

Lesson 3 Conception and Pregnancy

Learning Intention

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 conception and pregnancy

Resources

[How does a baby start? cards](#) (one set per group)

[How does a baby start? whiteboard summary](#)

Anonymous Questions from previous lesson - typed

Activities

1. Ground rules and re-cap

In a circle, remind the class of the ground rules for this lesson. Ask the children what they remember about relationships and reproduction from the last lesson.

2. Learning Outcome

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.

3. Relationship Timeline

Explain that the class is going to create a sequence/timeline on the board which describes the different stages in a relationship that could lead to having a baby and starting a family. Draw a timeline on the board, marking the left hand end **Meet someone special** and the right hand end **Decide to have a baby**. In pairs, ask the children to discuss what they think needs to happen before two people decide to have a baby. Alternatively, ask small groups to make their own timelines using masking tape and post-its.

As a whole class, share ideas and record these on the board as a sequence or timeline. Ask pupils to suggest the period of time covered by the timeline – i.e. how long would such a relationship take to develop before the couple would be ready to start a family? Acknowledge diversity and difference in adult relationships by accepting a range of ideas; consider that some people might have a baby on their own – what would their timeline look like? What would they need? Emphasise that different timelines and sequences will be appropriate for different people.

4. How Does a Baby Start? Sequencing Activity

To introduce this activity, explore briefly how the class might feel about looking at the drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity. In small groups, give out the [How does a baby start? cards](#); one set per group. Ask the groups to sequence the cards in the correct order to show they have understood the conception process. As a whole group discuss and sequence the pictures using the [How does a baby start? whiteboard summary](#). Ensure pupils understand the words on each slide and check their understanding with the following questions:

- What does 'touching each other in sexual ways' mean? Only an adult couple in a relationship should touch each other's private parts in this way.
- Why do you think sexual intercourse 'should feel nice'? Ensure pupils understand the meaning of the word 'consent'. An adult couple should agree/consent to have sexual intercourse and it should not be painful for the man or the woman.

- Where does the sperm meet the egg?
- What is the scientific word for when the sperm gets into the egg?
- What happens to the fertilized egg as it travels down towards the womb?
- For how long does the baby usually grow in the womb?

Ask the class if sexual intercourse is the only way to become pregnant or to have a family. Briefly discuss other options, such as IVF, sperm donors, fostering and adoption.

5. Anonymous Questions

Ensure that the anonymous questions written in the previous lesson have been typed up onto separate slips of paper. Give each pair of pupils a typed-up question and ask them to take a couple of minutes to discuss with their partner what the answer might be. Ask each pair to read out their question in turn and share any answer they have come up with; 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 that some questions referred to topics that are not part of this group of lessons or have already been covered elsewhere.

6. Closing Round/Review

Discuss in pairs and/or finish with a closing round: *One thing I've learnt about having a baby is...*

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](#). With the whole class, answer the questions using coloured cards for agree, disagree, don't know. Use the [Pictures of the male and female reproductive organs](#) and the [Conception and Pregnancy Quiz answers](#) to support the discussion.

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. Use the [Pictures of male and female reproductive organs](#) to support the answers. Show the class the spaghetti and poppy seeds, which represent the approximate size of the fallopian tubes and the female egg.

HIV Teaching Resource

Teaching and Learning about HIV, Simon Blake and Paula Power. Available to purchase from www.ncb.org.uk/resources