

Lesson Plan

Topic: Boys and Girls (Sex Education)
Subject: Science

Level: K3 (25 students)
Duration: 40 mins (a double lesson)

Learning Objectives:

Upon completion of the lesson, students should be able to:

- Have a preliminary understanding of the differences between boys and girls, and having a correct understanding of gender
- Learn the methods of defense in the activities, which cultivate a preliminary sense of self-protection
- Share their thoughts with others
- Understand how to protect themselves and respect others

Teaching resources (see appendix):

1. PPT (used in Stage 3 and Stage 5)
2. A video of Crayon Shin-chan (蠟筆小新) (used in stage 4)
3. Tables (used in stage 6)



Selected part of micro-teaching:
















Part 5 Scenario Simulation and Discussion

Link:

<https://drive.google.com/file/d/1sS4inXkFg9Ye8soNCP9CNLABGBACElff/view?usp=sharing>

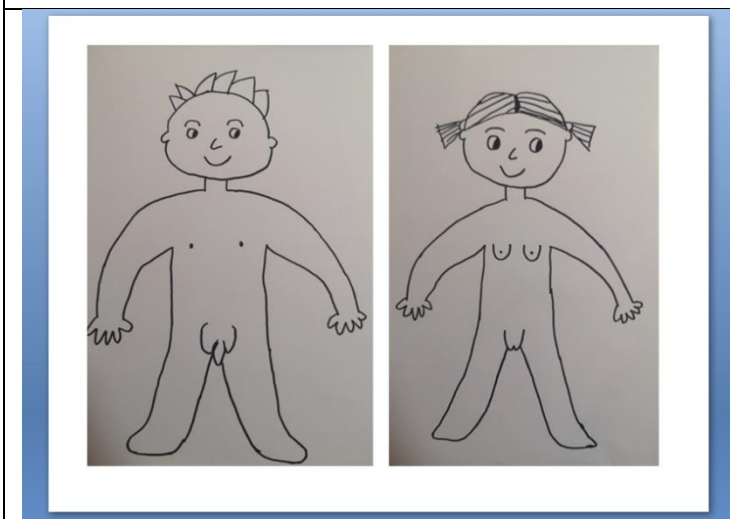
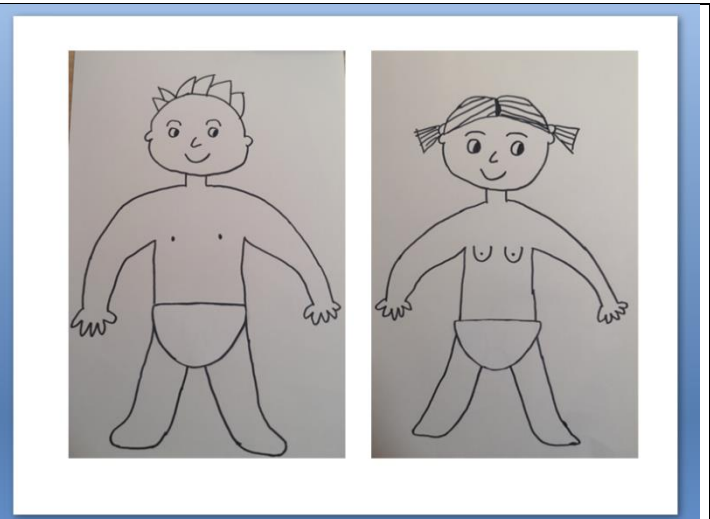
Lesson Plan Outline		
Purpose of teaching / Stage	Teaching sequence and activities	Resources
<p>1. Lead-in game: Choose! 1, 2, 3!</p> <p>✓ To stimulate students' interest in learning the content</p> <p>Time: 5 mins</p>	<ol style="list-style-type: none"> 1. Teacher sets two circles on the ground, one being the boy's area and another being the girl's area. 2. Teacher demonstrates the game to students. When teacher asks a question, and says 1,2,3, students should choose the correct circles according to their prior knowledge about gender. <ul style="list-style-type: none"> - Possible question: How do you know you are boy or girl? 	
<p>2. Group Discussion</p> <p>✓ To activate students' prior knowledge of the difference between boys and girls through sharing the views with others.</p> <p>Time: 10 mins</p>	<ol style="list-style-type: none"> 1. Teacher divides students into groups (3 boy groups and 3 girl groups). 2. Teacher asks questions and students discuss the questions in the small group. <ul style="list-style-type: none"> - Q1: What are the differences between boys and girls? - Q2: What do the boys like to play in the class, and what do the girls like to play? 3. Teacher invites boys' groups and girl' groups to take turn answering the questions. 4. Teacher summarizes students' opinions (e.g. the difference of appearance / clothes / hobbies). 	
<p>3. Teacher Instruction</p> <p>✓ To help students further understand the specific difference between the sexes</p> <p>✓ To familiarize students with the names of the reproductive organs</p>	<ol style="list-style-type: none"> 1. Teacher shows students two pictures, which are a boy and a girl. 2. Teacher teaches students the different bodily structures and different habits between boys and girls (e.g. the different toilet habits). 3. Teacher teaches different names of organs, especially the reproductive organs. 	<p>➤ PowerPoint slides (Refer to Appendix 1)</p>

<p>Time: 7 mins</p>	<p>4. Teacher asks provocative questions:</p> <ul style="list-style-type: none"> - <u>Question 1:</u> How to “cover” your reproductive organs? - <u>Question 2:</u> What are the different behaviors of boys and girls going to the toilet? 	
<p>4. Video Watching</p> <p>✓ To let students understand what is the wrong behavior</p> <p>Time: 3 mins</p>	<p>1. Teacher plays the video of <Crayon Shin-chan> (蠟筆小新) to students.</p> <p>2. Teacher discusses with students whether it is appropriate for Xiao Xin to take off his pants.</p> <p><u>Possible discussion questions:</u></p> <ul style="list-style-type: none"> - Is Xiao Xin’s behavior correct? - Shall we learn from him? 	<p>➤ A YouTube video (Refer to Appendix 2) https://www.iqiyi.com/v_19rszwor6w.html</p>
<p>5. Scenario Simulation and Discussion</p> <p>✓ To acquaint students with the impolite behaviors and teach them to say no to these acts</p> <p>✓ To provides ways to students on how to protect themselves</p> <p>Time: 7 mins</p>	<p>1. Teacher acts as a bad guy who does some wrong behaviors to boys or girls.</p> <p>2. Children have to judge whether the teacher’s behaviors, such as kissing boys’ face and touching girls’ pant, are right or wrong.</p> <p>3. Teacher discusses the questions with students, such as ‘How to protect ourselves?’ and questions from the perspective of clothing and personal hygiene.</p>	<p>➤ PowerPoint slides (Refer to Appendix 1)</p> 
<p>6. Reviewing</p> <p>✓ To check students’ understanding of the content through</p>	<p>1. Teacher distributes a table for students to fill in.</p> <p>2. Each group needs to discuss the pictures with the group mates to judge whether the behaviors are right or wrong by</p>	<p>➤ Table (Refer to Appendix 3)</p>

<p>cooperative learning</p> <p>Time: 5 mins</p>	<p>putting either a tick ✓ or a cross × in the table.</p> <ul style="list-style-type: none"> Content of the table: <p>Picture 1: lifting girls' skirts, Picture 2: showering every day, Picture 3: exposing genital organs to others, Picture 4: kicking others' reproductive organs, Picture 5: boys and girls in different areas to go to toilet</p>	<table border="1"> <thead> <tr> <th colspan="2">Table</th> </tr> <tr> <th>Group</th> <th>Please choose correct (✓) or wrong (×)</th> </tr> </thead> <tbody> <tr> <td>P1: Lifting girls' skirts. </td> <td>()</td> </tr> <tr> <td>P2: Showering every day. </td> <td>()</td> </tr> <tr> <td>P3: Showing reproductive organs to others. </td> <td>()</td> </tr> <tr> <td>P4: Kicking others' reproductive organs. </td> <td>()</td> </tr> <tr> <td>P5: Boys go to boys' toilet, girls go to girls' toilet. </td> <td>()</td> </tr> </tbody> </table>	Table		Group	Please choose correct (✓) or wrong (×)	P1: Lifting girls' skirts. 	()	P2: Showering every day. 	()	P3: Showing reproductive organs to others. 	()	P4: Kicking others' reproductive organs. 	()	P5: Boys go to boys' toilet, girls go to girls' toilet. 	()
Table																
Group	Please choose correct (✓) or wrong (×)															
P1: Lifting girls' skirts. 	()															
P2: Showering every day. 	()															
P3: Showing reproductive organs to others. 	()															
P4: Kicking others' reproductive organs. 	()															
P5: Boys go to boys' toilet, girls go to girls' toilet. 	()															
<p>7. Summary</p> <p>✓ To summarize what students have learned in this lesson</p> <p>Time: 3 mins</p>	<p>1. Teacher summarizes the lesson by teaching students the ways of how to protect ourselves.</p>															

Appendices

Appendix 1 (PowerPoint slides used in Stage 3 and Stage 5)



Appendix 2 (Video of Crayon Shin-chan (蠟筆小新) used in Stage 4)

https://www.iqiyi.com/v_19rszwor6w.html



Appendix 3 (Table used in Stage 6)

Table	
Group:	Please choose correct (✓) or wrong (✗)
<p>P1: Lifting girls' skirts</p> 	()
<p>P2: Showering every day</p> 	()
<p>P3: Showing reproductive organs to others</p> 	()
<p>P4: Kicking others' reproductive organs</p> 	()
<p>P5: Boys go to boys' toilet, girls go to girls' toilet</p> 	()



Course Materials for use in
TLS3008, TLS6036, and TLS6065 only
Lesson Design Thinking Project (TDG)



References for the pictures:

P1: <https://kuaibao.qq.com/s/20180423A0M7BO00?refer=spider>

P2: <https://icweiliimg1.pstatp.com/weili/bl/456592450013364768.jpg>

P3: https://www.iqiyi.com/v_19rszwor6w.html

P4: http://pic.qingdaonews.com/album/563/1125753/0/1006/20100628215445_big.gif

P5: http://pic54.huitu.com/res/20160224/884190_20160224140604697600_1.jpg