



Understanding changes



LESSON OVERVIEW

We know that puberty can be a scary topic – for both teachers and students. Our lesson plans and supporting resources aim to help teachers deliver key learning outcomes and content in a positive and comfortable way.

This lesson will help your students take charge and understand exactly what is happening to them throughout puberty. They will have opportunity to investigate the physical, social and emotional changes that they may experience and learn about strategies they can put into place to help cope with these changes.

Note: Teaching students about puberty can be a sensitive issue, the topics explored are connected to personal values, family backgrounds and spiritual beliefs. Teachers are encouraged to investigate the following lesson content thoroughly prior to teaching. Depending on your school's policy, we recommend all students are given a letter

communicating the content being explored with accompanying permission slip for their parents or guardians to sign prior to participation in this lesson.

LEARNING INTENTION



Students will:

- Understand the what, when and why of puberty
- Identify the varying physical, emotional and social changes that may occur during puberty
- Discuss and evaluate strategies that help manage the changes that occur during puberty
- Discuss how changes may have an impact on self-identity
- Use a web-based resource to enhance understanding of changes associated with puberty

RESOURCES



- Interactive whiteboard
- Libra Girl website – www.lovelibra.com/libra-girl
- Parent or guardian permission slips
- Understanding Changes (interactive online activity)

Note: If your school does not have the capability to access and use the interactive resource, a student workbook is available to download and print as a substitute (or as a home activity) on the Libra Girl website – www.lovelibra.com/libra-girl

ASSESSMENT

There are a number of assessment opportunities throughout this lesson including:

- Class discussion
- Student questioning
- Interactive activities
- Final quiz

AUSTRALIAN CURRICULUM LINKS

Key Learning Area:

Health and Physical Education

Investigate the impact of physical changes on gender, cultural and sexual identities (ACPPS070)

Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)

PRIOR TO THE LESSON



SEEK PERMISSION

- Ensure the lesson content and activities fall within your school's policy. We suggest you discuss this with the relevant coordinator or head of department.
- Collect signed permission slips from each student's parent or guardian prior to teaching this lesson.

CREATE A CONFIDENTIAL QUESTION BOX

It's common for students to be embarrassed to ask questions around puberty, we encourage the use of a question box throughout the program. Place the question box in an accessible place in your classroom so that students can submit questions that they may not feel comfortable asking in front of their peers. Use your judgement, determine if the answer can be provided by yourself or is more appropriate to be answered by a parent or guardian.

SET THE TONE

Before commencing any lessons, ensure students understand that this is a sensitive topic. Take time to establish rules and expectations that make your classroom a safe and respectful environment. You know your students best, we encourage classes to create rules around:

- Everyone's rights to beliefs and opinions
- A respectful and safe environment
- Personal questions – what is appropriate to share in a group setting versus what should be raised in a confidential environment with a trusted adult.

LESSON INTRODUCTION

10 MINS

1. Explain to students that it is normal for some people to feel embarrassed when it comes to the subject of puberty. To reduce the level of student anxiety, explain that the content students will learn about happens to everybody and it is completely natural. Reinforce your established rules of respect and explain that if anyone has any questions that they don't feel comfortable asking in front of the class, they can submit it into the question box.
2. Show students the **Understanding changes** interactive resource using your interactive whiteboard. Explain to students that you will be using this resource throughout the lesson to complete activities and explore content. Tell students that they are welcome to access it at home as well and are encouraged to do so with their parents or guardians, so they have someone trusted to talk to if they have any questions.

WHAT DO YOU ALREADY KNOW?

3. Access the first slide **What do you already know?** Invite students to brainstorm what they already know about puberty and 'growing up', record key words and ideas.

(Assessment opportunity to measure prior knowledge).

LET US EXPLAIN...

4. Using the **Let us explain...** slide provide students with a basic definition of puberty. Encourage students to investigate why puberty occurs and during what stage of life it happens by clicking on and revealing the facts located on the slide. Take some time to discuss each fact and answer any questions the students may have.

MAIN BODY OF TEACHING

40 MINS



ABOUT THOSE CHANGES...

1. Using the slide **About those changes...** explain that puberty is a time of rapid change and growth where we experience physical, emotional and social changes. It is important to remember that everyone is unique and may experience things differently. Explore each type of change and discuss as a whole class.

PHYSICAL CHANGES

2. Using the slide **Physical changes** discuss the changes that occur to male and female bodies as a result of increased levels of oestrogen in girls and testosterone in boys. Read each identified change and decide which column it belongs to (girls, boys or both). Reinforce that although these changes may seem strange at first, it is just the body's way of growing and developing.
3. In order to cope with these physical changes there are strategies the students can incorporate into their daily routines. Personal hygiene is very important especially when they start to notice different smells coming from their bodies. Discuss the strategies that students have in place already, you can find some ideas below:
 1. Washing your face before and after bed to manage oil and reduce pimples
 2. Drinking plenty of water
 3. Eating a healthy and balanced diet
 4. Brushing your teeth twice each day and visiting the dentist regularly
 5. Washing your clothes regularly – especially after exercise
 6. Using antiperspirant to control body odour
 7. Exercise regularly to maintain physical fitness and mental wellbeing.
 8. Talk to someone about what's happening; a friend, a parent or a trusted adult.

9. Explain to students that it is important to know and understand the way in which our bodies are growing and developing. Sometimes the fear of embarrassment can mean that we don't talk about an important topic and as a result, we can miss important information to help us make choices, or we can become misinformed if we don't go to a reputable source. Explain that over the next few slides they will be exploring the 'girl parts' and 'boy parts' that make up the female and male reproductive systems.

UNDERSTANDING 'GIRL PARTS' - EXTERNAL

5. Explain that 'girl parts' are made up of body parts found in the female reproductive system. These 'parts' enable females to reproduce (have babies). Display the external diagram of the female reproductive system using the slide **Understanding 'girl parts'**. As a class investigate each identified part and explore the correct terminology. Read and discuss each definition.

Vulva: Covers the entrance of the vagina and has the following parts; mons pubis, labia, clitoris, urinary opening and vaginal opening.

Mons pubis: The tissue and skin found above your legs, this area becomes covered in pubic hair which starts to grow during puberty.

Urethral opening: Where urine is excreted from the body.

Vaginal opening: The entry to the vagina.

Labia: Two sets of skin folds on either side of the vaginal opening, the labia majora are the outer lips, and the labia minora are the inner lips.

Clitoris: A small sensitive bump full of nerve endings at the bottom of the mons pubis that is covered by the labia minora.

UNDERSTANDING 'GIRL PARTS' - INTERNAL

6. Show students the next slide which displays a diagram of the internal female reproductive system. As a class investigate each identified part and explore the correct terminology. Read and discuss each definition.

Hymen: A thin fringe of tissue surrounding or partially covering the opening of the vagina. This can be ruptured due to vigorous exercise or use of tampons and can also be ruptured by the penis during sex. Some girls are born without a hymen.

Vagina: A muscular passageway that is able to expand during childbirth. This is also where the period comes from and where the penis goes during sex.

Cervix: A narrow entryway between the vagina and the uterus. It dilates during childbirth to allow the child to move from the uterus into the birth canal.

Birth canal: the channel formed by the cervix, vagina and vulva through which the baby passes during childbirth.

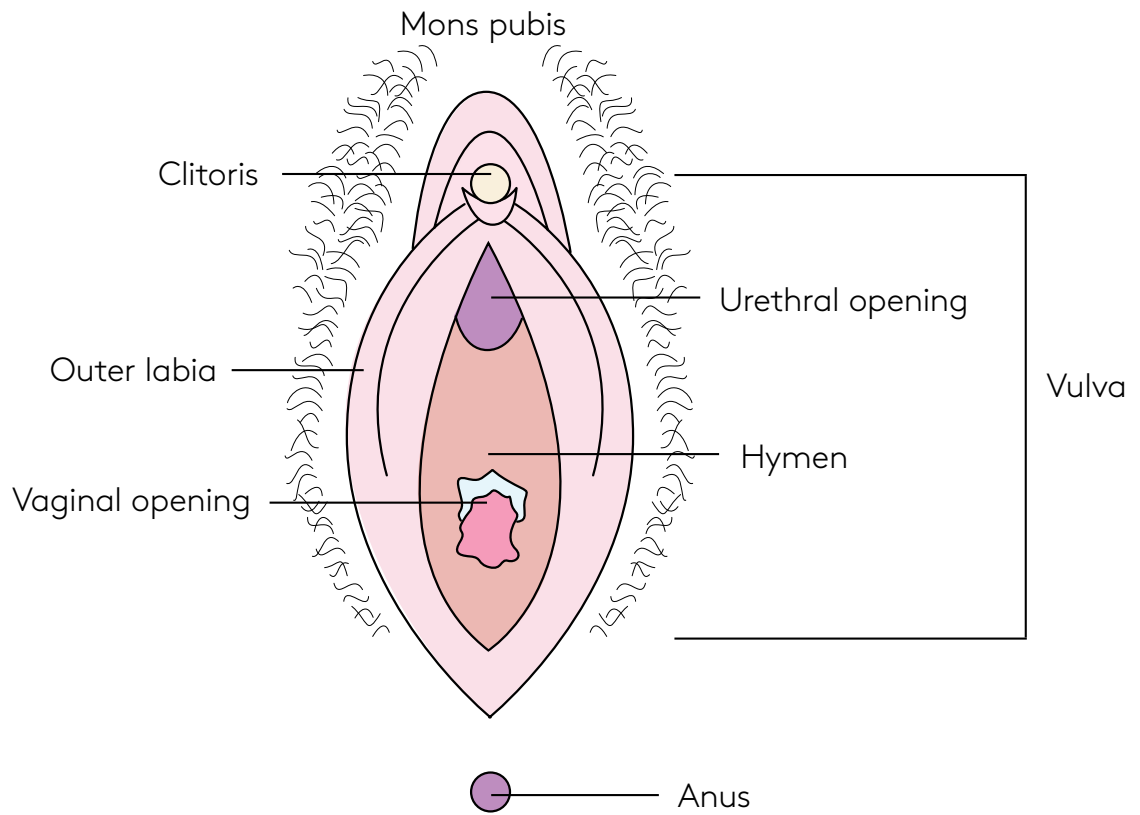
Ovary: There are two ovaries. During puberty they start making more oestrogen and other hormones causing parts of the body to change.

Ovum (egg): Once a month during the process of ovulation, the ovaries release one egg (ovum).

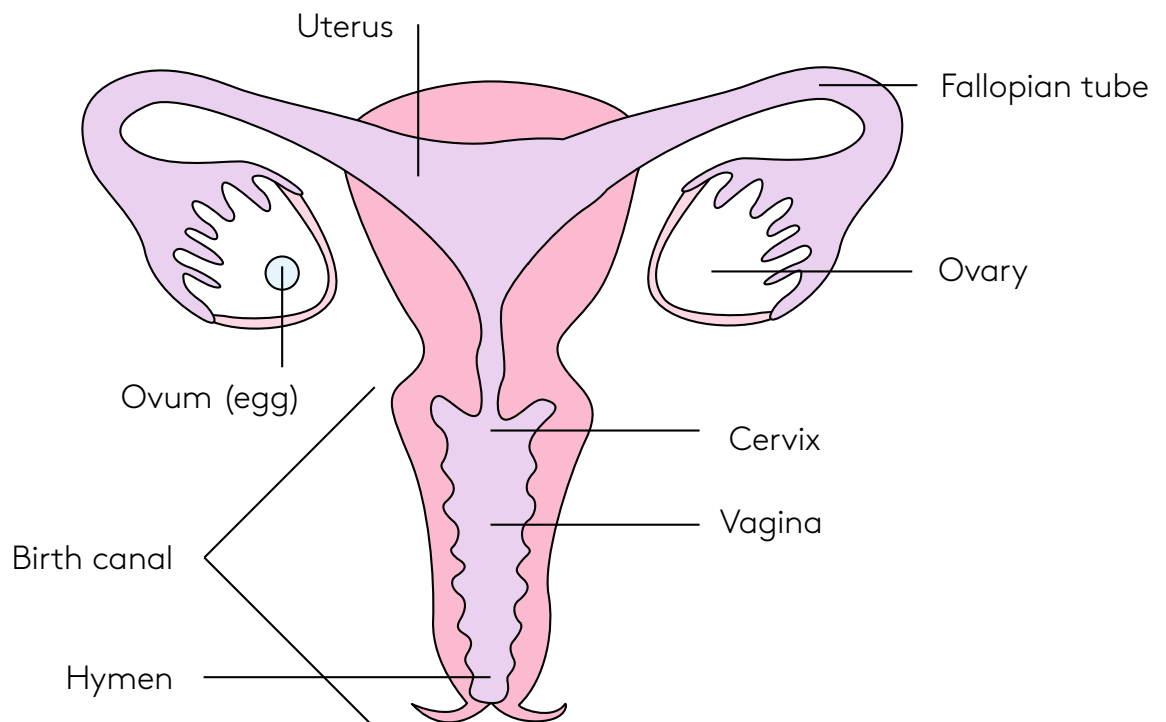
Uterus: Where the foetus grows during pregnancy, also known as the womb.

Fallopian tube: Two thin tubes that lead from the ovaries to the uterus, the released egg moves along the fallopian tube. This is where an egg can be fertilised by sperm. If an egg is fertilised, pregnancy can occur.

UNDERSTANDING 'GIRL PARTS' - EXTERNAL



UNDERSTANDING 'GIRL PARTS' - INTERNAL



UNDERSTANDING 'BOY PARTS' - EXTERNAL

7. Inform students that the male reproductive system is made up of 'parts' of the body that enable males to reproduce (make babies). Show students the diagram of the external male reproductive system using the slide **Understanding 'boy parts'**. As a class investigate each identified part and explore the correct terminology. Read and discuss each definition.

Scrotum: Contains the testicles and the epididymis.

Penis: The male sex organ. The penis delivers sperm through the urethra in a process called ejaculation.

Testicle: The two testicles (testes) produce sperm and testosterone.

UNDERSTANDING 'BOY PARTS' - INTERNAL

8. Show students the next slide which displays a diagram of the internal male reproductive system. As a class investigate each identified part and explore the correct terminology. Read and discuss each definition.

Epididymis: Where the sperm is stored.

Seminal vesicle: Produces seminal fluid called semen.

Bladder: Stores urine until it is released through the urethra.

Prostate Gland: Assists in the production of seminal fluid.

Vas deferens: Narrow tubes leading from the testicles through the seminal vesicle and prostate gland to the penis. They provide a passageway for the sperm to travel.

Urethra: A narrow tube at the centre of the penis which allows both urine and semen to escape the body. When semen escapes, this is called ejaculation.

9. Provide students an opportunity to ask any questions they may have.

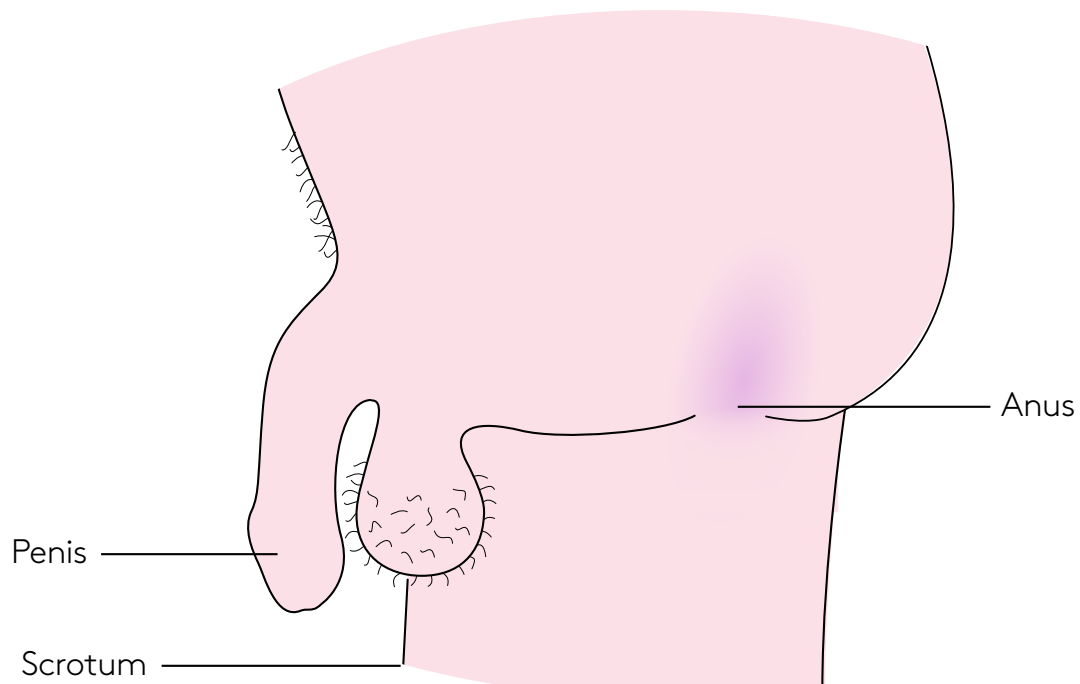
EMOTIONAL CHANGES

10. Using the slide **Emotional changes** explore what the term 'being hormonal' might mean and how it can affect moods and emotions. Explain that during puberty both boys and girls experience an increase of hormones throughout their bodies which affect how they think and feel. Highlight the emotions that students have experienced over the past month and discuss why it is important to be able to understand and cope with these emotions.

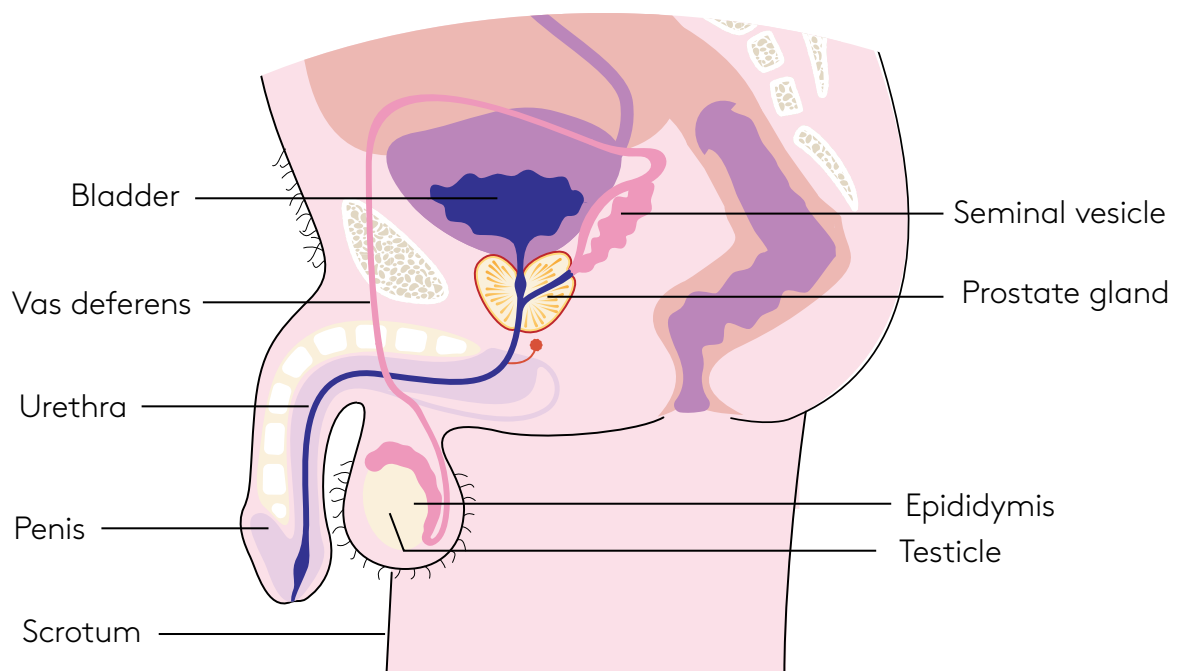
11. Engage in a class discussion on the following topics:

- Strategies that can help you stay calm and in control of your emotions.
 - o Find a trusted adult such as a parent or guardian and talk about how you are feeling
 - o Try using different strategies to calm down, such as counting to 10 before you react to things
 - o Meditate – your sense of wellbeing is very important to your happiness and sense of self worth
 - o Exercise regularly to burn off steam and stay both physically and mentally healthy
- Feelings of attraction towards others. These feelings are normal and help us prepare for the relationships we will have during our teenage and adult years. Discuss what you should do when you experience these feelings.
- During puberty it is common to become more self-conscious and aware of how your body looks, discuss some factors which influence your idea of 'body image'. Identify some strategies to help you stay body positive.

UNDERSTANDING 'BOY PARTS' - EXTERNAL



UNDERSTANDING 'BOY PARTS' - INTERNAL



SOCIAL CHANGES

12. Show students the slide **Social changes** and explain that during puberty they are developing a sense of self and becoming a more independent person. As a result, relationships and interactions with their parents and friends may change. Using the slide, discuss each of the following questions or statements with your class. Record any ideas or key understandings.
1. **Sense of self:** What are some ways in which you can explore/express your sense of identity?
 - o Fashion
 - o Music
 - o Art
 - o Sport
 2. **Relationship with parents:** List some examples of when you felt differently to your parents, consider the situation from both perspectives.
 - o When was the last time you argued? What did you argue about?
 3. **Relationship with friends:** Friendships are important, but sometimes can be hard work. List some of the positive and negative experiences that have happened to you.
 - o Support system (positive)
 - o Peer pressure (negative)

PLENARY**5 MINS****TEST YOUR KNOWLEDGE**

1. Instruct students to participate in the quiz found at the end of the interactive resource. You can deliver the quiz as a whole class activity or an individual activity.

(Assessment opportunity to measure student knowledge and understanding).

Q1 Puberty happens to everybody by the age of 14.

False Everybody starts puberty when their body is ready, typically girls can begin between the ages of 8 and 16 and boys between the ages of 9 and 13 – however everyone is different some may start a little earlier or a little later.

Q2 Puberty is your body's way of making it possible to have a baby later in life (reproduce).

True The changes that occur during puberty is your body's way of moving from childhood into adulthood.

Q3 Everyone experiences a roller coaster of emotions throughout puberty.

False Puberty can be a roller coaster for some and a breeze for others, everyone is different.

Q4 During puberty it is important to stop exercising.

False It's important to keep your body physically fit and healthy, regular exercise will also help to cope with emotional change.

Q5 Puberty is a time where you are growing more independent.

True During puberty you are developing a sense of self and will start to make decisions as well as have stronger opinions and beliefs.

Q6 It's important to have strategies in order to manage physical, emotional and social changes.

True During puberty you experience a rapid amount of changes and growth, having strategies in place is important so that you can understand what is happening and are able to cope with the changes.

Q7 During adolescence it's common to spend more time with family and less time with friends.

False Puberty is a time of developing independence. Typically, you will start to spend more time with friends and less time with family.

Q8 It's important to maintain the same friendships throughout puberty.

False You may notice that your friendships with your peers begin to change, this is common during puberty especially when you are establishing a sense of self.

2. Discuss the answers to the quiz and clarify any misunderstandings and answer any questions. Remind students that the confidential question box is available for students to post any questions they may still have that they don't feel comfortable asking in front of others. Encourage students to access the interactive at home using the Libra Girls website so that they can discuss the content with their parents or guardians.
3. Ensure you revisit the question box regularly and answer any questions that may have been posted by the students.

REFERENCES

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