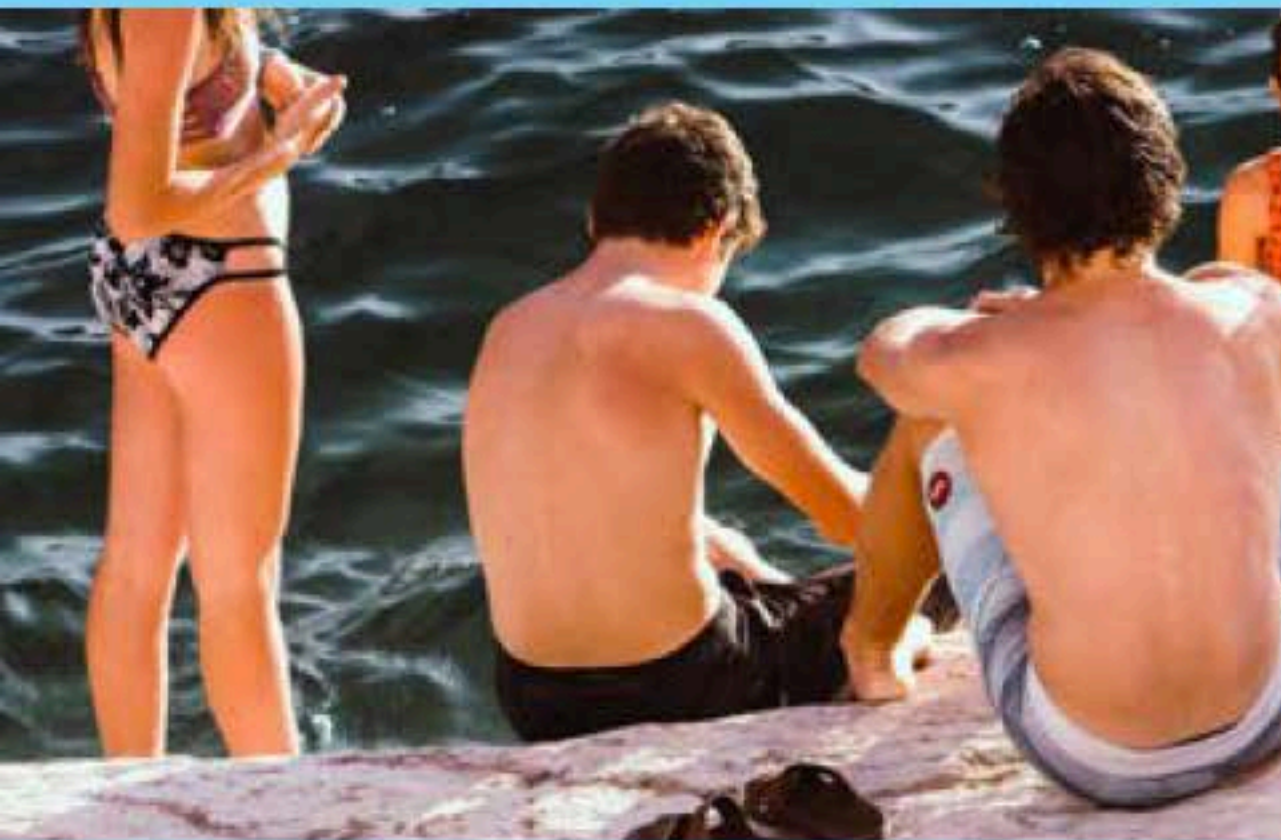


SECTION 3:
Teaching and learning activities



YEARS 5 AND 6

Activity 2:
Let's talk about Sex. Where do I come from? For the 21st century

LEARNING INTENTIONS:
After completing the activities students will:

- Know how a baby is created
- Understand the process of conception through to birth
- Be able to articulate the process of conception using correct language

CURRICULUM LINKS:

Australian/ Victorian Curriculum	NSW Curriculum
<p>Achievement standard elements</p> <p>Students investigate developmental changes and transitions</p>	<p>Outcomes</p> <p>PD3-1 Identifies and applies strengths and strategies to manage life changes and transitions</p> <p>PD3-9 Applies and adapts self-management skills to respond to personal and group situations</p>

Australian/ Victorian Curriculum	NSW Curriculum
<p>Content descriptions</p> <ul style="list-style-type: none"> Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052/VCHPEP106) <div data-bbox="493 706 982 1172" style="border: 1px solid #00AEEF; border-radius: 50%; padding: 10px; display: inline-block; margin-top: 20px;"> <p><i>investigate resources</i></p> </div>	<p>Content</p> <ul style="list-style-type: none"> Examine change and investigate resources and strategies to manage transition and challenges, for example: (ACPPS052) Recognise and understand types of change, eg. physical changes, changing feelings towards other people Understand that individuals experience change associated with puberty at different times, intensity and with different responses, eg. menstruation, wet dreams



ACTIVITY DESCRIPTION



Teacher note: *It is important to tailor these activities to suit the context of your individual school setting. You may need to include discussion around the influence that cultural and religious beliefs can have on levels of intimacy and attitudes towards sexual intercourse and contraception.*

Introducing the concept



Teacher note: *This activity will introduce terminology and key concepts to students that will be referred to throughout the lesson.*

STAGES OF LIFE

Distribute the **Stages of life cards** (see Handouts and resources section) to small groups of students. As a group students need to correctly match the stages of life to the definition and fill in the ages that it refers to.

Ensure students have the correct answers and briefly discuss any stages that students were uncertain of.



Teacher note: *Question Box:*

Introduce the concept of a question box to students. If students have a question that they are not comfortable asking in front of their peers they can write this down on a piece of paper. This is then submitted to the question box for the teacher to read and answer at an appropriate time (if appropriate to answer)

Remind students that no question is a silly question, however, questions shouldn't be of a personal nature. Students can place questions into the box at any time during the lesson or outside of lesson time.

Expanding the concept



WHERE DO I COME FROM?

It is important to understand the stages of life and particularly those identified as infancy through to old age. It is equally as important to understand how humans are created and the stages of growth that occur before birth.



Watch the Talk Revolution video:

Lets talk about Sex. Where do I come from?
For the 21st century (SXT020506)



DISCUSSION?

Who was aware that this is how babies are created?

Was there any new information in the video that surprised you?

- Cell splitting, nutrients via placenta, fertilisation



Distribute the Drawception handout (see handouts and resource section) one per student. Alternatively create a digital version if students have access to iPads or tablets for drawing.

- Based on the information gained from watching the video and discussion with the teacher, students will draw the process of conception
- The four stages that students will draw are: 1) fertilisation, 2) initial cell division, 3) increased cell division and 4) Implantation of embryo (clustered cells) in the uterus lining
- This activity will reinforce students understanding of the initial stage of conception that is consistent across all pregnancies

Reinforcing the concept



RILEY'S STORY?

As a class read through "Riley's Story" and answer the questions.



Teacher note: *Riley's Story* explores different methods of conception with the individual being born from IVF. The story does not go into detail on different types of relationships or specific reasons regarding a person using IVF to conceive. This is a discussion that the teacher can choose to engage with dependant on school setting.

DISCUSSION POINTS:

- Sometimes people cannot conceive without help and will use IVF to increase their chance of having a baby
- The process of conception is the same (sperm fertilises egg, cell division and implantation occurs)
- A child born from Assisted Reproductive Therapy (ART) is no different to a child that is conceived "naturally"
- Twins: identical vs fraternal. Identical- when one fertilised egg splits into two embryos. Fraternal – when two eggs are fertilised by two sperm

Check for understanding activities:



THREE REFLECTIONS:

Place three pieces of A3 paper on the wall with the following headings:

- 1) One thing I learnt today.
- 2) One piece of information that has stuck with me.
- 3) One question that I have.



Allow students time to move to each piece of paper and write their answers. Can also be completed using post-it notes. Teacher to use this information to consolidate understanding of topic and address any areas of concern in future lessons.



Teacher note: *Teacher can utilise this time to review any questions in the question box. These can be answered in this lesson or in a later lesson.*