

### Lesson 1: Changes - Physical



#### Learning Objectives

To know and understand the physical changes that take place during puberty and why they happen.

#### Resources

##### Starter

Post-its

##### Activity 1

BBC website for information about changes during puberty: [www.bbc.co.uk/education/topics/z3xxsbk/resources/1](http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1)

##### Activity 2

If your school uses the Channel 4 Living and Growing pack, watch Unit 3. Girl Talk and Boy Talk programmes.

##### Plenary

Puberty Quiz  
Question Box

#### Points to Note

Put aside time to speak to the girls as a group on their own. Discuss where spare sanitary products are kept, where sanitary bins are in school, etc.

If possible provide the children with the following free NHS Health Promotion booklets: 'Periods' for the girls and 'Changes' for both sexes.

#### Key Vocabulary

Physical and emotional changes, puberty.

#### Starter Activity

Ask the children to think of ways that they have changed since they were babies. Ask them to draw/write about these changes on post-it notes. Then put large sheets of paper around the classroom with the following headings on: appearance, personality, things I can do now that I couldn't do then. Ask the children to sort their ideas into the different categories. Which changes can we/other people do something about and which ones do we have no control over? Discuss the facts that we do not have much control over the physical changes.

#### Activity 1

Discuss the different ways boys and girls will change between now and adulthood. Look together at the clips on BBC website

[www.bbc.co.uk/education/topics/z3xxsbk/resources/1](http://www.bbc.co.uk/education/topics/z3xxsbk/resources/1)

Children can record five different changes between now and adulthood, both for them and their opposite gender.

Watch the NHS menstruation film as a class and answer any questions once completed.

[www.nhs.uk/Video/Pages/Menstrualcycleanimation.aspx](http://www.nhs.uk/Video/Pages/Menstrualcycleanimation.aspx)

#### Activity 2

Living and Growing: Watch Girl Talk and Boy Talk programmes (Unit 3) Either watch together or in single sex groups at school's discretion, but ensure that both sexes watch both films. There are useful discussion points on the DVD.

#### Plenary

Run a short quiz with questions to revisit what has been covered in the sessions. Check understanding and dispel any myths/misconceptions. Introduce the use of the class Question Box to the children, explaining how they can use it to post any question they may want to ask around puberty and relationships.

### Lesson 2: Changes - Emotional

#### Learning Objectives

To understand that emotional as well as physical changes happen at different rates for different people.

#### Resources

##### Starter

'Hair in Funny Places' Babette Cole

##### Activity 2

Problem page scenarios

#### Points to Note

Go through the ground rules and explain anonymous use of question box.

Next week's activity looks at items needed for personal hygiene around puberty, e.g. deodorant, razor, toothbrush, spot cream, sanitary towel, shampoo. These could be brought in for the children to sort.

#### Key Vocabulary

Puberty, changes



#### Starter Activity

Ask the children what age they think puberty usually occurs at? Then ask the children to close their eyes and count from 5 up to 20.

Ask them to put their hand up at the earliest age and down after the latest age. This will give a gauge of current understanding.

Read the book 'Hair in Funny Places' Babette Cole

#### Activity 1

Discuss with the children possible worries and concerns about starting puberty, including children worried about not growing up as quickly as other children of the same age. In pairs, ask the children to make a list of some of these concerns.

Ask each pair to choose one worry and write a letter from an imaginary child of their own age who is experiencing this concern and needs some help.

Ask the pairs of children to swap letters and to write a letter back giving advice and comfort and dispelling any misconceptions the imaginary person may have. Discuss the concerns and replies with the children.

#### Activity 2

As above but present the children with the scenarios. Or create letters from a problem page that they can reply to.

#### Plenary

Discuss the worries that the children have written about. Give the children a couple of other scenarios around puberty to discuss as a class.

One possible issue for girls and one for boys. What advice would they give? Who else could they go to for advice?





### Lesson 3: Personal Hygiene - Keeping Clean

#### Learning Objectives

To consider new aspects of personal hygiene relevant to puberty.

#### Resources

##### Starter activity

Outline of a human body

Hormone fact file

##### Activity 1 and 2

Picture cards (or the actual items themselves)

##### Activity 1

Recording grid

##### Plenary

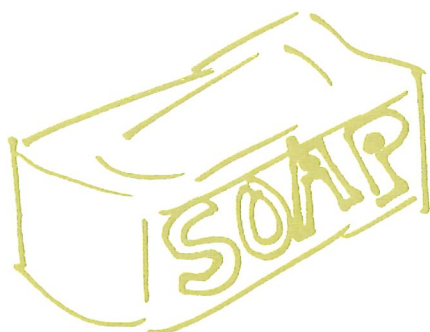
youtube clip: '*Some of Your Bits Ain't Nice!*'  
[www.youtube.com/watch?v=6SXzauoMSM0](http://www.youtube.com/watch?v=6SXzauoMSM0)

#### Points to Note

Check the class question box.

#### Key Vocabulary

Personal hygiene, puberty, hormones, oestrogen, progesterone, testosterone



#### Starter Activity

Show the children an outline of the human body. During puberty, which areas of the body need to have more attention paid to them?

Refer back to the story from last session, '*Hair in Funny Places*'. What were the chemicals called that caused puberty to start? Oestrogen and progesterone are the name of the female hormones and the male hormone is testosterone. Look at the hormone fact file.

#### Activity 1

Show the children a range of items that have something to do with personal hygiene e.g. deodorant, razor, toothbrush, toothpaste, spot cream, sanitary towel, shampoo, etc.

Working in small groups, ask the children to discuss the items and record their responses to the following questions: What is it? What is it used for? Is it for male or female use or both? Is it for children or adults or both? Is it important to use or not? etc.

#### Activity 2

Give out the pictures of items that have something to do with hygiene. They choose the ones they think are important and produce a guide to personal hygiene linked to puberty. They could write an information leaflet for other KS2 children to read.

#### Plenary

As a class, discuss each item and gather feedback from each group.

Show youtube clip: '*Some of Your Bits Ain't Nice!*'





### Lesson 4: Genetic Inheritance



#### Learning Objectives

To understand genetic inheritance

#### Resources

##### Activity 1

Book '*Where Willy Went*' Nicolas Allan

##### Activity 2

Don't they look alike!

##### Activity 3

Pictures of celebrities (not provided)

#### Points to Note

Be considerate of family circumstances e.g. looked after, adopted children, etc. when thinking about 'Who do we look like?'

#### Key vocabulary

Genetics, chromosomes, characteristics, traits



#### Starter Activity

Elicit from the children what they know (if anything) about genetics. (Links can be made to science, with a basic introduction to genetics - children are not expected to know about genes and chromosomes)

##### Activity 1

Read the story '*Where Willy Went*' and discuss the end. Why was the little girl a good swimmer?

##### Activity 2

Discuss who they look like. Think about siblings in school... do they look alike? Which things are the same and which are different? Complete the worksheet, encouraging the children to think about physical looks and traits. Using the given information they can create an image of what the offspring might look/be like.

##### Activity 3

Show the children images of 6 celebrities – three male and three female. In pairs the children choose a 'mother' and a 'father' They can draw a picture and colour it, of what the celebrity baby might look like. Pass the pictures around the classroom. Can the other children work out who the parents are?

#### Plenary

Introduce the nature or nurture idea: are they like their parents? Do they have similar characteristics? Do they have the same interests? Although we may take after family members, we are all unique.