

PSHE

Puberty Lesson Plan

Year 5 Boys



PSHE Puberty Lesson Plan – Year 5 Boys

Year 5 boys' Puberty Lesson - Puzzle 6, Piece 3

Girls and puberty (Boys in e-safety lesson)	
Puzzle 6 Piece 3	Please teach me to... <ul style="list-style-type: none"> describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
Resources Jigsaw Jez Jigsaw Jerrie Cat Tennis ball Jigsaw Chime 'Calm Me' script Puberty: Points of View statements Agree and Disagree labels Animation: The Male Reproductive System PowerPoint slide: Male organs Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards Materials as necessary to produce a colourful information leaflet or PowerPoint presentation If available: some examples of published information leaflets about puberty Jigsaw Journals Jigsaw Jez's post box	Vocabulary Puberty Sperm Semen Testicles/Testes Erection Larynx Facial hair Growth spurt Hormones
Teaching and Learning Note Due to the significance of this lesson it is recommended that teachers set aside an afternoon. Ensure you know the policy and procedures that support any girls in your school when having a period. Remember to look in Jigsaw Jez's post box prior to this lesson so you can address any of the children's concerns or questions.	Ask me this...
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us (Depending of if this has been touched on in Science you may need to only recap girl's puberty) With the class standing in a circle, bounce a tennis ball to one child and ask them as they catch it to call out one change that happens (to either gender) at puberty. They then bounce the ball across to another child to repeat the process. Continue, including as many children as possible, until ideas start to dry up. If space is an issue this game can also be played as word 'ping-pong.' Get children to face each other in pairs. The teacher chooses one	

child in the class to start, who names a change. This then 'ping-pong's to their partner who says a different change. This 'ping-pongs' to the next pair, and so on until it has travelled around the class or the ideas have dried up.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Use a continuum exercise to discuss the statements listed on the 'Puberty: Points of View' sheet - or devise other similar statements to address any needs of your class that may have arisen from the previous lesson or from Jigsaw Jez's post box. Place the 'Agree' and 'Disagree' labels at opposite ends of the room and explain to the class that you are going to present a number of statements. As they hear each statement they should go and stand anywhere on the line between the two labels to indicate where their personal opinion lies, between the two extremes of strongly agree or strongly disagree. You can read out each statement in turn or display them on the whiteboard. Make sure the children understand there are no right or wrong answers - these are genuinely matters of opinion about which different people will have very different views; in fact, it would be very boring if everybody thought the same thing. Once they have taken up their positions for each statement, invite one or two at different points on the continuum to explain why they are standing where they are, and try to ensure that the spread of possible views is represented. Be prepared to explain the words, gay, lesbian, bi-sexual and transgender (in simple terms) if they have not arisen previously, as the children may ask about these words and need clarification. Ensure that when explaining transgender, if asked, emphasise this is about a person's gender (not being comfortable with the gender they were born with) and is not to do with who they want a relationship with or being gay/lesbian.

Tell me or show me

Using the PowerPoint slide of the male genitalia, ensure all the children understand the male reproductive system. Use the animation: The Male Reproductive System to reinforce this. As with the animation used in the prior session, there are different versions (with or without subtitles) that

What do you think about some sensitive issues relating to puberty?
How do your views compare with other people's views?

the teacher can select from using their professional judgement about what is appropriate for their class. Teachers can show the whole animation and then ask questions afterwards, or may choose to pause the animation at key points, to clarify and question at regular intervals.

A suggested script is below:

- When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.
- At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.
- The boy's sexual organs have 5 main parts (refer to the animation). It may also be helpful here to explain that the animation shows a circumcised penis (where the foreskin has been removed for medical or other reasons), and some boys have a circumcised penis. Other boys still have the foreskin which means the top part of the penis isn't so visible. Emphasise that whatever is normal for them, is normal for them. It is also worth saying that there is no such thing as an 'average sized' penis. Every man's is different. Can you identify the correct words to describe changes that happen to boys during puberty?
- The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby

Let me learn

In pairs, ask the children to draft an information leaflet or PowerPoint presentation for children aged 7 - 9. The title is 'Puberty – It happens to us all', with the sub-title 'A ten-point guide to the things

Can you identify the correct words to describe changes that happen to boys during puberty?

you shouldn't worry about'. They need to add 10 questions or concerns that they think boys and girls of that age might have about puberty. They should then decide what information or guidance they need to give to ensure the reader has both accurate facts and reassurance. They can also use the information from the previous lesson to help. They can decide on a style of presentation that will be attractive and appealing, and design and produce the final product. This could be a single page A4 or A3 factsheet, a folded A4 or tri-fold style leaflet, or, if you have the resources and the children are sufficiently familiar with the medium, it could be presented as a PowerPoint. (Clearly, this could become quite an extended piece of work, and you will need to determine the time you can allow for completing it, either as part of this lesson or at another time. As with all activities of this kind, it's important not to allow style to dominate over content: the children will enjoy producing something that looks attractive and striking, but what matters is the thought that goes into choosing the issues they decide to include and the way they explain and comment on them.) Before completing this lesson bring the class back together and invite the children to share what they have produced and compare notes on the kind of questions and topics they have chosen to address. Finish by making the point that there are various professionally-produced booklets and leaflets of this kind - some of which, you may be able to point out, are available in school or from the doctors. They can be a useful way of finding things out for yourself but it's also good to know who you can talk to if there's anything you're unsure about: ask the children to suggest who they think would be helpful and approachable to talk to about personal issues. Complete the session by addressing any further concerns or questions from Jigsaw Jez's post box. Remind them again that Jigsaw Jez's private post box in the classroom is one way of getting answers to their questions. What questions or worries do you think girls and boys a bit younger than you might have when they think about puberty? What information and guidance could you give to help them and reassure them?

Help me reflect

As with previous lessons (Pieces), ask the children to reflect on their learning using the My Jigsaw Journey resource.

What questions or worries do you think girls and boys a bit younger than you might have when they think about puberty? What information and guidance could you give to help them and reassure them?

Calm Me Script

Note to teacher: It is quite tricky to learn to follow the path of the breath so you may like to repeat the exercise every week for this Puzzle, perhaps adding some soft music while children practise the process.

So let's start our Calm Me time by sitting in our Calm Me way, nice and straight in the chair, feet flat on the floor and spine all straight and proud. Shoulders are relaxed and eyes are gently closed.

Now listen to our chime until you can no longer hear any sound.....

In this quietness, bring your attention to focus on your breathing. Breathe in through your nose with nice long, gentle breaths and feel your tummy expand as the air fills your lungs. Hold your breath for just a couple of seconds and then gently and slowly release the air back out again through your mouth.

Breathing like this we feel calm and gentle....

Breathing in and silently counting 1,2,3,4,5.....breathing out silently hearing the words "I am glad to be alive"

Continue with your relaxing breathing, in to fill the lungs.....out to feel calm and relaxed.

Then try to let your mind follow the path the breath takes as it goes into your body through your nostrils and moves its way down the windpipe into the lungs. Be aware of what happens to your body as the breath follows this path....can you feel your diaphragm contract and relax again, your shoulders rise and fall, your stomach expand and contract? All because you took one simple breath in....

Use a few breaths to try to follow the air as it goes on its inward journey. When your lungs are as full as you want them to be on this breath, hold the breath for a second, you are in control, and then gently release it to its outward journey.

Practise this process several times as you become more aware of your mind following your breath in and out of your body.

What an amazing process breathing is....we do it and usually are not even aware that we are doing it..... amazing.

Now think about how your body will change as it grows into puberty and gets ready to be an adult.

Notice how this makes you feel, and silently tell yourself everything is changing in your body just as it should do and you will handle the changes perfectly.

(Give time to let this sink in and reinforce changes in puberty are normal and natural and nothing to worry about. There are always people to help you.)

For the last few breaths of this Calm Me time, let yourself accept your body just as it is and appreciate it and all it does for you. Growing up is a natural process and we can all handle it.

Breathing in and silently counting 1,2,3,4,5.....breathing out, silently hearing the words "I appreciate my body."

(Chime again) Then as you listen to the chime fade away, bring your awareness back into the present moment, nice and peaceful, ready to learn.

Add own worries based on your own class.

Changing Me

Puberty: Points of View - Ages 9-10 - Piece 3

When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

Agree

Disagree

Changing Me Boys 'n' Puberty Quiz - Ages 9-10 – Piece 3

Facial Hair	Two balls of tiny coiled tubes where sperm are made - they hang between a man's legs in a bag of skin called the scrotum
Growth Spurt	The voice box in the throat: for a boy this gets bigger at puberty and his voice becomes deeper
Sperm	Chemicals in the bloodstream which tell various organs in the body when and how to change during puberty
Hormones	A period of rapid growth which can happen for boys and girls some time during puberty - can mean growing out of shoes and clothes very quickly
Testicles or Testes	Tiny cells made in a man's testicles: if one joins with a woman's egg it will start to grow into a baby
Larynx	Hair that starts growing on a boy's face during puberty - if not shaved, it will grow into a moustache and beard

