

## Lesson 1

# Growing and Changing

### Learning Intention

To explore the human lifecycle

### Learning Outcomes

Describe the main stages of the human lifecycle

Describe the body changes that happen when a child grows up

### Resources

[Lifecycle pictures](#)

[Lifecycle word cards](#)

[What has changed? worksheet](#)

Sets of red and green coloured cards for voting

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

## Activities

### 1. Ground Rules

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs, no personal questions); only say things you don't mind people knowing about.

### 2. Growing and Changing

Explain that these lessons are going to be about growing and changing, in particular how babies grow into children and children into adults. Ask the children if they know what a lifecycle is; i.e. the stages of life, including reproduction, that a living thing goes through. Ask the class whether they have learned about any lifecycles in school, for example the lifecycle of a butterfly or frog. Explain that they are going to look at the stages in the human lifecycle.

### 3. Lifecycle Pictures

Display a set of [Lifecycle pictures](#) and [Lifecycle word cards](#) on the board or spread them out on the floor; make sure they are in the wrong order to start with. Ask the class to help you sequence the pictures into the right order to show the stages of life a human goes through and label each picture using the lifecycle word cards. Ask *at what stage in the lifecycle do humans reproduce? Do all humans grow and change at the same rate? In which stages of the lifecycle does the body change the most?* Emphasise that in the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.

### 4. What Has Changed?

Display the picture of the baby from the [Lifecycle pictures](#) and ask the class: *what can the baby do without any help?* Emphasize that there are not many things that a baby can do independently. In five groups at tables, assign each group a different stage in the lifecycle, from toddler to elder. Give each table the corresponding [What has changed? worksheet](#) ask the groups to find three answers for each of the two questions, which they can then present to the rest of the class. Where necessary, extend the activity by giving a group another stage of the lifecycle to work on. Briefly discuss their findings for each different stage.

**5. Lifecycle True or False Quiz**

In pairs, give each pupil a pair of coloured cards: green for true and red for false. Play the role of the quiz show host, using the [Lifecycle Quiz slides](#) to go through each statement and ask pupils to vote whether they think the statement is true or false by holding up the corresponding card. Encourage children to think about their reason(s) for deciding on true or false and check their understanding of the correct answer. Refer to the [Lifecycle Quiz answers](#) for support with answering questions.

**6. Closing round**

Introduce the talking object and do a go-round: *One way a person changes as they get older is...*

## Additional Activities

**Baby Photos**

Ask the children if they would like to bring in a photo of themselves as a baby to show the class. The photos could then be displayed and/or used to recap this session in the next one.

**Draw and Write Lifecycles**

Explain to the class that they are going to do a draw and write activity showing two parts of the lifecycle. Using the [Babies and Children worksheet](#), first ask the class to draw a baby and then write about what it can do; secondly, ask them to draw what they themselves look like now and describe how they've changed since they were a baby.