

## Example of lesson plan supporting 'Changing bodies and feelings'

### (Puberty Glossary to support teacher explanations)

#### Activity 1 – Labelling external body parts

Distribute the female and male external body parts (Activity sheet a & b) Ask the children to label each of the parts using the correct words provided in the box at the bottom of each sheet.

Using the *Puberty Glossary* as a guide, explain the role of each body part or how it relates to puberty. The glossary may also help to answer any further questions children may have. NB: explain that the term *vulva* is used to refer to *all* of the female external body parts - it is part 8 on the Activity sheet and doesn't have an arrow, since it's a more general area.

#### Activity 2 – Emotions and feelings: true or false?

Explain to the group that we are going to look at some of the thoughts and feelings or emotions that may come up when a person is going through puberty.

Split the class into small groups (up to 5) and distribute the *Emotions and feelings: true or false?* Activity sheet (c) to the groups. Allocate 3-4 statements to each group. Explain that they need to decide if the statements are **true** or **false**. Circulate around the groups to check for understanding as they do this activity.

Come back together and using the Teacher answer sheet for guidance, ask each group to pick a statement they think is **true** and why; ask other groups whether they thought the same. Repeat this, but this time asking them to pick a statement they think is **false** - and why; again asking other groups whether they thought the same. Continue until all statements have been covered.

#### Plenary

Ask the class to identify trusted adults they could talk to if they are worried about puberty or the changes happening to their body.