

## Lesson 2

# Growing and Changing

### Learning Intention

To introduce concept of growing and changing

### Learning Outcomes

Understand that babies become children and then adults

Know the differences between boy and girl babies

### Resources

Talking object

Story bag containing [Pictures of newborn babies](#)

[Lifecycle picture cards](#)

[Lifecycle word cards](#)

[Lifecycle whiteboard summary](#)

## Activities

### 1. Ground Rules

In a circle, remind the group of the ground rules from the previous lesson.

### 2. Pass the Talking Object

Pass the talking object around the circle saying: *Hello my name is ... and I'm a boy/girl.*

### 3. Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest happy, excited, calm.

### 4. Story Bag

Take the two [Pictures of newborn babies](#) out of the bag and explain that today's story is about the same child as last time. Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor. In the story X is very excited about going to the health centre and has to calm down so that they can weigh the baby. Ask the class why the doctor needs to weigh the baby and explain that it is in order to check that the baby is growing. Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy. Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.

### 5. Lifecycle Pictures

In small groups at tables, give each group a set of [Lifecycle picture cards](#) and [Lifecycle word cards](#). Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures. Display the [Lifecycle whiteboard summary](#) to clarify any misunderstandings.

### 6. Reflect and Review

Ask the children to think of something they can do now that they couldn't do when they were babies. Discuss a few examples. Do a final go-round with the talking object, asking them to complete the sentence: *One thing I can do now is...*