

## Lesson two: My body



### Lesson aim:

Pupils can anticipate how their body may change as they approach and move through puberty.



### Learning outcomes:

- I know how the male body can be affected by puberty
- I know how the female body can be affected by puberty
- I have thought about how these body changes might make people feel about themselves



### Resources required:

- Body outline
- Resource sheet: Puberty cards
- Resource sheet: Puberty game cards
- Resource sheet: Male and female reproductive systems
- Plasticine
- Sellotape
- Clear plastic cup
- White paint
- Red paint
- Knickers
- Sanitary towel

## Key words: puberty, penis, erection, wet dream

### Teacher notes:

It is important to foster the necessary behaviour and learning skills within pupils to enable this lesson to be taught co-educationally. Whilst you might feel it necessary to separate pupils by gender, this could prove compromising for a transgender or intersex pupil. Additionally, it is essential that pupils are aware of how both their own body and that of others may develop and change so they understand and have empathy towards this. It also fosters the foundational skills for pupils to communicate over topics that they may initially find uncomfortable with people of the same and opposite gender to themselves. Be mindful of gender questioning pupils who may feel uncomfortable about their body changing towards an adult gender that they do not align with.

Due to the extensive content of this lesson you may decide to split this over 2 lessons to ensure an appropriate pace for the needs of your class.

Should the activities and discussions prompt questions about how a baby is made, explain that this is something they will learn more about next year.

It may be helpful to contact a sanitary wear provider to obtain free trial promotion packs, which can be provided to pupils at the end of the lesson; and leaflets that show how sanitary wear is used correctly.

## Begin the lesson by...

Reminding pupils that in the previous lesson they learned about the emotional changes of puberty. Puberty is the process of change when your body matures from a child to an adult. The focus of this lesson is on the physical changes that puberty can trigger. Reassure pupils that all physical changes are natural and the physical changes can occur at different times for different people. Remind pupils of the working agreement.



### Activity one: Puberty predictions: Boy

Display a life size basic body outline proportionate to the size of a year five pupil. Explain the body outline represents a boy who is experiencing puberty. You could animate the outline to demonstrate that it represents a boy, but be mindful to avoid gender stereotypes such as blue/short hair etc. Naming the outline can help it develop into a character in readiness for the discussion activities.



#### How might puberty cause the male body to change?

Illustrate the suggestions made by pupils. Introduce and explain the items below before illustrating/ writing them on the character in a different coloured pen if they are not suggested by pupils:

- The penis and testicles grow and the scrotum gradually becomes darker
- Pubic hair grows: underarm; legs; arms; chest; back and around the penis
- Start to sweat more
- Breasts can temporarily swell slightly
- May have erections and wet dreams (involuntary ejaculations of semen as they sleep)
- Voice breaks and gets deeper. For a while a boy might find his voice goes very deep one minute and very high the next

- The Adam's apple may begin to stick out
- Facial hair begins to grow
- Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules)
- Growth spurt – grow taller by approx. 7–8cm per year
- Body shape changes as shoulders broaden and the body becomes more muscular

Divide the class into pairs. Provide each pair with a set of boy puberty cards. Ask them to read through the changes that can happen to boys. Tell pupils to rank the cards in order of what they think will be the hardest change to cope with.



**What do you think will be the hardest physical change of puberty to cope with?**

Explain that one of the things boys may find difficult is the uncontrollability of the penis. Tell pupils that the penis can become stiff and stand upright, and that this is called an erection. Cut out a penis shape and stick it onto the character outline with Sellotape. Lift the example penis to indicate the erection. Explain that an erection can happen if the penis is touched, rubbed or when the person is feeling excited. It can also happen for no reason at all, including when you don't want it to such as when you are asleep. Reassure pupils that this is natural. It is known as a 'wet dream'.

Draw testicles and urethra tubes onto the character outline, connecting these to the penis. Label the testicles, urethra and penis.

Make a sperm out of plasticine. Tell pupils that sperm are like microscopic tadpoles, but you have made a larger version so it is possible to see it.

Explain that a wet dream is caused because the male body has started to produce sperm, which is stored in the testicles. The body sometimes releases the sperm (known as ejaculation) at night. Use the plasticine sperm to demonstrate the route of the sperm from the testicles through the urethra tubes and out of the penis on the character's illustrated genitalia. Stick the plasticine sperm to the character and label this 'sperm'. Explain that some boys may find a sticky wet patch on clothes or bed sheets. Reassure pupils that they do not need to feel embarrassed about this. Wet dreams are a natural part of growing up and a sign that the body is preparing for becoming an adult. It is also natural to never experience a wet dream.

Explain that the ejaculated semen (a mix of sperm and fluid) is approx. ½ - 1 teaspoon. Pour 1 teaspoon of white paint into a clear plastic cup to demonstrate the quantity of fluid produced and show to pupils.

Reassure pupils that having an erection first thing in the morning is very common and can be caused by having a full bladder.

Provide pupils with the male reproductive sheet and ask them to write on the labels of:

- Testicles
- Sperm
- Urethra
- Penis

Now tell them to draw a line that demonstrates how the sperm moves from the testicles to outside of the body.



**What could (name of character) do if they experienced an unwanted erection?**



**What could (name of character do) if they experienced a wet dream?**



## Activity two: Puberty predictions: Girl

Display a life size basic body outline, proportionate to the size of a YR five pupil. Explain the body outline represents a girl who is experiencing puberty. You could animate the outline to demonstrate that it represents a girl, but be mindful to avoid gender stereotypes such as pink/long hair etc. Naming the outline can help it develop into a character in readiness for the discussion activities.



### How might puberty cause the female body to change?

Illustrate the suggestions made by pupils. Introduce and explain the following before illustrating/writing these on the character in a different coloured pen, if they are not suggested by pupils:

- Breasts grow and become fuller (it is normal for one breast to grow larger than the other and for the breasts to feel painful, lumpy or uncomfortable at this time)
- Pubic hair grows: under arms; legs and around the vulva. May also notice hair growing on the top lip
- Sweat more
- Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules)
- White, sticky vaginal discharge
- Growth spurt – growing taller by approx. 5-7.5cm every year for the next two years
- Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower)
- Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month

Divide the class into pairs. Provide each pair with a set of girl puberty cards. Ask them to read through the changes that can happen to girls. Tell pupils to rank the cards in order of what they think will be the hardest change to cope with.



### What do you think will be the hardest physical change of puberty to cope with?

Explain that one of the biggest changes for a girl is to begin to have periods (known as menstruation). Explain that when their period starts, they may notice some blood on the tissue after going to the toilet and/or in their knickers.

Explain that the menstrual fluid (blood, vaginal fluid and body tissue) is approx. three to four tablespoons over three to seven days. It may be helpful to pour three to four tablespoons of red paint into a clear plastic cup to demonstrate the quantity of fluid produced and show to pupils.

After a girl experiences her first period, she may not have another one for some time, before her periods settle into a pattern of happening approximately every month.

Draw ovaries and fallopian tubes onto the character outline, connecting these to the womb and vagina. Label the ovaries, fallopian tubes, womb and vagina.

Make an egg out of plasticine. Tell pupils that the egg is like a microscopic dot, but you have made a larger version so it is possible to see it. Explain that a period happens when the body releases an egg from the ovary each month. The egg travels down the fallopian tube, passing through the womb which sheds its lining and leaves the body with the egg through the vagina. Use the plasticine egg to demonstrate the route as you explain it.

**Provide pupils with the female reproductive sheet and ask them to draw on the female labels:**

- Ovary
- Fallopian tube
- Womb
- Vagina

Now ask them to draw a line that demonstrates how the egg moves from the ovary to the outside of the body.

**Ask pupils to pair, square and share:**

- What could the character do if she started her period at school?
- What could the character do to help manage blood loss during a period?

Tell the class that they are going to play a game of 'Anything but the Object'. Pass a sanitary towel and/or tampon around the class and ask them to describe what it is or what it can be used for. It cannot be its real name or purpose. For example, the sanitary towel could become a duvet for a guinea pig, or the tampon an earring. The purpose of this game is to ensure that pupils develop a level of comfort and confidence to explore the sanitary items without feeling under pressure so they can enjoy as much fun as they like with this game!

Explain that a sanitary towel is stuck inside the knickers and a tampon is inserted into the vagina to soak up the blood. Both need to be changed regularly (approx. every four hours). It can take practice to learn to use the sanitary protection, especially tampons but once they are being used correctly they should feel comfortable and make periods easier to manage.

Demonstrate how a sanitary towel is attached to a pair of knickers and pass this around the class so pupils can see. If possible, allow pupils the opportunity to practice attaching the sanitary towel to the knickers.

Reassure pupils that once most girls start their periods they soon find it is nothing to be concerned about and that they do not need to feel embarrassed about having periods as it is a natural part of growing up.



## Activity three: Starting puberty

Ask pupils to pair, square and share responses to the following question:

- How would you feel if you were the first person in your class to start puberty?
- How would you feel if you were the last person in your class to start puberty?
- What can someone do if they have questions related to puberty?
- What do you think is good about puberty changes to the body?



### Extension:

Divide the class into equal sized groups of approximately four–six. Provide each group with a puberty game cards. Tell pupils to take it in turns to draw a puberty experience from the sheet. Explain that the person drawing must not talk, whilst the rest of the team attempt to guess which puberty experience is being drawn. The winning team is the first to correctly guess all the puberty experiences listed on the sheet.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the physical changes that boys can expect to experience as their body changes during puberty. Ask pupils to share some of the physical changes that girls can expect to experience as their body changes during puberty. Reassure pupils that it is natural to experience puberty at different times to other people. Remind pupils that puberty experiences such as wet dreams and periods are natural and nothing to feel embarrassed about. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been covered in the lesson.



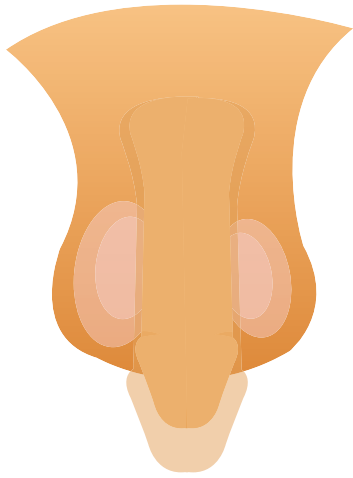
### Assessment:

**Activity one:** Pupils correctly identified a range of puberty effects on the male body, through a character, correctly labelled the male reproductive system and illustrated how the sperm moves from the testicles through the penis during ejaculation.

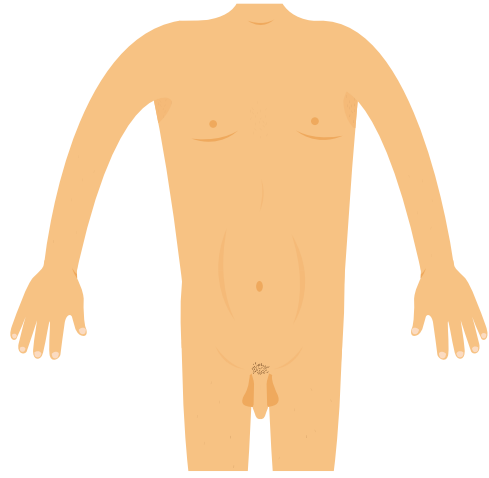
**Activity two:** Pupils correctly identified a range of puberty effects on the female body, through a character and then correctly labelled the female reproductive system, illustrating how the egg moves from the ovaries to the outside of the body during menstruation.

**Activity three:** Pupils discussed responses to puberty issues and feelings with a level of maturity appropriate to their age in pairs, small groups and the class with confidence.

**Evidence of assessment:** Correctly labelled reproductive system worksheet.



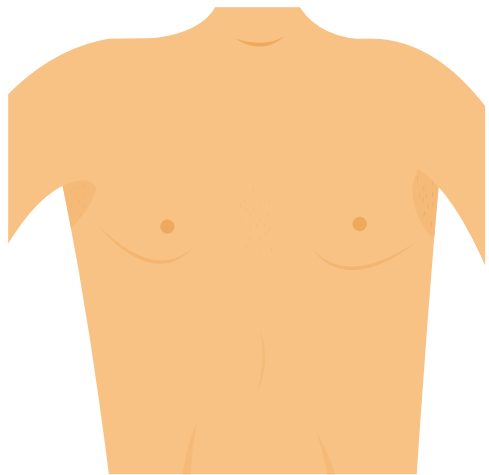
The penis and testicles grow and the scrotum gradually becomes darker.



Pubic hair grows, underarm, legs, arms, chest, back and around the penis.



Sweat more.



Breasts can temporarily swell slightly.





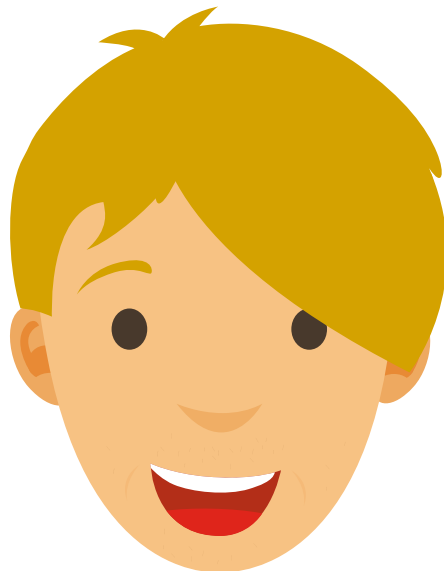
May have erections and wet dreams (involuntary ejaculations of semen as they sleep).



Voice breaks and gets deeper. For a while a boy might find his voice goes very deep one minute and very high the next.



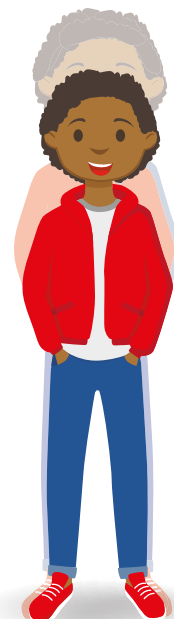
The Adam's apple may begin to stick out.



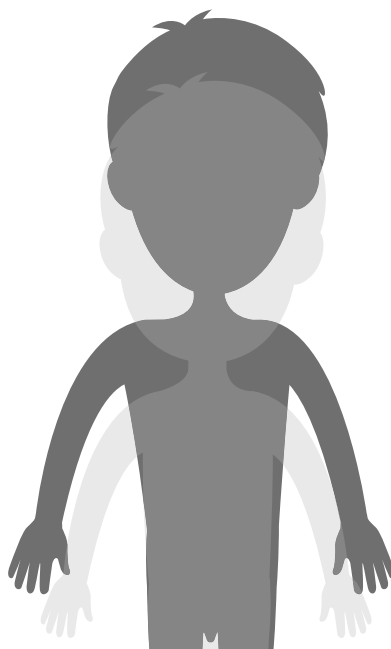
Facial hair begins to grow.



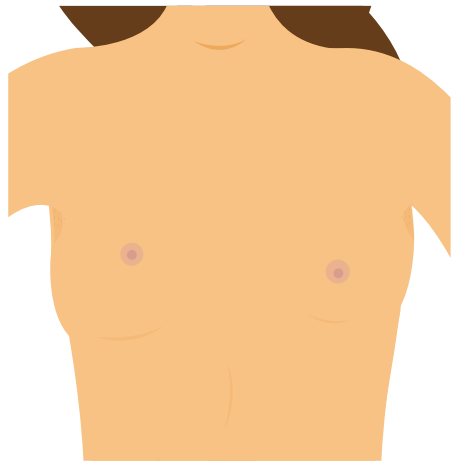
Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



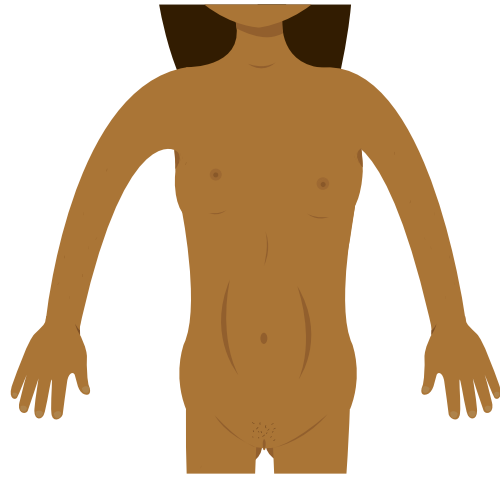
Growth spurt – grow taller by approximately 7–8cm per year.



Body shape changes as shoulders broaden and the body becomes more muscular.



Breasts grow and become fuller (it is normal for one breast to grow larger than the other, and for the breasts to feel painful, lumpy or uncomfortable at this time).



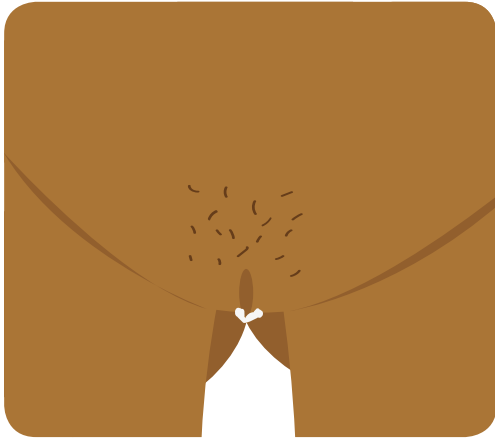
Pubic hair grows: under arms; legs and around the vulva. May also notice hair growing on the top lip.



Sweat more.



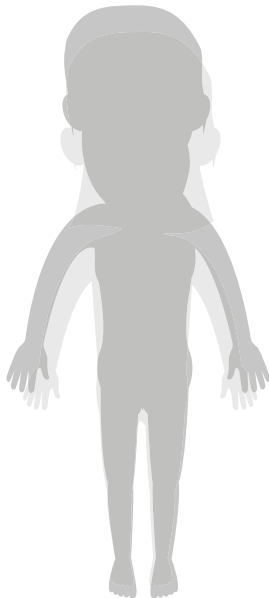
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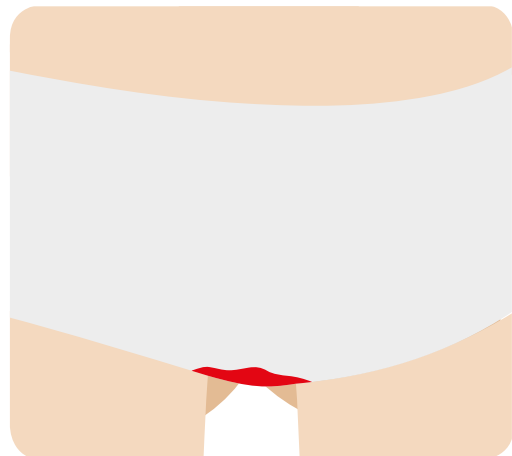
White, sticky vaginal discharge.



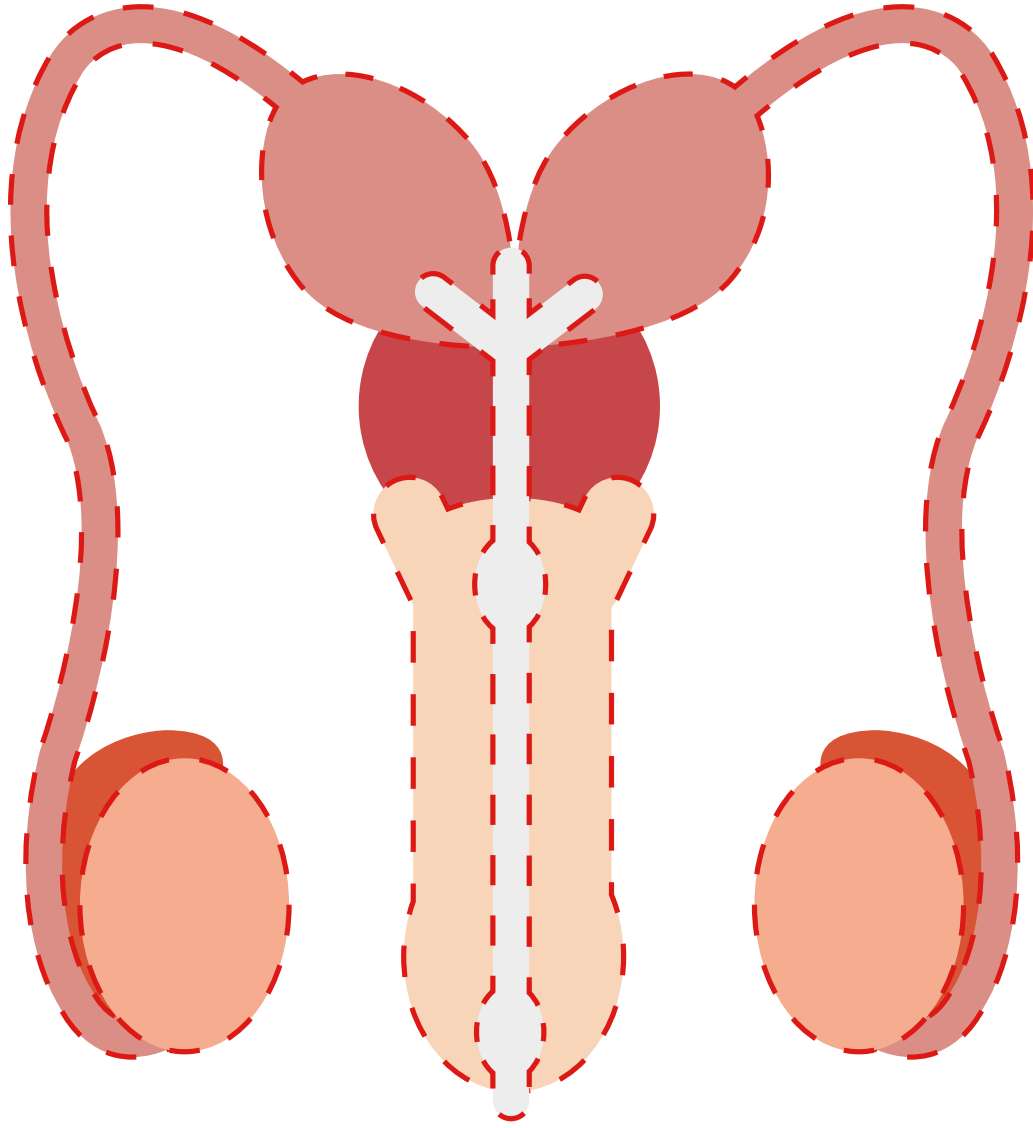
Growth spurt – growing taller by approximately 5-7.5cm every year for the next 2 years.

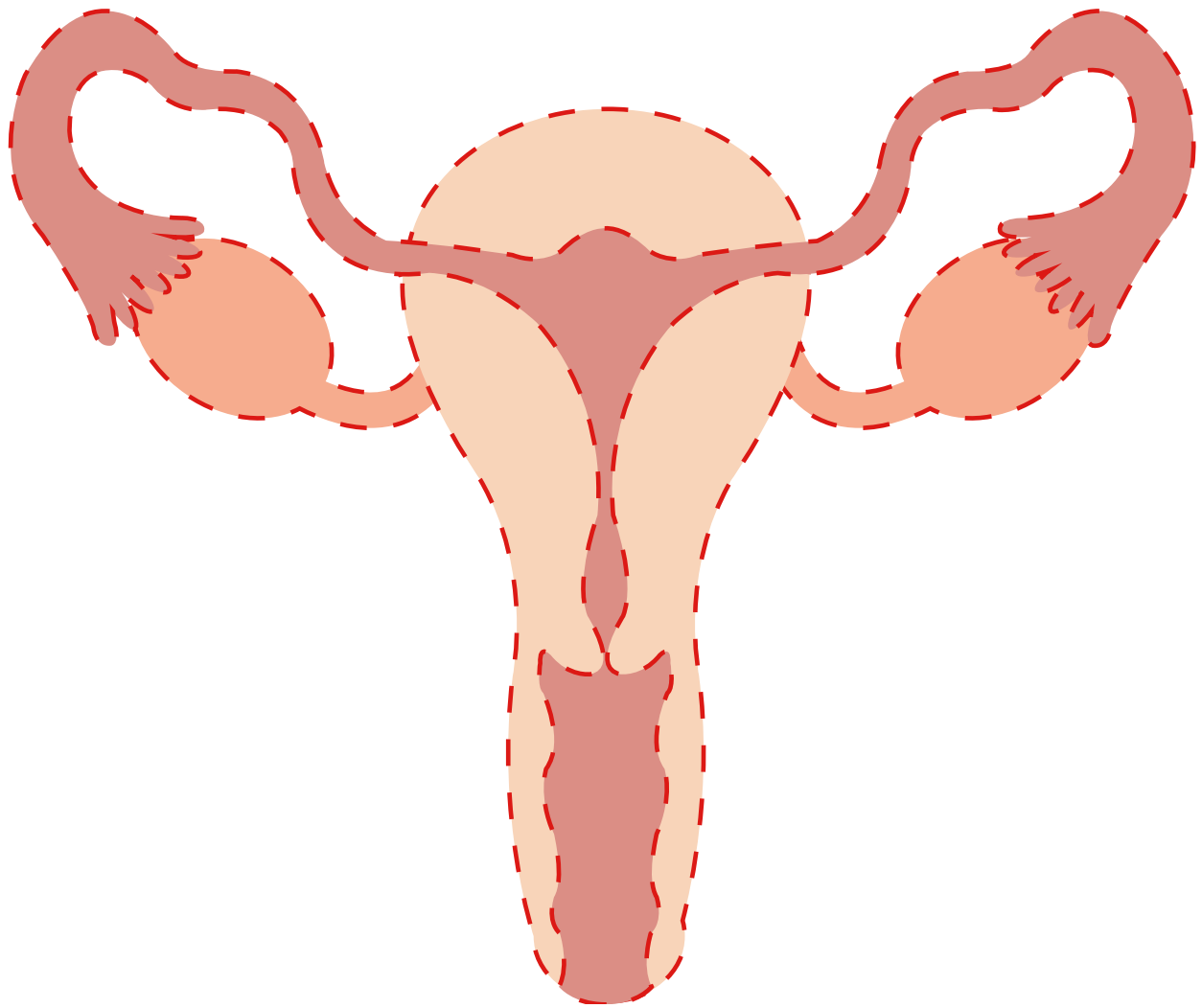


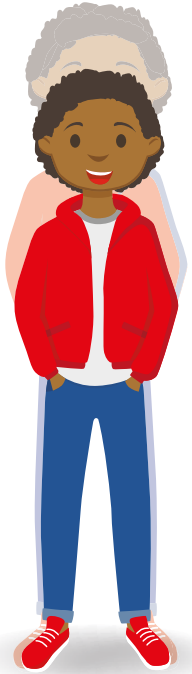
Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower).



Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month.








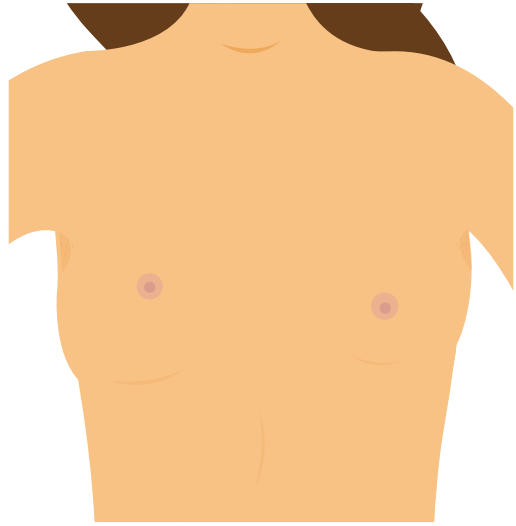
Grow taller



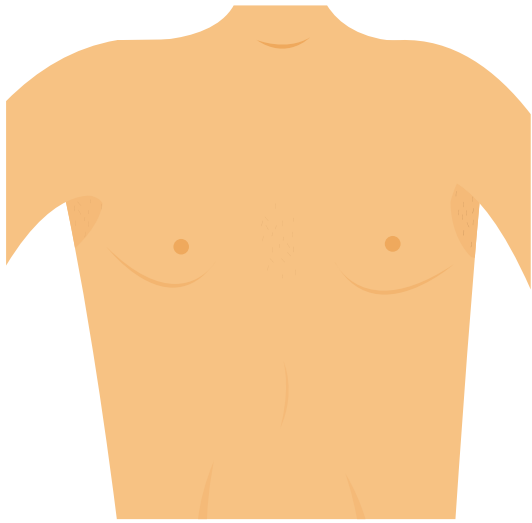
Sweat



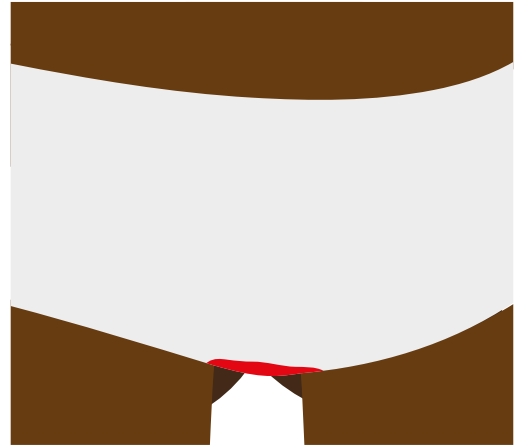
May get spots



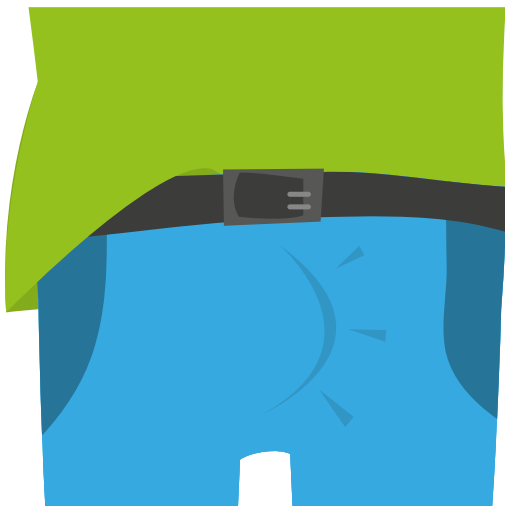
Breasts grow



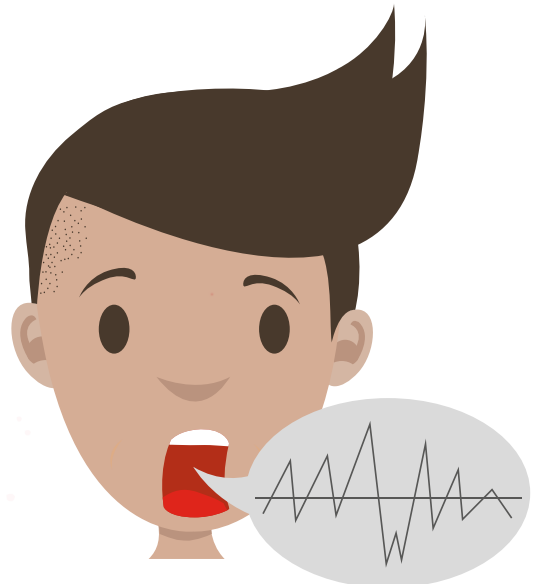
Under arm hair



Girls start their periods



Boys get erections and ejaculate



Voice breaks