

Y7 PUBERTY

ALL ABOUT BODY CHANGES

LESSON OVERVIEW



This lesson introduces students to the physical and emotional changes that they will go through during puberty and how they can prepare for and manage those changes. It also explores the menstrual cycle, menstrual wellbeing and period protection, with the option to include a period pad investigation.

WHAT YOU'LL NEED

- Puberty – All About Body Changes PowerPoint presentation
- Puberty – what's the deal? Video: bit.ly/3oCJNBo
- Physical and Emotional Changes Activity Sheet (one per person)
- Growing & Changing – Real Teen Stories Video: bit.ly/37QVRcl
- Your Menstrual Cycle & Periods in 3 Minutes Video: bit.ly/2GbCaR0
- Menstrual Cycle Activity Sheet (one per team)
- White boards and pens (one per team)
- Sample packs from Always
- Investigating Pads Activity Sheet (one per team)
- For the investigation (one per team): cup of water, some sharp scissors, a ruler, a teaspoon and an Always Platinum pad from the sample pack

OBJECTIVE

To understand the changes that happen to male and female bodies at puberty and to explore strategies to deal with them.

OUTCOMES

- Identify the emotional and physical changes that occur at puberty.
- Understand that puberty happens at different times for everyone.
- Label male and female body parts.
- Understand the menstrual cycle and its role in reproduction.
- Use accurate and positive language around puberty and menstruation.
- Know about period protection.
- Know strategies to deal with the onset of puberty.

DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as appropriate.

Activity 4 is intended as an extension activity.

INTERACTIVE LESSON

This lesson is available in Nearpod, meaning your students can interact with the lesson and activities from their own devices. If you would like to learn more about this fun and simple delivery format, or try it out, visit: nationalschoolpartnership.com/initiatives/about-you-resources

INCLUSIVITY

The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

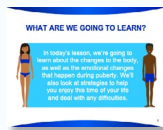
We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need, and to help promote healthy conversation between all young people and all genders.



LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.

SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, SENSITIVITY, EMPATHY, LISTEN, UNDERSTAND, SPEAK.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics, like the ones covered in today's class. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Emotional and physical changes at puberty

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of a session, can be addressed in a future session.



Starter

SLIDES 4 - 9



SLIDES 5 TO 9: TRUE/FALSE QUIZ

Take students through the questions on **slides 5 to 9**. The answers will display with a click. Students will learn about the main changes at puberty in the next activity, so anything they do not know about will be explored soon.



Activity 1

SLIDES 10 - 18

PUBERTY –
WHAT'S THE
DEAL? VIDEO

PHYSICAL AND
EMOTIONAL
CHANGES
ACTIVITY SHEET

GROWING &
CHANGING -
REAL TEEN
STORIES VIDEO

PHYSICAL AND EMOTIONAL CHANGES AT PUBERTY

This activity introduces students to the physical and emotional changes males and females go through during puberty. Students watch a video about the changes, then complete diagrams correctly labelling both changes and male and female body parts.



SLIDE 11: PUBERTY – WHAT'S THE DEAL?

Watch the **Puberty - What's The Deal? Video**, asking students to pay close attention to the changes that occur at puberty.



SLIDE 12: OTHER CHANGES TO MALES

As the video covers the menstrual cycle in detail, you might find it useful to look at the changes to males' genitals too. Explain some of the additional changes that take place for males at puberty, including erections and ejaculation. You could also touch on wet dreams if you feel this is appropriate for your students.

Then, ask students to add the correct labels to the **Physical and Emotional Changes Activity Sheet**. The first page has two bodies to label, while the second page has diagrams of male and female reproductive organs.

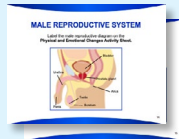
Extension: students consider whether all bodies change in exactly the same way during puberty?

LESSON PLAN



SLIDES 13: PHYSICAL AND EMOTIONAL CHANGES AT PUBERTY

Use the diagram on **slide 13** to review the changes that happen to males, females and both sexes at puberty. The slide is blank, and correct labels will appear on a click, so you could ask students to suggest changes and mark their own activity sheets as you go.



SLIDE 14 AND 15: PHYSICAL CHANGES IN MALES AND FEMALES

These slides show the male and female reproductive organs. Again, labels will appear on a click. Discuss any changes students didn't know about, or answer questions that come up.



SLIDES 16: REAL TEENS ON PUBERTY

Play the **Growing & Changing - Real Teen Stories Video** which shows five young people talking about their experiences of puberty. Ask students to listen carefully to what they say and be ready to discuss at the end of the video. You could prompt them with questions to recall what they have heard, as well as asking them what they found most interesting, helpful or reassuring.



SLIDES 17 AND 18: DEALING WITH CHANGES AT PUBERTY

Introduce ways of dealing with these changes. You could ask students to share any additional coping strategies they may have.



Activity 2

SLIDES 19 - 29

YOUR
MENSTRUAL
CYCLE & PERIODS
IN 3 MINUTES
VIDEO

MENSTRUAL
CYCLE ACTIVITY
SHEET

WHITE BOARDS
AND PENS

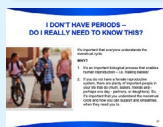
THE MENSTRUAL CYCLE

Students watch an animated video to learn about the menstrual cycle, then take part in a team challenge to apply their knowledge. You could reward the winning team using your school's reward system.



SLIDE 20: PERIODS – WHAT'S THE DEAL?

Introduce the topic of menstruation – one of the biggest changes for females at puberty.



SLIDE 21: I DON'T HAVE PERIODS. DO I REALLY NEED TO KNOW THIS?

Explain to students why it's important for everyone to learn about the menstrual cycle, both as an important aspect of human biology and because those who don't have periods will be able to empathise with and support the people in their lives who do. You could ask students to give their opinions on why people who don't have periods need to know about them, if they wish to and feel comfortable. Remind students of the ground rules they set earlier if necessary.



SLIDE 22: WHAT IS THE MENSTRUAL CYCLE?

Students watch the video explaining the menstrual cycle using the link on **slide 21**. Tell them they'll need to remember as much as they can about the process for the next activities.

LESSON PLAN



SLIDE 23: TEAM CHALLENGE!

Introduce the next part of the lesson, which will be a point-scoring challenge in teams. Put students in groups of five or six and hand out white boards and pens (one per team).



SLIDE 24: MENSTRUAL CYCLE MEMORY GAME

Using the images on the board, they should try to recall a fact associated with the four images from the video. The first team to get to four should put their hands up and list the facts. If any are wrong, ask other teams to help. Award teams bonus points if they remember different information – there is no single right answer.



SLIDE 25: MENSTRUAL CYCLE ACTIVITY SHEET

Hand out the **Menstrual Cycle Activity Sheet** and give teams time to work together to fill in the missing gaps. Explain that they will use their answers to complete the next part of the challenge.

Extension: students discuss whether everyone's menstrual cycle is exactly the same.



26 TO 29: MENSTRUAL CYCLE TEAM CHALLENGE

Review each section of the **Menstrual Cycle Activity Sheet** with a fun team challenge. Students will give their answers to the gaps for each phase in different ways:

Phase 1 – White board race. First team to write all three correct answers and hold up their white board wins points.

Phase 2 – Shout out! Teams shout answers and the team with the most correct gets the points. You could get the whole class to shout at once and judge the winners, or you could ask different teams to shout different answers.

Phase 3 – White board race. This time spelling must be perfect to win!

Phase 4 – Team relay. Three students from each team run to the board and write their answers. First team to three correct answers wins.



Activity 3

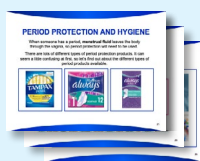
SLIDES 30 - 38

SAMPLE PACKS
FROM ALWAYS

INVESTIGATING
PADS ACTIVITY
SHEET

PERIOD PROTECTION AND MENSTRUAL WELLBEING


In this part of the lesson, students learn about different period products and how to use them. They then examine how a period pad works by carrying out their own investigation.



SLIDES 31 TO 36: PERIOD PROTECTION AND MENSTRUAL WELLBEING

Introduce students to the different forms of period protection (pads, tampons and pantyliners).

LESSON PLAN

<p>CUP OF WATER, SOME SHARP SCISSORS, A RULER, A TEASPOON AND AN ALWAYS PLATINUM PAD FROM THE SAMPLE PACK</p>	<div data-bbox="384 300 544 427">  </div> <div data-bbox="384 495 544 622">  </div> <div data-bbox="596 295 1270 327"> <p>SLIDE 37: ALWAYS PLATINUM PAD INVESTIGATION</p> </div> <div data-bbox="596 329 1466 468"> <p>Use a sample pad from the Always sample packs to carry out the investigation of how pads work. Students could work in pairs or small groups following the instructions on the Investigating Pads Activity Sheet.</p> </div> <div data-bbox="596 488 1256 553"> <p>SLIDE 38: ENSURING EVERYONE HAS ACCESS TO PERIOD PRODUCTS</p> </div> <div data-bbox="596 555 1490 795"> <p>Make sure students know that there are people that suffer from period poverty and are unable to afford the period protection they need. Ask students what they think the effects of period poverty could be. These could include loss of confidence, missing out on school and other activities like sport and socialising with friends. Direct students to where they can go to get support or free products in school.</p> </div>
<div data-bbox="119 853 204 936">  </div> <p>Activity 4 SLIDES 39 & 40</p>	<div data-bbox="384 857 544 983">  </div> <div data-bbox="596 851 1070 882"> <p>SLIDE 40: PUBERTY - OVER TO YOU</p> </div> <div data-bbox="596 882 1452 947"> <p>You could suggest websites to explore, including the Always and Tampax advice sites:</p> </div> <div data-bbox="596 947 798 1041"> <p>always.co.uk tampax.co.uk childline.org.uk</p> </div>
<p>Reflection SLIDE 41 & 42</p>	<div data-bbox="384 1097 544 1223">  </div> <div data-bbox="596 1088 967 1120"> <p>SLIDE 42: PUBERTY ADVICE</p> </div> <div data-bbox="596 1120 1490 1249"> <p>Show students the four mini case studies and ask them to discuss the advice they would give to one or more of these young people. Review as a group and discuss the best option. Students may have several suggestions, and this is fine.</p> </div> <div data-bbox="596 1270 1461 1335"> <p>Remind students about the anonymous question box where they can post questions to be answered in another session.</p> </div>
<p>Sampling</p>	<p>One sample pack containing Always pads can be given to each female (visit: always.co.uk/en-gb/puberty-education-programme-always-tampax if you need to order packs).</p>
<p>Additional resources</p>	<p>Period pad product demo guide: nationalschoolpartnership.com/wp-content/uploads/2020/11/About-You_Product-Demo-PADS.pdf</p>

CURRICULUM LINKS

<p>Curriculum links: England</p>	<p>SCIENCE Reproduction Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.</p> <p>RSE Changing adolescent body Pupils should know key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>Pupils should know the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>Health and prevention Pupils should know about personal hygiene.</p> <p>PSHE H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>
<p>Curriculum links: Wales</p>	<p>SCIENCE Interdependence of organisms They should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes.</p> <p>PERSONAL AND SOCIAL EDUCATION – KS3 Health and emotional well-being Learners should be given opportunities to develop positive attitudes towards themselves and others and to understand the benefits of accessing different sources of information, support and advice.</p> <p>SEXUAL AND RELATIONSHIP EDUCATION – KS3 Secondary schools should acknowledge and address the changes and uncertainties that young people experience regarding adolescence and their developing sexual identity.</p> <p>Learners should be helped to know how to get consistent, appropriate information on sexual health and well-being from a range of agencies.</p> <p>Menstruation: Schools should make adequate and sensitive arrangements to help females cope with menstruation and with requests for sanitary protection.</p>

CURRICULUM LINKS

<p>Curriculum links: Scotland</p>	<p>SCIENCE Biological systems I understand the processes of fertilisation and embryonic development and can discuss possible risks to the embryo. (SCN 3-14a).</p> <p>HEALTH AND WELLBEING Physical wellbeing I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. (HWB 3-15a).</p> <p>Relationships, sexual health, and parenthood I understand my own body's uniqueness (HWB 3-47a). Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health. (HWB 3-47b).</p>
<p>Curriculum links: Northern Ireland</p>	<p>SCIENCE Developing pupils as individuals Pupils should have opportunities to explore emotional development, for example, the changes associated with puberty.</p> <p>PERSONAL DEVELOPMENT Personal Health Pupils should have opportunities to develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, puberty, body image, mood swings, etc.</p>
<p>Curriculum links: The Republic of Ireland</p>	<p>SCIENCE Living things Human life: Human life processes: develop an understanding of the reproductive systems of both male and female and of the physical changes taking place in both male and female during growth to adulthood Plant and animal life: Processes of life: become aware of some of the basic life processes in animals and plants - reproduction (life cycles).</p> <p>SPHE Myself Knowing about my body: Identify and discuss the physical and other changes that occur in males and females with the onset of puberty and understand that these take place at different rates for everyone. Female: Hormonal changes, changing body shape development of breasts, appearance of pubic hair, onset of menstruation (periods). Male: Hormonal changes, physical growth enlargement of testicles and penis appearance of pubic, underarm and facial hair breaking of the voice, beginning of sperm production onset of nocturnal emissions (wet dreams). Understand the reproductive system of both male and female adults</p>