

<p>9</p>	<p><b>Learning Objective:</b>  <b>LO: Understand how their body will, and emotions may, change as they approach and move through puberty</b></p> <p><b>Success Criteria:</b>          To understand the changes a body goes through during puberty          To understand how emotions may be affected during puberty          Explain why these changes occur</p> <p><b>Starter:</b>  <b>Lesson will have to be taught in separate classes for boys and girls</b></p> <p>Discuss learning intention of the lesson, ask children what they think we will be looking at today? Explain to chn that we need to be very respectful in this lesson and the following lesson and chn are more than welcome to ask questions when and where they crop up. We are learning about the changes the body goes through during puberty and how this can affect our everyday life. Go through powerpoint that explains the various parts of the human body as it transitions into puberty.</p> <p>Now we're going to look at a few aspects of puberty in a little more detail. Everyone goes through puberty. Every adult has already experienced it and every young person will get there in their own time. The age range is usually around 8 – 19 but it can happen before and after this too – note that your body will go through its changes in its own time. On PPT, all children will look at: physical changes both boys and girls will go through, periods and emotional difficulties they may face during puberty. Read through Chris' story about the changes going on with their body. Children to work out whether Chris is a boy or girl and to see that changes that happen in both males and females are similar. Also reiterate that: No change that is happening to Chris would indicate one gender over another. The changes happening to Chris are NORMAL and could happen to anyone. The changes Chris is going through are all signs of puberty and will happen to different people at different times.</p> <p><b>Main:</b></p> <p>LA: using a template of a body, chn to label where puberty may take place on the body</p> <p>MA: drawing an outline of a body, chn are to label where puberty takes place.</p> <p>HA: drawing a human body, chn to label and explain where puberty takes place and why these changes will occur</p> <p><b>Plenary:</b>          Discuss their findings today. Do the children have any questions that they would like to discuss? How can we overcome difficulties that may arise with growing up with families and friendships etc.</p>
<p>10</p>	<p><b>Learning Objective:</b>  <b>LO: Understand the physical and emotional changes that occur in young people during puberty and the impact this can have.</b></p>

**Success Criteria:**

- Describe the physical and emotional changes that occur during puberty
- Identify ways of managing the changes that occur during puberty
- Explain where to seek advice and support about the changes that occur during puberty

**Starter:**

*What is puberty and when does this happen to a person?*

You can communicate whether this is carried out in silence upon entering the class, as a thinking activity and baseline assessment, discussed in pairs, or shared as a whole class.

NOTE: The outcome of the lesson stimuli should be a clear message from the teacher that puberty can occur within a very large age range, any time from 8-19, and sometimes earlier or later than this. The variety in these ages is perfectly normal and there is no 'right' age to start puberty.

Answer any questions that children may have from last lesson.

**Baseline assessment****How do you feel? (5 minutes)**

You can choose how to conduct this activity. Students can complete individually on paper, or verbally in pairs/ groups. You could also use 'traffic lights' (red/amber/green) or self-assessment statements e.g. "I understand where to get help and advice about puberty", depending on preference.

Students should answer the four baseline questions on a confidence scale (0 = not confident, 10 = extremely confident) for each of the following questions:

- A) How confident are you about knowing the physical changes that occur during puberty?
- B) How confident are you about knowing the emotional changes that can occur during puberty?
- C) How confident are you in knowing how to manage the changes that occur during puberty?
- D) How confident are you in knowing where to look for guidance and support about puberty?

**Main:****Activity 1**

- Show students the first video on the physical changes in girls and ask them to mark where the physical changes take place and label a description of what may happen. Then repeat the process with the second video for the physical changes in boys. (These could be carried out same-sex groups or mixed sex-groups)  
Girls (4:29) <https://bcove.video/2xGCIMT>  
Boys (5:01) <https://bcove.video/2DLKlwb>
- What are the similarities and differences in physical and emotional changes that occur in males and females?
- What are challenges that young people face with changing through puberty?

- How can young people support each other during puberty?

### Activity 2

- Pupils can write their reply from the Rise Above response team to the young person to be published in a 'concerns page' response for a local teen magazine. Their responses should:
  - Identify the challenges faced by the young person
  - Promote a healthy body image
  - Present a range of possible solutions
  - Advise on where to get support
- This activity can be carried out individually/pairs/groups depending on the resources available to the students. . If pupils can not access the website individually, you can explore the website at the front of the class and facilitate possible outcomes for each scenario in turn.
- Explain to students that Rise Above was created by young people for young people, and that it is a safe and anonymous space for them to find helpful information and talk about the things that matter to them.

BA: to write a response to an issue describing the changes that occur through puberty

MA: to write a response that Identifies ways of managing the changes that occur during puberty

HA: to write a response that describes and identifies why changes have occurred through puberty and where to seek help to manage these changes effectively

### **Plenary:**

Choose one area that you have covered during the lesson

Draft a top tip of no more than 15 words to offer advice, support or guidance in that area.