

LESSON VI-3: Changes Over a Lifetime

Student Learning Objectives:

- VI-6. Students will describe ways they have changed since infancy.
- VI-7. Students will predict ways they might change as adults.
- VI-8. Students will draw a picture of people of differing ages working together and helping one another.

Preparation

- Gather the needed materials.

Materials

Resources

- Poster: Who Is My Mother? (Baby Animals)
- Book: *Children Do, Grownups Don't* (Optional)

Realia

- Crayons or markers
- Drawing paper

Time: 25 minutes

Lesson Procedure

Introduction: 1 minute

Connect the last lesson on similarities between parents and their offspring with this lesson on changes during growth.

1. Point to the poster, Who Is My Mother? (Baby Animals). Explain:

We have seen how much babies look like their parents. Looking at our poster (and our baby pictures), we can see that each baby goes through many changes on its way to becoming a grownup.

Today we will think of ways people change as they grow.

Activity 1: 5 minutes

Discuss ways first graders have changed since they were babies.

1. Ask the students:

Think about a tiny baby—maybe a brother, a sister, a friend, or a neighbor. What is a baby like? What does it look like? What can it do?

List some of their ideas on the board.

How are you different from a baby? [First graders are larger, can talk, can chew food, can walk, etc.]

Write their ideas on the board next to the list of characteristics of babies.

You have changed a lot since you were a baby!

Activity 2: 7 minutes

Discuss ways children change as they grow into adults.

Teacher's Note: You may have the book *Children Do, Grownups Don't* available for use with this lesson. If the book is available to you, conduct option one described below. If the book is not available to you, conduct option two described below.

Option 1

1. Ask the students:

Think about the grownups you know. You have parents and other relatives and friends who are grownups. Are they different from children? As I read this story think about how you might change as you grow into a grownup.

2. Read the book *Children Do, Grownups Don't*.
3. Discuss the story using the following questions:

What were some differences between children and grownups that our story shared with us?

- They enjoy different things: rainy days, bubble gum, foods.
- They look different: hair, teeth, size.
- They do things differently: reading, mail, sleep.

Are there some things grownups can do that you wish you could do? [They can drive a car, stay up later, etc.]

Are there some things grownups must do that you are glad you don't have to do? [They must go to work, pay bills, clean the house, etc.]

What are some of the ways you will change as you grow? [First graders will get bigger, be able to drive, get more teeth, etc.]

Option 2

1. Write the phrase “Children do... Grownups do” on the board. Ask the students:

Think about the grownups you know. You have parents and other relative and friends who are grownups. Are they different from children? What are some differences between children and grownups?

2. List some of their ideas on the board. Include some of the following ideas:

- They might enjoy different things: being indoors versus being outdoors on rainy days, blowing bubbles versus chewing regular gum, eating unusual foods versus eating familiar foods, etc.
- They look different: how many teeth they have, how tall they are, etc.
- They might do things differently: what they like to read or watch on TV, the amount of mail they receive and send, where they enjoy sleeping, etc.

If necessary, ask the students the following questions to elicit additional ideas:

- *Are there some things grownups can do that you wish you could do?* [They can drive a car, stay up later, etc.]
- *Are there some things grownups must do that you are glad you don't have to do?* [They must go to work, pay bills, clean the house, etc.]
- *What are some of the ways you will change as you grow?* [First graders will get bigger, be able to drive, get more teeth, etc.]

3. Have the students get a pencil and writing paper.
4. Tell the students:

We are going to make a book about how children and adults are different from each other. Each of you will make one page of the book. On your paper, write the words “Children do” and then write down one thing many children like to do. Below that, write the words “Grownups do” and write down or draw one thing many grownups like to do that is different from what children like to do.

5. Circulate as the students work. Assist the students as they form their ideas and spell their words.
6. Gather the papers and assemble them into a book for students to read during their reading time.

Activity 3: 10 minutes

Discuss ways people of varying ages help one another.

1. Point out to the students:

Each of us has a family that is made up of people of many different ages. Some families have babies. Some have children or teenagers. Some have parents. Some have grandparents or even great-grandparents. Some families have all these ages. Whatever your family is like, people of all ages need one another and help one another.

2. Distribute a piece of drawing paper and crayons to each student.

3. State:

I'd like you to draw a picture of two family members of different ages helping one another or working together. What might you draw? [grandparents reading to children, parents caring for sick child, older children baby-sitting younger children, child helping parent with chores, baby entertaining others with smiles, etc.]

4. Ask the students:

How do you feel when you help someone? [important, special, happy, etc.] How do you feel when someone gives you the help you need? [loved, cared for, etc.]

Closure: 2 minutes

- Summarize this lesson by asking some of the students to share their pictures with the class.

Post the pictures on the bulletin board.

- State:

Our next health lesson will help us learn more about how people and families change.