

## **Living Things, where they're from**

### **Aim**

To enable children to know and understand where living things come from in relation to animals and plants.

### **Links**

McCabe Statement

- Where living things come from.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
HWB 1-50a.

### **Learning Objectives**

Learners should be able to...

- Explain where living things come from.
- State that flowering plants grow from seeds and animals grow from an egg.
- Draw and write about the life cycles of animals.

### **Resources**

- Resource Sheet 1 a-c – PowerPoint Presentation (growing a bean and quiz).
- Butterfly life cycle (interactive smartboard file – see CD).
- Frog life cycle (interactive smartboard file – see CD).
- Resource Sheet 2 – Sequencing Cards – Life cycle of a bean.
- Pupil Sheet 1 – Life Cycle of a bean.
- Resource Sheet 3 – A3 coloured poster – Life cycle of a butterfly.
- Resource Sheet 4 – A3 coloured poster – Life cycle of a frog.
- Resource Sheet 5 – Butterfly and frog life cycles – Teacher reference diagrams.
- Broad beans.
- Jam jars.
- Pupil Sheet 2 – Pupil Evaluation Sheet (use for Lesson 1 and 2).

## **Me, I Am Unique**

### **Activities**

1. Introduce the children to the life cycle of the plant through the PowerPoint presentation and quiz. (15 mins)
2. Teacher and/or children to grow broad beans in a jam jar. The children can then observe the seed growing over a few weeks. Draw children's attention to the fact that whatever way the seed goes into the jar the root will find its way down and the shoot will grow upwards. Cut out cards showing the life cycle of a bean and ask pupils to glue them on to Pupil Book in the correct order.
3. **The life cycle of the butterfly.**  
Explain that butterflies go through four stages of life, but they only look like butterflies in the final stage. Birds, frogs, snakes and insects also change as they grow. Show the butterfly life cycle smartboard file and explain the life cycle, highlighting the following steps.
  1. An adult butterfly lays an **egg**.
  2. The egg hatches into a **caterpillar** or larva.
  3. The caterpillar forms the **chrysalis** or pupa.
  4. The chrysalis matures into a **butterfly**.Allow children to use smartboard to label the life cycle of a butterfly. Display the poster in class after explaining it. (10 mins)

### **Key Messages**

- All living things grow and change.
- Flowering plants grow from a seed and most animals grow from an egg.

### **Reflect and Review**

Show children life cycle of a frog on Smartboard and then allow them time to order the cards to show the life cycle of a frog. (10 mins)  
Display the poster in class.

### **Pupil Evaluation of Lesson**

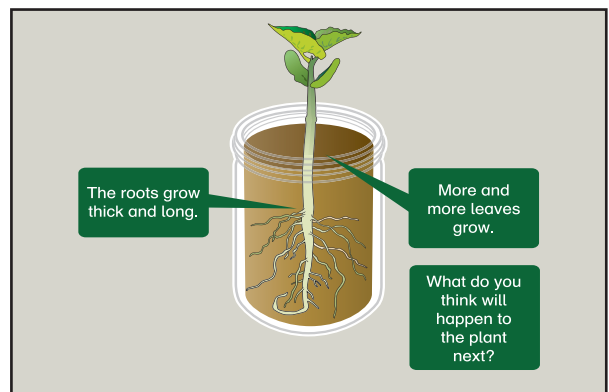
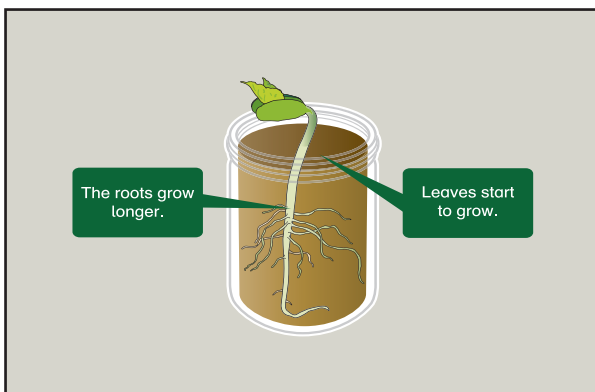
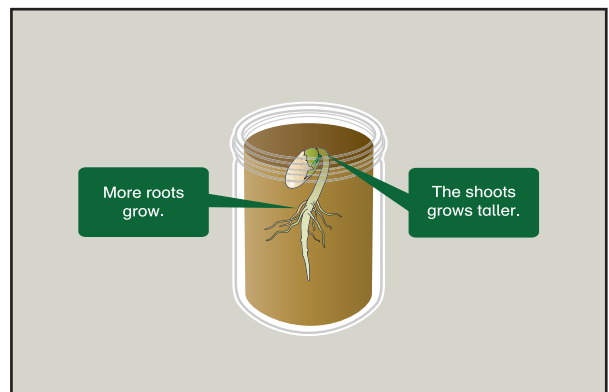
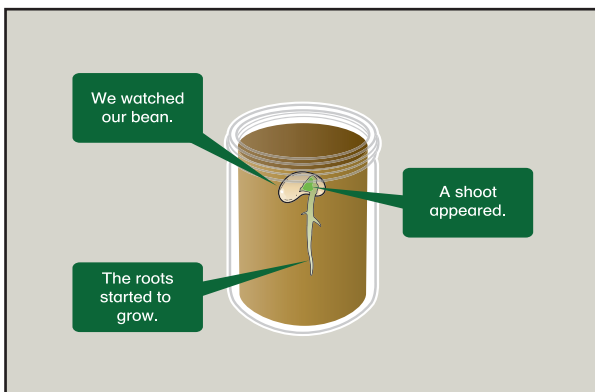
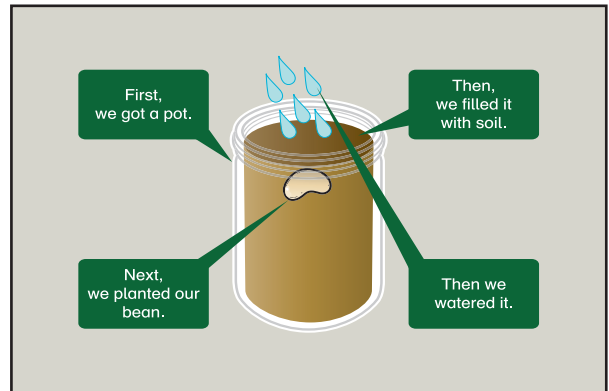
Complete the Pupil Evaluation Sheet. (5 mins)

### **Follow Up Activities**

- [http://www.bbc.co.uk/schools/scienceclips/index\\_flash.shtml](http://www.bbc.co.uk/schools/scienceclips/index_flash.shtml) – interactive activities relating to living things.

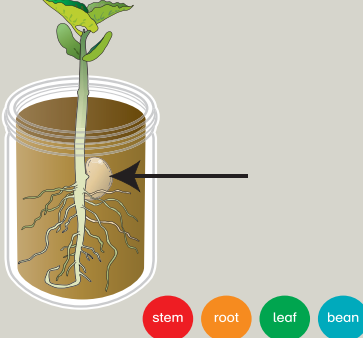
### Resource Sheet 1a: Growing a bean

# Growing a bean



Resource Sheet 1b: Growing a bean

Bean Quiz



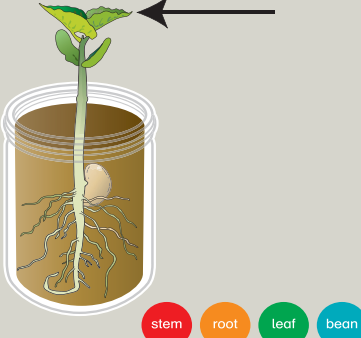
What part of the plant is the arrow pointing to?

stem root leaf bean

Not quite,  
try again

Well done!

Bean Quiz



What part of the plant is the arrow pointing to?

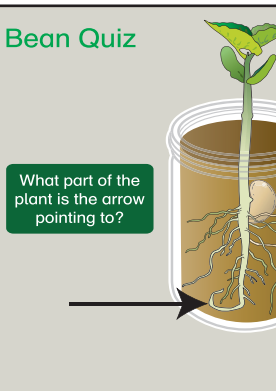
stem root leaf bean

Not quite,  
try again

Well done!

### Resource Sheet 1c: Growing a bean

Bean Quiz



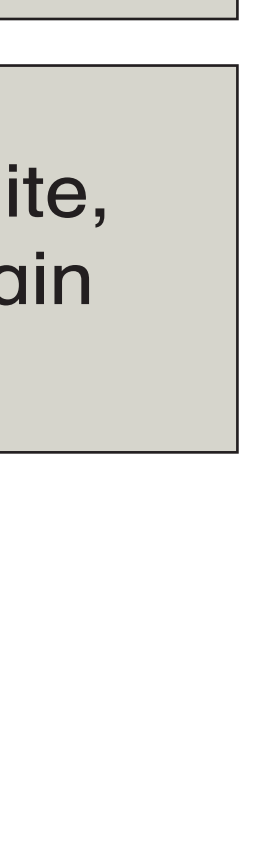
What part of the plant is the arrow pointing to?

stem root leaf bean

Not quite,  
try again

Well done!

Bean Quiz

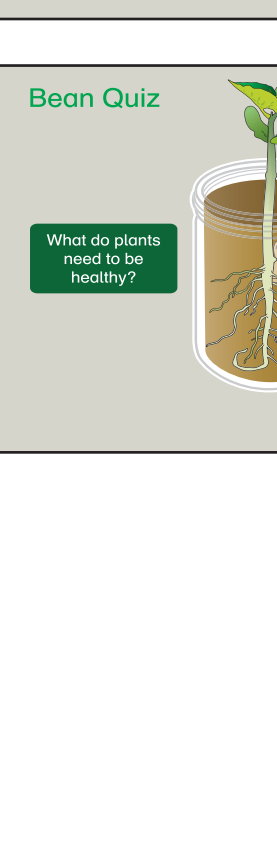


What part of the plant is the arrow pointing to?

stem root leaf bean

Not quite,  
try again

Bean Quiz



What do plants need to be healthy?

sleep cola water cold

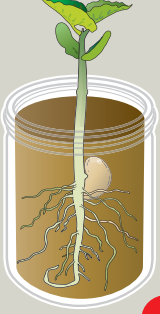
Resource Sheet 1d: Growing a bean

Well done!

Not quite,  
try again

Well done!

Bean Quiz



What do we plant our beans in?

sand soil water wood

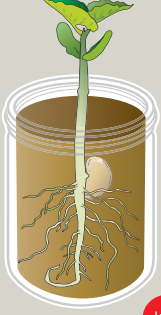
Not quite,  
try again

Well done!

**Resource Sheet 1e: Growing a bean**

Bean Quiz

What do plants need to be healthy?



love light sweets dark

Not quite,  
try again

Well done!

Glossary

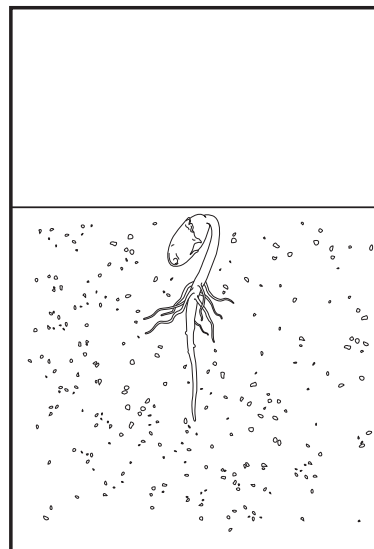
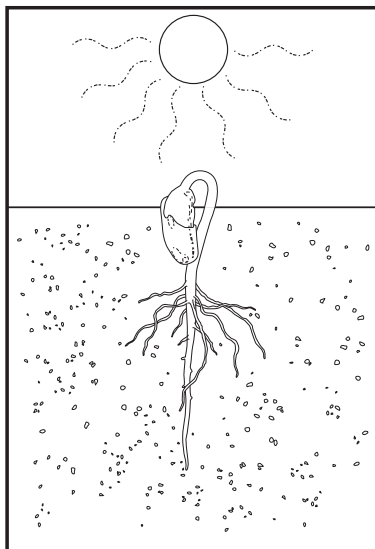
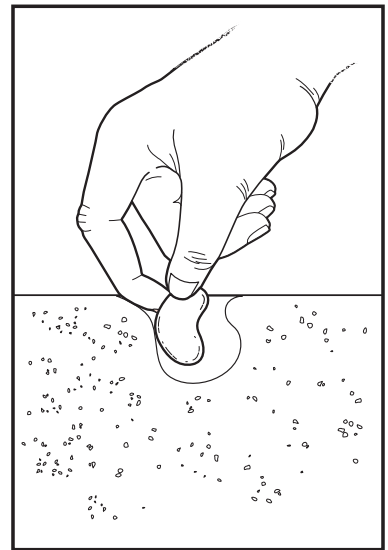
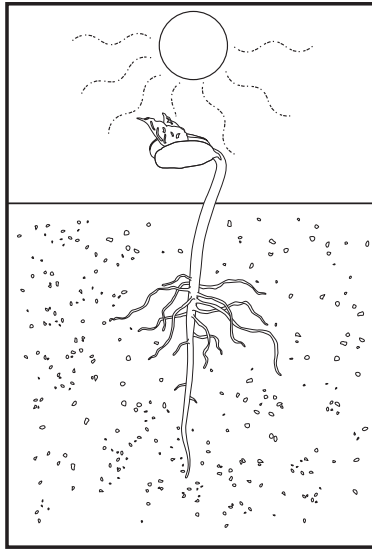
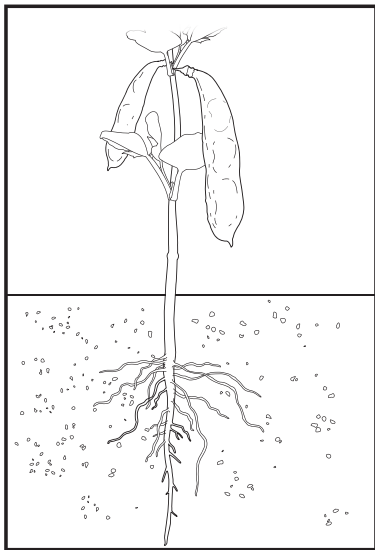
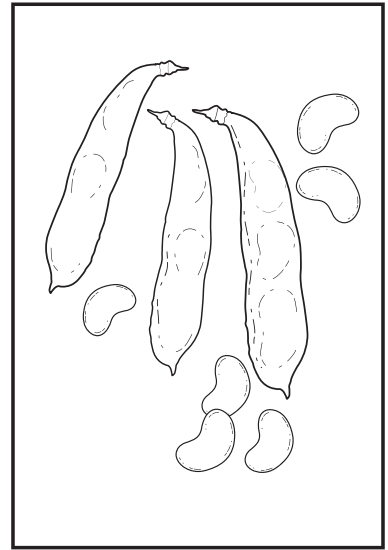
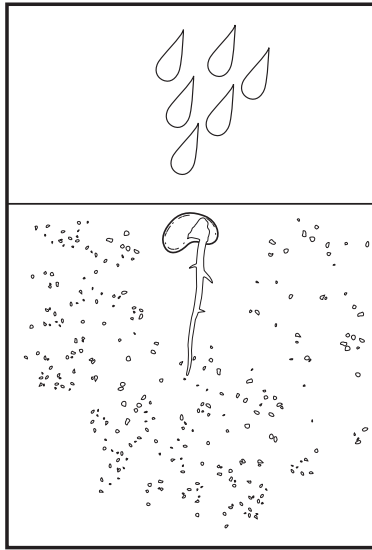
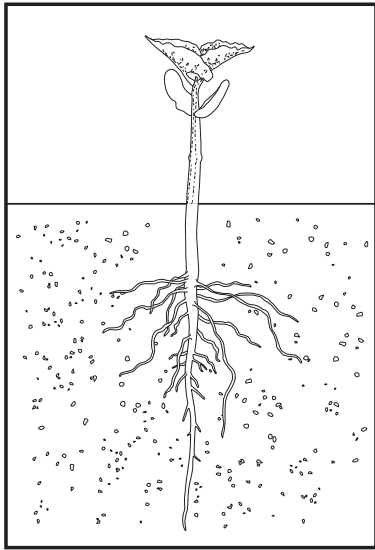
**Leaves**  
The part of the plant which collects sunlight to make food for the plant.

**Stem**  
The part of the plant which holds the plant up.

**Roots**  
The part of the plant which keeps it firmly in the soil and takes in water.

**Seeds**  
Plant them in the ground and they will grow into new plants.

**Resource Sheet 2: Life cycle of a bean: Sequencing Cards**





**Pupil Sheet 1: Life cycle of a bean**

Place bean life cycle cards here in the correct order.

**1**

**2**

**3**

**4**

**5**

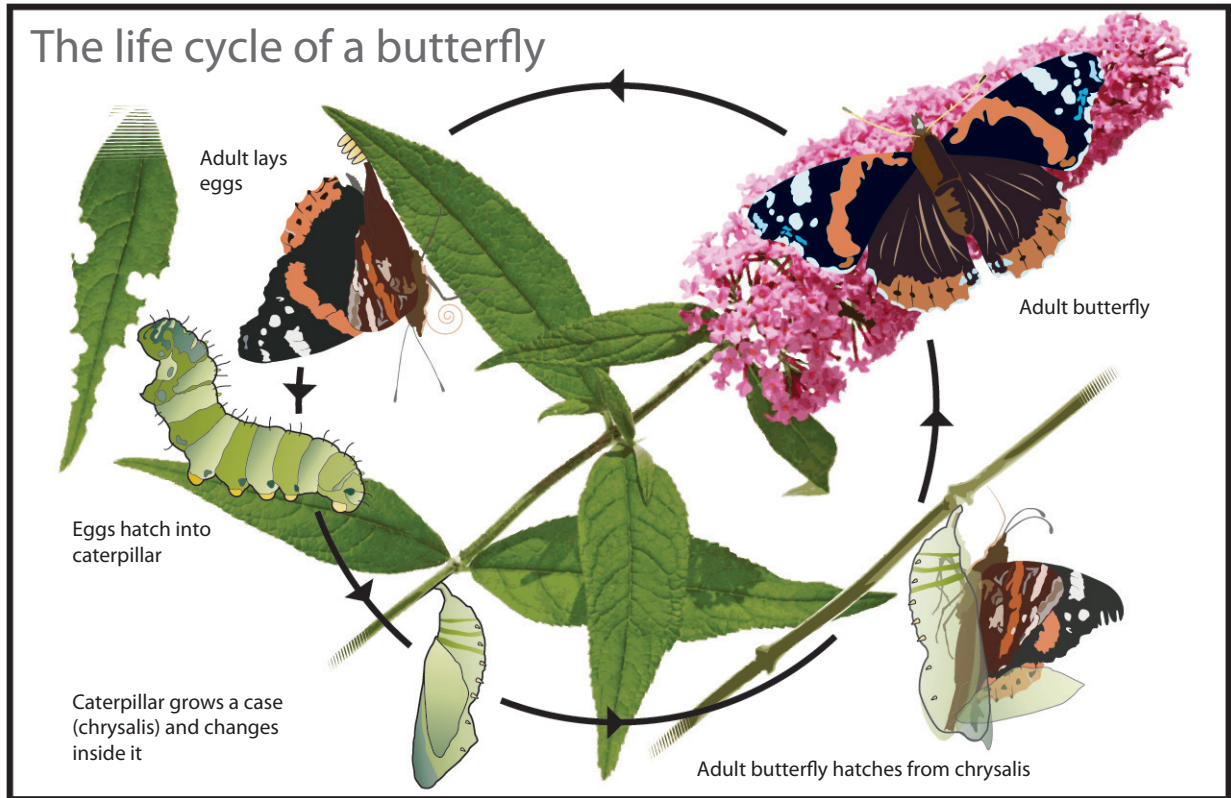
**6**

**7**

**8**

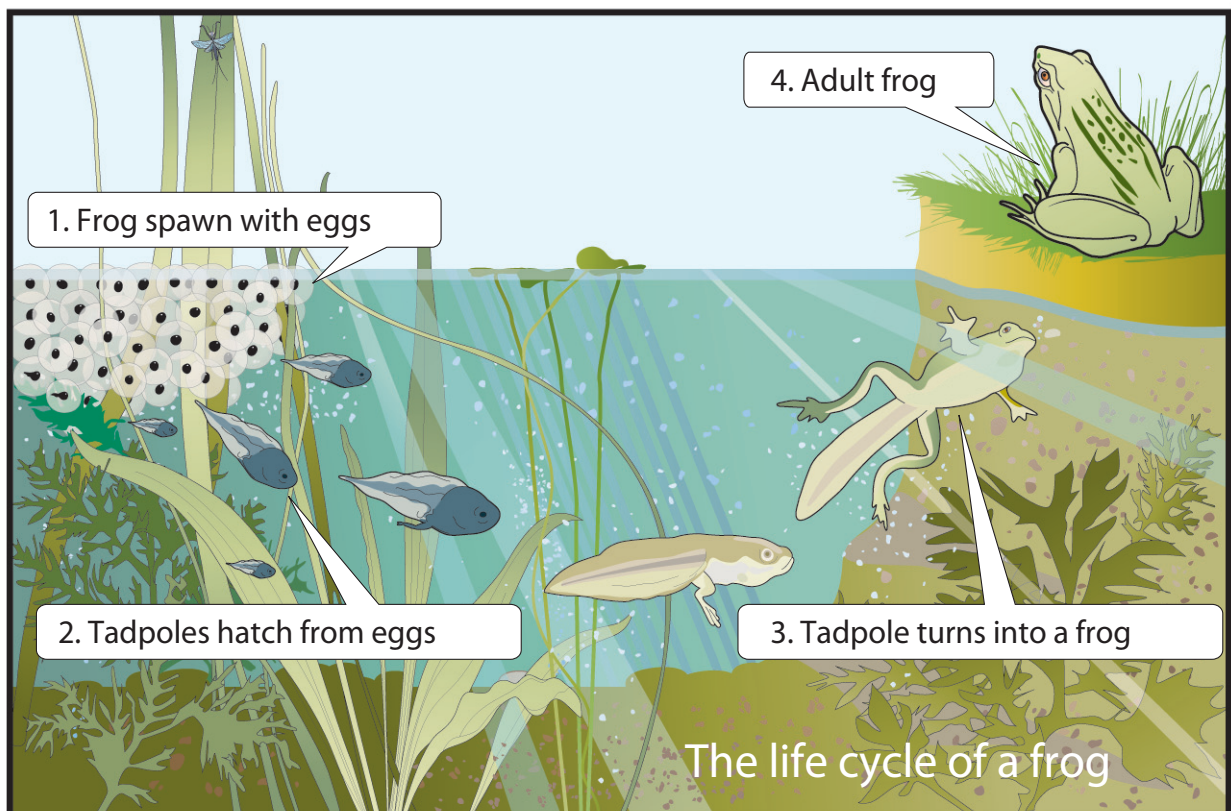
### Resource Sheet 5: Teacher reference diagram

Sexual Health and Relationships Education: Primary 2: Lesson 1: Resource Sheet 3

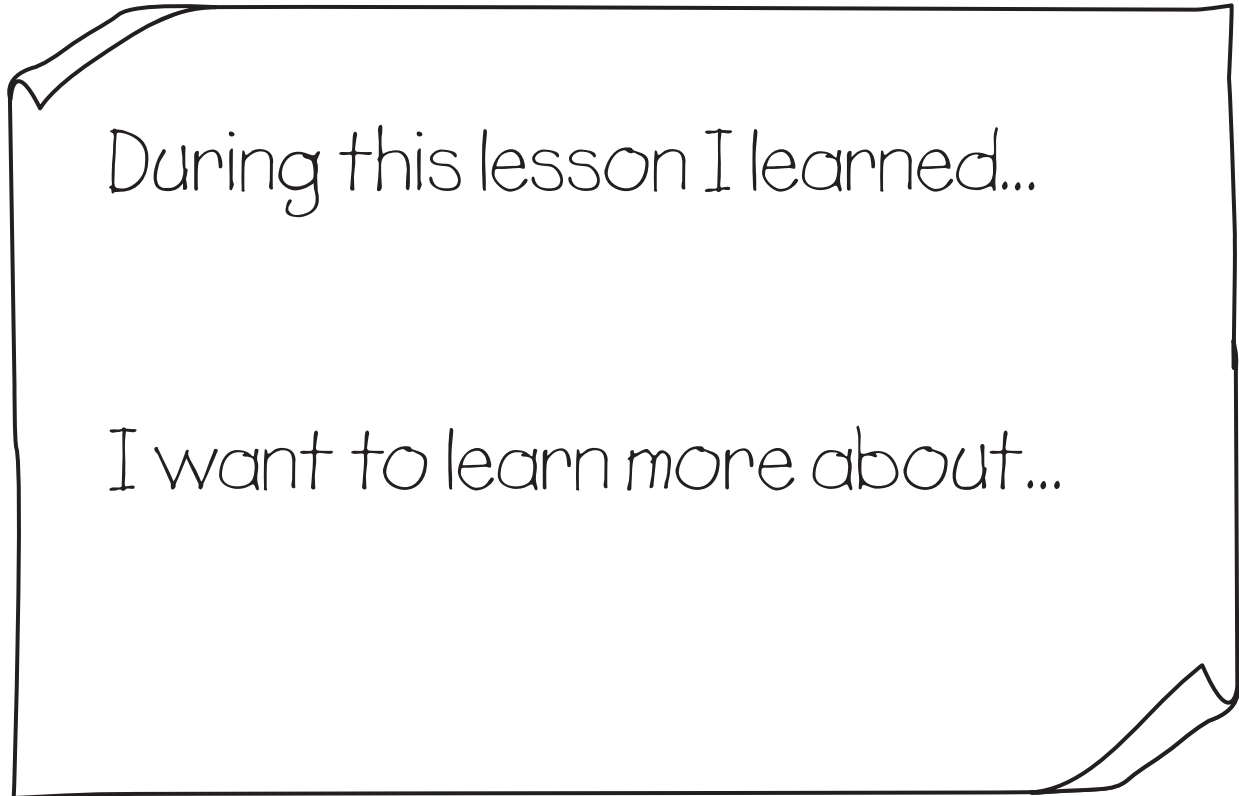


### Life cycle of a frog

Sexual Health and Relationships Education: Primary 2: Lesson 1: Resource Sheet 4



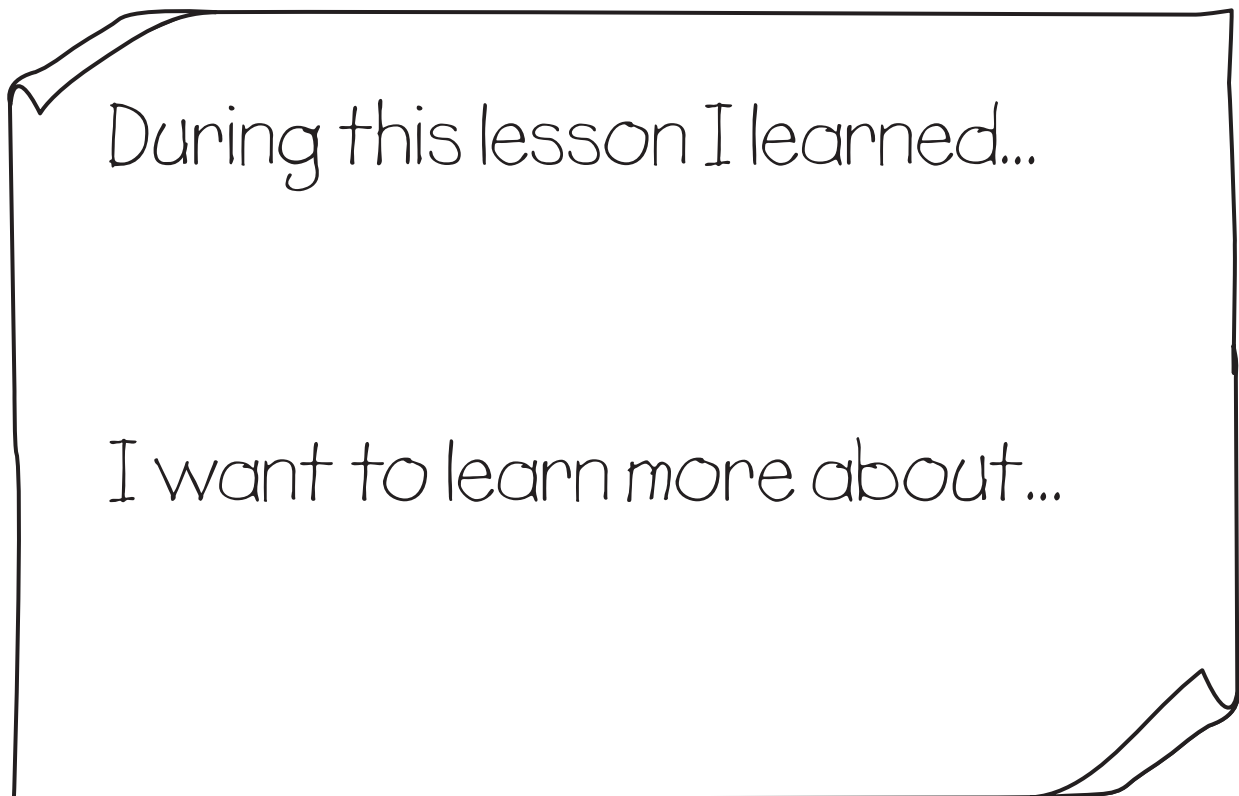
**Pupil Sheet 2 – Lesson 1 evaluation – Living Things, where they're from**



During this lesson I learned...

I want to learn more about...

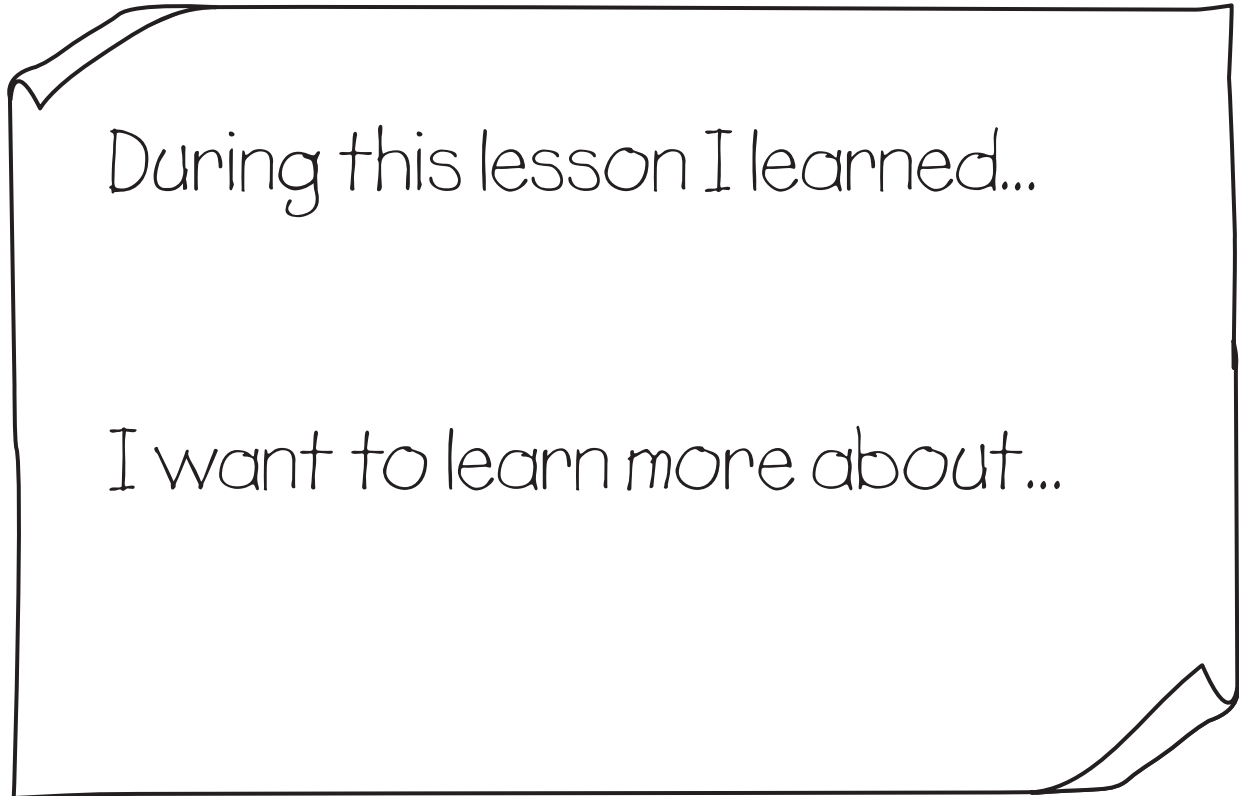
**Pupil Sheet 2 – Lesson 2 evaluation – Pets, our special friends**



During this lesson I learned...

I want to learn more about...

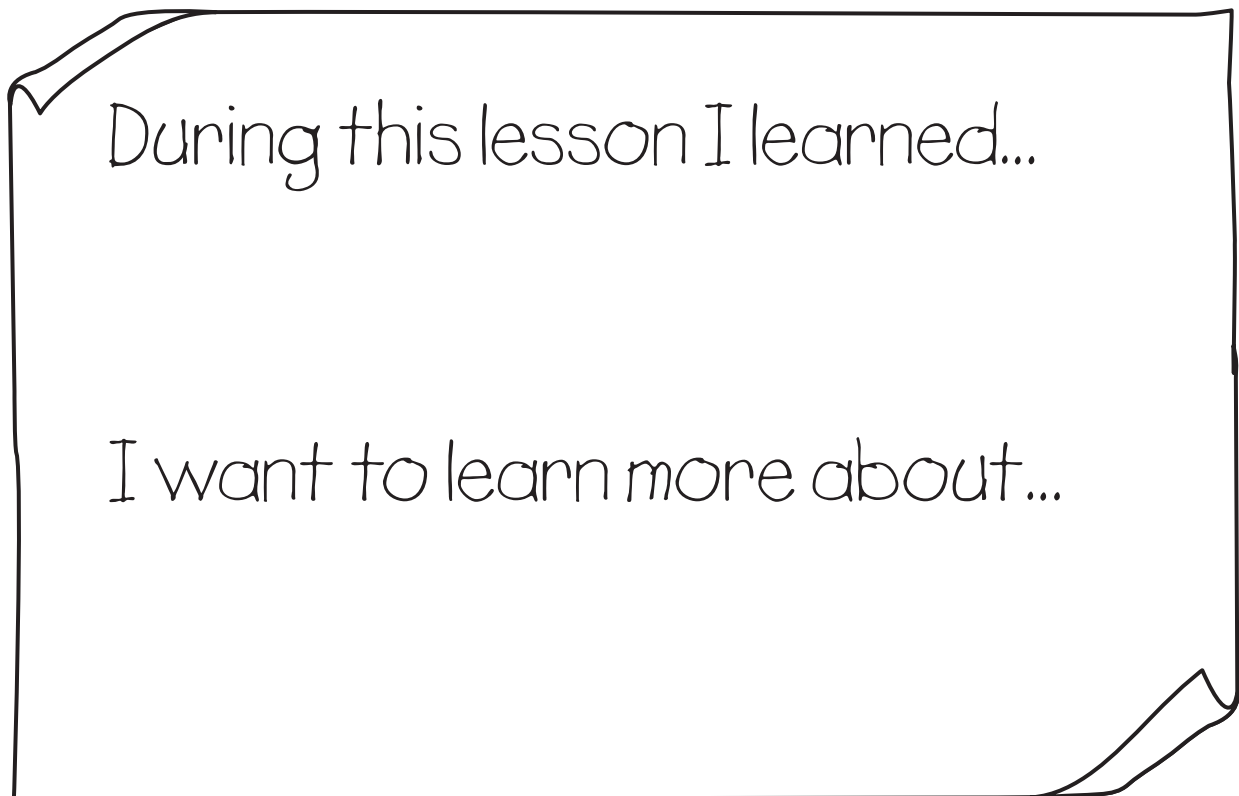
**Pupil Sheet 2 – Lesson 1 evaluation – Living Things, where they're from**



During this lesson I learned...

I want to learn more about...

**Pupil Sheet 2 – Lesson 2 evaluation – Pets, our special friends**



During this lesson I learned...

I want to learn more about...

## **Pets, our special friends**

### **Aim**

To enable children to recognise recognise the special relationships they have with pets and how they have a responsibility to care for them and treat them as friends.

### **Links**

This lesson has been adapted from:

- Glasgow's Health and Pet Care – Primary 2 Unit – My Friends and Relaxing.

McCabe Statement

- Respect and care for themselves and others.

Curriculum for Excellence

- Health and Wellbeing Outcomes,  
WWB 1-44a, 1-105a.

### **Learning Objectives**

Learners should be able to...

- Discuss the link between a friend and a pet.
- State the needs of a pet in terms of care and attention.
- Suggest ways in which they can be sensitive to the needs of a friend, recognising when he/she is worried or unhappy.
- Explain how they may feel and react if either one person in the friendship has to move away.

### **Resources**

- Glasgow's Health and Pet Care – My Friends and Relaxing (P2, P1/2) – website story and games – [www.gla.ac.uk/faculties/vet/glasgowschools](http://www.gla.ac.uk/faculties/vet/glasgowschools)
- Pupil Sheet 2 – Lesson 2 Evaluation – see Lesson 1 materials.

## **Pets, our special friends**

### **Activities**

1. Discuss with the class or group, who has a pet or who would like to own one. Encourage the children to talk about why they own or wish to own that particular pet. Make a class list of the reasons.  
(10 mins)

2. Website Lesson

#### **Story**

The children are guided through the narrative by following the on-screen instructions. By rolling the mouse over the image, the characters speak to the viewer inviting them to explore the Friends world by clicking around on the screen. At the end of the narrative the Friends invite the children to play some on-screen games.

#### **Characters**

Rosie, Asha and Jack are great friends. They go to the same school but are not in the same class. They do live close to each other however. The children are friends because they share the same interests. In their case, they love animals, especially their pets. Rosie has a dog called Buster and Asha has a cat Snowy, who is shy but loves to join in the fun. Jack does not have any pets of his own but has become friends with the others through his interest in the animals.

#### **Website Content**

*"My Friends and Relaxing"*

The three friends, Rosie, Asha and Jack help their friend Snowy come to terms with having to move to Gran's house to live.

(10 mins)

3. Discuss with the children how they might feel if a close friend had to move away. (Remember, it's OK to feel sad). Discuss how their friend might feel. Add words to create a word wall. How can we reassure them that we will keep being friends?  
(10 mins)

## **Pets, our special friends**

### **Key Messages**

- Pets are like friends, they need us to take care of them and take responsibility for caring for them.
- We can help our friends if they are unhappy by reassuring them and trying to make them feel better.

### **Reflect and Review**

Children work in groups of 3 or 4 and retell the story of snowy the cat to each other. Get a few groups to retell the story to the whole class to ensure the children grasped the key ideas from the story.

(10 mins)

### **Pupil Evaluation of Lesson**

Complete the pupil evaluation worksheet (see Lesson 1 materials).

(10 mins)

### **Follow-Up Activities**

- Discuss what kind of friend the children think a pet would want. At this point, you might want to think about the needs of a pet in the practical sense (somewhere to sleep, food, hygiene, exercise, etc.). However, it is just as important to mention the emotional needs as well, that of attention and companionship.
- Discuss with the class what makes a good friend and encourage the children to think about the friends they have. Encourage the children to think exactly what it is that they like about a particular friend they have in mind. Ask the children to draw a picture of that friend and write about their reasons. Discuss with the children what their friends need from them.

## **I am me, I am like you**

### **Aim**

To enable children to recognise the way they can use their senses to identify things they like or dislike, and think about the similarities between boys and girls at this age.

### **Links**

McCabe Statement

- Uniqueness of their own body.
- Recognising and expressing feelings.
- Respect and care for themselves and others.

Curriculum for Excellence

- Health and Wellbeing Outcome,  
HWB 1-47a.

### **Learning Objectives**

Learners should be able to...

- State the five senses and the feelings they can identify by using them.
- Explain ways in which they can manage emotions relating to important things.
- List similarities between boys and girls.

### **Resources**

- Pupil Sheet 3 – Favourite Game worksheet.
- Body Parts for boys/girl – smartboard (from P1 Lesson 1: lesson recap).
- Pupil Sheet 4 – Pupil Evaluation Sheet.



## **I am me, I am like you**

### **Activities**

1. Get children to work in pairs and look carefully at each other and find three things that are different about each other. (Teacher should remind class of the P1 lesson that covered penis and vulva.) Ask the children in the pairs to name each of the five senses.  
(10 mins)
2. Draw children's attention to the fact that we all like and dislike different things in the same way as we don't all look the same and that is fine. Pair the children up boy with girl and get them to think of 3 things that they both like doing. Get the pairs to share their ideas with the class.  
(15 mins)
3. Get each child to think about their favourite game and discuss why they enjoy it, and what senses they use when playing it. Then ask the children to do the same for a game that they do not like. Get the children to complete the worksheet. Then, for the game they do like, ask the children to discuss how they might feel, or respond if their friend didn't want to play their game and wanted to play something else! Encourage the children, through discussion how to handle these feelings appropriately and question inappropriate reactions.

(Teachers Note: If this does not come out during the discussion, ask children whether there are any games that can only be played by boys or girls. Discuss and stress that games should be playable by anyone.)

(15 mins)

### **Key Messages**

- We are all different and have our own likes and dislikes and that is good.
- There are lots of things that are the same about boys and girls.
- We use our senses to experience everything in our lives and as we grow up we have to respond to things that happen around us and to things we care about.

### **Reflect and Review**

Go round the class and get children to say one thing that is the same about boys and girls until everyone has had a go. (10 mins)

(Teachers Note: What you wish to ensure in this section is that you validate that boys and girls can do the same things equally well).

### **Pupil Evaluation of Lesson**

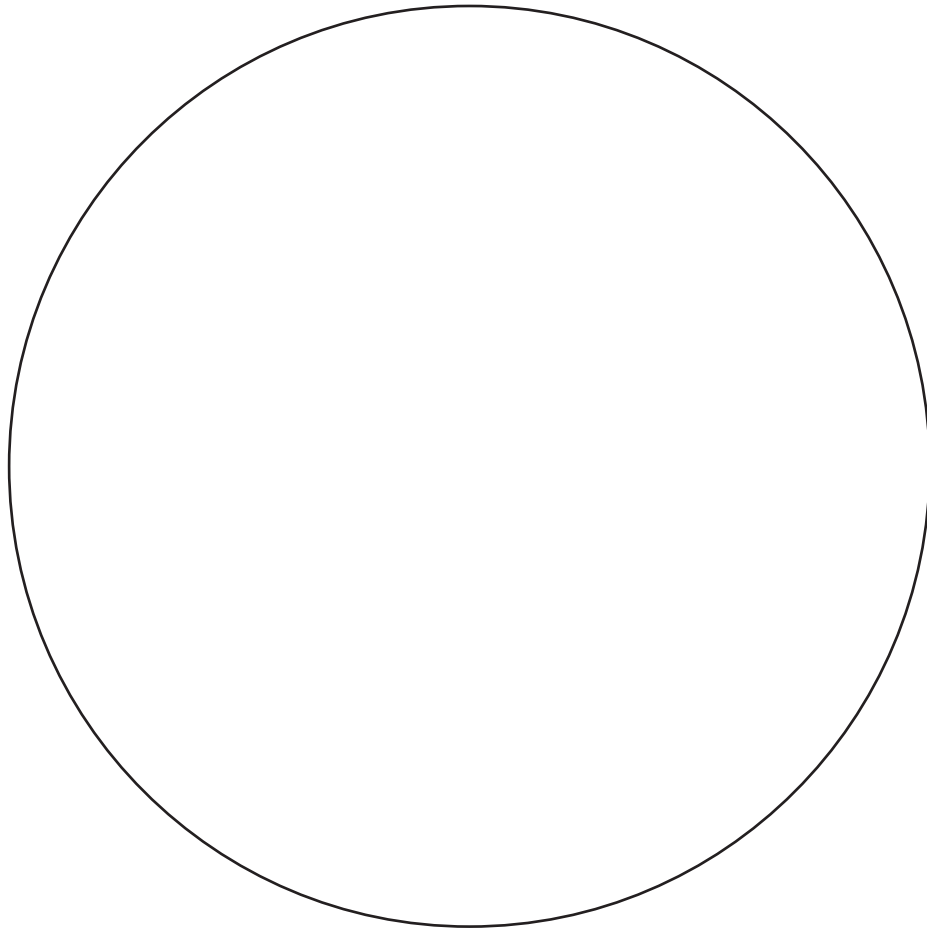
Complete the Pupil Sheet 4. (10 mins)

### **Follow-Up Activities**

- Circle Time resources would support Circle meetings to look at some of the issues in more depth.
- As a class get children to agree on a mime for each sense, e.g. sniffing for smell, etc. Get the children to come out and mime to the class a nice sight, smell, taste, sound, and thing to touch. First of all get them to do the mime to show which sense they are doing. The other children can take it turns to guess and then come out and mime their sense. Then do the same for things they don't like.

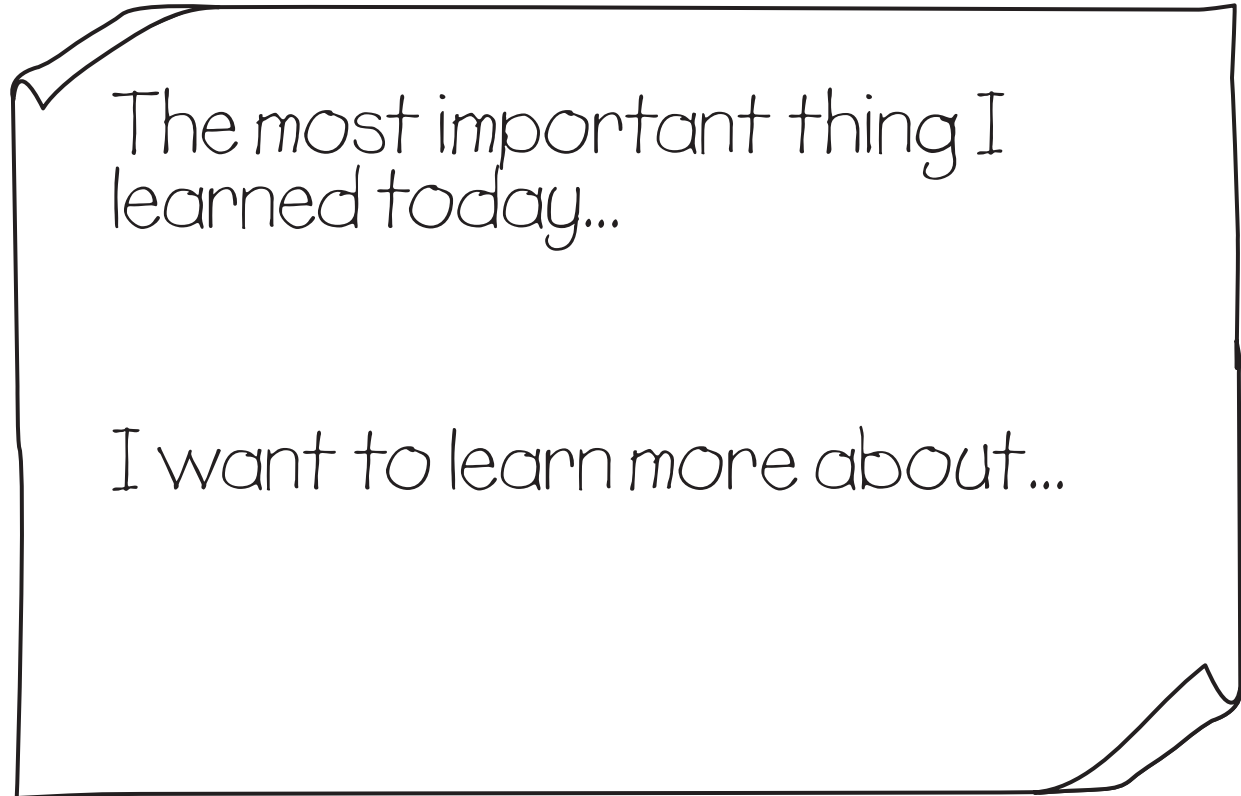
**Pupil Sheet 3 – I am me, I am like you**

My favourite game



Why is it my favourite game?

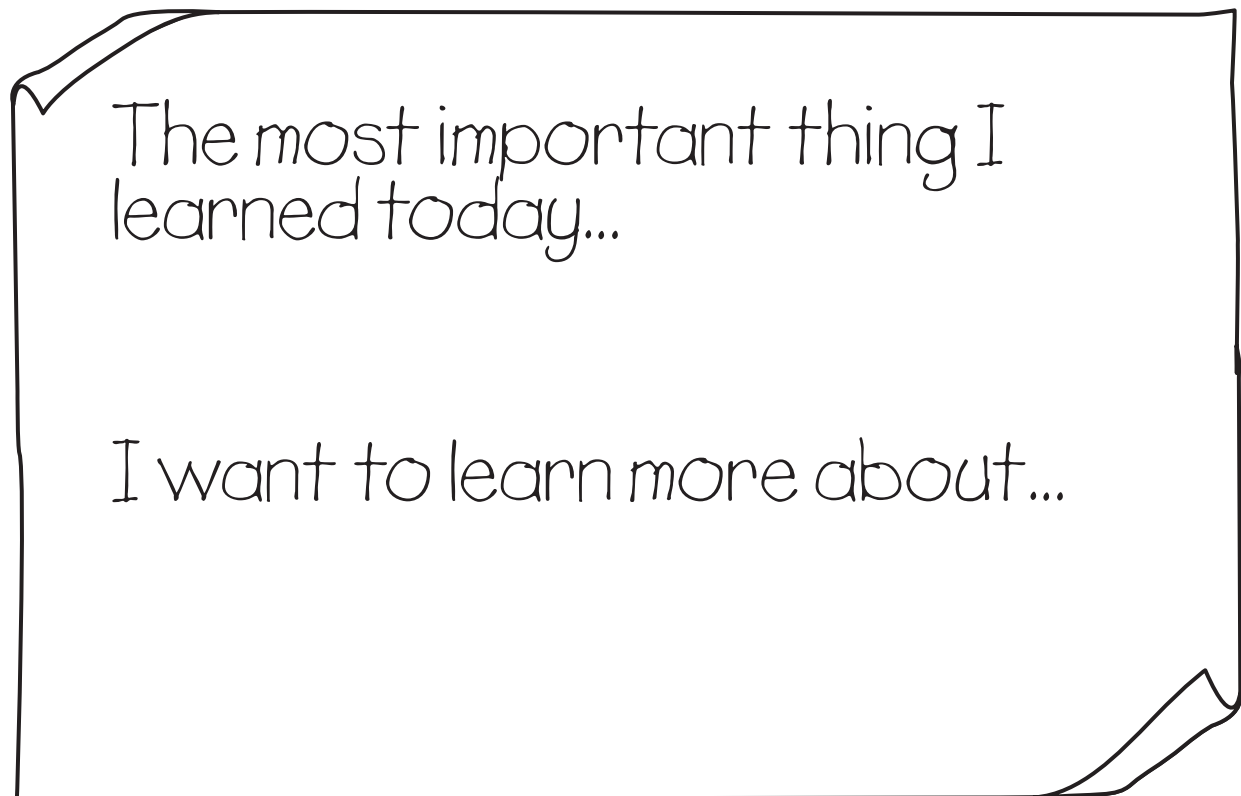
**Pupil Sheet 4 – Lesson 3 evaluation – I am me, I am like you**



The most important thing I  
learned today...

I want to learn more about...

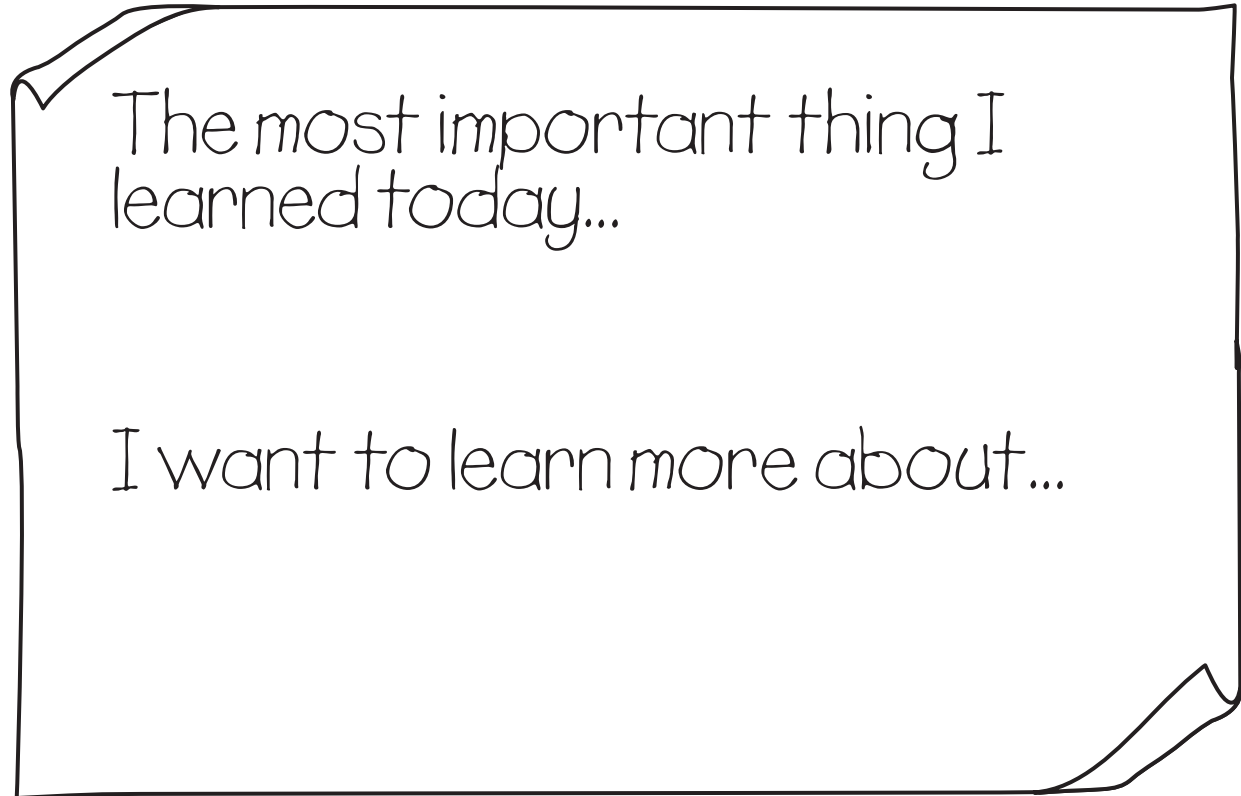
**Pupil Sheet 4 – Lesson 4 evaluation – Family Life, ups and downs**



The most important thing I  
learned today...

I want to learn more about...

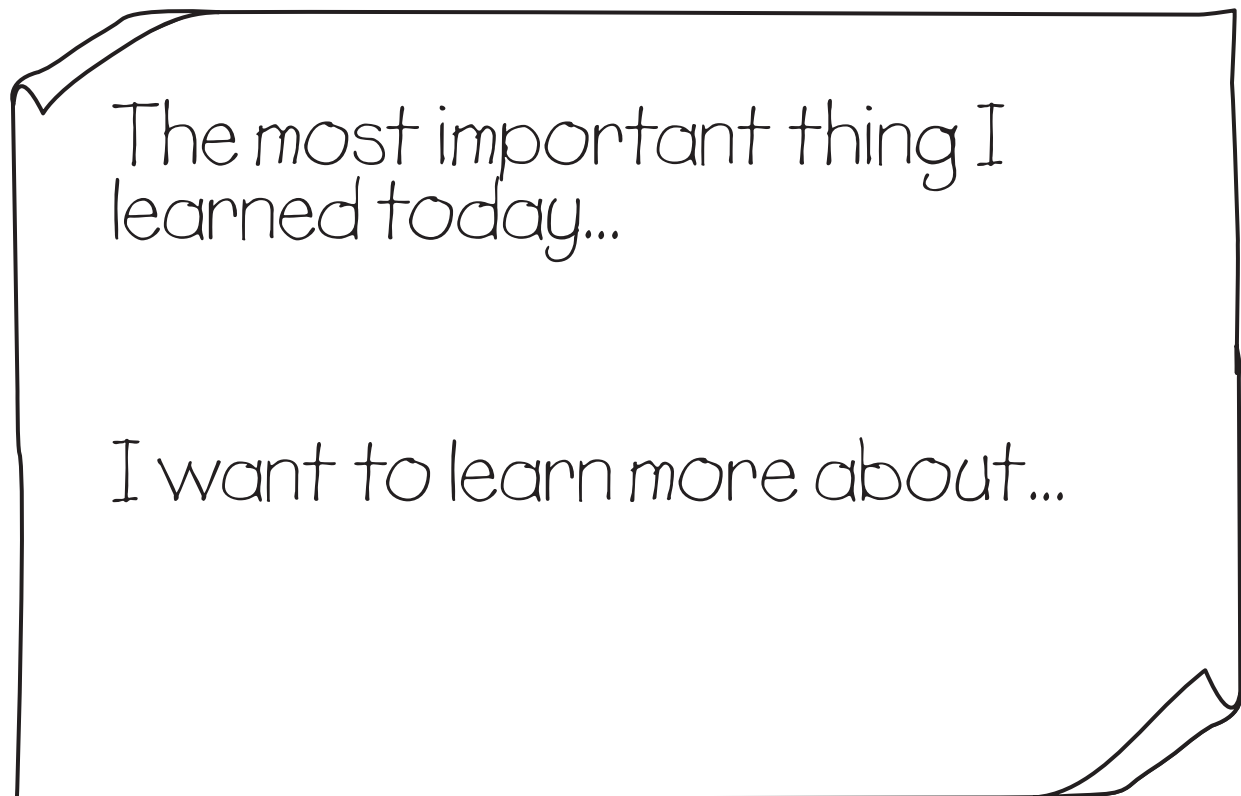
**Pupil Sheet 4 – Lesson 3 evaluation – I am me, I am like you**



The most important thing I  
learned today...

I want to learn more about...

**Pupil Sheet 4 – Lesson 4 evaluation – Family Life, ups and downs**



The most important thing I  
learned today...

I want to learn more about...

## **Family Life, ups and downs**

### **Aim**

To enable children to understand the various dynamics in family life and recognise situations in where they are made to feel uncomfortable or unhappy.

### **Links**

McCabe Statement

- Family and other special people who care for them.
- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes, HWB, 1–44b, 1–05a.

### **Learning Objectives**

Learners should be able to...

- Discuss family life and understand that families sometimes have conflicts.
- Explain what a secret is and why we might keep a secret.
- Suggest times when they shouldn't keep secrets.

### **Resources**

Pupil Sheet 4 – Pupil Evaluation Sheet (see Lesson 3 materials).

## **Family Life, ups and downs**

### **Activities**

This lesson will be done as a Circle Time meeting.  
(40 mins)

### **Warm up game**

Phone game – This is a listening and concentrating game. Make sure all children are included. Children use the following script with their own names – “Hello JILL, this is MARK calling.”  
“Hello MARK, thanks for calling!” then repeat round the circle.

### **Round**

Give each child the opportunity to speak in a very structured way to build confidence.  
One person I care about in my family is...

### **Open Forum**

- a) Begin the discussion with a story about a family where there could be a conflict. (Possible suggestion: ‘John, Joe and the Big Hen’, Martin Waddell and Paul Howard, Walker Books, although you may have another alternative). Use this as a hook to discuss issues of family conflict, emphasising this can happen to any of us at different times. Encourage the children to consider ways in which conflict between family members can be resolved.
- b) Move the conversation on to secrets and explain to the children that there are some secrets we should keep and some secrets we shouldn’t. The importance here is to make the distinction between ‘good’ secrets and ‘bad’ secrets.

A ‘good’ secret is one that is linked to something nice and the secret part is ‘short-lived’ and then everyone knows about it, e.g. a birthday present, a surprise party, a trip to the pantomime, etc. Ask the children to think of other examples.

A ‘bad’ secret is often something that isn’t nice, it may make other people feel uncomfortable or sad or importantly, the secret is to be kept for a long time and others don’t get to hear about it. An example of a bad secret could be if an older cousin stole a computer game when they took you on a trip into town and told you not to tell anyone else that the game was stolen. Another example would be if a P4 boy punched a younger child in the playground and then said you would get the same if you didn’t keep it a secret.

It is important to let children know that sometimes people who ask children to keep ‘bad’ secrets can say that bad things will happen to them or their family if they tell anyone. At other times, the person asking the child to keep a ‘bad’ secret may try to make the child feel special because they know about something that no-one else knows. They may say “Don’t tell your mum, this will be our special secret.”

Ask the children to think of some examples of what could be a bad secret to ensure that they have understood the distinction between the two types of secrets. Draw out from the children how ‘the action’ of the secret may make them feel and whether the secret is short lived or not.

Make sure the children are clear that they should tell someone about a ‘bad’ secret, even if it is someone in their family who has asked them to keep a ‘bad’ secret. The adult will then help the child feel better and will try to sort it out if required.

## **Family Life, ups and downs**

### **Cheering up**

It is important to bring the positive aspect back to the circle after having talked through some serious issues.  
Pass the funny face – The first child pulls a silly face and passes it on one to the next child and they pass it round the circle each child pulling a silly face at their turn.

### **Closing down Game**

Guess Who – One child goes out of the room, while they are gone silently select another child who begins doing an action like clapping and everyone else copies them joining in with the clapping.  
Bring back in the child who was outside and they have to guess which child is leading the action. The child who is leading changes to another action, knee slapping, finger snapping, etc. Everyone has to keep up with the leader's changes.

### **Key Messages**

- When arguments with family members happen we just need to talk to each other and try to work it out.
- If you ever feel someone, even a family member, is doing something to you that makes you feel unhappy or uncomfortable speak to someone you can trust, a teacher or an adult who makes you feel safe.

### **Reflect and Review**

Give children an opportunity to ask any questions that they may have. (5 mins)

### **Pupil Evaluation of Lesson**

Complete the Pupil Sheet 4 – see Lesson 3 materials. (10 mins)

### **Follow-Up Activities**

- More information Childline website – [www.childline.org.uk](http://www.childline.org.uk)  
Childline telephone number 0800 1111.