

Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Read subject Teacher helpsheet K: Masturbation, and masturbation questions and answers, prior to lesson.
- Use terms 'MOST girls' and 'MOST boys' or 'person with vagina' and 'person with penis'
- Review the questions in the question box picking out any about wet dreams, erections, penises, masturbation and ensure these are covered in the lesson.



Resources required

- Questions from question box on wet dreams, erections, penises, masturbation, including some typed out for use in the lessons. Or if you have not had any questions, you can use the Masturbation questions. Teacher helpsheet K questions and answers section.
- Interactive whiteboard resource: Wet dreams.
- Wet dreams. Worksheet T (i).
- Teacher helpsheet E: Sexual body parts (male) from module 2, lesson 6.
- FPA Wet dreams leaflet for addition teacher support www.fpa.org.uk/product/wet-dreams/



Aim of lesson

- To understand more about wet dreams and masturbation.



Learning outcomes

- I can explain what wet dreams are.
- I can explain that some boys have wet dreams, and some don't.
- I can suggest ways to manage wet dreams.
- I can describe what masturbation is.



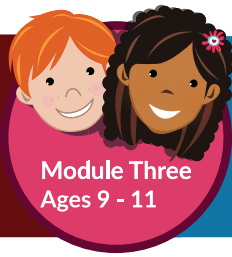
Key questions

- What is a wet dream?
- Does everyone get wet dreams?
- What can someone do to manage wet dreams?
- What is masturbation?
- Is it OK to masturbate?



Differentiation

- Some pupils may need some 1:1, pre or additional teaching.



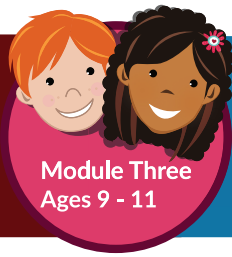
Introduction to lesson and baseline assessment

1. Remind/revisit class *ground rules*, particularly focusing on taking care with personal disclosures.
2. Inform pupils that today we will continue to look at changes at puberty and today will be focusing on wet dreams and masturbation.
3. Ask them if they have heard anything about wet dreams or masturbation, noting down individual ideas and knowledge on sticky notes. Stick the sticky notes on the white board or wall. Explain that wet dreams are something that happens to most boys (or person with a penis) and is a normal process. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

4. Open the interaction on the whiteboard. Recap the names and functions with the group (if needed). Watch the animation as the sperm are highlighted with the penis becoming erect and ejaculating. The voiceover will explain what is happening.
5. Ask if there are any questions.
6. Give the children Worksheet T (i) Tom's wet dreams story.
 - Ask them to talk about it in small groups.
How do they think Tom is feeling?
Is his mum supportive?
What could the boys do if this happens to them at night?
7. Bring the group back together to discuss what they could do if this happens so they feel comfortable.
8. Hand out the typed-out pupil questions, from the question box, the ones related to penises, masturbation, wet dreams and erections to the groups of pupils and ask them to answer them. This could include some teacher written questions, particularly to ensure masturbation is covered. The teacher can observe the discussions in the groups to assess knowledge and understanding and then add to the explanations using the Teacher helpsheet K. and/ or reading a book that covers these issues in child friendly language.
9. During this activity ensure that masturbation is discussed giving clear messages that sometimes boys and girls like to touch their personal, private parts and this can feel comforting and also pleasurable and nice. Explain that this is something that many people do and believe that it is OK to do in the right place e.g. bedroom or home bathroom in private. Also explain that some religions do not think masturbation is the right thing to do and that pupils could try talking with their grown-up about it. Please see Teacher helpsheet K to support these discussions.



Plenary and assessment

- Revisit the sticky notes from the start of the lesson and as a class, decide if the information is correct. Where it is incorrect make sure the class know the correct information. End with a round of 1 thing that I learned today.



Embedding learning

- Home task: set the home task for all pupils to ask their grown-up to show them how to use the washing machine, whether this is a machine at home or one in the launderette and or making the bed. The home task could include drawing and writing some instructions.