



**Mango Hill State School**  
Growing, learning, achieving together

# PARENT GUIDE

## TERM 4 -HEALTH UNIT

Year 6- Becoming me

**Curriculum intent:** Health (Australian Curriculum)

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding

Mango Hill State School

# Term 6 Health- Keeping ourselves safe

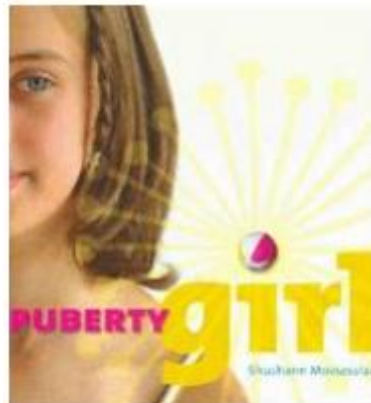
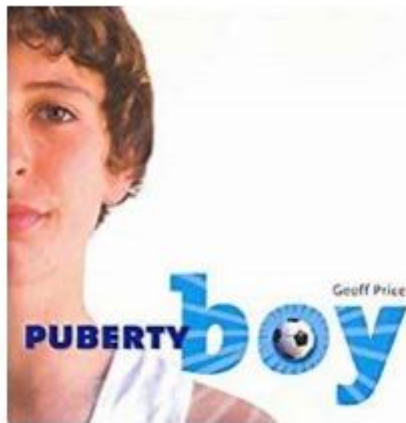
## Term overview

Term 4 Year 6 Health Lessons Focus	Daniel Morcombe Program	Catching on Early Program	Page number for relating resource
Lesson 1: Physical, social and emotional changes associated with puberty	L3- Rules, rights and responsibilities	L4.1 – Pg. 133 The learning sequence also provides the students with an opportunity to identify the things they are concerned about and are looking forward to when it comes to puberty and growing up.	Page 1 Page 2
Lesson 2: Understand the timing of puberty and how it varies from individual to individual	L4: Private body parts and body ownership	L4.2 Pg.137 Students are often concerned to know what changes puberty brings to both boys and girls. They are often relieved to see that many changes are similar to both. They also want to know when the changes will happen and in what order.	Page 2 Page 3 Page 4 Page 5 Page 6
Lesson 3: Coping with body changes		L4.4 Pg. 154 In this learning sequence, the students become familiar with a range of personal hygiene items and products. They go on to discuss the importance of keeping clean and healthy.	Page 7 Page 8
Lesson 4: Understand the process of menstruation and sperm production	L4- Body ownership and body parts	L4.5 Pg. 156-72 This learning sequence provides a final chance to review the relationship between the menstrual cycle and sperm production.	Page 9 Page 10 Page 11 Page 12
Lesson 5: Friendship qualities	L7- Safety helpers L8- Online and mobile safety L9- Self-confidence and personal safety	L4.6- Pg 173 This learning sequence is an opportunity for the students to reflect on the value and qualities of friendships.	Page 13 Page 14
Lesson 6: Access and evaluate sources of information about puberty	L6- Strategies L7-Safety helpers	L4.7 Pg. 176 In this learning sequence, the students explore why it can be difficult to ask for help. They identify sources of help in and out of school, and look at how we can help each other. They practise good listening. They discuss different sources of information as well as criteria for reliable sexuality-related information	Page 15 Page 16
Lesson 7: Revision			

## Week 1- Unit introduction

### Strategies and experiences

- Discuss rules and why we are learning about this topic at school (outlined in booklet)
- Discuss '**embarrassment factor**'
- Discuss who is '**safe to talk to**'
- Discuss where we can get this information
- Introduce the title: The ups and downs of growing up.
- Separate students into small groups who they feel comfortable working with.
- Using a Venn Diagram have students in their groups brainstorm the great things about growing up (e.g. More independence) and the difficult things about growing up (e.g. Period Pain). In the middle the students can brainstorm some things that are difficult but great at the same time. (encourage feelings that students may feel also while developing)
- Allow students to have as long as they need until ideas begin to run out.
- Allow time for students to share ideas.
- Discuss the differences between the boys and girls answers.



### The ups and downs of growing up

Date \_\_\_\_\_

Dear Parent(s)/Carer(s)

Our class will be undertaking a unit of sexuality education. Students will be learning about:


- the physical, social and emotional changes associated with puberty
- variations in the timing of puberty
- respecting the feeling of others
- hygiene products used during puberty
- the process of menstruation and sperm production
- the process of sexual intercourse and reproduction
- qualities of good friends
- sources of information about puberty.

It helps the students to know that growing up and puberty is a universal experience. Could you take ten minutes to talk to your child about your growing up? Some questions that you might like to discuss with your child are:

- What were some of the great things about growing up for you?
- What were some of the difficult things?
- Did you have someone you could talk to about the difficult things?
- What made them a good person to talk to?

Thank you for your help.

Regards



#### The ups and downs of growing up

For this activity, it often works better to keep boys in one group and girls in another.

- ➔ Separate the students into small groups who feel comfortable working with one another.
- ➔ Provide each group with two sheets of butcher's paper and ask the students to title them:
  - The great things about growing up.
  - The difficult things about growing up.
- ➔ As a class, come up with an example or two for each heading. An example of a great thing could be *more independence*. A difficult thing could be *period pain*. Discuss with the class that some changes may fit into both categories. For example, more responsibility can be seen as both great ('I get to baby-sit!') or difficult ('Oh dear, I have to baby-sit').
- ➔ Give the students as long as you think they need until their ideas have run out.
- ➔ The groups can then post their sheets to the wall so that everyone can see, or they can take turns reporting back to the class.
- ➔ Further discussion questions:
  - Are there any differences in what is easy or challenging for girls and boys?
  - Are there any changes listed that probably won't happen?
  - Have you noticed that many people share the same feelings about different aspects of growing up?
  - Why might we use the word *difficult* instead of *bad*? (Some changes are difficult, or challenging, but they can turn out to be positive.)
- ➔ Ask the students to identify which of the difficult things can be addressed and which are out of their control.
- ➔ Make the following points:
  - People react differently to change. What is exciting for one person can be scary for another. Feelings about change are personal.
  - Some changes can be both difficult and great at the same time.
  - Families have different expectations of children as they grow older.

### What can we do to make change easier?

- ➔ Collect the sheets that outline difficult things about growing up and swap the sheets around the class.
- ➔ Ask the students to come up with ways to make those changes easier to cope with. Remind them to identify skills within their grasp. For example, talking to someone, spending time with friends, using the school library.
- ➔ Help them identify support systems (that is, family, school and community members) that can provide help and support.
- ➔ Finish by telling the students that we will focus on issues to do with growing up in the coming weeks, which will provide them with information and opportunities to ask questions.

## **Week 2- Understand the timing of puberty and how it varies from person to person**

### Strategies and experiences

- Discuss: What does the word Puberty mean to you?
- Write student responses on the board and as a class discuss the meaning of the word.
- Using 2 hula hoops on the ground. Create a circle with the students so all students can see the Venn diagram. In one hula hoop have the label Girl and in the other the label Boy. Where the hula hoops overlap have the heading BOTH.
- Distribute the puberty cards, at least one per student.
- Working in pairs, alone or in small groups ask student to place their cards in the appropriate place.

### Focus Questions:

- Do you agree with the placement of the cards?
- Are there any cards that you would like to move?
- What is your reason for suggesting a card be placed where it is?
- Are there any cards you would like explained?
- What is similar/ different to what boys experience vs. girls?

Discuss that there are many changes that everyone experiences.

- What happens when: Ask students to place the puberty cards in order of occurrence. As a class check the results against the What happens When? timelines. (Pg. 150-152)
- Remind students that puberty generally occurs differently in most people and the ages and order are just approximates.
- Complete the Dear Abbey Activity.

## Changes experienced by boys and girls



Feel hungrier

Arms and legs get longer  
making you sometimes  
appear clumsier

Need more sleep

Body starts making  
new hormones

Body shape changes

Breasts change (which  
starts as tiny swellings  
beneath the nipples)

Internal body organs  
grow larger

Sweat more.  
Smell stronger

Can become interested  
in having a boyfriend  
or girlfriend

Grow underarm hair



More interested in  
how you look  
(appearance)

Hair gets oily

Face shape changes

Hair grows on face

Grow taller

Hair on arms and legs  
is more noticeable

Friends become more  
important than they  
were before

Get acne

Some people are more  
easily embarrassed  
and are worried about  
whether others like them

Oilier skin



Start having sexual  
thoughts and feelings

Deeper friendships

More concern for others

Some people have  
stronger feelings at this  
time (the same emotions  
as ever, just stronger)

Weight increases

More attracted to  
other people

## What happens when?

Girls usually start puberty anywhere between eight and 14 years of age.

Puberty happens in stages and can be on-again-off-again in nature. Someone may have early signs of puberty then not show another sign for years. All the physical changes can happen within a year and a half, or can occur over five or more. Puberty changes generally occur in a certain order, but the order can also be different.

How quickly one develops in their teen years doesn't necessarily affect how they will look as an adult. A person who stays short all through school may still end up the tallest by the time they reach 18 years of age and attend their secondary school graduation night.

### Somewhere around 8 to 13

- Hormones have quietly switched on inside the female body and the ovaries are growing bigger.
- Breast growth begins with small buds developing behind the nipple. The breast area can become quite tender.
- Fine pubic hair begins to grow under the arm and on the vulva.
- Height and weight increase. There is a growth spurt.
- Many girls will experience their first period. (The average age for a first period is 11½ years.)

### Then from around 13 (can be from 9 to 15)

- Breasts growth continues, becoming fuller and rounder in shape.
- Pubic hair continues to grow, becoming darker, thicker and curlier.
- The vagina grows slightly larger and begins secreting a clear or whitish fluid, which is a normal cleaning process.
- Muscle mass develops (not as much as boys) and the hips may start to widen.
- The sweat and oil glands become more active. This may result in a acne.

### Then from around 14 (can be from 10 to 16)

- Ovulation (release of egg cells) can begin, but typically not in a regular monthly routine yet.
- The menstruation cycle may begin, and become more regular for some.
- The pelvis grows wider and her face starts to change its shape.
- Pubic hair forms a triangular shape in front and around the genital area, and underarm hair grows darker. Her underarm hair and body hair starts to change and grow darker.
- The uterus grows slightly larger.

### Then at around 16 to 19

- Adult height is usually reached by the age of 15 or 16.
- Pubic hair is fully established.
- Breast development is complete.
- Menstruation and ovulation have become regular and occur monthly.



## What happens when?

Boys usually start puberty between nine and 14 years of age. Boys usually start puberty about six months after girls.

Puberty happens in stages. A person may have early signs of puberty then may not show another sign for months, even years. All the physical changes can happen within a year and a half or up to five years or more. The rate a person develops in their teen years doesn't necessarily affect how they will look as an adult. The tallest boy now could be one of the shortest men later, or he may still be tall. Puberty changes generally occur in a certain order, but the order can also be different.

### Somewhere around 9 to 12

- Hormones are switched on with no sign of physical changes.

### Then from about 12 (can be from 9 to 15)

- The testicles become larger. This is the first sign of puberty starting. It's common for one testicle to be bigger than the other.
- The scrotum becomes lower and darkens in colour.
- Pubic hair begins to grow at the base of the penis.
- Hair growth begins under the arm and on the legs.

### Then from around 13 (can be from 11 to 16)

- The penis, scrotum and testicles grow bigger. This usually occurs after the first fine pubic hairs have grown.
- Pubic hair continues to grow, and becomes darker, curlier and thicker.
- There is a growth spurt (this can be as much as eight centimetres in one year).
- The sweat and oil glands become more active. This may result in acne.
- Body odour becomes stronger.
- Sperm production may begin and about a year after the penis starts growing, he may have his first ejaculation.
- Erections occur more often.
- The Adam's apple (the larynx) increases in size and the voice cracks and deepens.



### Then from around 14 (can be from 11 to 17)

- Height increases, muscles develop and become larger, changing the body shape. The arms and legs often grow before the shoulders and body. More muscle tissue grows.
- The breasts/nipples can swell and become tender (this disappears within a year).
- Facial hair begins to grow.
- The penis and testicles continue to grow.
- The shape of the jaw and the shape around the eyes starts to change.

### Then from around 16 (and onwards into early twenties)

- Adult height is reached for some, while others may reach their full height in their early twenties.
- The penis and testicles are fully developed.
- Hair growth begins to thicken on the face and body. Chest hair begins to grow. (Some males may not grow much chest hair.)

## Dear Abby – Is puberty the same for everyone?

Dear Abby

I'm the shortest person in my class. Even the girls are taller than me! I try to hide my body in the change rooms as I don't have hair growing on my body like the other boys. Will my penis ever be as big as the other boys? Will I ever go through puberty? Is there something wrong with me?

Yours sincerely  
Worried (aged 12)

Dear Abby

I'm so embarrassed. My face is covered in pimples and I'm the only person in my class who wears a bra. In the last year I've grown so fast. Now I am taller than most of the boys! What's happening to me? Am I normal?

Yours sincerely  
Concerned (aged 10)

Write a letter to either Concerned or Worried and explain what is happening to them. Make sure you answer their questions.

Dear \_\_\_\_\_

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Yours sincerely

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## Week 3- Coping with body changes

### Strategies and experiences

- Place the growing up kit in front of the class!
- Give the students time to study the kit.
- Focus questions: What might we need this for?
- Discuss with the class why all these items are important as you grow older and how they can help you take responsibility for looking after yourself.
- As pairs or whole class. Ask students to divide the items into essentials and non-essentials.
- Discuss which are most important

Discuss with the class the two reasons why keeping clean is important as you grow older.

- So that we are pleasant to be with
- So that we keep healthy and don't spread or catch germs
- Discuss as a class where to buy or find these items. Who can you talk to about getting a kit like this?
- Pads or tampons?

It can be useful for the boys to be involved in this activity to facilitate a greater understanding of the menstruation cycle that girls experience. Alternatively, teachers may choose to conduct this activity separate for boys and girls.

- Question box: Ask students to write a question they would like to know more about and place it in the box unnamed.
- Teacher reads the questions and help answers them for students.

#### The growing-up kit – A memory game

This is a fun and non-threatening way to introduce the range of hygiene products students might want to try. Use a range of objects and products relating to personal hygiene, such as soap, tissues, toothbrush or toothpaste, deodorant, washer or facecloth, towel, shampoo, pads, tampons, nailbrush, pimple cream, razor, and clean socks or pants.

- ➔ Put the objects in a tray.
- ➔ Give the students time to study and memorise the contents of the tray.
- ➔ Cover the tray and remove one item at a time, leaving one final item hidden. As you remove each item, invite students to explain it, asking *what is it?* and *how can this help with changes in puberty?* (For example, *it is a facecloth and it can help with sweat.*)

- ➔ Ask students to identify which final item is still hidden in the tray.
- ➔ Remove the item once it is guessed. The student who guessed it wins the prize: they can have a go at explaining it to the rest of the class!
- ➔ Discuss with the class why all these items are important as you grow older and how they can help you take responsibility for looking after yourself.
- ➔ Ask the students to divide all the items into essentials and non-essentials.
- ➔ Now ask the students to decide which are the most important if they only had room in their bags for three of them.
- ➔ Discuss with the class the two main reasons for keeping clean:
  - So that we are pleasant to be with
  - So that we keep healthy and don't spread or catch germs.
- ➔ Ask the class:
  - Where can you find or buy most of these items?
  - Who can you talk to about getting items in this kit?

### Pads or tampons?

It can be useful for boys to be involved in this activity to facilitate a greater understanding of the menstruation cycle that girls experience. Alternatively, teachers may wish to conduct this activity separately for boys and girls. This would allow the girls to discuss their concerns about using pads and tampons without feeling embarrassed in front of the boys.

- ➔ Ask the class:
  - What hygiene measures are associated with menstruation?
  - What are the differences between pads and tampons?
- ➔ Using the resource 'Pads or tampons?' (available at the end of this learning sequence), discuss the advantages and disadvantages of pads and tampons especially with regard to use, hygiene, disposal and absorption.

### The tampon/pad experiment

This activity provides a rough demonstration of the different absorption processes for tampons and pads.

- ➔ Ask students to set up an experiment using water to explore the differences.
- ➔ Place a few drops of food colouring into the beaker of water to make it easier for students to observe what happens.
- ➔ Drip some of the water onto the pad. Observe what happens.
- ➔ Suspend the tampon into the beaker of water. Observe what happens.
- ➔ Discuss how tampons expand with liquid within the vagina and how pads absorb and hold liquid and adhere to the inside of the underwear.

### Question box

Often students are embarrassed to ask a question in front of the whole class. Using a question box enables students to be anonymous and ensures important questions are answered. The use of a question box also allows the teacher time to reflect on how to answer the students' questions.

- ➔ Ask students to write a question about pads or tampons and place it in the question box.

## Additional activity

### Making a leaflet

There are different ways to cope with changes. A range of ways are explored in this additional activity.

- ➔ Ask the students to create a leaflet as a class that describes their ideas for coping with body changes.
- ➔ The final leaflet can be placed into the library for other students to read.
- ➔ Students can take a copy of the leaflet home for their families to read. This will facilitate awareness at home of the areas students might need some support with. This will also keep parents abreast of the issues being discussed in class.

The activities in this learning sequence have been used with permission from Martinez A and Cooper V (2006), *Laying the Foundations: Sex and Relationships Education in Primary Schools*, National Children's Bureau.

## Week 4- Understand the process of menstruation and sperm production

### Strategies and experiences

- Think, pair, share
- Establish what students know about conception, pregnancy and birth by asking them to pair up and brainstorm the answers to the following questions
  - Where do babies come from?
  - How are babies made?
  - How are babies born?
- Ask students to brainstorm as many parts of the male and female reproductive system as they know, using the correct classroom terminology.
- Use pictures or information to explore the female and male reproductive organs
- Use a questions box for students to write down at least one question anonymously and place in the box to explore as a class.

Complete the menstrual cycle and sperm production activity (see below)



### ACTIVITIES

#### Pair share

- ➔ Establish what students know about conception, pregnancy and birth by asking them to pair up, share and then brainstorm with the whole class:
  - Where do babies come from?
  - How are babies made?
  - How are babies born?
- ➔ Ask students to discuss what they were told about pregnancy and birth when they were young and what they now know.
- ➔ Students brainstorm as many parts of the male and female reproductive system as they know, using the correct classroom terminology.
- ➔ Using a Magnel Kit or pictures, revise information on the female and male reproductive organs.
- ➔ Use the appropriate magnetic pieces from the Magnel Kit to explain the process of sexual intercourse and conception. The resource 'The amazing story of conception – Becoming pregnant' (available at the end of this Learning sequence), can be used to help explain where fertilisation occurs and where the baby grows in the womb.

#### Teacher advice

##### What is a Magnel Kit?

A Magnel Kit consists of a large magnetic whiteboard with full-sized male and female reproductive systems printed on each side and a set of magnetic overlays. The kit enables you to show conception, pregnancy and menstruation.

The kits are very expensive and not currently available for purchase. Your school nursing program or your local community health service may have one for loan or, if you are a member, you can borrow a kit from the Family Planning Victoria Library (see 'Resources' section). Some Department regional offices have bought a kit to share among schools. Some secondary schools also use them.

- ➔ Explain that the uterus can stretch as the baby grows. The approximate size can be further demonstrated by holding the relevant pieces against an adult body. Other materials can be used to describe this process to students (see the 'Resources' section on page 180).
- ➔ Ask the students to write at least one question about conception, pregnancy and birth. These should be anonymous and placed in a question box.
- ➔ Review the questions to determine the skills and content of future activities in this area, or to use as a part of a visit to the classroom by a school nurse or other health expert.

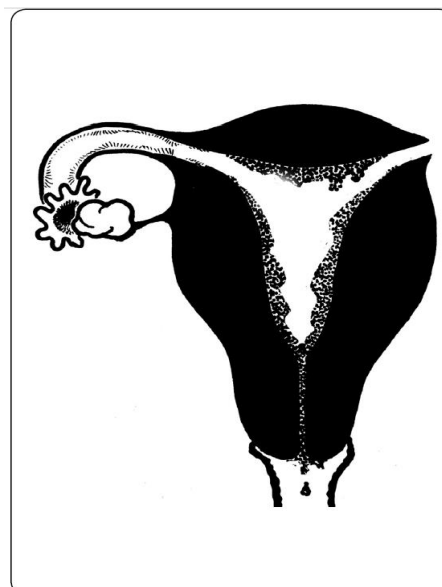
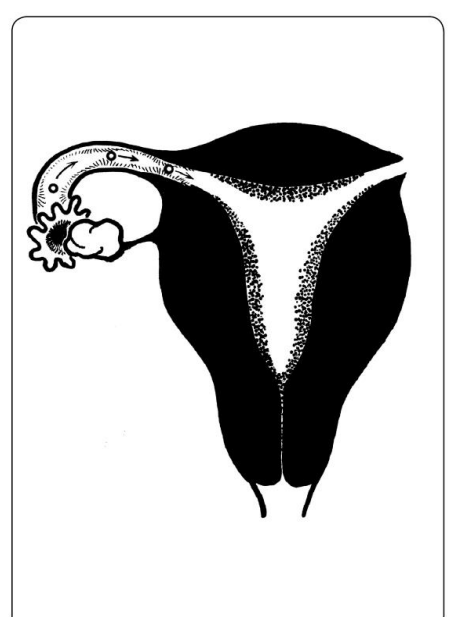
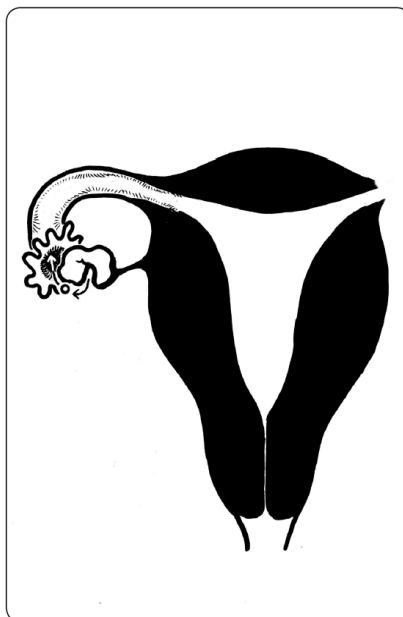
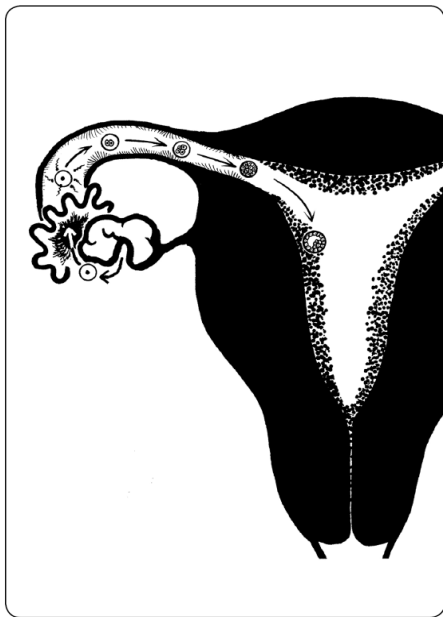
The 'Pair share' activity was adapted with permission from Martinez A and Cooper V (2006), *Laying the Foundations: Sex and Relationships Education in Primary Schools*, National Children's Bureau.

### The menstrual cycle and sperm production

This activity sheet identifies the steps of the menstrual cycle and sperm production as they pertain to conception. The sentences in the two stories are out of order.

- ➔ Use the resource: 'Menstruation diagrams' (available at the end of this learning sequence) to explain the process of the menstrual cycle.
- ➔ Using the two stories prepared from the 'Activity sheet – step-by-step stories', ask the students to choose a story and number the sentences in the correct order.

The 'Menstrual cycle and sperm production' activity was adapted with permission from Seattle and King County (Washington) Public Health (2008) 'Family Life and Sexual Health, Grades 4, 5 and 6, Lesson 12 F.L.A.S.H. Reproductive System Worksheet 6', available from: [www.kingcounty.gov/healthServices/health/personal/famplan/educators/](http://www.kingcounty.gov/healthServices/health/personal/famplan/educators/).



**DIRECTIONS:** After you have finished numbering the sentences in the stories, check to make sure you have used them all. Then read the new order of the stories aloud to a classmate to see if they make sense.

<b>THE MENSTRUAL CYCLE</b>	<b>No.</b>
It travels through the fallopian tube.	
The ovary releases the ovum.	
About two weeks later, since the lining of the uterus is not needed for a pregnancy, it comes out through the vagina; this is generally referred to as 'a period'.	
It is incredible how the female body knows how to prepare for pregnancy!	
If the egg cell doesn't meet a sperm, it dissolves.	
While the ovum is developing, the lining of the uterus is getting thick and soft.	
Another ovum starts to develop in one of the ovaries and the process begins again.	
An ovum (the female reproductive egg cell) starts to develop.	

<b>THE LIFE OF A SPERM CELL</b>	<b>No.</b>
I am produced in the testicles.	
I go through the vagina, into the uterus and the fallopian tubes, in search of an egg cell.	
I develop for two or three months in the testicles.	
When the penis becomes erect, I leave the testicles and travel through some tubes and into the urethra.	
As I pass through the tubes, I mix up with other fluids so that I can live longer and swim more easily.	
Let me tell you about me! Without me and an egg cell, there couldn't begin the amazing process of reproduction.	
The urethra carries me (along with about 200 million other sperms) out of the penis in a process called ejaculation.	
If I can find the ovum before the other sperms do, I will be the winner: part of a fertilised egg!	

## Answer key

THE MENSTRUAL CYCLE	No.
It is incredible how the female body knows how to prepare for pregnancy!	1
An ovum (the female reproductive egg cell) starts to develop.	2
While the ovum is developing, the lining of the uterus is getting thick and soft.	3
The ovary releases the ovum.	4
It travels through the fallopian tube.	5
If the egg cell doesn't meet a sperm, it dissolves.	6
About two weeks later, since the lining of the uterus is not needed for a pregnancy, it comes out through the vagina; this is generally referred to as 'a period'.	7
Another ovum starts to develop in one of the ovaries and the process begins again.	8

THE LIFE OF A SPERM CELL	No.
Let me tell you about me! Without me and an egg cell, there couldn't begin the amazing process of reproduction.	1
I am produced in the testicles.	2
I develop for two or three months in the testicles.	3
When the penis becomes erect, I leave the testicles and travel through some tubes and into the urethra.	4
As I pass through the tubes, I mix up with other fluids so that I can live longer and swim more easily.	5
The urethra carries me (along with about 200 million other sperms) out of the penis in a process called ejaculation.	6
I go through the vagina, into the uterus and the fallopian tubes, in search of an egg cell.	7
If I can find the ovum before the other sperms do, I will be the winner: part of a fertilised egg!	8

## Week 5- friendship qualities

### Strategies and experiences

- The bricks that build friendships
- Discuss with the class the qualities that are important in a friendship. Reflect of a variety of qualities that we appreciate in people.
- Ask students to write down on a black card one friendship quality ( they can do more than one if they want)
- Build a brick wall on the floor with the cards
- Ask students to notice the qualities that we value in a friend. There may be some that the students have written, such as 'kindness' or 'fun to be with'.
- Focus question
  - Are all these qualities likely to exist in one person?
- Explain why this is important to need more than just one close friend. We appreciate different people for different qualities. In the same way we cannot hope that one person will have all these qualities.
- Focus question
  - What are the qualities we think are essential to friendship?
  - What happens if these qualities are taken out of the wall?



### ACTIVITIES

#### The bricks that build friendships

- ➔ Discuss with the class the qualities important in friendship. Reflect on the variety of qualities that we appreciate in people.
- ➔ Distribute the blank cards to the students.
- ➔ Ask them to write one friendship quality on each card. They can do more than one card if they want to.
- ➔ Now, build a brick wall on the floor with the cards.
- ➔ Ask the students to notice the qualities that we value in a friend. There may be some that many students have written, such as 'kindness' or 'fun to be with'.
- ➔ Ask them:
  - Are all these qualities likely to exist in the one person?
- ➔ Explain that this is why we need more than one close friend. We appreciate different people for different qualities. In the same way, we cannot hope to have every quality. We are valuable for the ones that we have.
- ➔ Ask them:
  - What are the qualities that are essential to friendship?
  - What happens if these qualities are taken out of the wall?

### What are qualities we appreciate in a girlfriend or boyfriend?

- ➔ Brainstorm with the class the advantages and disadvantages of being in a girlfriend or boyfriend relationship.
- ➔ Some discussion questions:
  - If we built a brick wall of what we would like in a girlfriend or boyfriend, would it look very different to the brick wall in the previous activity? How?
  - Are there some essential bricks that have to be in both walls to have a happy and respectful relationship with someone?
  - How does being in this kind of relationship change our expectations of how we should be treated and how we treat one another?
- ➔ Finishing comment:
  - Sometimes when people are first 'falling for someone' or becoming a boyfriend or girlfriend, they may let all their other friends go, but we all need more than one person in our life.



## **Week 6- Access and evaluate sources of information about puberty**

### **Strategies and experiences**

- Discuss the importance of talking to someone if you have a problem or a question.
- See activity below
- Ask the students to create their own personal directories of people they could talk to if they were worried about something, with phone numbers, email addresses, web addresses or where they can be found.
- (they could make their directory into a little card or booklet for their school bag).



### **ACTIVITIES**

#### **Sources of information**

- ➔ Discuss with your class the importance of talking to someone if you have a problem or a question.
- ➔ Ask:
  - Why is it important to have someone to talk to about problems?
  - Why might it sometimes be difficult to tell someone your concerns, or to ask someone a question?
- ➔ Divide the class into small groups, distribute the prepared sheets of butcher's paper, one to each group, and ask them to consider how things might be different if someone had a question about:
  - puberty changes
  - family life
  - friendship
  - sex.
- ➔ Ask the students to write three important questions they might like to ask under each of the four headings on their butcher's paper.
- ➔ Now ask the groups to brainstorm as many potential sources of information for each of the above categories. They should write these down in the relevant columns on the butcher's paper.
- ➔ At the end of this task, to be sure you have good sources of potential information, ask the groups to swap their butcher's papers and add any new ideas to another group's work.

Examples of common sources for each category may include: parents, other adults, siblings, friends, peers, pamphlets/brochures, magazines, school health education, teachers, doctor, television, a local library, radio, a family planning centre, health professionals, school nurse and the internet.

### Which is the best source of information?

- ➔ Ask the students to rate the sources of information on a scale of one to 10 for:
- comfort – how comfortable would you feel using this source of information?
  - credibility – how much do you trust this source of information for its correctness?
  - reliability – can you rely on this source of information to take the action you need and to respect your privacy?

## Additional activity

### Personal directories

- ➔ Ask the students to create their own personal directories of people they could talk to if they were worried about something, with phone numbers, email addresses, web addresses, or where they can be found.
- ➔ They could make their directory into a little card or booklet for their school bag. (If you have laminating facilities in your school, it might be possible to make the booklets more durable.)