2) with the name of each group on it. He/She takes a flashcard at random and encourages the pupils to guess which pictures matches with it. A good way to help them is to hide the "hood" part of the word.

ACTIVITY 2

The next step is to present the powerpoint (appendix 3). As we watch the powerpoint, the pupils have to say if they are right with their predictions. If there is a statement which was not on the blackboard they have to point out that and the teacher writes it on the blackboard.

The teacher makes the pupils think about the following questions:

- *Which is the stage in which a person changes very quickly?
- *When does a person start to have friends?
- *When do people have the most important changes?
- *When do people have the least changes?
- * ...

The next question is:

- *What is the human life cycle?

ACTIVITY 3

To check if the pupils have understood the concepts, the teacher makes them work in groups. The teacher whispers to each child the name of the stage of life they belong to, so that the class is divided into 5 groups: babyhood, childhood, adolescence, adulthood and retirement. The pupils cannot say aloud the name of the stage they belong to. Instead, they have to move around the classroom behaving in the same way a person in their stage would. For instance, if a pupil is in the babyhood stage, he/she has to behave as a baby would: crying, crawling, imitating a baby's talk. When he/she finds a pupil behaving in the same way, they have to sit together and wait for the teacher's instructions.

The teacher sticks on the classroom walls the characteristics (appendix 4) of the different stages. The pupils have to look for the characteristics of their stage and stick them under the pictures and word flashcard, on the blackboard, of their stage. For example, if a group of pupils are in the retirement group they have to look for their characteristics and stick them under the picture and title of "Retirement".

When all the groups have finished, the whole class checks the answers.

The pictures and the characteristics of each stage are displayed so that the pupils can see them later on.

ACTIVITY 4

To reinforce the work done previously, the teacher gives the pupils a worksheet (handout 1). They can do the activity individually or in pairs, as the teacher wishes.

*Exercise 1.- The pupils have to put in order the five stages of life. The objective of this exercise is to find out if they have understood the order.

*Exercise 2.- They have to read the statements and decide on which stage they belong to. The statements are the same we have used previously in the powerpoint presentation. The teacher may have to help the pupils with vocabulary they may not remember.

*Exercise 3.- Part 1: (in small groups) the teacher tells the pupils to think of things that show that they have changed. The teacher writes a substitution table on the blackboard to help them build the sentences.

When I was.... -2 months old -5 years old -8 years old (...)	I couldn't I didn't was	walk. eat by myself. go to school. shorter. 98 cm tall. have teeth. (...)	Now	I (can) am have	swim tall 1,38m tall lots of friends teeth (...)
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Then they have to write three sentences in the worksheet

*Exercise 4.- The pupils have to think about some people in their family and think which stage they belong to. Once they have thought of it on their own, they say who, what stage and why they think this relative belongs to that particular stage. The teacher gives the pupils the structure they need to speak:

*My sister Paula belongs to the babyhood stage because she has no teeth
My grandfather belongs to the retirement stage because he has got wrinkles.*

*Exercise 5.- The pupils have to reflect on what they have thought in this session. They are allowed to do it in English or Catalan.

TEACHING LEARNING ACTIVITIES**Lesson 2 - Puberty**

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AIM: To find out what are the changes boys and girls have at puberty

RESOURCES:

*Website: http://www.likeitis.org/puberty_print.html

*Characteristics of puberty (appendix 5)

*Handout 2

*Girl's poster (appendix 6)

*Boy's poster (appendix 7)

*Books

*Classroom letter box

GROUPING: Plenary, small groups

DESCRIPTION OF THE ACTIVITIES:**ACTIVITY 1**

The teacher will ask the pupils questions to revise the previous session and he/she will ask when the most important changes take place. The pupils should be able to realise that it is at adolescence. Then the teacher explains to the pupils that this session focuses on the changes boys and girls have at this stage.

ACTIVITY 2

The classroom is arranged in groups of 3-4 students. The teacher gives the pupils the handout 2. They focus on exercise 1. They have to read the changes that occur at puberty and decide whether the change occurs in boys, girls or both. As they are working, the teacher walks from group to group to listen to their decisions as well as solving any problem they may have with vocabulary or understanding a sentence.

Then in the same groups, they have to enter the website above and check if they are right. Afterwards, the whole class discuss their answers.

ACTIVITY 3

Exercise 2 in handout 2 → In the same small groups, the pupils match each change with the part of the body where it occurs and consider if it is a change in the boy's body or a change in the girl's body.

ACTIVITY 4

The teacher gives each child a sentence flashcard (appendix 5) with one of the changes they have just dealt with. On the blackboard, there is a poster of a girl's body (appendix 6) and a boy's body (appendix 7). Each child reads aloud his/her sentence flashcard and has to say if it occurs in the boy, the girl or both. If the rest of the class agrees, he/she sticks the sentence flashcard on the part of the body it matches.

ACTIVITY 5

The teacher distributes among the groups several books where the students can find more information about puberty. The teacher tells them to glance through them and find out more information that they find interesting or curious and they would like to share with the rest of the class.

They have to write down these issues in exercise 3 (handout 2).

Each group tells the rest of the class what they have found out.

ACTIVITY 6

The teacher shows the pupils a letter box and explains that from this session on they can insert in it any question about the topic they are studying. The questions must be anonymous. At the end of the unit they will spend a session answering those questions. All the books will be in a corner of the classroom so that they can read them, glance through them whenever they want.

ACTIVITY 7

To finish the session, the students are asked to write five things they have learnt in this session.

TEACHING LEARNING ACTIVITIES

Lesson 3 – MALE REPRODUCTIVE SYSTEM

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AIM: To know and identify the masculine reproductive organs

RESOURCES:

- *Poster of the masculine reproductive system and word cards (appendix 8)
- *Cards and definitions (appendix 9)
- *Computer
- *Handout 3

GROUPING: Plenary and pairwork

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher shows the pupils the poster (appendix 8) of the male reproductive system and asks them if they know what it represents. The teacher agrees it represents the male reproductive system. Next to the poster there is the written form of the organs. Then he/she starts explaining each organ to them. It would be a good idea to start with the organs they may already know such as the testicles and the penis. The teacher starts describing one organ e.g. the scrotum: *'It is the bag that contains the testicles'*. At the same time he/she is pointing to the organ. And he/she asks the pupils to guess which word matches with that organ.

Once all the organs have been presented, the whole class revises what they have just done. Then they play a guessing game. The teacher gives each pupil a word card. He/she describes the organ and the child who has it holds it up. If he/she is right, he/she sticks it on the correct organ. (If the number of word cards is less than the number of pupils, the teacher can have extra word cards so that each pupil can have one).

ACTIVITY 2

We play another guessing game. This game is about finding out which two word cards have been exchanged. E.g.: One pupil goes to the blackboard. The rest of the class close their eyes. The pupil at the blackboard changes two word cards i.e. he/she puts the penis card on the vas deferens and the vas deferens card on the penis. Then the rest of the class has to find out what's wrong. The first child that knows it, holds his/her hand up and he/she says what is wrong. If he/she is right, it is his/her turn to go to the blackboard.

ACTIVITY 3

The teacher gives the pupils the handout 3. They are going to work in pairs.

Exercise 1 in handout 3 → They have to match the words in the box with the correct reproductive organ. Then we correct the answers altogether

Exercise 2 in handout 3 → Before doing this exercise, the teacher gives each pair word cards and definitions(appendix 9), but in random order. They have to match each word with the correct definitions. The teacher walks around the classroom checking that they are doing well. They have to read the definition and find out the correct word. Once they finish and the teacher says they are right, they complete the second exercise in handout 3.

****Fast finishers(assessment activity):***

The pairs that finish faster can revise what they have just done in the website: http://www.kscience.co.uk/revision/reproduction/reproduction_index.htm

They can do the activity “Puberty” and in the “Reproductive system” the activity dealing with the male reproductive system. All the pairs should do this activity. It is a good way to assess knowledge of puberty and the male reproductive system.

TEACHING LEARNING ACTIVITIES

Lesson 4 – FEMALE REPRODUCTIVE SYSTEM

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AIM: To know and identify the female reproductive system

RESOURCES:

- *Poster of the female reproductive system and word cards (appendix 10)
- *Word cards and definitions (appendix 11)
- *Computer
- *Handout 4
- *Book
- *Bingo cards

GROUPING: Plenary and small groups, individual

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher shows the pupils the poster (appendix 10) of the female reproductive system and asks them if they know what it represents. The teacher agrees it represents the female reproductive system. Next to the poster there is the written form of the organs.

The teacher asks to them to sit in small groups. He/she gives each group a book. The teacher explains the pupils that they need the books to complete exercise 1 in handout 4. They have to label the external and internal female reproductive organs. When all the groups finish, they check the answers in plenary and the teacher uses the poster for the internal organs and a picture on the board for the external organs. He/she uses the same technique used in the activity 1 of the male reproductive system: he/she gives a description and the pupils have to say what is the name of the organ.

ACTIVITY 2

We play a guessing game like the one in activity one in lesson 3

ACTIVITY 3

The pupils play a guessing game like the one in activity two in lesson 4

ACTIVITY 4

Before doing exercise 2 in handout 4, the pupils play a matching game like the one in activity 3 in the male reproductive system, but about the female reproductive system.

They will need the word cards and definitions in appendix 11

Fast finishers can enter the website:

http://www.kscience.co.uk/revision/reproduction/reproduction_index.htm and do the activity about the female reproductive organ

ACTIVITY 5 (Assessment activity)

When all the groups finish activity 4, we can revise both the male and female reproductive systems by playing a bingo game. Each child has a bingo card (see example below) where he/she has to write names of the male and female reproductive organs (the names he/she chooses). The teacher reads the descriptions and the pupils have to cross the word that matches with the description.

<i>penis</i>	<i>seminal vesicles</i>	<i>urany opening</i>	<i>uterus</i>
<i>vagina</i>	<i>ovaries</i>	<i>prostate</i>	<i>testicles</i>
<i>fallopian tubes</i>	<i>vas deferens</i>	<i>urethra</i>	<i>vulva</i>

This activity can be used as assessment. As the teacher gives the definitions, he/she walks around the classroom and assesses.

TEACHING LEARNING ACTIVITIES

Lesson 5 – OVULATION AND MENSTRUATION

AIM:

RESOURCES:

- *Computer
- *Screen
- *Projector
- *Handout 5
- *Female reproductive system poster (appendix 10)
- *Ovulation/menstruation flashcards (appendix 12)

GROUPING: Group work and individual work

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher introduces the topic they are going to deal with in this session. He tells the pupils that at puberty girls start having their menstruation. It is a very important change in the girls and they are going to watch the video “Woman ovulation process” (http://www.youtube.com/watch?v=mf_0my4wfiU) to learn about what it is and how it happens.

Before watching the video, they revise the parts of the female reproductive system (using the poster) and the teacher clarifies what some words mean so that they can understand the video better.

*Vocabulary to revise: parts of the female reproductive system, is released, lining, thickens, sexual intercourse, contraception.

The pupils watch the video (they may need to listen to it twice). When it finishes, the teacher asks questions to check how much they have understood.

- *What female organs are mentioned?
- *How often does an egg mature in one ovary?
- *Why does the lining of the uterus thicken?
- *What happens with the ovum and the lining of the uterus?

Then the teacher gives the pupils handout 5. The pupils work in pairs and try to put the statements given in the correct order. When they finish, they watch the video again and

check if the answers are correct. If they are not, they correct them. Then the whole class checks the answers.

ACTIVITY 2

The pupils get into groups of 3-4. The teacher gives them pictures (appendix 12) that represent the ovulation and menstruation cycle. The pictures are in random order. Each child picks up a card and they have to put them in the correct order. The pupil who thinks he/she has got the first card places it on the table and reports what happens in the card. E.g.: *'The ovum goes from the ovary to the fallopian tubes'*. In order to help them with the vocabulary and the structures, the teacher gives them support frame:

First Then Finally	The ovum The lining of the uterus The lining and the ovum	is released in the ovary travels through the fallopian tubes thickens arrives to the uterus go out through the vagina
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While the groups are working, the teacher walks around the classroom and checks that all the groups have understood the ovulation-menstruation cycle. Then each group explains to the rest of the class their phase using the female reproductive system poster. The teacher can use this activity as assessment.

ACTIVITY 3

They watch the video "28 days" (<http://www.youtube.com/watch?v=yjKp5A4S0gc&feature=related>) . This video explains what physical and psychological changes girls have during the menstruation cycle. When the video finishes, they have to tick the true statements and correct the wrong ones. It would be a good idea to listen first to find out the correct statements and a second time to correct the false ones. In order to prepare them for the video, it would be good to read the statements beforehand, so that they can concentrate on what they have to listen to.

ACTIVITY 4

In this activity, the pupils work in groups of 3-4. The teacher gives them books and they have to find out the answers to the question:

- *Girls start having the menstruation
- *The menstruation cycle takes
- *The menstruation lasts for

TEACHING LEARNING ACTIVITIES

Lesson 6 – FERTILIZATION

AIM:

RESOURCES:

- *Book: 'Where Willy went...' by Nicholas Allan
- *Male and female reproductive system posters (appendix 8 and appendix 10)
- *Handout 6
- *"Jimmy the Sperm and Katie the Ovum" story (appendix 13)

GROUPING: Plenary, group work, individual work

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher tells the pupils that in this session they are going to deal with when fertilization takes place. The teachers asks them to sit in a circle and he/she starts telling them the story 'Where Willy went...'.

When the story finishes, the teacher asks them some questions (exercise 2 handout 6). Before answering the questions, the pupils think of the answers in pairs:

- *What are sperms?
- *Where do they live?
- *What's the "prize" for the sperm?
- *How many sperms get the "prize"?
- *What do you think is the journey shown in "Map 1: Mr Browne"?
- *What do you think is the journey shown in "Map 2: Mrs Browne"?
- *What happens when the sperm gets to the ovum?

When all the groups finish, we check the answers altogether.

ACTIVITY 2

Then they watch the video 'Human Sexuality: Conception' (<http://www.youtube.com/watch?v=qVG1hA9aq7U>). The teacher writes some questions on the board. He/she tells the pupils that while they are listening they should find the answers to those questions. Before watching the video, the teacher and the pupils read the questions together to make sure there is no problem of vocabulary:

- *Once a month, an ovum passes from the ovary to the fallopian tube. What's the name of this?
- *How long does the ovum have to get fertilized?

- *Where do you think it is fertilized?
- *When does fertilization take place?
- *Where does the fertilized egg go and where is it attached?

ACTIVITY 3

The teacher tells the pupils the whole class is going to build up the story of “Jimmy the Sperm and Katie the Ovum. The teacher gives each child a piece of paper where they have to draw what the sentence says (appendix 13). Once all the pupils have drawn the picture, the teacher asks who thinks they have the beginning of the story. The pupil who has it starts and sticks his/her part of the story on the blackboard. Then it is the turn for the second, the third and so on.

This story can be kept as a book in the classroom’s book corner.

ACTIVITY 4

Exercise 4 in handout 6. They have to write the journey the sperm makes until it gets out of the man’s body. This activity can be done in groups of 3-4 pupils. While the pupils are working in groups, the teacher walks from group to group to help them and to check that they are doing well. He/she asks some groups to report their answers. Once, the teacher has revised each group they can do exercise 4.

ACTIVITY 5

In order to do exercise 5 in handout 6, the teacher follows the same procedure that in activity 3. This time he/she asks the rest of the groups to report their answers.

**ASSESSMENT: Exercise 5 can be used to assess if the pupils have understood when fertilization takes place and the journey the sperm does until it reaches the ovum once it is in the woman’s body.*

TEACHING LEARNING ACTIVITIES

Lesson 7 – PREGNANCY (1)

AIM: To understand what happens once the ovum has been fertilized

RESOURCES:

*Poster of the male/female reproduction system (appendix 8 and appendix 10)

*Video: “Human reproduction: fertilization and foetal development”

(http://www.youtube.com/watch?v=2eelyg_k5iw)

*Handout 7

*Books

*Picture of an embryo and picture of a foetus (appendix 14)

GROUPING: Individual, pair work, group work and plenary

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher and the pupils revise what has been done in the previous session using the poster of the male/female reproductive system (appendix 8 and appendix 10) and the ovum and the sperm.

ACTIVITY 2

The teacher asks the pupils if they know what happens once fertilization has taken place, what happens inside the uterus, how long a baby stays inside his/her mum’s body. The teacher writes on the blackboard the answers given by the pupils.

Then the teacher tells the pupils they are going to watch a video called “Human reproduction: fertilization and foetal development” and asks the pupils what they think it might be about.

At the same time they are watching the video, they have to complete the multiple choice in handout 7. Before watching the video, the teacher and the pupils go through the eight questions in order to clarify vocabulary doubts. Once all the pupils know what they have to do, they start watching the video. The teacher plays the video twice so that the pupils can answer all the questions. The first time the pupils do the activity individually, then they check their answers with a classmate and then they watch for the second time.

Then, the teacher and the pupils check the answers and the teacher plays the video a third time so that the pupils can identify the answers which were wrong.

cACTIVITY 3

Exercise 2 in handout 7 → The pupils are going to work in groups of five. Each member of the group is going to search information about one of the contents in the table. Once they have it, they have to report the information to their groupmates. While the pupils are working in groups the teachers goes from group to group to help them if they need it and to check that they have found the correct information.

The teacher and the pupils go through the information again to check if they are right and to find out if somebody has found something different which might be of interest for the rest of the class.

ACTIVITY 4

Exercise 3 in handout 7 → The teacher asks the pupils to do exercise 3. They have to label both pictures and identify what is an embryo and what is a foetus. They should be able to realise that the foetus has a more human shape and that we can distinguish the different parts of his/her body.

ACTIVITY 5

In order to do exercise 4 in handout 7, the pupils are going to work in pairs. The teacher will give each pair two pictures (appendix 14): one of an embryo and one of a foetus. They have to observe both pictures and realise what makes an embryo different from a foetus. They have to write down the differences that come up. The same pair of picture is stuck on the blackboard.

Once all the pairs have found as many differences as possible, the teacher asks them to report what they have found. As the pupils give differences the teacher writes them on the blackboard. The pupils have to complete the chart with differences told by their classmates.

Language support:

*The embryo doesn't have

*The embryo has

*The embryo is cm long

*The embryo can't

*The foetus has

*The foetus is cm long

*The foetus can

This activity could be used for assessment.

TEACHING LEARNING ACTIVITIES

Lesson 8 – PREGNANCY (2)

AIM: To analyse the nine months of pregnancy

RESOURCES:

- *Book: “What’s inside your tummy, mummy?” by Abby Cocovini
- *Pictures (example in appendix 15)
- *Real objects: a grain of rice, a bean, an orange, a melon, a 1 litre carton of milk, a pineapple, a loaf of bread, a pumpkin, a doll (the size of a newborn)
- *Handout 8
- *Examples of questions for the jigsaw activity (appendix 16)
- *Jigsaw language support (appendix 17)
- *Word flashcards for the display (appendix 18)

GROUPING: Group work and plenary

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher tells the pupils that in this session they are going to study how the embryo changes during the period of pregnancy. The pupils work in groups of 3-4. Each child is given a flashcard (picture and description) from the book “What’s inside your tummy, mummy?” (example in appendix 15). The teacher tells the pupils that each group has to fill in a table like the one in handout 8. They have to complete the trimester, month and weeks and answer:

- How big is it?
- What does it look like? (relate the size to a real object)
- What is it like?
- What can it do?
- Other information (which does not fit in the other categories and they think is interesting)

Each group finds information about two months.

Before starting to work in groups, the teacher gives an example of month 1, so that the pupils know how to do it.

ACTIVITY 2

Once all the groups have completed the information about their months, new groups are formed. In the new groups there must be members of the previous groups. For example:

PREVIOUS GROUPS	NEW GROUPS
GROUP MONTHS 1-2	1 member of the group Months 1-2
GROUP MONTHS 3-4	1 member of the group Months 3-4
GROUP MONTHS 4-5	1 member of the group Months 5-6
GROUP MONTHS 6-7	1 member of the group Months 6-7
GROUP MONTHS 8-9	1 member of the group Months 8-9

Now, the new members of the groups have information that the others do not have. They have to share this information, so that at the end all the members know about the characteristics of the different stages of pregnancy. In order to make the activity more useful and active the teacher will give each group a set of cards in which a characteristic of one of the months will be written. If that characteristic suits one of the pupils' months they have to say when it occurs. E.g.:

*When does the foetus
start moving?*

The child who has the information that states that foetus starts moving at three months will give the information to the rest of the group.

ACTIVITY 3

The whole class make a display with all the information compiled (appendix 16).

This assessment of this session will be done by observing how the pupils work in groups, how they manage to search for information, how they report their answers...

TEACHING LEARNING ACTIVITIES

Lesson 9 - WE ARE "PARENTS" NOW!

This session could be related to tutorial classes dealing with tasks for women and tasks for men. The aim of the tutorials classes is that they realise that men's and women's roles have changed during the years.

AIM: To be aware of the responsibility of being parents

RESOURCES:

- *Handout 9
- *One unboiled egg

GROUPING: Plenary and pair work

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher and the pupils talk about what a baby is like when he/she is born. Some questions to discuss are:

- *Can he/she take care of him/herself?
- *What does he/she eat?
- *Does he/she go to toilet?
- *Where does he/she sleep?
- *What does he/she do?
- *What is a baby's day like?
- *What does the mother do? And the father?

The discussion should lead to the point that they realise that babies need someone whether this person is both father and mother, mother, father... They should realise babies are defenceless and that their survival depends on an adult.

ACTIVITY 2

The teacher suggests the pupils an activity in which they will have to perform the role of parents. The teacher asks them to get in pairs. Once they are in pairs, the teacher tells the pupils they have to imagine they have just had a baby. They have to plan (handout 9):

- *What is the child's name?
- *What do they need to take care of him/her?
- *What are the roles of the father/mother? (they have to decide how they are going to take care of it, if they want to take turns to take care of it...)

* ...

They can look for the vocabulary in the dictionary. Once they have completed handout 9, they have to present their “baby” to their classmates, explaining:

- Our son's/daughter's name is Peter/Sally.
- He/she is 1/3/5 days old.
- He/she was born in Girona.
- To take care of him/her, we need
- My role as a father is
- My role as a mother is

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ACTIVITY 3

Once all the pairs are ready, the teacher presents the pupils with their children: an egg which has not been boiled. The teacher explains the pupils that they have to take care of the egg as if it was their child. They have to remember that babies depend completely on their parents. They cannot leave it alone.

This activity will last for a week. The pupils must take care of the egg during the school time, even at the playtime. At the end of the week, the eggs should not have been broken. The teacher and the pupils will talk about the caring of the egg at the tutorial classes. They will discuss about what the main difficulties they have faced during the week are and what good things they have learnt.

In order to make it more real, the pupils can be asked to decorate the egg drawing on it a face, sticking hair, eyes... They can prepare a shoe box as if it was the child's cot... The teacher will also have a set of cards of different colours. Each colour represents a need the egg has:

- *RED: The egg is crying, try to calm it down
- *GREEN: The egg needs to be changed
- *ORANGE: The egg is hungry, feed it
- *YELLOW: The egg needs to sleep

Whenever the teacher leaves a card in one of the boxes, the children responsible for that egg have to think what they must do. This will also happen at the playtime so that the children do not leave the egg on a bench and go to play and forget the egg. The colours and the instructions will be stuck on the wall for them to remember what happens to the egg.

TEACHING LEARNING ACTIVITIES

Lesson 10 – ASSESSMENT

AIM: To assess if pupils have coped with the concepts taught during the unit

RESOURCES:

*Games prepared by the teacher:

-Word by word - powerpoint presentation (appendix 19)

-Pictionary (appendix 20)

-Taboo (appendix 21)

(In the appendices, you will find the cards and the rules of each game)

*Handout 10: Self-assessment worksheet

GROUPING: Groupwork and individual

DESCRIPTION OF THE ACTIVITIES:

ACTIVITY 1

The teacher explains the pupils they are going to play three different games: *Word by Word*, *Pictionary*, *Taboo*. The class is divided into three groups. Each group is going to play a game. Each game lasts 15 minutes. When the period of time is finished they change to another game and so on until they have played the three games.

*WORD BY WORD

This game is based on the popular TV programme “Pasapalabra”. In the group the children have to go letter by letter and guess the definition given. The word defined will usually start by the letter given (the definition will be in blue). If not, the definition will be written in red, what means that the word being defined contains that letter e.g. L for pLacenta

*PICTIONARY

This game is based on the popular board game “Pictionary”. In the group the children have take turns to pick up a card from the pile. In each card, a word related to human reproduction is written. The child that picks up the card has to draw the image that represents the word so that the rest of the group guess what it is. Each time they change the role. They will have a timer to control the time they spend drawing. When the time finishes, it will be another child’s turn.

*TABOO

This game is also based on a well-known board game with the same name. In the group the children have to take turns to pick up a card from the pile. In each card, a word related to human reproduction is written. One child has to describe the word in bold, but completing the missing word. The rest of the group guess what it is. Each time they change the role. They will have a timer to control the time they spend on the definition. When the time finishes, it will be another child's turn.

ACTIVITY 2

The last 15 minutes are devoted to self-assessment and to talking about how the units have been developed: what they have enjoyed the most/the least, what they think of the different activities. The teacher takes notes in order to improve the unit the next time.