year6
lesson3
The Christopher Winter Project

aims

To explore the process of conception and pregnancy

learning outcomes

- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception

resources

- How does a baby start? cards (one set per group)
- How does a baby start? whiteboard summary
- Anonymous Questions typed
- Pictures of male and female reproductive organs
- Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)
- Conception and Pregnancy statements
- Conception and Pregnancy statements - answers

activities

1. **Recap/Learning Outcomes** In a circle, remind the class of the ground rules for this lesson. Ask the class what they remember about relationships and reproduction from the last lesson. Review the learning from last week on the qualities of a good relationship and ask the class which they think are most important. Refer to the learning outcomes on the whiteboard and discuss what they mean. Check that the children understand the meaning of the words conception and pregnancy. Discuss and write the words on the board. | 5 mins

2. **Relationship Timeline** Explain that we are going to create a sequence/timeline on the board, which describes the different stages in a relationship that could lead towards having a baby. In pairs ask the children to discuss what they think needs to happen before two people decide to have a baby. As a whole class, share ideas and record these on the board as a sequence or timeline. Reflect diversity and difference in adult relationships by recording all ideas. Acknowledge that different timelines and sequences will be appropriate for different people. | 10 mins

3. **How Does a Baby Start? Sequencing Activity** In small groups give out the cards for How does a baby start? – one set per group. Ask the children to sequence the cards in the correct order to illustrate they have understood the conception process. As a whole group discuss and sequence the pictures and correct misunderstandings using the whiteboard summary. | 15 mins

4. **Conception and Pregnancy Statements** In small groups ask the children to sort the five Conception and Pregnancy statements into true / false / don't know. As a whole class, answer the questions. Ensure that in the feedback you acknowledge that there are different ways of becoming pregnant including IVF. There are also different ways of creating families such as fostering and adoption and using sperm donors. Use pictures or models of the reproductive organs to support the answers. **NB** If there are a lot of anonymous questions you may not have time for this activity; it can be used as an additional activity in a follow up lesson. | 10 mins

5. **Anonymous Questions** Prioritise anonymous questions that have not already been covered in these lessons, read out the questions to the whole class. For each question ask the class to try and give an answer. Discuss in pairs. Take answers and correct any misunderstandings. There may be some questions that you need to answer yourself rather than asking the children. If you decide not to answer certain questions explain why to the class.   15 mins

6. **Closing Round/Review** Discuss in pairs and/or finish with a closing round "One thing I've learnt in these lessons is...".   5 mins

additional activities

Pregnancy go-round
In pairs, ask the children to complete the sentence "One thing I know about pregnancy is…", follow with a go-round. Discuss the ideas raised in the go-round and clear up any misunderstandings.

Conception and Pregnancy Quiz
In pairs complete the Conception and Pregnancy quiz. As a whole class, answer the questions using coloured cards for agree, disagree, don't know. Use the pictures of the male and female reproductive organs to support the answers.

Anonymous Questions
As an alternative to reading these out to the class, type up appropriate questions on slips of paper. Give out questions or ask children in turn to come up and choose one. Ask individuals to read out their question and see if the class can answer it.