

Lesson 1 Talking About Puberty

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty

Ask questions about puberty with confidence

Resources

[Puberty Changes Teacher Guide](#)

[Puberty Changes worksheet](#)

[Reproductive System slides](#)

[Pupil Questions template](#)

Activities

1. Group Agreement

In a circle, ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other, no put downs); don't ask personal questions. Discuss confidentiality, and identify appropriate people for them to talk to after the lesson if they have more questions.

2. Learning Outcomes

Tell the class the lesson will be about the changes that occur during puberty. Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers. Refer to the learning outcomes on the whiteboard and discuss what they mean. Ensure that the pupils understand the words 'physical' and 'emotional' by explaining that a physical change happens to the body and an emotional change involves feelings. Give one or two examples.

3. Defining Puberty

Use questions to establish key facts about puberty, for example when it happens, to whom and why. Consider the following:

- puberty occurs some time between the ages of 8 and 16
- each person will start puberty at a slightly different time and will develop in their own way - it's important to respect these differences
- male and female sex hormones become very active and are responsible for growth and development during puberty
- puberty changes are a normal part of growing up
- many changes happen to everyone, some only happen to females; some only happen to males
- the whole process of change can take a few years.

4. Listing the changes

Split the class into pairs and give each pair a [Puberty Changes worksheet](#). Ask children to discuss the questions and list their answers: *What physical and emotional changes do you think happen during puberty?* How might people's relationships change during puberty? Share ideas and record them on the board. Organise into lists for changes that happen to males, females, and everyone. Emphasise that most of the changes happen to everyone. For help with this activity refer to the [Puberty Changes Teacher Guide](#)

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5. Body Changes

Display the [Reproductive System slides](#). Begin by emphasising that no two bodies look the same and that we grow and change at different rates. Highlight the body changes already discussed with the external pictures; breast development, pubic hair, body hair, muscle growth etc.

Explain that in the next lesson we will be learning more about periods and sperm production and the changes to the reproductive systems of females and males. Find out what the class already know about the following words: Ovaries, Uterus, Vagina, Penis, Testicles. Use the slides to correct any misconceptions. Explain what happens to them in puberty (i.e. that the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles).

6. Pupil Questions

Ask the pupils to complete the [Pupil Questions template](#): *After the lesson I wanted to know...* this can be used as a needs assessment and can inform future lessons. Try to focus their questions on puberty, using the list written on the board at the beginning of the lesson to remind them of the changes. Explain that questions will be answered in the next two lessons.

7. Closing Round/Review

In pairs, discuss what they have learned in this lesson and use a go-round to close e.g. *One thing I learnt today was ...*

Additional Activities

Body Changes Outline

Draw two big body outlines on flipchart/sugar paper, one male, one female and put them in the middle of the floor or on the wall. In groups, give pupils small post-its or stickers and ask them to put the sticker on one of the body outlines where they think a puberty change takes place. Draw a heart on the body to include emotions and moods and draw a thought bubble next to the head to include thoughts, worries etc.