

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Helpful or unhelpful – managing change	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes. • Suggest positive strategies for dealing with change. • Identify people who can support someone who is dealing with a challenging time of change. 	<p>Introduce the question box –questions can be submitted anonymously throughout this unit.</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes. Suggest positive strategies for dealing with change. Read Sophie’s story. Activity- sort into helpful and unhelpful responses. Identify people who can support someone who is dealing with a challenging time of change</p>	<p>Change Support Conversation Discuss</p>
1	I look great!	<ul style="list-style-type: none"> • Understand that fame can be short-lived. • Recognise that photos can be changed to match society's view of perfect. • Identify qualities that people have, as well as their looks. 	<p>How are people portrayed in the media? How are pictures manipulated and not always a true representation? Bigger eyes, flawless skin etc. People tend to make themselves look ‘perfect’ online. How might this make young people feel that see the pictures? Look at these manipulated images/photos of celebrities who have spent hours being dressed and groomed can make people feel dissatisfied with their own appearance. Activity- choose a name from the hat and write 2 things you like about who they are and 2 about how they look. Share.</p>	<p>Body image Self-esteem Manipulation.</p>
2	Media Manipulation	<ul style="list-style-type: none"> □ Define what is meant by the term stereotype. 	<p>Read the story <i>What Happened to Cinderella Next</i>, and go through the questions. What conclusions do the class come to?</p>	<p>Being yourself Body Image Self-esteem</p>

		<p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p>Activity 1 - Media Manipulation</p> <p>Watch the Dove Confident Me, Evolution clip https://www.youtube.com/watch?v=iYhCn0jf46U In groups discuss how you feel about the way the media plays around with the image (media manipulation). Think about the 'before' and 'after' images. Is it real? Is it true? What do you think about this? How might it make a person feel about themselves? What type of people do these images tend to show most of the time? What types of people do we rarely see? Write a group statement on how you feel about media manipulation.</p> <p>Activity 2 – Challenge it!</p> <p>In groups of 5/6, the children decide on an issue (e.g. use of stereotypical colours). They then work out an event which could challenge this. Each group will present their idea to the class. Emphasise that what we see in the media is not always what it seems and this can influence us to feel a certain way.</p> <p>Can the class think of any other images that try to manipulate their feelings?</p>	<p>Media Manipulation</p> <p>Stereotype</p> <p>Gender stereotype</p>
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3	Pressure online	<ul style="list-style-type: none"> □ Understand the risks of sharing images online and how these are hard to control, once shared. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. □ Understand the norms of risk taking behaviour and that these are usually lower than people believe them to be. 	<p>Explain that there may be times when people are put under pressure to behave in a certain way and do something that is risky, unhealthy or makes them feel uncomfortable.</p> <p>Make a verbal list of all the pressures [e.g. media, friends, classmates].</p> <p>Discuss school policy about bullying and what a person could do if these things were happening to them.</p> <p>Discuss who could help a person in this situation.</p> <p>Show some photographs and ask can anyone share them? No, because they belong to me. Has anyone shared a photograph online before (Instagram, email, Facebook etc.)? What happens when a picture is shared online? Has anyone felt pressure to post a picture?</p> <p>Activity-Watch Lucy and the boy video: https://www.youtube.com/watch?v=DY-D_tebNXs</p> <p>Were there any parts up until the end of Lucy’s school day where it feels uneasy or uncomfortable about who she might meet?</p> <p>Were there any clues that the boy was not who he said he was?</p> <p>What could be the consequences of sharing a photograph online?</p>	<p>Media manipulation Stereotype Gender stereotype Body image Peer pressure</p>
4	Helpful unhelpful	<ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is 	<p>Begin by describing a recent change for you, for example a new phone; a new piece of technology; a new colleague; a recent promotion or change of responsibility...</p> <p>Can the children describe things that have changed for them since last year? Sometimes changes are chosen and that these</p>	<p>Change Challenge Feelings support</p>

		<p>dealing with a challenging time of change.</p>	<p>are often positive changes, for example, when we get something new, such as a new phone.</p> <p>However, some changes can be more challenging and are sometimes changes we do not choose, but happen anyway such as: we move to a different area; someone we know dies; a new brother or sister is born; a friend leaves school; parents split up; a parent has a new partner...</p> <p>Children talk with a partner about how they felt when they got something new [e.g. a phone, or a special present.]Then they share responses with the whole class [excited, happy, felt more grown up etc.]</p> <p>Talk with a partner about how they felt when something happened that wasn't their choice [e.g. moved house/changed school.]Share their thoughts and reflections.</p> <p>Activity - Sophie's story - Read the story with the pupils then ask:</p> <ol style="list-style-type: none"> 1. How do you think Sophie feels when she overhears them talking. 2. Why does she wait out in the hall? 3. Why do you think the grown-ups hadn't shared the conversation with her? 4. What positives may come of a move to Carl's house for Sophie? [e.g. new friends, a bigger house, a good school, a step-dad and a family home...] 5. What anxieties do you think she may have about a move to Carl's house? [Leaving friends, losing what she is familiar with is, possible disruption to her studies at school.] <p>Next, working in pairs, children read and discuss the <i>Helpful or unhelpful?</i> Activity sheet. Give them a few minutes to decide</p>	
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			<p>their responses to this - helpful or unhelpful. As well as a tick in the appropriate columns they could also write down their ideas here.</p> <p>As a class, go through the possible response to the move and ask them whether they think these would help or not help Sophie.</p> <p>Take each response one at a time and allow explanation/discussion.</p> <p>Praise thoughtful contributions and explore the range of different ways people might deal with their feelings.</p> <p>Next, in groups of three, children role-play a conversation between Sophie, her mum and Carl.</p> <p>Choose one of the conversations to show to the class. Invite the class to suggest ideas for improvement. Another child could take a role as the conversation is replayed, with improvements added. Further suggestions could be invited and another child could take a role. What can help someone to make a change more easily?</p> <p>Summing up Changes happen all through our lives. Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us. Who can help support us with changes? How can we support others?</p>
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5	Is this normal?	<ul style="list-style-type: none"> □ Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. □ Suggest strategies that would help someone who felt challenged by the changes in puberty. □ Know where someone could get support if they were concerned about their own or another person's safety. 	<p>'Puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body capable of reproduction. Clarify that puberty involves physical, emotional and psychological changes.</p> <p>True or false puberty statements to address any misconceptions. Puberty can be a challenging time – changes physically and emotionally.</p> <p>Do the children know what an Agony Aunt is? Explain that they communicate in writing with someone who writes to them with a problem. They write a letter back with advice.</p> <p>Activity- Write an agony Aunt letter.</p> <p>Read and record their ideas as 'Agony Aunts' to support and help a range of young people with challenging situations in puberty.</p>	<p>Puberty Physical Changes Emotional changes Periods Menstruation Sanitary products Rights Physical changes</p>
6	Making babies	<p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>	<p>Ask the class why we all go through puberty? [So it may be possible for us to have children when we are older, if we want to.]</p> <p>Activity 1 - Puberty for reproduction With children working in small groups, distribute the Body Outlines for both a man and a woman. Recap what changes take place during puberty so that our bodies can reproduce. On IWB show outlines and ask class for suggestions, making sure to include:</p> <ul style="list-style-type: none"> • Eggs released (periods start) - female • Hips widen - female • Breasts develop (to enable breastfeeding) - female • Sperm produced (sometimes wet dreams) - male • Erections happen - male 	

		<p>Explain that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty. You may find it useful to show both the <i>Female and Male Puberty Changes Images</i> here.</p> <p>Activity 2 – Conception</p> <p>Explain that most babies are created when a man and a woman have sexual intercourse. Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. [Use the drawings of both female and male Internal Reproductive Organs (labelled) to describe this process - these are on the PDF entitled <i>Internal organs labelled and correct order for Conception and Pregnancy activity - show on IWB</i>, immediately below the Puberty Glossary. NOTE: this PDF replaces the previous IWB slides which contained an error. The <i>labelled side view of the female reproductive system</i> resource can also be useful to show that girls have three holes and that babies and periods come out of one hole and wee comes out of another.]</p> <p>In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies in a way that feels nice so that the man's penis becomes hard and the woman's vagina becomes wet (lubricated) so that the man's penis can slide inside the woman's vagina more easily.</p> <p>During this whole process they will both get very excited. If a woman reaches the peak of her excitement, called an orgasm, she will have a very pleasurable feeling where the muscles in her vagina contract. If a man has an orgasm he will also have a very nice feeling and release millions of sperm from his penis into the</p>	
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