

Friendships, What makes them work?

Aim

To enable children should be able discuss the components that make up healthy friendships and consider what makes friendships work and what elements can alter the effectiveness of this.

Links

McCabe Statement

- Changing nature of friendship

Curriculum for Excellence

- Health and Wellbeing Outcomes.
HWB 2-14a, 2-44b

Learning Objectives

Learners should be able to...

- Explain what attitudes and characteristics are important in making friendships work.
- State reasons why friendships sometimes don't work and give examples of ways we can handle this sensitively.
- Consider the effect of strong feelings on relationships.

Resources

- Resource Sheet 1 - Groups of friends - photos.
- Resource Sheet 2a-b - Friendship Scenario cards.
- Resource Sheet 3a-b - OK and Not OK cards.
- Pupil Sheet 1 - Pupil Evaluation Sheet.

Friendships, What makes them work?

Activities

- 1 Show the children the photographs showing groups of 2 or 3 children together. Explain to the children that the children in the photographs are very close friends.
Children work in pairs to look at the pictures and consider the qualities, attitudes and physical characteristics each of these children may have.
Ask the children to give each child in each photograph a name, and discuss the kind of qualities, attitudes and characteristics that they think the child might have. Get the children to prepare a short presentation to introduce the children in the photograph to the rest of the children in the class.
It is important to emphasise to the class that we want to know why these children in the photograph are such good friends.

This exercise should allow children to consider the dynamics of healthy friendships even if they themselves do not have healthy friendships or relationships with their peers.

After the presentations of the groups of friends in the pictures encourage the children to consider some of the following issues:

- Did each child in the group of friends have to have the same physical characteristics?
- Can people who do not like the same things be friends?
- Did you think differently if it was a boy and a girl who were friends?
- Do you think that boys and girls can be good friends with each other?
- Are there differences in the way larger groups of boys behave in comparison to two or three boys together.
- Are there differences in the way larger groups of girls behave in comparison to two or three girls together?
- What are the qualities of cool boys and cool girls?
- Why is it harder to show these qualities in bigger groups?
- What are the key aspects of a good friendship that came from all the groups no matter whether it was boys or girls that made up the friendship?

Note to Teacher:

Make sure that it is emphasised that qualities about sharing and talking about feelings are good qualities for boys as well as girls.

There may not be time to hear every presentation so select a variety of different photos of friendship groups.
(20 minutes)

- 2 Explain to the children that we have looked at some of the characteristics of friendships and how people mix together to form effective relationships. Now we are going to look at some situations that arise in a friendship. At one side of the line is the word "ok" because we would think that it would be fine for these situations to happen or for a friend to behave this way. On the other side of the line is "not ok" because this is not the way a friend should behave.
Explain to the children that each of them will come out and read their card aloud. They then stand or place their card on the continuum line where they think the card fits. The other children can give their opinion as to where on the line it should go. The other children may agree or disagree about where the card should go but the final decision about where on the line the card goes is up to the child reading the card. (25 minutes)

Friendships, What makes them work?

3 Discussion points after all the cards have been positioned:

- Did you change your thoughts after hearing comments or opinions from others in the class, why?
- Did it make you think differently if the card scenario was about a boy or a girl, why do you think that was?
- Were some of these friendships not working?
- Why do you think that was?
- How can you deal with a situation where a friendship is not working? (10 minutes)

Key Messages

- The key to making a friendship work is appreciating people's individuality and treating one and other with respect.
- A friendship is a two way relationship and there is not one person who should make all the decisions. Friends needs to compromise and share and appreciate each others ideas.
- Friendships can be made up of boys, girls or boys and girls.

Reflect and Review

If you have a group friendship charter, work together to consider all the ideas and then choose one to be the focus for this week. If not, think of developing a group friendship charter. (5 minutes)

Pupil Evaluation of Lesson

Complete Pupil Sheet 1 - Pupil evaluation Sheet. (5 minutes)

Follow-up Activities

- Children organise playground friends to help support children who have problems making friends in the playground.
- Have a class friendship awards ceremony to celebrate things people have done to be good friends (it is important to ensure that every child is nominated by someone in the class to enable this to work).

Resource Sheet 1 - Groups of Friends - Photos



Resource Sheet 2a - Friendships, What makes them work?

Friendship Scenario cards

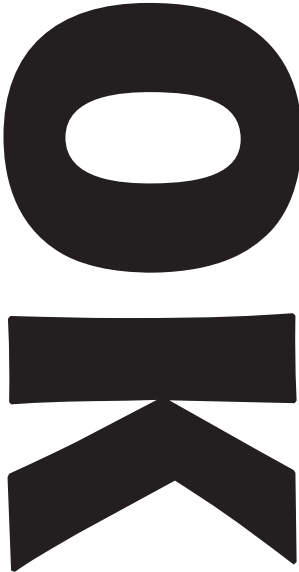
<p>Jill and Kerry only hang out at gymnastics. Jill won't speak to Kerry in school.</p>	<p>Paul is friends with Claire. They talk about each others problems in and out of school.</p>
<p>John and Abdul have been friends since nursery. Abdul doesn't know that John is really unhappy about his mum and dad arguing.</p>	<p>Aisha and Nyla share all their problems and ambitions. They have a sleep over at each other's house every weekend.</p>
<p>Craig and Hannah have lived on the same street all their lives but don't speak to each other in school because Craig doesn't want his pals to make fun of him.</p>	<p>Helen and Kate are best friends but Kate told Sarah that she wants to be best friends with her instead.</p>
<p>Graham and Milo are friends but when ever they go to each other's house Milo always has to decide what they do. Graham never gets his way.</p>	<p>Fazia and Laura have just started hanging about together. Laura thinks Fazia is really cool but she is forcing Laura to do things that get her in trouble and says they won't be friends if she doesn't do them.</p>
<p>Paul and Pete are in the same class at school and are good friends. Paul is a lot bigger than Pete and quite often threatens him to make him do what he says.</p>	<p>John, Becky and Martin play football together and have become good friends. They talk about all sorts of things together.</p>

Resource Sheet 2b - Friendships, What makes them work?

Friendship Scenario cards

<p>John and Claire both go to computer club. They get on well together. John thinks Claire is smart and Claire thinks John is cool.</p>	<p>Jasmine really likes one type of music but her friends don't. They don't stop being friends. They know they don't always have to like the same things as each other.</p>
<p>Nina and Gail are friends but Nina has threatened to say horrible things about Gail if she doesn't come to the youth club with her on Fridays.</p>	<p>Chloe has been friends with Sarah since P1 but now Chloe has started trying to get Sarah to smoke a cigarette at the weekend. Sarah thinks smoking is really stupid.</p>
<p>Aileen and Shona have been friends for a long time but they just don't get on any more. They are starting to hang out with other people and spending less time together.</p>	<p>James has always thought Fahed seems like a laugh. They are in the same class this year and are getting on well. Fahed listens to James when he tells him about wanting to be a guitarist in a band.</p>
<p>Neil has known Stacey for a long time. Their mums are friends. They get on well and are both going to the same high school. Neil looks out for Stacey because he knows how shy she is at school and she helps him with his homework.</p>	<p>Darren and Bilal are good friends. They spend time together at the weekend, but Bilal is sometimes bossy so Darren talked to him about it and they have sorted it out. Darren is glad he spoke to his friend.</p>
<p>Catriona and Ling have been working together on a project. Ling is really good at drawing and Catriona is good at writing. They think they make a good team.</p>	<p>Gary and Susan have been chatting at an after school club and they both think it is really important to have a friend who listens to you and your opinions.</p>

Resource Sheet 3a - Friendships, What makes them work?



Resource Sheet 3b - Friendships, What makes them work?

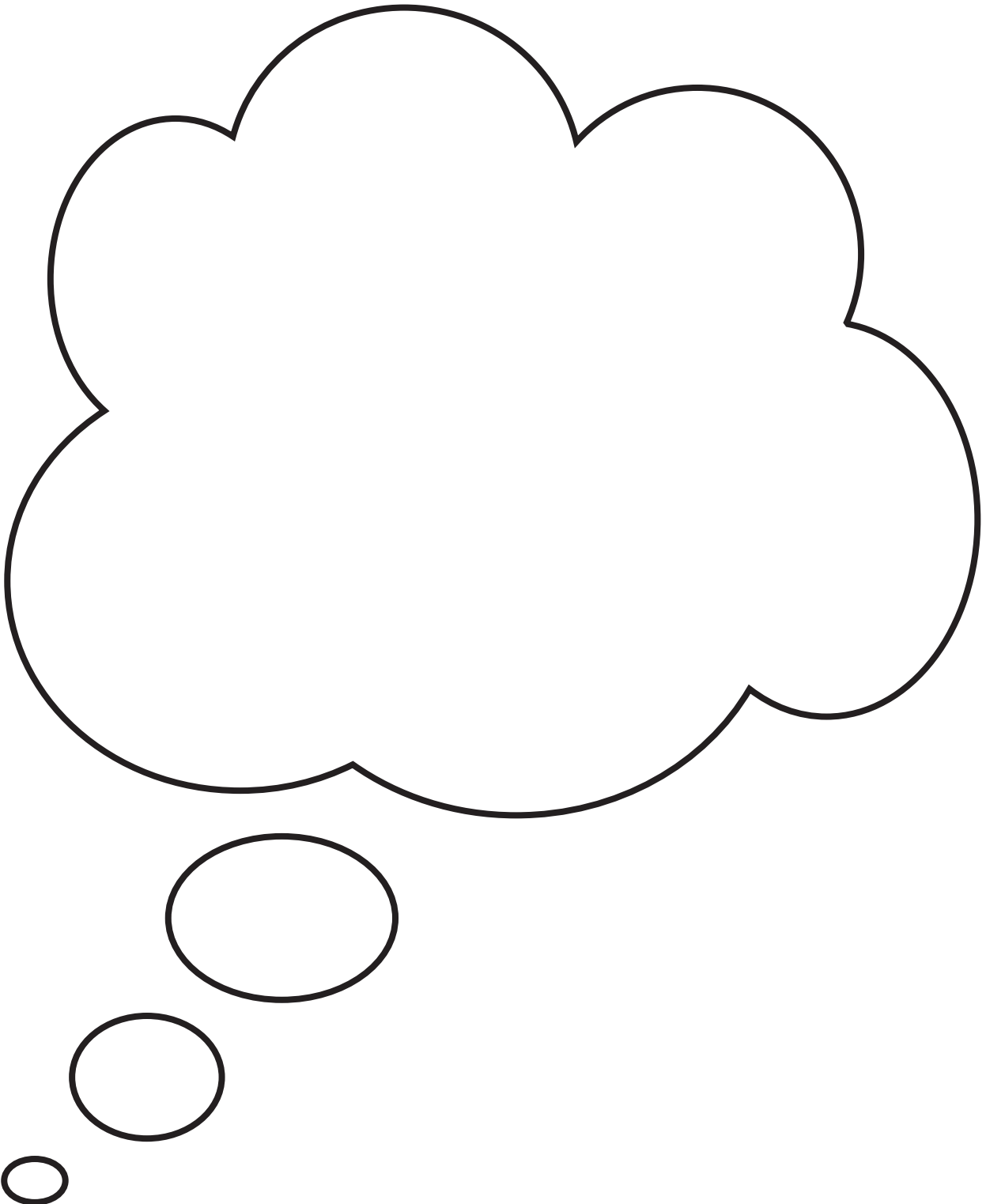
Not OK

Pupil Sheet 1 - Friendships, What makes them work?

Evaluation Sheet

Think about the key messages and learning from today's session.

Create a thought bubble of words that relate to making friendships work.



Online, are you on guard?

Aim

To enable children to understand the issues and dangers in relation to using the internet and mobile phones, and, have a clear understanding of how to protect themselves and prevent dangerous situations arising.

Links

McCabe Statement

- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes.
HWB 2-17a, 2-49a.

Learning Objectives

Learners should be able to...

- Suggest ways to keep themselves safe while using the internet and mobile phones
- Explain reasons why it is so important to keep safe while using the internet or mobile phones.
- State what they would do if they had any concerns about something that had happened in relation to mobile phone or internet use.

Resources

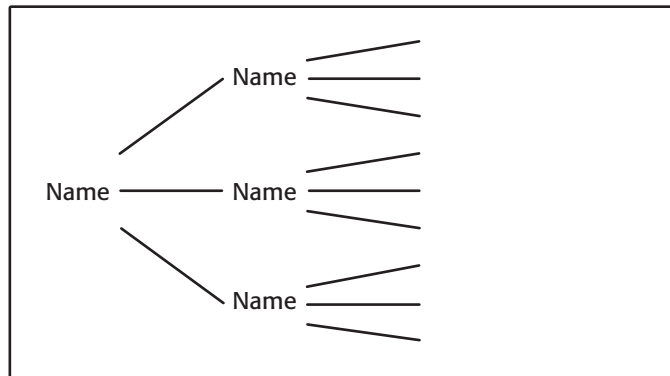
- Resource Sheet 4 - Teachers' information sheet for aspects of online safety.
- Primary 6 Booklet
- Pupil Sheet 2 - Pupil Evaluation Sheet

Online, are you on guard?

Activities

- 1 As an introduction to focus children on the learning outcomes of the lesson ask them to each take a piece of A4 paper and place it in front of them in landscape format.

Get the children to write their name on the middle of the left hand side. Then draw three short lines from their name to create a diagram then add to these lines the names of three people in their class. Now from each of these three names they need to draw three lines again. Now get the children to move round the class to each person whose name is on their diagram and get them to add to the 3 lines by their name and add the name of three people that they know that **don't** go to their school.



Ask children to return to their seats with their paper, then ask them the following questions.

- Do they know all the names on the piece of paper?
- How many people would have your name if each of the last nine people gave your name to three of their friends? (27)
- Would it be a good idea to talk to all of these people on the internet?
(No, because you don't know most of them and therefore cannot trust them).
- How would you feel if one of these people who you don't know contacted you online?
Possible confused and uncomfortable.

Highlight to children that it is the same when they are on-line. Remind them also of the work they did on "stranger danger" in the earlier primary stages. When they are on the computer it can be deceptive as they are sitting safely in their own home, but they must be aware that if they are chatting to someone in a chat room they can never be sure that the person is who they claim they are. They wouldn't speak to a stranger in the street and give them personal information so they have to be just as cautious when chatting to people online.

(10 minutes)

Online, are you on guard?

2 This part of the lesson could be done in a Circle Time format.

(Allow 25 minutes for whole meeting)

Warm up game - Number each person round the circle. Get everyone to gently tap their knees, teacher begins by calling their number e.g. 1 - 3, then 3 must say their own number and another, and so on. The idea is to encourage concentration on the hand movements and listening to the numbers as they are being called and being ready for your turn when you hear your number. This exercise should encourage working both sides of the brain by keeping the movement going while concentrating on the number calling.

Rounds - One good thing about the internet is...

One thing that is not good about the internet is...

Open Forum - Focus in on some of the issues that children may have raised when discussing the not so positive aspects of the internet and encourage children to identify ways to prevent or help minimise these issues. See attached sheet for online safety that may support teachers when considering ideas for online safety.

Celebrating Success - A round - One thing I have learnt about internet safety is...

Closing Ritual - Pass the Smile. Turn to the person on the left and start a smile round the Circle. It sends everyone away with a positive attitude and a laugh!

3 Now consider issues around internet safety. Ask children to say what the risks are when using the internet. Look at the Rules for online safety on the safekids.com website. Print out for each child or display on a Smartboard. Discuss rules and whether they could also be used for mobile phone safety. Remind children that many mobile phones also have internet access on them. **(10 minutes)**

Key Messages

- Never give out personal information online or through mobile phones without permission from parents/carers.
- Never send photos online or as messages without parents/carers permission.
- Discuss with parents/carers if you receive any information online or through your phone that makes you feel uncomfortable.
- Always consider if you are safe when using a mobile phone or the internet.

Reflect and Review

Work with a partner and consider three ways of keeping safe relating to use of mobile phones or the internet.

(5 minutes)

Refer to Primary 6 booklet for a summary.

Pupil Evaluation of Lesson

Complete Pupil Sheet 2 - Pupil Evaluation Sheet. **(5 minutes)**

Online, are you on guard?

Follow-up Activities

- Create a school open area display with leaflets and posters highlighting safety issues.
- Contact school liaison police officer for input and support, including information leaflets for parents. If organising a talk from the community police or school liaison officer parents could be invited to attend.
- Create a presentation for P7 class on this aspect of safety.
Children could use Power Point to support presentations.
- Design posters or leaflets to highlight key messages.
- Helpful websites for information
 - www.chatdanger.com - good information and real life stories and a quiz for children.
 - www.kidsmart.org.uk - good information for teachers, children and adults. Also has parents' advice leaflet.
 - www.thinkyouknow.co.uk - information for adults and children.
- You can also get a copy of the Home Office leaflet "Keeping your child safe on the internet"
 - www.homeoffice.gov.uk

Resource Sheet 4 - Teacher's Information Sheet Online Safety

- Children should not give out any personal details online without parents/carers permission.
- Children should not send any photographs to anyone online without parents/carers permission.
- Children should not reply to email and text messages from people that they do not know.
- Children should be wary of anyone requesting personal information for **ANY** reason and if they do receive such requests they should bring this to the attention of their parents/carers.
- Speak to parents/carers if they receive any messages that make them feel in anyway uncomfortable.
- Never agree to meet anyone they have met online without permission from their parents/carers.
- Never give out their internet passwords to **ANYONE** other than their parents/carers.
- Stick to all rules and boundaries set by parents/carers for internet use and be aware of why they have been agreed.
- Never give out your friends' phone numbers without their permission.
- Make sure the contacts in your instant messaging list are all people you know and do not give your own or anyone else's details out through an email.

Pupil Sheet 2 - Online, are you on guard?

Evaluation Sheet

The most important thing I learned in this session was...

One thing I want to know more about is...

What I found interesting about this session was...

Boy stuff, girl stuff, what's it all about?

Aim

To develop children's understanding of gender and how the media and society can sometimes promote gender inequality.

Links

McCabe Statement

- Body image and self worth.
- Developing awareness of gender identity.
- Expressing and dealing with emotions.
- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes.
HWB 2-45b.

Learning Objectives

Learners should be able to...

- Suggest ways to keep themselves safe while using the internet and mobile phones
- Explain reasons why it is so important to keep safe while using the internet or mobile phones.
- State what they would do if they had any concerns about something that had happened in relation to mobile phone or internet use.

Resources

- Resource Sheet 5a - b - Character cards for Activity 1.
- Resource Sheet 6 - b - Question Sheet for Activity 1.
- Resource Sheet 7 - Grid sheet for Activity 1 - table top method.
- Large pieces of paper for Activity 2.
- A variety of magazines/newspapers from a variety of genres for Activity 2.
****This could be a homework activity – the children could bring one magazine/newspaper each to give a good selection.**
- Pupil Sheet 3 - Evaluation Sheet.
- Pupil Sheet 4 - Home Activity Sheet – Making Your Mind Up.

Boy stuff, girl stuff, what's it all about?

Activities

- 1 Introductory activity to focus children's thoughts on discrimination in relation to being male or female. Each person gets a card that gives them a particular character. They must not tell anyone who their character is until later. The children all have to line up along the middle of the room. The teacher reads out each question on resource sheet 6a-b and if they can answer yes to the question they take a step forward, if they answer no they have to move back a step and if they are unsure how to answer they must stay where they are. They must make sure they think about how it would be for their character, not themselves. Read out each of the questions. At the end of the questions ask children to stay where they are and in turn tell everyone who they are.

Adaptation of this lesson if class working at their tables:

Use a grid and a counter to move backwards and forwards in the same way as the children move forward for yes, back for no, and don't move if unsure.

Questions for discussion:

- How does it feel to be where you are?
- Where would you have liked to be?
- How do you feel about the position of other people in the class? **(15 minutes)**

Explain to children sometimes people are told things or made to act in a certain way because they are male or female (probably most often female) and this can sometimes be shown through violence. **This is unacceptable, and is known as discrimination. (5 minutes)**

Now, in pairs and ask the children to think of three situations where people could be treated in a way that could be considered as discrimination.

- 2 Get children to work in groups of 4 with a selection of magazines/newspapers. Give each group 2 large pieces of paper. Get the children to create a collage of men on one sheet and women on the other sheet, using the most common images they see in them.

(15 minutes)

Now as a class make a list of the kind of looks and physical characteristics the media use to portray men and woman. **(15 minutes)**

Draw the children's attention to what the women look like, e.g. being thin, glamorous, always dressed in expensive clothes, usually having a tan, hair styled, and nails done.

Draw the children's attention to the kind of jobs or activities the females have, e.g. actresses, singers, people who spend their time shopping, or have a famous/rich boyfriend.

Draw the children's attention to what the men look like e.g., being fit, muscular, having designer clothes and playing sports as a career (for example footballers and cricketers).

Draw the children's attention to the media coverage of footballers and their wives or girlfriends, this is very useful for highlighting a clear example of gender stereotyping in the media. It is important at this stage to get children to appreciate the role this creates for the women. They are only famous for being found attractive by men and having a relationship with them, where as the men are famous for having some skills.

Ask the children for examples of women who are famous for what they have achieved - politicians, actresses, athletes, news reporters etc. And now ask the children to think about people who are achievers in life that you

Boy stuff, girl stuff, what's it all about?

might not read about every day in the media but still do amazing things and have a very important role to play in society e.g., doctors, teachers, joiners, nurses, police, shop workers, etc. Ensure that children do not necessarily consider some jobs as female only e.g. nurses, or male only, e.g. doctors.

Questions for the class to discuss: for each question ask children to say **why** they think that way.

- Do you think these pictures show a fair representation of all the people in society?
- What kinds of other characteristics and looks could we see in magazines/newspapers?
- In what ways could the pictures in the media be damaging to young people?
- Do you think boys and girls view these pictures differently?
- What kinds of things should we remember about these kinds of pictures in the media? - *They are usually altered to make the person look better and they are only a small representation of society.*

Remind children that it takes all sorts of different people to make up the school community, the community they live in and society in general, and it is important to remember that it is unrealistic to think that everyone has to conform to pictures in magazines.

It is far more important to be an individual. **(15 minutes)**

Key Messages

- The media presents males and females in a certain way. It is important to realise this is not the only way people should look or behave.
- Sometimes in life there may be situations where you feel you are treated unfairly because you are male or female. This is not right.
- If someone treats someone else in a bullying way because they are male or female this is discrimination. the use of physical violence or the threat of violence to make people think, behave in a certain way is always wrong.

Reflect and Review

Think, Pair Share:

Ways in which you could get help if you were concerned about somebody who you felt was being unfairly treated or in danger. **(5 minutes)**

Pupil Evaluation of Lesson

Complete pupil sheet 3 - pupil evaluation Sheet. **(5 minutes)**

Follow-up Activities

- Read Bill's New Frock - Anne Fine - deals with issues of gender stereotyping.
- www.childline.org.uk - help and advice section has information on domestic violence and it is useful to reinforce the childline telephone number for young people - 080011111.

Home activity Sheet - Making Your Mind Up

Children do Pupil Sheet 4 with parents/carers carers at home.

Resource Sheet 5a - Boy Stuff, girl stuff, what's it all about?

Character Cards

<p>John 35 years old</p>	<p>Kate 16 years old.</p>
<p>Mark 70 years old</p>	<p>Mimi 63 years old</p>
<p>Anna 12 years old</p>	<p>Ewan 10 years old</p>
<p>Parveen 20 years old</p>	<p>Donald 30 years old</p>

Resource Sheet 5b - Boy Stuff, girl stuff, what's it all about?

Character Cards

Mohammed 25 years old	Marouska 26 years old.
Brian 60 years old	Jenny 53 years old
Usman 22 years old	Caitlin 14 years old
Kimberley 10 years old	Allan 15 years old

Resource Sheet 5c - Boy Stuff, girl stuff, what's it all about?

Character Cards

<p>Patrick 45 years old</p>	<p>Susan 40 years old.</p>
<p>Ryan 50 years old</p>	<p>Jodi 33 years old</p>
<p>Joan 13 years old</p>	<p>Yurek 33 years old</p>
<p>Colin 24 years old</p>	<p>Declan 19 years old</p>
<p>Sandeep 39 years old</p>	<p>Kara 13 years old</p>

Resource Sheet 5d - Boy Stuff, girl stuff, what's it all about?

Character Cards

<p>Andrew 49 years old</p>	<p>Kirsty 83 years old.</p>
<p>Liz 32 years old</p>	<p>Reece 9 years old</p>
<p>Hannah 28 years old</p>	<p>Gregor 31 years old</p>

Resource Sheet 6 - Boy Stuff, girl stuff, what's it all about?

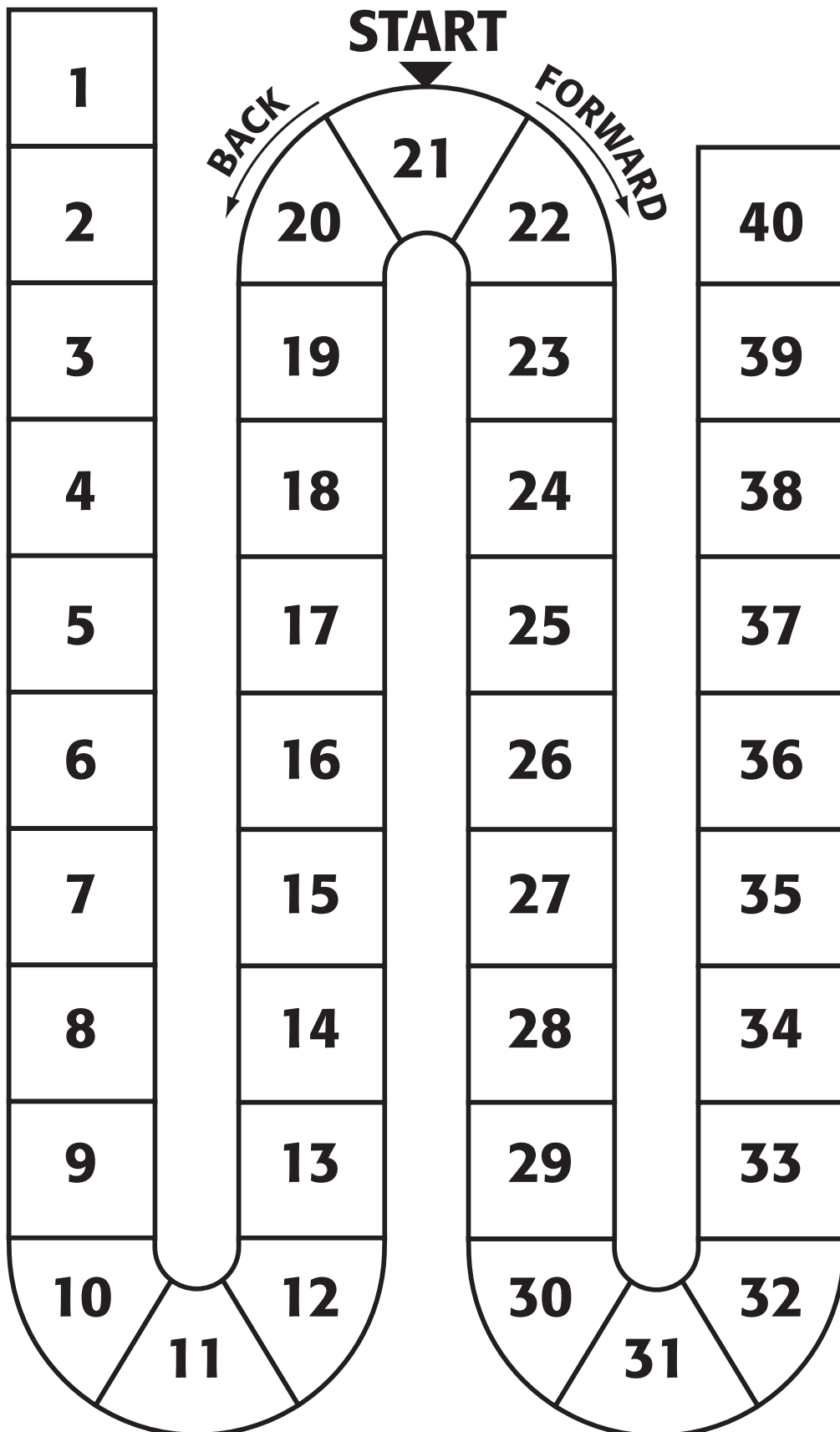
Questions for Activity 1

Is it very likely that your character would feel comfortable enough to:

- Feel safe walking the streets after dark?
- Join the army?
- Have a baby?
- Plan a career as a professional footballer?
- Use physical strength to defend yourself if someone attacks you?
- Be the boss of a large group of people?
- Get a job as a mechanic?
- Take up ballet dancing?
- Talk about feeling lonely, as they don't have any close friends?
- Look after children, when working in a nursery?
- Ask someone to marry them?
- Be a bus driver?
- Cry in front of others if they felt like it?
- Tell somebody they felt afraid when they are on their own at home?

Resource Sheet 7 - Boy Stuff, girl stuff, what's it all about?

Alternative Method



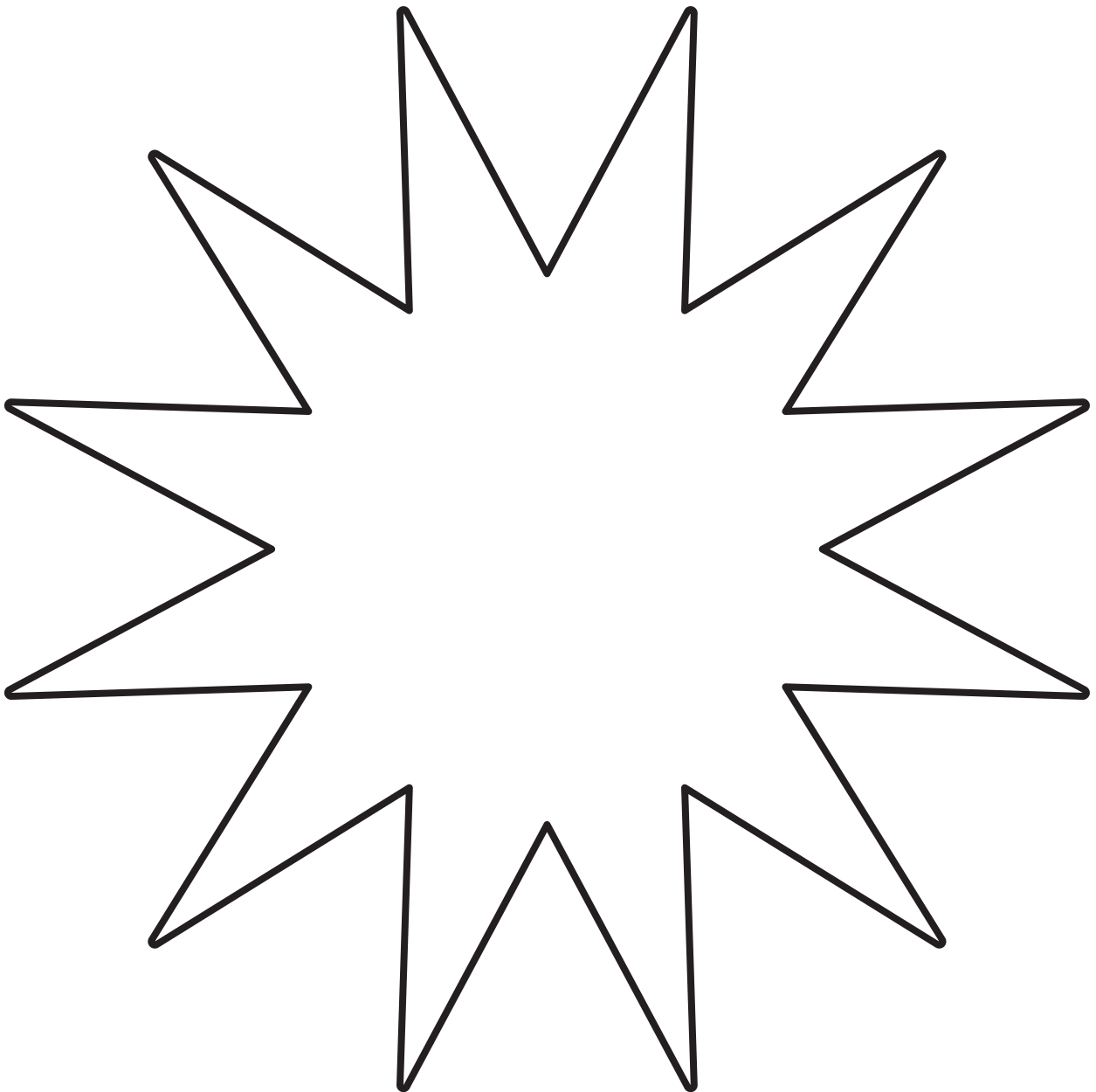
Pupil Sheet 3 - Boy Stuff, girl stuff, what's it all about?

Pupil Evaluation Sheet

Think about the things that *make you an individual.*

Write them in the star below.

You are a star!



Pupil Sheet 4 - Home Activity Sheet - Making Your Mind Up

Name _____ Class _____ Date _____

Ask your parent or carer each of the following questions, and talk together about the answers. The discussion is private, and you don't need to write anything down, but tick each question when you have both finished.

Tick

- 1 When you were my age, were there any pressures on you to behave a certain way or look a certain way?
- 2 How were girls expected to behave? How were boys expected to behave?
Where did these ideas come from?
- 3 If there was pressure to behave in a certain way, how did you cope with it?
- 4 In what way are pressures different for young people now?
- 5 Do you think roles for boys and girls have changed since you were young? Is this a good or a bad thing?
- 6 Think of a time when you decided to be yourself even when others were doing things differently. How did this make you feel?
- 7 Tell a story about a time when anyone ever treated you (or someone you know) unfairly. (This can be because of race, gender, looks, disability or any other thing you cannot change).
How did it make you feel?
- 8 What does the word 'respect' mean to you?
Why is it important to respect differences in people?

Finally, ask your parent/carer to write in, below, how they felt about doing this home activity with you. Then, bring the sheet back to school.

Growing Up, what's happening to me?

Aim

To give children a clear understanding of the physical and emotional changes that they will go through during puberty and discuss any issues or concerns that they may have relating to puberty.

Links

McCabe Statement

- Body image and self - worth.
- Developing awareness of gender identity.
- Expressing and dealing with emotions.
- Ways of keeping safe.

Curriculum for Excellence

- Health and Wellbeing Outcomes.
HWB 2-48a, 2-47a.

Learning Objectives

Learners should be able to...

- State the changes that boys and girls go through during puberty.
- Discuss feelings and emotions relating to going through puberty.
- Consider some of the worries or concerns that children will have as they approach puberty.

Resources

- Resource Sheet 8a-b - Teacher information sheet on puberty and taking care of the body.
- Pupil Sheet 5a-e - Male and female sexual organs.
- Resource Sheet 9 - Male and female sex organs label card.
- Resource Sheet 10a-e - Male and female sex organs - teacher sheets.
- Resource Sheet 11 - Teacher information sheet on menstruation.
- Resource Sheet 12 - Menstruation sequencing sheet or (interactive smartboard).
<http://www.bbc.co.uk/science/humanbody/body> (Demo of menstruation).
- Resource Sheet 12 - Home activity Sheet - Growing Up, What's happening To Me?
- Pupil Sheet 6 - Evaluation Sheet.

Growing Up, what's happening to me?

Activities

Explain the purpose of the lesson clearly and ensure there is a climate of openness in the classroom, where children feel comfortable to ask questions but they should be aware not to discuss issues in an inappropriate way. Have a question box available for children with paper and pencils at desks to allow children to write questions which they want to ask without speaking out in class. These questions should go into the box, and are read out to the group at the end and answered appropriately.

- 1 Begin with an exercise to warm up and relax the children as some may be feeling sensitive to the issues being covered in this lesson.
Ask two children to go outside the door while the class get prepared for the activity. Now have the rest of the class holding hands in a circle. Get the children to twist in and out to tangle themselves up, without breaking hands, so they are tangled in a ball. Get the two children who are outside to come and try to untangle the group; the group should help them to untangle them. This exercise encourages the children to work as a team (**10 minutes**).
- 2 Discuss with the children what they think puberty is and when they think it happens. Children in groups come up with a definition (**10 minutes**).

Teacher ensures the following is included:

Puberty is the word to describe the changes that your body goes through as you become an adult. Your body will start changing both inside and out and this will take a number of years.

The age at which you start puberty depends on whether you are a boy or a girl. Boys usually start puberty about 10 years old and girls start a bit earlier, about 9 years old. It is important to remember that everyone starts to develop at different times and rates so try not to worry if you are a bit later, it will happen!

- 3 Split the children into groups of 4 or 5. Get 1 person in each group to volunteer to be drawn round. (Optional - can also draw A3 size body outline). Get the children to state whether the person is male or female, label different parts of the body, and give their person a name and a face to give it character. (This is to help make the puberty work less personal to the person that was drawn round, so do not allow the children to give their character the name of someone in the class). The children then write or draw on to the body the changes that it will go through during puberty. Teacher's should ensure that changes noted on the Resource Sheet 8 are included. Once children have completed one outline, they should start on a second one (and end up with one for a boy and one for a girl).

If they are unsure they could be given these headings for support:

Girls	Mood swings	periods	breasts	curves
	Underarm hair	Pubic hair	spots	Greasy hair
Boys	Greasy Hair	Mood swings	Spots	Facial hair
	Underarm hair	Voice breaking	Pubic hair	

Growing Up, what's happening to me?

- 4** Explain to children as they go through puberty their sexual organs begin to change as their bodies get ready for making a baby when they are older.
Have interactive smartboard lesson of the male and female sex organs and allow children time to label organs in correct order. Children then complete their own diagram (Pupil Sheet 5) by putting in labels in the correct places (resource sheet 9). A Teacher Answer Sheet (Resource Sheet 10) has been provided (**15 minutes**).
- 5** Explain to children that starting periods is probably the single most important change in puberty for girls. Explain the process of menstruation - see teacher information on menstruation (Resource Sheet 11) (**5 minutes**).
<http://www.bbc.co.uk/science/humanbody/body> (Demo of menstruation).
- 6** Children complete sequencing sheet on menstruation (Resource Sheet 12) (**10 minutes**).

Key Messages

- During puberty a number of physical and emotional changes will take place both inside and outside your body.
- Everyone will go through puberty eventually and everyone is different
- If you are worried about anything relating to puberty, talk to someone older you can trust - remember all adults have gone through puberty.

Reflect and Review

Have an opportunity at this stage for children to ask any question they may have and have a check in the question box for any questions that need answered.

(10 minutes)

Pupil Evaluation of Lesson

Complete pupil sheet 6 - Pupil Evaluation Sheet. (**5 minutes**)

Follow-up Activities

- <http://www.bbc.co.uk/science/humanbody/body> - this has a section with information on puberty and an interactive demo for both a male and female body which gives lots of information for children.

Home Activity Sheet - Growing Up, What's Happening To Me?

Children do Pupil sheet 6 with parents/carers at home.

Resource Sheet 8a

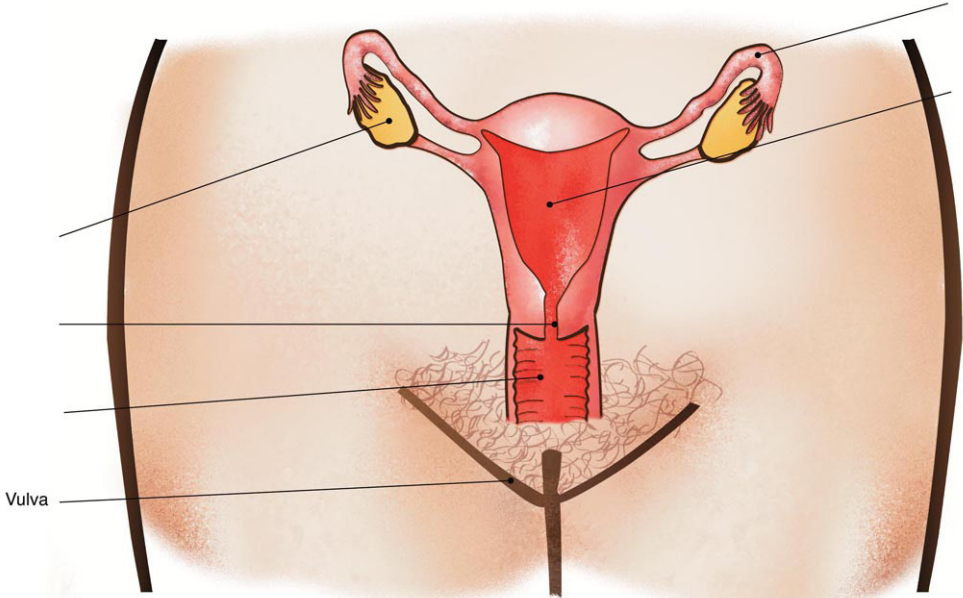
Teacher information sheet on physical and emotional changes at puberty and taking care of your body.

boys	girls	both
production of sperm	production of ova/eggs	
increase in size of penis and testes.	periods begin	
experiences of erections and wet dreams.		
		increase in size of nipples
	development of breasts	
broadening of shoulders	widening of hips	
increase in muscular development	rounding of hips and thighs	
		increase in sweating and change of smell
		growth of hair around the genitals and armpits and on the body generally
growth of hair on face		
		changes in skin - becomes coarser and possibility of spots and acne
		growth spurt -increase in height and weight
deepening of voice		
		need to wash all over body regularly
		need to use deodorant

Resource Sheet 8b - Teacher Information on Puberty (continued)

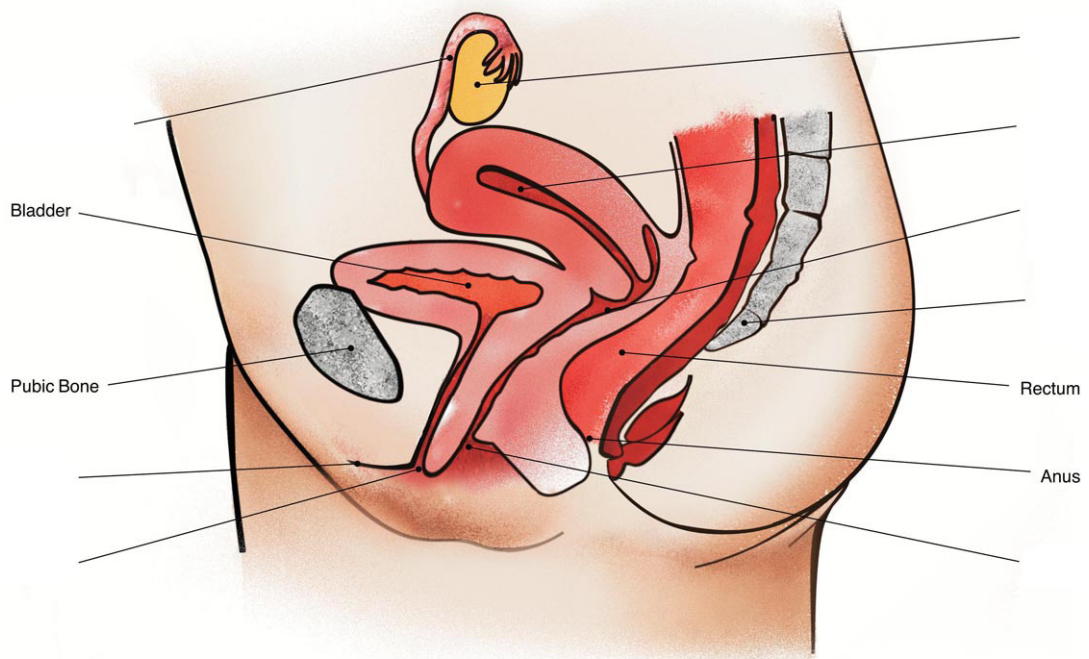
boys	girls	both
		keep hair clean
		mood swings
		growing sense of independence
		feelings of confusion and frustration which can lead to conflict with family members.
		strong feelings of attraction for another person.
more keenly developed male stereotypical behaviours.		
		Boys and girls start to model their appearance and dress on images from the media.

Pupil Sheet 5a - Female Sex Organs (Front View)



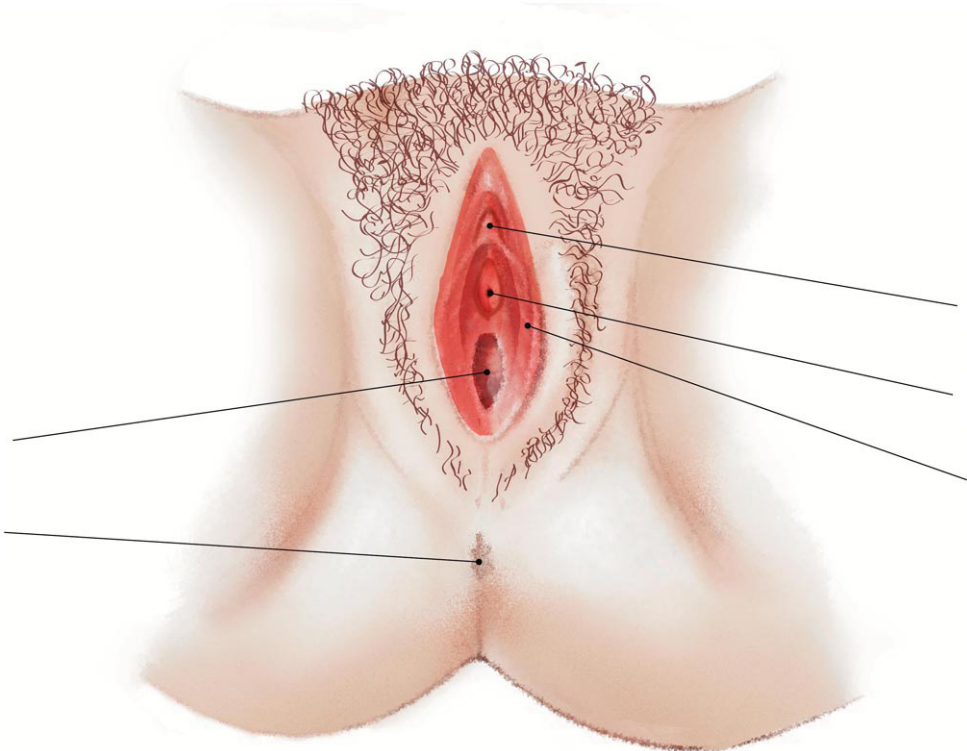
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Pupil Sheet 5b - Female Sex Organs (Side View)



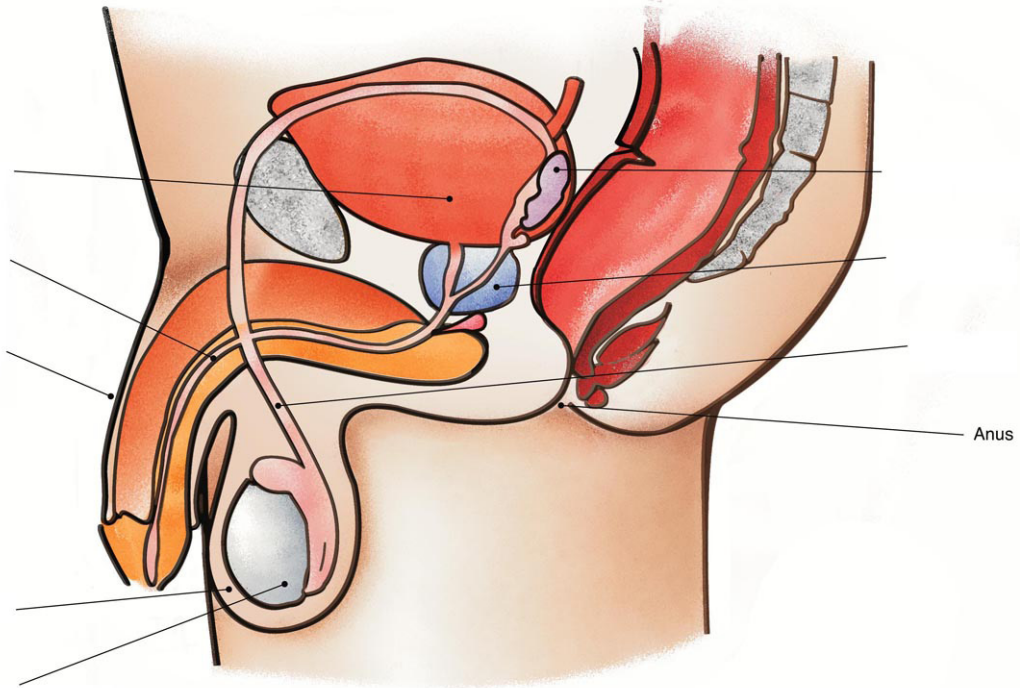
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Pupil Sheet 5c - Female Sex Organs (View from Below)



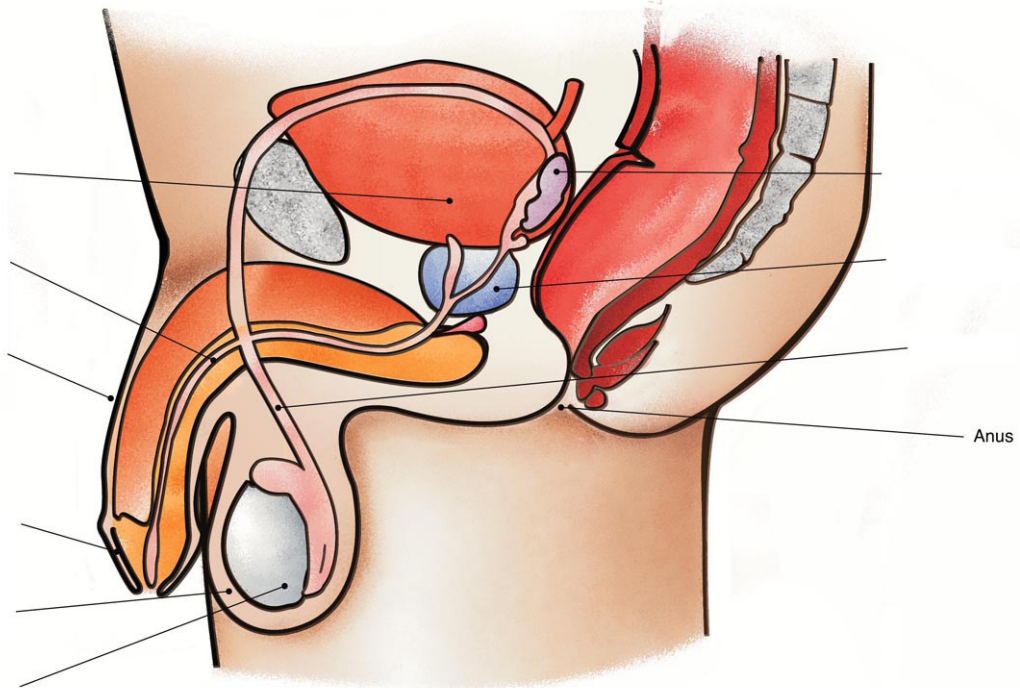
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Pupil Sheet 5d - Male Sex Organs (Side View)



Circumcised male

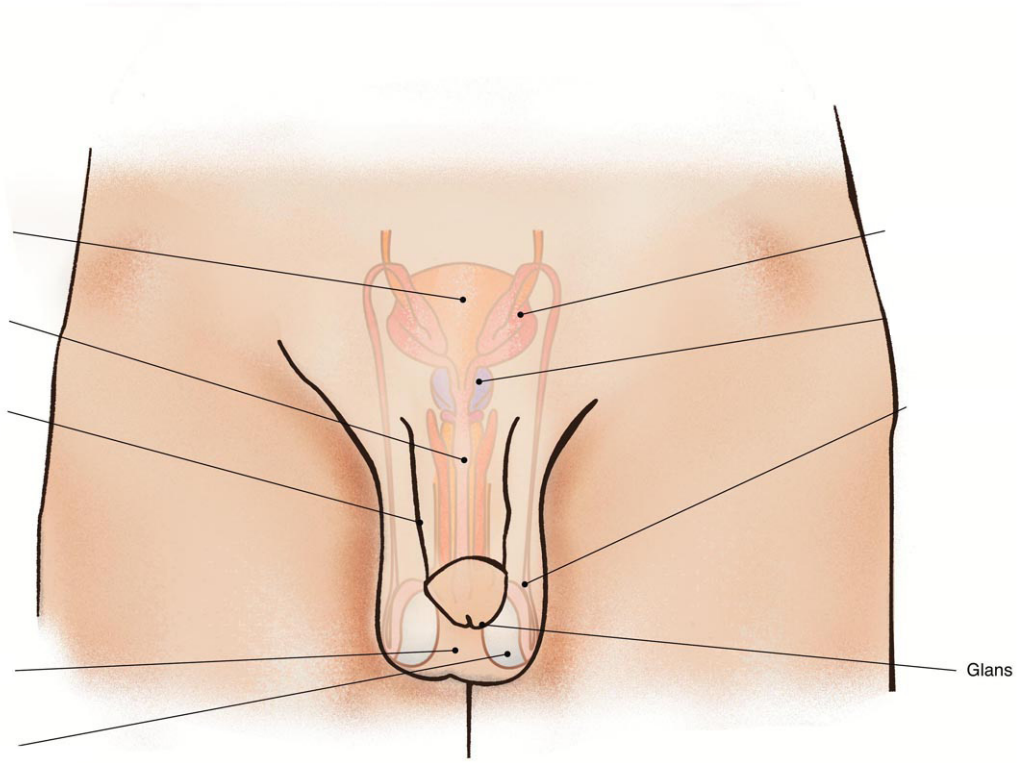
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Non-circumcised male

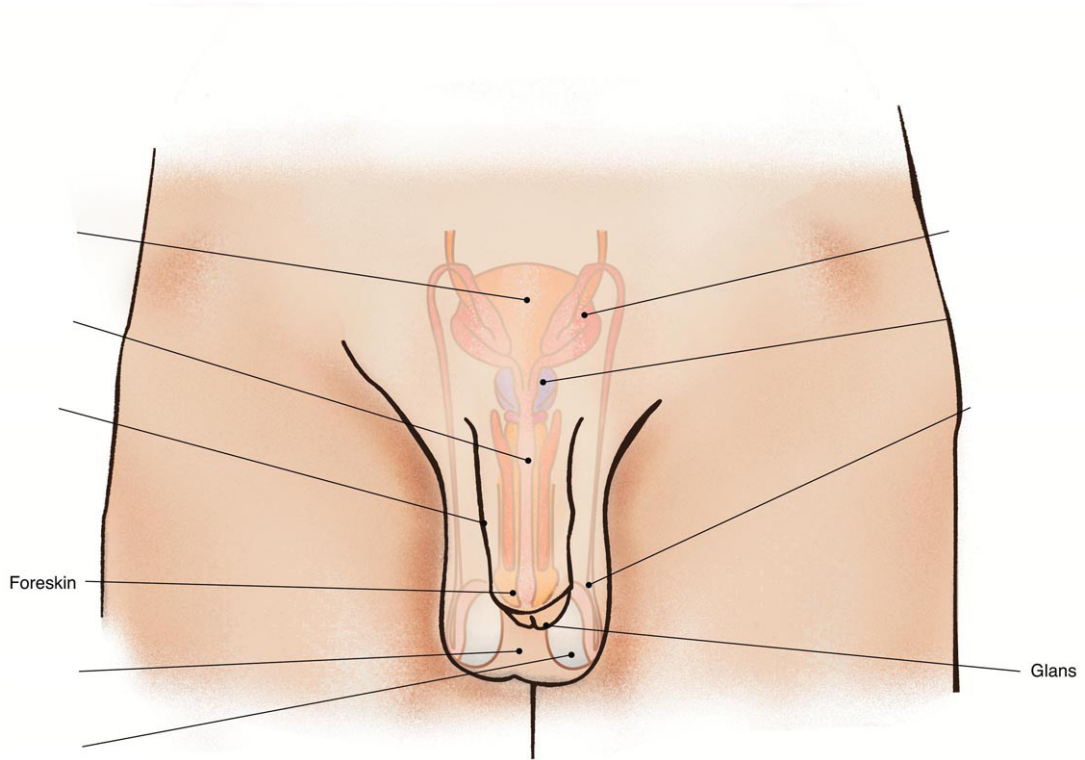
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Pupil Sheet 5e - Male Sex Organs (Front View)



Circumcised male

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Non-circumcised male

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Resource Sheet 9 - Growing up, what's happening to me?

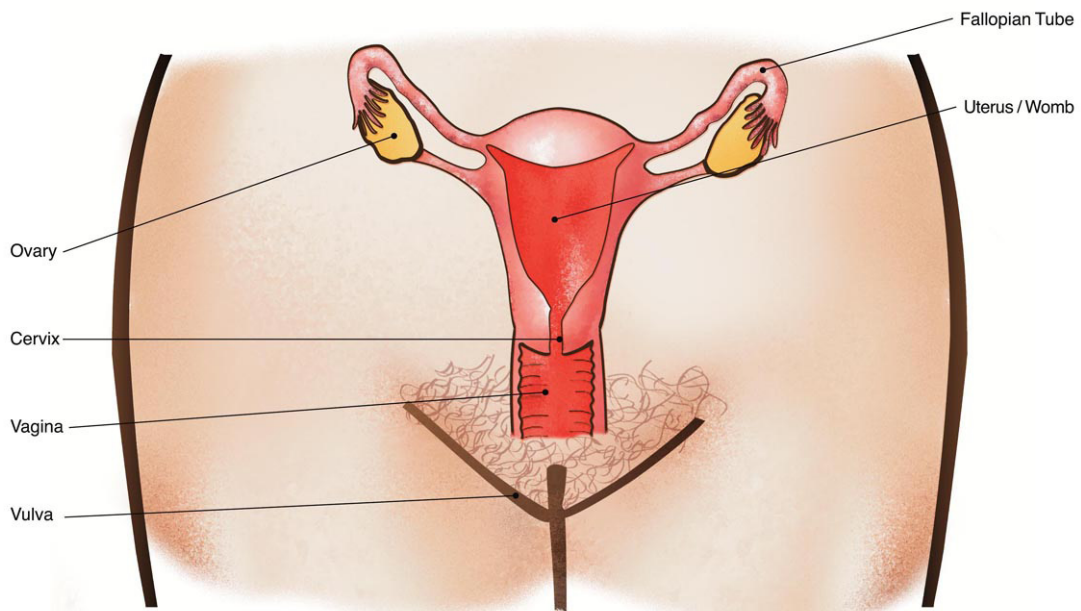
Labels for male and female sexual organs

Male		
Bladder	Urethra	Testis or Testicle
Sperm tube	Prostate gland	scrotum
Penis	Seminal vesicles	

Female		
Fallopian tube	Ovary	Uterus or womb
Cervix	Vagina	Clitoris
Labia	urethra	

Resource Sheet 10a - Teacher Answer Sheet

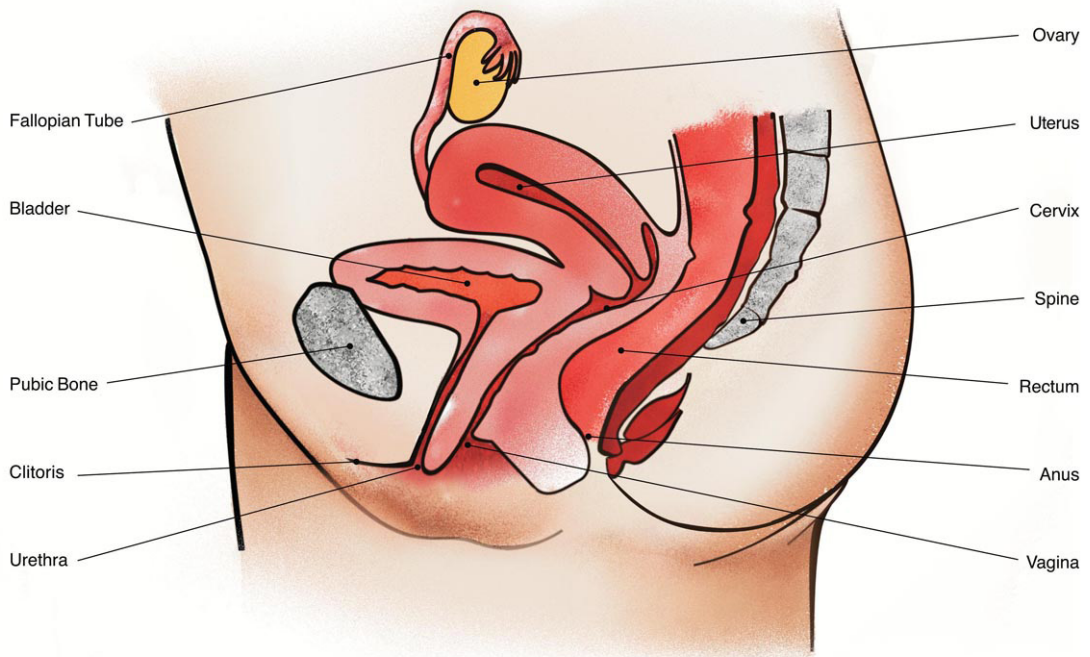
Female Sex Organs (Front View)



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Resource Sheet 10b - Teacher Answer Sheet

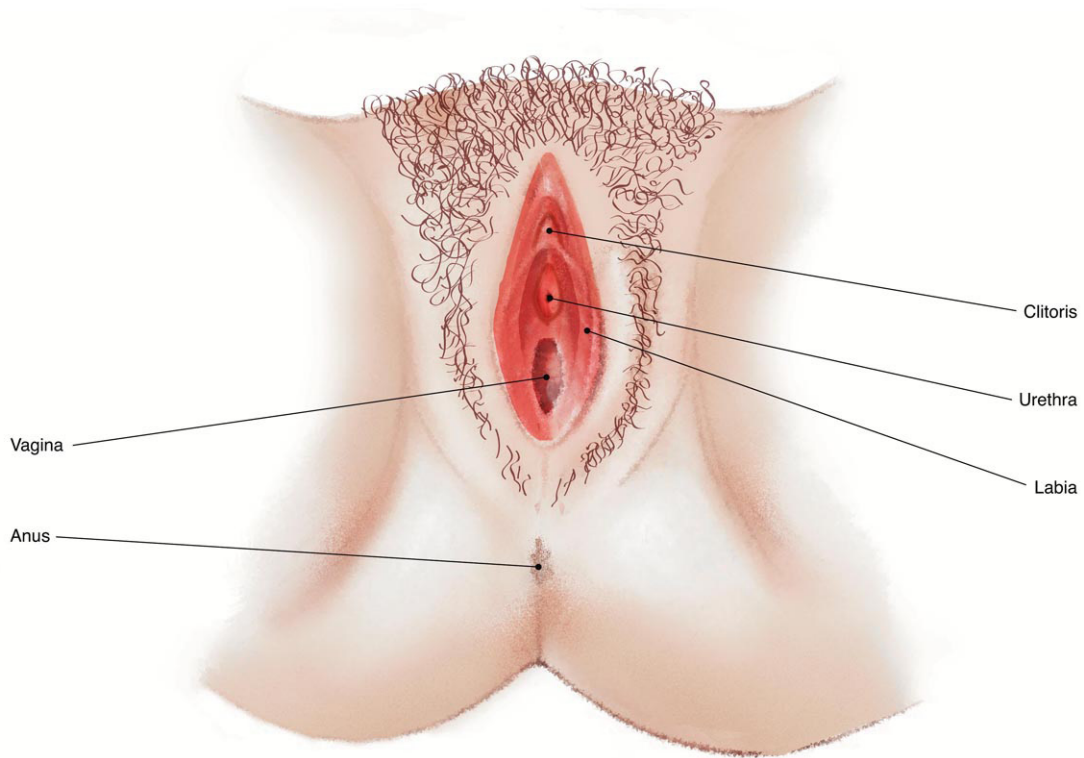
Female Sex Organs (Side View)



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Resource Sheet 10c - Teacher Answer Sheet

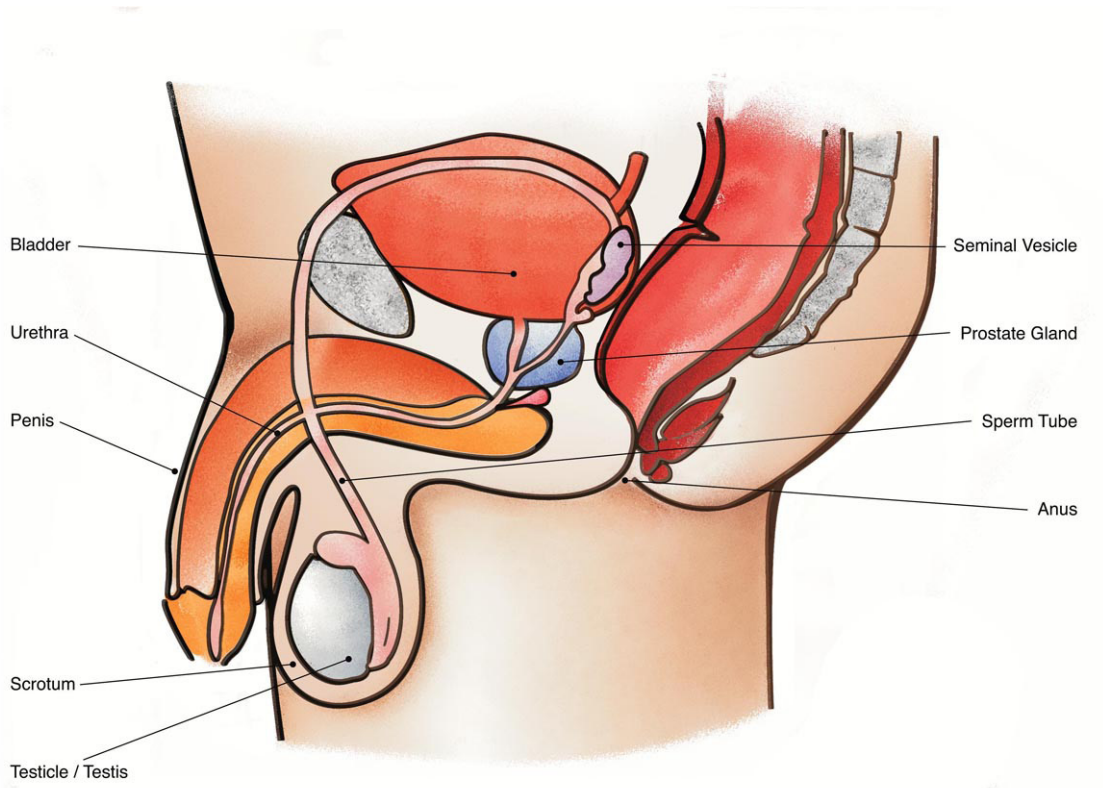
Female Sex Organs (View from Below)



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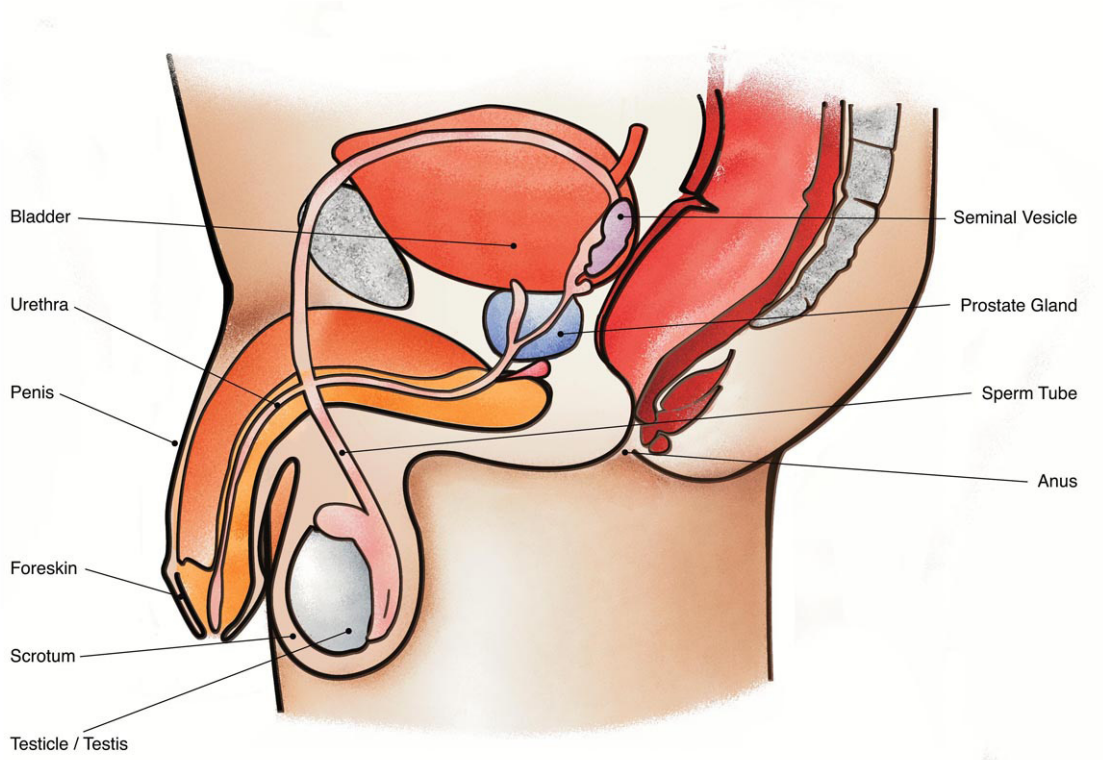
Resource Sheet 10d - Teacher Answer Sheet

Male Sex Organs (Side View)



Circumcised male

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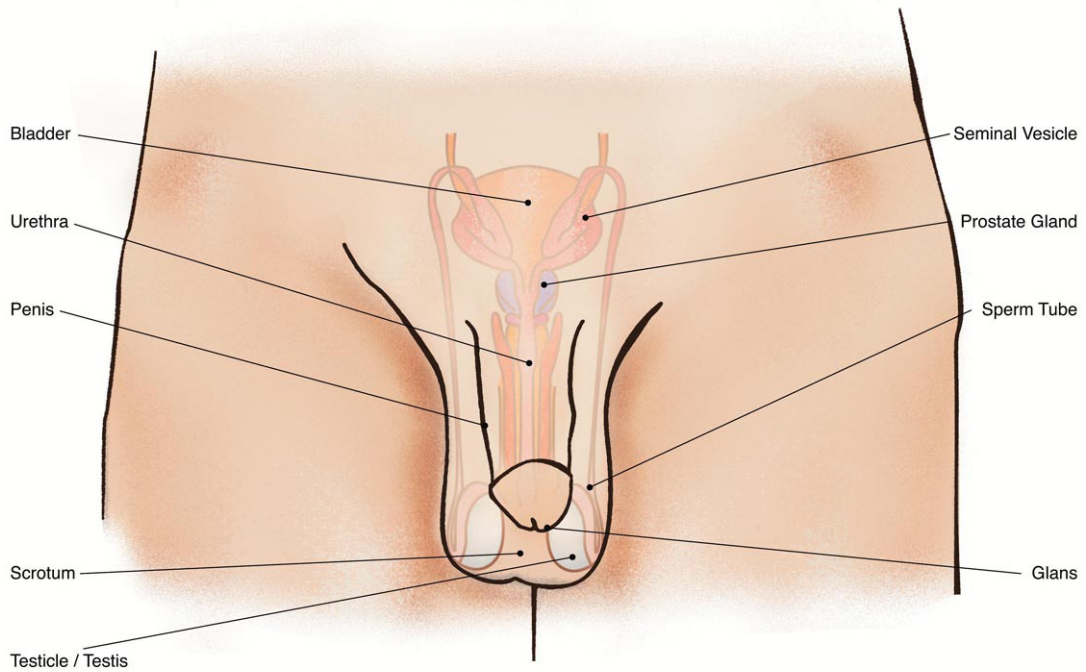


Non-circumcised male

© Image Copyright, Glasgow City Council. Recommended for use in P5 and above.

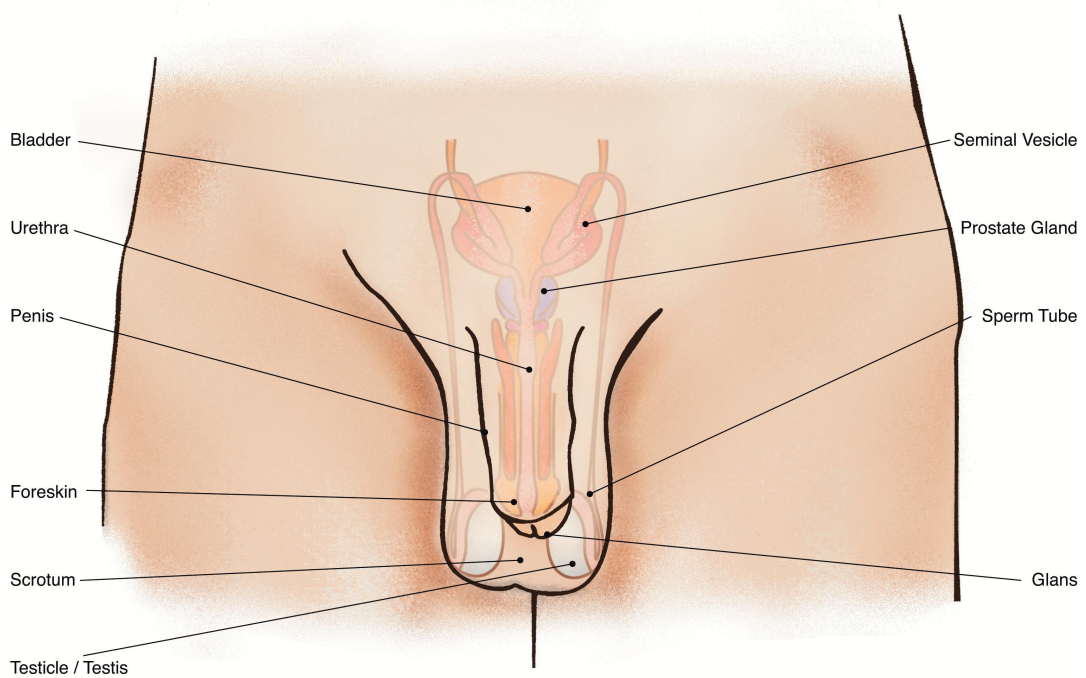
Resource Sheet 10e - Teacher Answer Sheet

Male Sex Organs (Front View)



Circumcised male

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Non-circumcised male

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Resource Sheet 11 - Growing up, how do I feel?

Teacher Information sheet on menstruation

- In the ovaries there are thousands of eggs. Some are as small as a grain of sand. A woman will release 400 or 500 eggs in her lifetime. Most of these eggs will not be fertilised and will pass out of the body through the vagina.
- A girl will reach puberty between the ages of 10 and 14. But it could be as early as 9 or as late as 15. At this time a girl's eggs will mature and she will produce an egg every month. This is released at ovulation into the fallopian tube where it waits before travelling to the uterus.
- Every month the uterus prepares to receive a fertilised egg, if the egg is fertilised it will plant itself in the uterus and stay there and usually grow into a baby.
- Most of the time the egg is not fertilised instead it breaks down while it is in the uterus and mixes with some extra blood and fluid in the soft lining of the uterus. As this soft lining is not needed it dissolves and passes out of the uterus, through the vagina and out of the body as a period.
- On average the amount of blood that leaves the body is a few tablespoons. To soak up the flow a girl uses sanitary towels which are pads that are worn in the pants to soak up the flow or tampons which are inserted inside the vagina.
- No matter how well prepared she is, a girl's first period can be a scary or exciting time. Most girls feel it is the biggest change of puberty.

Resource Sheet 12 - Growing up, what's happening to me?

Sequencing Sheet

Cut out the following statements and put them in order as events of menstruation occur.

When a girl reaches puberty she will produce an egg every month.

The egg travels along the fallopian tube before travelling to the uterus or womb.

Every month the uterus prepares to receive a fertilised egg by making a thick soft spongy lining. By the end of 21 days if the egg isn't fertilised the lining breaks up.

This lining passes out of the uterus through the vagina and this is called a period.

To soak up this flow a girl can use a sanitary towel or a tampon.

Women usually stop having periods when they are about 50 years old.

Pupil Sheet 6 - Growing up, what's happening to me?

Pupil Evaluation Sheet

Think about 3 things you have learnt about today that you think are the most important parts of today's lesson for you.

The form consists of three large, vertically stacked thought bubble outlines. Each bubble has a main cloud-like shape with several smaller circles connected to it by thin lines, representing a thought process. The bubbles are empty, intended for the pupil to write their answers to the question above.

Pupil Sheet 7 - Home Activity Sheet - Growing up, what's happening to me?

Name _____ Class _____ Date _____

Complete the sheet with your parent or carer, and talk about your answers.

- 1 Here are some body changes boys and girls might go through during puberty. Write them into the correct spaces in the table, below. Answers can be used more than once.

Spots	Greasy Hair	Mood swings	Voice Breaking
Facial Hair	Underarm hair	Breasts	Pubic hair
Periods	Wider hips		

Boy's Changes	Girl's Changes

- 2 Here are some things that happen to a girl during the process of menstruation. They are not in the right order. Can you write in the correct order in the boxes below the list of statement.
- A The egg travels along the fallopian tube where before travelling to the uterus.
 - B Women usually stop having periods when they are about 50 years old.
 - C This lining passes out of the uterus through the vagina and this is called a period.
 - D When a girl reaches puberty she will produce an egg every month.
 - E Every month the uterus prepares to receive a fertilised egg by making a thick soft spongy lining. By the end of the 21 days if the egg isn't fertilised the lining breaks up.
 - F To soak up this flow a girl can use a sanitary towel or a tampon.

Correct Order						
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- 3 Now ask your parent or carer how they learned about puberty when they were your age. (Nothing to write down - this is something to talk together about).
- 4 Finally, ask your parent or carer to write in, below, how they felt about doing this home activity with you. Then, bring the sheet back to school.