

## 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.
- Use terms 'MOST girls' and 'MOST boys' as inclusive language.
- Remember that for some pupils' puberty may have started. A minority may have their period. For others puberty is a long way off. Think about how this will affect the language used about puberty.
- A question box should be in place for all the Yasmine and Tom lessons, if this is not in place set it up for this lesson.
- Consider how you will talk about embarrassment and the ground rule: laughing with, not at.



## Resources required

- Interactive whiteboard resource: Changes at puberty.
- Long piece of paper e.g. backing paper, wallpaper.
- Boys and girls knowledge sheets (optional assessment).
- Worksheet T: Venn diagram - Changes at Puberty.
- Teacher helpsheet I: Boys and Teacher helpsheet I: Girls.
- Pens.
- Paper.



## Aim of lesson

- To understand physical and emotional changes at puberty.



## Learning outcomes

- I can identify some of the changes that will happen in my body and other bodies during puberty.
- I can describe who to talk to when I need help dealing with the changes at puberty.
- I can ask for support for any changes that are difficult to manage.



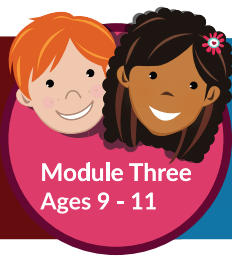
## Key questions

- What is puberty?
- How do our bodies change?
- How can we manage these changes?



## Differentiation

- Teachers may need to simplify the knowledge sheets for some groups of pupils.



## Introduction to lesson and baseline assessment

1. Remind/revisit class *ground rules* and explain the question box.
2. Ask the pupils to get into small groups (friendship groups may work well here but be mindful of those who may find getting into a friendship group harder). Groups to briefly *brainstorm* or *thoughtshower* everything they think they know about puberty and any questions they have alternatively questions can be put in an anonymous question box. Or as an individual activity pupils to complete the puberty Venn diagram in one colour pen. These activities can be used to assess learning and identify any other learning pupils want in this and future lessons.



## Activities

3. Get pupils into mixed groups. Each group to have a large sheet of paper with an outline of a body on it: labelled Yasmine or Tom. Half of groups to have a Tom and half Yasmine
4. Pupils draw and write onto the outlines the changes that they think will happen to Yasmine or Tom onto the body outline. Review how well pupils do this task. Then hand out the knowledge sheets and add to their diagrams. Explain they will get to know more about periods and wet dreams in the forthcoming lessons.
5. Then mix the Yasmine and Tom groups and ask the groups to explain to the other groups what they have found out about the changes at puberty for Yasmine and Tom.
6. To review and embed learning use the interactive whiteboard: Changes at puberty, to record the emotional and physical changes at puberty by inviting pupils to contribute or add to the lists. Highlight that the changes identified will not all happen at once and will not all happen to everyone and that this is ok.
7. Ask pupils to consider what someone might do if they experience any difficult emotional changes. As a class draw out answers particularly about talking to someone and asking for help.



## Plenary and endpoint assessment

- Pupils could each be given the changes at puberty Venn diagram to complete individually. Use a different colour pen if it was used as a baseline activity. This will assess their recall and understanding of changes at puberty.
- Ask all pupils to write something for the question box. This could be their question or just to write 'no questions' if they don't have a question to ask. This provides reassurance of anonymity to all those who do want to ask question.
- Ask pupils to show on their hands a mark out of 10 for each of the learning outcomes and how confident they now feel.



## Embedding learning

- Understanding about periods and wet dreams will be developed in subsequent lessons, you can use the questions generated by pupils to add to these lessons if required.