

Title: My body now: How my body changes as I grow (V3)

Level: Third

Code: 3.1.2



Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a	<ul style="list-style-type: none">Recognises the impact of puberty and developing sexuality.

Learning intentions

- Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.
- Young people recognise that body changes with puberty impact on feelings and behaviour.
- Young people learn strategies to manage emotions.
- Young people understand the importance of personal hygiene.

Success criteria

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place with puberty.
- I understand how to maintain personal hygiene.
- I can identify things to do or someone to talk to if I have a question or a worry.

Resources to support this activity

- PowerPoint slides
- Handout/prop: identifying changes with puberty
- *Puberty in girls: Boobs and more* (duration 3 minutes 8) published by amaze.org <https://youtu.be/umpBnlxOqy8>
- *Top signs boys are in puberty* (duration 3 minutes 24) published by amaze.org <https://youtu.be/onggxBVI4qw>
- *Going through puberty changes* <https://youtu.be/reC8CV8NF5Q>
- Handout: *Puberty and the Body*, published by Brook *download and print in advance from here:* <https://www.brook.org.uk/shop/product/puberty-the-body-handout>
- ChildLine <https://www.childline.org.uk/info-advice/you-your-body/puberty/>
- Both the Brook information handout and ChildLine information acknowledge that puberty can be more complex for young people who are transgender.

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Begin with asking young people to recall the previous learning activity, remind them that the class/group explored the names of parts of the body and that these names are useful to know when we talk about how a young person's body changes with puberty, and we will need them when we talk about sex, pleasure and reproduction.
2. **Reviewing questions:** Remind the young people that they were given the chance to write some questions on cards at the end of the last session, explain that you can read some out or that you have grouped some together on themes – then give some feedback. (If there are questions that you can't answer, or don't understand what is being asked then be honest with the young people and encourage them to come to you privately.)
3. Use the slide '**Puberty**' with the definition provided. Read this out and check understanding. Explain that this lesson is about how a young person's body changes with puberty. To start, watch both animations, funny and informative, afterwards take any initial thoughts or questions before moving on to the task:
Puberty in girls: Boobs and more (duration 3 minutes 8) <https://youtu.be/umpBnlxOqy8>
Top signs boys are in puberty (duration 3 minutes 24) <https://youtu.be/onggxBVI4qw>
4. Introduce the task, that they will work in pairs with the handout provided, to **identify the changes that happen to a young person as they go through puberty**. They should try and identify as many as they can. after some time come back together to share responses. In your response to the group's ideas, reflect on the physical and emotional/psychological impact of puberty; differentiate between the two aspects as you go. Did they consider which changes impact on both boys and girls, as well as what is shared? **Share the checklist on the slide**. Go over this together. Ask young people: *Did we cover all of this?* (Adapt the slides if young people need single points per slide)
5. Introduce the short film **Going through puberty changes** <https://youtu.be/reC8CV8NF5Q> (part of <https://www.lil-lets.co.uk/school-programme>) duration: 6 minutes 25 seconds. The film ends with the question: **What's the most annoying thing about puberty?** Ask young people for some feedback.
6. The final part of the session is a refresh/reminder of the importance of **personal hygiene**. Use the slide that provides a definition of the term. Share and check understanding. Ask the young people what they learned at primary school on this topic: **What do you do, or should you do, to maintain good personal hygiene?** Share the next slide with the word cloud and images: *Oral hygiene/body hygiene/hair care/feet & shoes/hand hygiene/clothes hygiene*. Make sure that the responses so far have covered each of the areas adequately. If they haven't, then prompt the young people to think of what actions they need to take and how often they should take them, in terms of each area in considering personal hygiene.
7. Print off and share the handout produced by Brook. **Puberty and the Body** <https://www.brook.org.uk/shop/product/puberty-the-body-handout> (download and print in advance) Take some time to guide young people through it and let them take it home.
8. If there is time, share the **Puberty information on ChildLine**: Reflect back to the group that *puberty can feel like a tough time on occasion*. Go through the content on the smart-board and encourage young people to check out the content of most interest to them: <https://www.childline.org.uk/info-advice/you-your-body/puberty/> assure them that ChildLine is very much an online resource for their age group.

Further learning activities are available that connect to this RSHP curriculum content

3.1.1 Names for parts of my body

3.1.3 Menstruation

3.1.4 Masturbation

Practitioner Notes

