



# Y8 PUBERTY ALL ABOUT PUBERTY AND REPRODUCTION

## LESSON OVERVIEW

This lesson recaps the physical and emotional changes that happen at puberty and introduces the process of reproduction, as well as exploring the impact of having a baby. It then focuses on the different types of period protection, before students give advice to young people with different period worries. There is the option for students to create their own awareness campaign about changes at puberty.

### WHAT YOU'LL NEED

- Puberty - All About Puberty and Reproduction PowerPoint presentation
- Whiteboards and pens (one per team of three)
- Your Menstrual Cycle & Periods in 3 Minutes Video: [bit.ly/2GbCaR0](https://bit.ly/2GbCaR0)
- Period Protection Information Sheet (one page per team)
- Period Protection Investigation Activity Sheet (one per person)

### OBJECTIVE

To know about the changes that happen to male and female bodies at puberty, understand the process of reproduction, and learn about different types of period protection.

### OUTCOMES

- Recall knowledge of male and female body parts.
- Understand the menstrual cycle and the role it plays in reproduction.
- Consider the roles and responsibilities of parents.
- Know about period protection and where to get support.

### 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](https://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. 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
- Fertility and parenthood

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 & 5



### SLIDE 5: ATTITUDES TO PUBERTY

Show students the statistics, highlighting that both males and females feel embarrassed about the changes they experience at puberty.

Ask them to discuss their thoughts about the statistics with a partner. Why do many teens feel this way? What do you think needs to change in order for people to feel differently about periods and puberty?



## Activity 1

SLIDES 6 - 14

WHITE BOARDS AND PENS

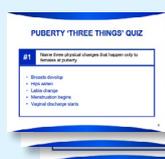
### PUBERTY QUIZ – HOW MUCH DO YOU KNOW?

Students take a quick quiz to review their knowledge of puberty. For each question, they need to give three pieces of information.



### SLIDE 7: PUBERTY 'THREE THINGS' QUIZ

Introduce the Puberty 'Three Things' Quiz and go through the rules with students. Students will work in groups of three (where possible). For each question, they write their three answers on their whiteboards, then hold up for review. You could set a time limit appropriate for your class for each question.



### SLIDES 8 TO 13: PUBERTY 'THREE THINGS' QUESTIONS

Show each question and give students time to answer, then hold up their whiteboards. Read out some of the suggestions on whiteboards before revealing the correct answers. Students may have additional correct answers other than those displayed. Take the time to discuss and answer any questions.

# LESSON PLAN



## SLIDE 14: HOW DID YOU DO?

Students add up their marks out of 18 and use the slide to see how they did.



## SLIDE 15: WHERE TO FIND OUT MORE

Remind students that it's important to know about the changes at puberty and suggest where they could go for more information. For example:

[always.co.uk](https://www.always.co.uk)

[nhs.uk](https://www.nhs.uk)

[tampax.co.uk](https://www.tampax.co.uk)



## Activity 2

SLIDES 16 - 23

YOUR  
MENSTRUAL  
CYCLE & PERIODS  
IN 3 MINUTES  
VIDEO

## FERTILITY AND MAKING BABIES

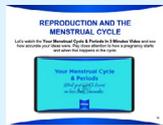
*This activity introduces students to reproduction, then gets them to think about the different circumstances for having a baby and the impact it has on a parent's life.*



## SLIDE 17: HOW ARE BABIES MADE?

In pairs, ask students to describe how a baby is made to a primary school student - or an alien for an extra challenge! Do they know the facts?

Ask several pairs to feed back their explanations to the class and ask other students to say if they think they are right with a thumbs up or thumbs down.



## SLIDE 18: REPRODUCTION AND THE MENSTRUAL CYCLE

Watch the **Your Menstrual Cycle & Periods In 3 Minutes Video**.

Ask students to play close attention to how a pregnancy starts and when this happens in the cycle. After watching, discuss any questions students may have about reproduction and the menstrual cycle.



## SLIDES 19 TO 21: MAKING BABIES – TRUE OR FALSE?

Display the statements on these slides and ask students to give a thumbs up or down to show whether they're true or false. Students may have varying levels of knowledge, so use these as starting points to spark a discussion. Reveal the answers and discuss any questions or issues that arise. On **slide 21** you may wish to ask students which types of contraception they have heard of.



## SLIDE 22: ONCE A BABY ARRIVES

Use the questions on this slide to prompt students to think about the needs of a baby once they are born. These could be emotional, physical and financial.



## SLIDE 23: PREPARING FOR A BABY

Show the case study of couple Alicia and Milly, who are having their first baby. Ask students to think about their current lifestyle and how having a baby will impact the way they live.

# LESSON PLAN



## Activity 3

SLIDES 24 - 43

PERIOD PROTECTION INFORMATION SHEET

PERIOD PROTECTION INVESTIGATION ACTIVITY SHEET

EXAMPLES OF DIFFERENT PERIOD PRODUCTS TO SHOW STUDENTS, IF AVAILABLE

### PERIOD PROTECTION - WHAT AND WHEN?

Students explore different kinds of period protection then give advice on periods to students who are experiencing problems.



#### SLIDE 25: I DON'T HAVE PERIODS. DO I REALLY NEED TO KNOW THIS?

Explain why it's important for everyone to know and understand periods and period protection.



#### SLIDE 26: PERIOD PROTECTION

Introduce students to the topic of period protection and explain that they will investigate the different types available.



#### SLIDE 27 AND 28: PERIOD PROTECTION INVESTIGATION

Put students in small groups. Give each group a page of the **Period Protection Information Sheet** (one page per group) giving information about different types of period products, and a copy of the **Period Protection Investigation Activity Sheet** (one per student). Students should fill in the information for the period product they have been given. If you have different examples of period products available to show students, you could include these in this part of the lesson to help them with their investigations and presentations.

**Extension:** students could think about the benefits and disadvantages of their period product.

Each group presents information on their specific period products. Students who are not presenting can use this time to fill in any incomplete information from their **Period Protection Investigation Activity Sheet**. If there are several groups looking at one product, then split the presentation questions between them. The questions are displayed on **slide 28** to support students presenting to the class.



#### SLIDE 29: TSS - WHAT IS IT?

Let students know about the warning signs and risks of TSS.



#### SLIDE 30: ENSURING EVERYONE HAS ACCESS TO PERIOD PRODUCTS

Make sure students know that everyone should have access to period protection. Let students know where to go to get support with this in school.

# LESSON PLAN



## SLIDES 31 TO 34: PERIOD ADVICE

Explain that students will see three scenarios on the following slides. They should discuss each one with a partner, deciding on what advice they would give to each young person.

Use **slides 32 to 34** to show students the scenarios and ask some pairs to share what advice they would give, before showing the recommendations. Emphasise that there are no right answers, so students may have their own ideas.

Make sure students know where to go for help in school if they need period products or are experiencing abuse of any kind



## Activity 4

SLIDES 35 - 36

## PUBERTY AWARENESS CAMPAIGN

*This final activity gives students the opportunity to explore aspects of puberty that they want to know more about and create a campaign to inform younger students.*



## SLIDE 36: PUBERTY AWARENESS CAMPAIGN

Write an advert informing younger students about one or more of the changes they will experience at puberty, including tips to help them deal with the changes.

It could be based around physical changes, emotional changes, periods and period products or anything else they think is important for young people to know about.

You could encourage them to explore the websites shown on **slide 15** for more information:

[always.co.uk](http://always.co.uk)

[nhs.uk](http://nhs.uk)

[childline.org.uk](http://childline.org.uk)

## Reflection

SLIDES 37 & 38



## SLIDE 38: PUBERTY ADVICE

Where could someone go to get help or advice if they're concerned about anything related to puberty?

Think about:

- In school
- Out of school
- Online

Students could discuss and share their suggestions with the class.

Remind students about the anonymous question box where they can post questions to be answered in another session.

## CURRICULUM LINKS

<b>Curriculum links: England</b>	<p><b>SCIENCE</b> <b>Reproduction</b> 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><b>RSE</b> <b>Changing adolescent body</b> 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><b>Health and prevention</b> Pupils should know about personal hygiene.</p> <p><b>Families</b> Pupils should know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p><b>Intimate and sexual relationships, including sexual health</b> Pupils should know the facts about reproductive health.</p> <p><b>PSHE</b> <b>H34.</b> strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing.</p>
<b>Curriculum links: Wales</b>	<p><b>SCIENCE</b> <b>Interdependence of organisms</b> 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><b>PERSONAL AND SOCIAL EDUCATION – KS3</b> <b>Health and emotional well-being</b> 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><b>SEXUAL AND RELATIONSHIP EDUCATION – KS3</b> 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 girls cope with menstruation and with requests for sanitary protection.</p>

## CURRICULUM LINKS

<p><b>Curriculum links: Scotland</b></p>	<p><b>SCIENCE</b> <b>Biological systems</b> I understand the processes of fertilisation and embryonic development and can discuss possible risks to the embryo. (SCN 3-14a)</p> <p><b>HEALTH AND WELLBEING</b> <b>Physical wellbeing</b> 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><b>Relationships, sexual health, and parenthood</b> 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) I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options. (HWB 3-51a)</p>
<p><b>Curriculum links: Northern Ireland</b></p>	<p><b>SCIENCE</b> <b>Developing pupils as individuals</b> Pupils should have opportunities to explore emotional development, for example, the changes associated with puberty.</p> <p><b>PERSONAL DEVELOPMENT</b> <b>Personal Health</b> 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><b>Curriculum links: The Republic of Ireland</b></p>	<p><b>SCIENCE</b> <b>Biological world</b> Investigate the structures of animal and plant cells and relate them to their functions. Explain human sexual reproduction; discuss medical, ethical, and societal issues.</p> <p><b>SPHE</b> <b>Physical Health</b> Body Care: To emphasise the importance of washing and body care, especially in adolescence. To explore the links between personal hygiene and positive self-image.</p> <p><b>Relationships and Sexuality Education</b> Changes at adolescence: To help the students to understand the physical, emotional and psychological changes that take place during adolescence. To help the students to appreciate that these changes occur at different times and at different rates, depending on the individual. The reproductive system: To enable the students to clarify their information on the male and female reproductive systems, intercourse, and conception.</p>