Changes in My Body

Choose a story book and build up a lesson around any of the curricular areas of HWB. Make up a practical activity the children could do in class related to the book. Write up the lesson plan – writing out E and O, Learning Intention, Success criteria, assessment and activities.

**Evidence: A copy of the completed lesson outline.**

This lesson may be appropriate during times when you are aware that some children are going through changes and to promote all pupils awareness that changes will happen but they are normal and to create open communication amongst all to discuss general misconceptions and their anxieties if they wish to do so.

Books which may be appropriate to use as an initial starting point or for making reference to throughout are the Usborne Collection: What’s Happening to Me? (boys); What’s Happening to Me? (girls) and also Lynda Madaras Collection: “The What’s Happening to My Body?” (girls) and (boys).

*CfE Outcome:*

*I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.* HWB 2-48a

\* This outcome can be broken down into different aspects to look at in a series of lessons.

\*\* For the purpose of this lesson idea, we are focusing on the physical changes which occur and why.

*Learning Intention:*

To identify the changes in my body

*Success Criteria:*

* I am aware of what physical changes might happen and when
* I can discuss the changes with my peers
* I can acknowledge these changes are signs of growing up naturally

*Activity:*

To start the lesson, show a variety of pictures/statements to engage the children. Ask them what they think is happening in the picture and once answered; swiftly move on to the next. Using vocabulary such as “Yes, good! Next one” and the tone in how it is said will enable the children to think about how it is not a big issue (images of sweating, hairy legs etc.). Not all images need to be related to growing up, keep the children on their toes (someone playing an Xbox).

Following this, split the children into groups of approx. 4-6 and provide each group with a selection of sentences/statements. Their task is to decide collectively what ones they feel may happen as they grow up. The important aspect of this activity is to get the children talking about the different potential changes.

After a given time, get each group to feedback their thoughts and then begin to have a whole class discussion. This point of the lesson is a good time to bring in the teaching points – ensuring children know what changes may/will happen in the coming years and promoting a sense of acceptance towards this.

As a round off to the lesson, a short video clip may be appropriate to put it into a real life context.

*Assessment:*

Teacher Observation/Checklist (engagement of pupils)

Self-Assessment: each child writes their name & one word/facial expression describing how they felt after this lesson (could do one at start, stating going to talk about puberty…does it change?)

\*\* this lesson has been written for a whole upper class however can be altered to split the children into gender groups if deemed more appropriate for those pupils within the class