

9

Relationships and Sexuality

Aim: To explore and understand the process of developing and maintaining appropriate, healthy relationships.

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Gender and Identity

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Resources



Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 1

Gender and Identity

Teaching Activity 1

Him and Her



Learning Intentions

Pupils are learning:

- to identify the differences between boys' and girls' self-images;
- about the misconceptions that each may have of the other;
- to respect the views and opinions of others when discussing assumptions about typical gender behaviour.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Working with Others: respect the views and opinions of others when discussing assumptions about typical gender behaviour;
- Communication.



Learning Experiences

- Ongoing reflection
- Challenging and engaging
- Relevant and enjoyable



Attitudes and Dispositions

- Openness to new ideas
- Curiosity
- Tolerance
- Respect



Resources

- 'Gender Issues' (Resource 1)
- Large sheets of paper
- Flip chart markers etc.

Methodologies

- Group work
- Whole class feedback
- Paired work
- Structured feedback
- Circle time

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 1

Gender and Identity

Teaching Activity 1

Him and Her

Teaching Notes

This activity allows pupils to share their ideas and assumptions regarding behaviour and attitudes in relation to gender.

Activity 1.1

- Divide class into single gender groups.
Note: In a class of single sex pupils, it is worth asking pupils to research this amongst the 'missing gender' family members, or friends, as homework beforehand. Each group is given two large flip-charts sheets and they put the titles 'Girls about girls' and 'Girls about boys' and 'Boys about boys' and 'Boys about girls' as appropriate on each sheet.
- Using 'Gender Issues' (resource 1), as a prompt, each group completes the sentences.
- The sheets are then pinned up in 'same heading' groups around the room. Give pupils some time to walk around reading the different opinions.
- Using circle time, hold a discussion of the assumptions/perceptions/misconceptions that each pupil may have.



Opportunity for AfL

Effective questioning, formative feedback

Activity 1.2

- Pupils share with a partner (of the opposite sex) a belief they had about the opposite sex that has been challenged or clarified.
- Circle time would be appropriate for a whole class discussion here. Pupils could be asked to volunteer what they learnt today. Questions to help facilitate this discussion could be:
 - What attitudes are similar/different between the two gender groups?
 - What basic underlying patterns or types of attitudes seem to be attributed to either gender?
 - How does it feel to be a girl/boy when you don't fit in with the stereotypical assumptions?
 - Does the need to conform come from outside influences or the need to fit in?
 - If a student fits happily within the assumed behaviours, what does that person think of those who don't fit in or conform to the 'norm'?
 - What are the positive consequences of fitting in/not fitting in?
 - What are the negative consequences of fitting in/not fitting in?



Opportunity for AfL

Effective questioning

- Pupils could complete their personal journal with what they learnt during the discussions.



Opportunity for AfL

Pupil reflection and self-evaluation

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 1

Gender and Identity

Teaching Activity 2

What Do They Expect From Me?

Learning Intentions

Pupils are learning:

- to understand that adults can have different expectations of boys and girls;
- to understand gender prejudice;
- to organise and plan how to go about a task, seeking advice when necessary.



Opportunity for AFL Sharing learning intentions and success criteria



Skills and Capabilities

- Self Management: organise and plan how to go about a task, seeking advice when necessary, when designing a questionnaire;
- Communication.



Learning Experiences

- Ongoing reflection
- Challenging & engaging
- Linked to other curriculum areas
- Active and hands on



Attitudes and Dispositions

- Openness to new ideas
- Curiosity
- Tolerance
- Respect
- Concern for others
- Personal responsibility



Resources

- 'What Do They Think?' (Resource 2) (enlarge to A3 size)
- 'Sample Parent/Carer Questionnaire' (Resource 3)
- Computer suite

Methodologies

- Group work carousel
- Work on worksheet
- IT
- Whole class feedback

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 1

Gender and Identity

Teaching Activity 2

What Do They Expect From Me?

Teaching Notes

This activity looks at expectations of people, dependent on their gender. Highlight that stereotypes are formed because there is some element of truth in them. Lead discussion towards questioning the reasoning behind assumptions. Encourage empathy towards the difficulties and frustrations associated with gender stereotyping and the possible feelings of exclusion or failure if a person doesn't conform. This topic links directly with Stereotypes, which are considered in greater detail within the Citizenship Curriculum.

Activity 2.1

- a Explain that the aim of the activity is to find out more about what parents and other adults expect from children because they are either male or female.
- b In small mixed groups pupils should discuss whether boys and girls are treated differently by parents, teachers, the media and society. Using 'What Do They Think' (Resource 2), allocate one area to each group and ask them to circle this on the top of the template (enlarged to A3). Pupils have a few minutes to write as many ideas as possible on the sheet.
- c The sheets are then rotated amongst all the groups so they can read each other's opinions and add more if they wish. They can also put a cross next to something they disagree with. Alternatively this activity could also be done in a spider diagram on a blank page.



Opportunity for AfL Pupil reflection

- d Whole class feedback

Teaching Notes

Pupils design a questionnaire to investigate parental/carer assumptions of gender stereotyping. A teacher may wish to review the questionnaires before they are used, so that the styles of questions are objective and not provocative or critical.

Activity 2.2

- a Each group now uses the previous discussions to design a questionnaire for their parents/carers. A class agreed questionnaire composed from questions offered by various groups could give a stronger basis for discussion by comparing the different answers to the same question.

Students could use the sample questionnaire as a guide, but it will give a greater sense of ownership if they produce their own questions.



Opportunity for AfL Effective questioning

- b In the same groups, pupils compare and contrast the answers to their questionnaires looking for any patterns emerging and drawing conclusions. They can use the thinking frame below to structure the activity.
 - 1 How are they similar?
 - 2 How are they different?
 - 3 What similarities and differences seem most significant?
 - 4 What categories or patterns do you see in the significant similarities and differences?
 - 5 What interpretation or conclusion is suggested by the significant similarities and differences?



Opportunity for AfL Effective questioning

- c Representatives from each group feedback their conclusions to the whole class.
- d Try to agree some whole class conclusions about what male and female adults think about boys and girls.

Pupils consider the following in their personal journal: Do the general conclusions the class have come to, support those in their own questionnaire? What does this tell you about the views of your parent/carer about boys/girls?



Opportunity for AfL Pupil reflection and self-evaluation

9 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 2

Types of Relationships

Teaching Activity 3

Who is in My World?



Learning Intentions

Pupils are learning:

- to develop an understanding of the range of relationships experienced by young people (including friendships);
- to identify their own web of relationships;
- to take risks for learning when considering who is important in a pupil's world.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: take risks for learning by considering who is important in a pupil's world
- Communication.



Learning Experiences

- Challenging and engaging
- Ongoing reflection



Attitudes and Dispositions

- Community spirit
- Respect
- Commitment



Resources

- 'A Day in the Life of Catherine' (Resource 4)
- 'Relationships I Have' (Resource 5)
- 'Who Do I Feel Close To?' (Resource 6)

Methodologies

- Brainstorm
- Personal reflection

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 2

Types of Relationships

Teaching Activity 3

Who is in My World?

Teaching Notes

This activity considers relationships we have in our lives. It is important to be sensitive to the situation of pupils in your group, for example divorce or recent death in the family. Highlight that it doesn't matter if we don't have lots of relationships, but it is important to feel close to someone. The teacher will need to be aware of support networks in place within the school, and to be alert to any pupil showing discomfort or upset.

- a Read through 'A Day in the Life of Catherine' (Resource 4). Ask the class to identify the different relationships she encounters, listing them down one side of the board.
- b Write Catherine in the middle of the board. Ask pupils to volunteer to come up and choose a name from the list on the board. They then write it an appropriate distance from Catherine's name depending on how close they think that relationship is to her, (closer relationships appearing closer to her name etc.). Encourage differing opinions, highlighting that all are valid.
- c Pupils repeat this exercise for themselves using 'Relationships I Have' (Resource 5), to help frame their thinking. Alternatively, 'Who Do I Feel Close To?' (Resource 6) can be used. Reassure pupils that they only need to write what they feel comfortable with and they are not obliged to share their work with the rest of the group.
- d Pupils write in their personal journal about relationships in their lives and how they feel about them.



Opportunity for AfL

Effective questioning, formative feedback



Opportunity for AfL Pupil reflection and self-evaluation



Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 2

Types of Relationships

Teaching Activity 4

Why Do They Drive Me Mad?



Learning Intentions

Pupils are learning:

- to explore the significance of roles, responsibilities and relationships within the family;
- to seek out questions to explore and problems to solve by designing and discussing role-plays based on their own ideas;
- to generate possible solutions, try out alternative approaches, and evaluate outcomes by performing role-plays and discussing the situation afterwards.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: seek out questions to explore and problems to solve by designing and discussing role-plays based on own ideas;
- Thinking, Problem Solving and Decision Making: generate possible solutions, try out alternative approaches, and evaluate outcomes by performing role plays and discussing the situation afterwards;
- Communication.



Learning Experiences

- Problem-solving
- Varied to suit learning style
- Ongoing reflection
- Challenging and engaging



Attitudes and Dispositions

- Personal responsibility
- Community spirit
- Commitment
- Determination
- Resourcefulness
- Tolerance and flexibility

Resources

- 'Relationships' (Resource 7a-c)

Methodologies

- Role-play
- Group discussion
- Personal reflection

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 2

Types of Relationships

Teaching Activity 4

Why Do They Drive Me Mad?

Teaching Notes

Many of the disputes that take place within families happen because a parent's responsibility to protect often clashes with a young person's need for independence. Point out that resolving these conflicts takes time, dialogue, patience, honesty and flexibility on everyone's part.

- a Ask the pupils to form groups of at least three or more to create a 'family'.
- b Each group agrees on what family roles each member will take. Then ask them to build a profile of each family member, i.e., age, circumstances, etc.
- c Having established the family - ask each group to devise a two-minute role-play depicting a typical aspect of family relationships (see examples below). The role-play will demonstrate a conflict situation, where the people involved are not compromising or trying to reach an agreement. The conflict is not resolved.

Possible role-play scenarios:

- Daughter going out for the night, scantily dressed.
- Family having dinner when the phone rings - it's a girl to speak to John.
- Family watching TV when an explicit sex scene comes on screen.
- Son arrives home at night, two hours later than agreed, to find parent/guardian waiting up.

Alternatively, you could use the role cards provided by 'Relationships' (Resource 7a-c) to help the pupils to role-play some typical family scenarios.

- d Ask each group to introduce their individual roles and then enact their chosen scenario.
- e Ask the members of the performing group for their opinions on how to resolve the conflict, then progress to input from the whole class. Some questions to consider are:

- As a parent in the role-play, how would you go about solving this dispute?
- As a young person in the role-play, how would you go about solving this dispute?



Opportunity for AfL

Pupil reflection and self-evaluation

The thinking framework for problem solving could be used to help the pupils structure their discussion:

- 1 Why is there a problem?
- 2 What is the problem?
- 3 What are the possible solutions to the problem?
- 4 What are the likely consequences of each of these possible solutions (not just immediate, but long term)?
- 5 How important are these consequences?
- 6 What is the best solution to the problem based on this information?



Opportunity for AfL Effective questioning

The group could role-play several of the options put forward for solving the dispute and the rest of the class could decide which one they think would have the best outcome.

- f Students write in their personal journal about conflict situations in their own relationships. They should reflect on whether they can do anything (based on what they have learnt) to help resolve ongoing sources of tension.



Opportunity for AfL

Pupil reflection and self-evaluation

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 3

Qualities of Friendship

Teaching Activity 5

What Makes a Good Friend?



Learning Intentions

Pupils are learning:

- to explore the qualities of a good friendship;
- to sequence, order, classify and make comparisons by analysing influences on friendship cards;
- to make links between cause and effect by discussing the effects of behaviours on friendship.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving and Decision Making: sequence, order, classify and make comparisons by analysing influences on friendship cards;
- Make links between cause and effect by discussing the effects of behaviours on friendship;
- Communication.



Learning Experiences

- Supportive environment
- Offers choice
- Enquiry based



Attitudes and Dispositions

- Concern for others
- Respect
- Tolerance

Resources

- 'Friendships' (Resource 8a-c)
- Extra blank cards

Methodologies

- Diamond ranking
- Group work and whole class discussion
- Self reflection



Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 3

Qualities of Friendship

Teaching Activity 5

What Makes a Good Friend?

Teaching Notes

Circumstances constantly change and the same is true of friendships. Some grow deeper and stronger while others will and die. As we develop and become more aware of ourselves and others, our needs and interests can differ and change. At opportune moments during the activity, the teacher could emphasise the following points:

- The importance of 'give and take' in friendship.
- The need to work at our relationships to maintain them.
- That as we change and develop, we can outgrow some friendships. If this happens, it is best to let them die a natural death.
- Friends may also move away from us as they change. Again, it is best to let them go.

Activity 1.1

- In groups of three or four, ask the pupils to divide the 'Friendships' cards (Resource 8 a-c) into two bundles - one bundle for things that help a friendship and a second bundle for things that hinder a friendship. Pupils use the blank cards provided to add their own suggestions about things that help and hinder friendships.
- When the pupils have completed this exercise ask the small groups to rank the helpful cards in terms of importance using 'Diamond 9'. Repeat this activity using the hindrance cards.
- Pool the top three 'helpful' and 'hinder' cards from each group and record on the board, and have a class discussion/comments based on the outcome of the activity.
- Invite the whole class to share some real life examples of situations that helped improve the qualities of a friendship.
- Pupils write about the things that help and hinder their own friendships in their personal journal.



Opportunity for AfL Effective questioning



Opportunity for AfL Formative feedback



Opportunity for AfL Pupil reflection



Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 4

Managing Difficulties and Conflict Within Relationships, Including Friendships

Teaching Activity 6

We Can Work it Out

Learning Intentions

Pupils are learning:

- to understand that conflict can arise within relationships, including friendships, when certain qualities are not present;
- to develop strategies to avoid and resolve conflict;
- to see opportunities in mistakes and failures by restructuring role-plays to give more positive outcomes.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: see opportunities in mistakes and failures by restructuring role plays to give more positive outcomes;
- Managing Information: communicate with a sense of audience and purpose through role play performance and explaining context of scenarios;
- Communication.



Learning Experiences

- Challenging and engaging
- Positive reinforcement
- Ongoing reflection
- Enquiry based



Attitudes and Dispositions

- Personal responsibility
- Concern for others
- Openness to new ideas
- Flexibility

Resources

- 'Tips for Conflict Resolution' (Resource 9)
- 'The Dog Kennel' (Resource 10)
- 'Activity Cards' (Resource 11)

Methodologies

- Class discussion
- Role-play design and performance
- Self reflection

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 4

Managing Difficulties and Conflict Within Relationships, Including Friendships

Teaching Activity 6

We Can Work it Out

Teaching Notes

This activity revisits conflict situations, but in a wider context. Pupils consider the reasons behind certain behaviour patterns in more depth and have the opportunity to develop strategies to avoid and resolve conflict.

It is important to allow all opinions and provide space for any discussion of conflicting views. For example, 'having other friends' could be interpreted as a help or a hindrance to a friendship, and both opinions are valid. Giving pupils the opportunity to reflect on their attitudes and behaviour, thus increasing their self-awareness, may result in a change in behaviour that is more beneficial for themselves and others.

- a Start by reminding pupils of the work on friendship from the last activity. Collect ideas of what hinders friendships and record on the board. Explain that these can be divided into four main areas:

- Lack of listening
- Lack of respect
- Lack of empathy
- Lack of trust

Discuss with the pupils what each of these areas mean to ensure a clear understanding of the terms.

Ask pupils to arrange the ideas on the board into these four groups. Are there any that don't fit? Should there be another area added to the list?

- b In small groups, develop a scenario where one of these main areas is demonstrated, and role-play it to the class. Examples could be:

- **Lack of listening:** such as a teacher not listening to a pupil's worries/concerns or a friend who is too self-centred to listen to another.
- **Lack of respect:** such as a friendship/group which demonstrates aggression towards one member about what choice of film to see at the cinema.
- **Lack of empathy:** such as an over-protective parent telling a young person they are not allowed out to a school disco.
- **Lack of trust:** such as a friend who shares a secret with another who then passes it on to many more.

After each role-play, the rest of the class gives feedback on how the skills of listening, respect, empathy and trust could be used to prevent or resolve the conflict. It is important for the actors to give their opinion and explain their point of view first.



Opportunity for AfL Pupil reflection and self-evaluation

- c Identify how and why each problem arose. Use 'The Dog Kennel' (Resource 10), to facilitate awareness of the roles we adopt during conflict situations. Encourage discussion of all viewpoints, such as why a parent may be over-protective, or why a friend may share a secret.



Opportunity for AfL Effective questioning

- d Read the 'Tips for Conflict Resolution' (Resource 9). The groups then replay the role-plays from a more constructive viewpoint, demonstrating how these conflicts can be overcome when trust, empathy, respect and listening are present. Alternatively, new scenarios from the 'Activity Cards' (Resource 11), can be used.
- e Pupils record in their personal journal situations in their life when using these tips may have avoided or helped to resolve conflict. They also identify what roles they have taken in previous conflict situations.



Opportunity for AfL
Pupil reflection and self-evaluation

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 5

Challenging Relationships

Teaching Activity 7

Keeping Safe



Learning Intentions

Pupils are learning:

- to develop skills and knowledge to promote personal safety and be aware of various sources of support;
- to use a range of methods for collating, recording and representing information by analysing newspaper articles to find specific information;
- to seek advice when necessary by reading and listening to information regarding sources of support.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Managing Information: use a range of methods for collating, recording and representing information by analysing newspaper articles to find specific information;
- Self Management: seek advice when necessary by reading and listening to information regarding sources of support;
- Communication;
- Using ICT.



Learning Experiences

- Investigating and problem solving
- Skills integrated
- Supportive environment



Attitudes and Dispositions

- Personal responsibility
- Pragmatism

Resources

- Various newspaper articles related to personal safety
- 'Can You Identify the Risks Involved?' (Resource 12)
- 'Brainstorm Exercise: Keeping Safe' (Resource 13)
- 'Guidelines to Personal Safety' (Resource 14)
- 'What To do' (Resource 15)
- Large sheets of paper and pens

Methodologies

- Class discussion
- Group work
- Analysis of text to extract specific information



9 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 5

Challenging Relationships

Teaching Activity 7

Keeping Safe

Teaching Notes

This follows on from work covered in theme 8 'Safety and Managing Risk', looking specifically at personal safety. Teachers need to use opportune moments to emphasise that taking unnecessary risks is more immature than brave.

Activity 7.1

- a** Divide the class into small groups. Guide a discussion to identify the risks in the case study 'Can You Identify the Risks Involved?' (Resource 12). This activity will highlight some individuals as being 'risk takers' or willing to take risks more readily than others. The key points to draw out are:
- All activities are dangerous - they will have different levels of risk depending on a number of factors e.g. how skilled you are at the activity, where you are doing the activity etc.
 - It is important to consider what you are doing and to realise what the risks are. This can help to protect you and keep you safe.



Opportunity for Afl Effective questioning

- b** In small groups ask pupils to record on a large sheet of paper as many ways of keeping safe they can think of. Ask them to select their top three or five. Ask each group in turn to read out one of their top suggestions and record these on the board under the heading 'Top tips for keeping safe'. Keep rotating round the groups until each one has covered their top three suggestions. Through discussion rank the suggestions on the board and come up with a top five. Use Brainstorming Exercise: 'Keeping Safe' (Resource 13), to support the discussion if necessary.



Opportunity for Afl Formative feedback

Activity 7.2

- a** Examine a range of age appropriate personal stories or media resources, which detail young people whose personal safety has been threatened in the context of relationships with adults and peers. It is important to use your professional judgement in the choice of articles. Alternatively, ask pupils to volunteer stories from the news/their own knowledge or experience.
- b** Provide a framework for pupils to gather evidence from the sources, For example:
- Who was involved?
 - How did the situation arise?
 - How serious, in terms of personal safety, would they judge the situation to be?

Students present their findings to the class in the form of a news report. Allow time for feedback on the level of personal risk involved.

Students can also use 'Guidelines For Personal Safety' (Resource 14), to help suggest how the situation could have been avoided or dealt with at an earlier stage.



Opportunity for Afl Effective questioning

- c** Use 'What To Do' (Resource 15), to outline what to do/where to go for help and the importance of respecting these sources of support. This could be used in conjunction with a visit from a support organisation to the school or class.



Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 6

Sexual Maturation

Teaching Activity 8

Changes...



Learning Intentions

Pupils are learning:

- to explore and understand the main physical and emotional changes that take place during puberty;
- to be aware of the importance of personal hygiene issues during and after puberty;
- to make connections between learning in different contexts by applying scientific knowledge to learning in personal development.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving and Decision Making: make connections between learning in different contexts by applying scientific knowledge to learning in personal development;
- Communication;
- Using Mathematics.



Learning Experiences

- Linked to other curriculum areas
- Relevant and enjoyable



Attitudes and Dispositions

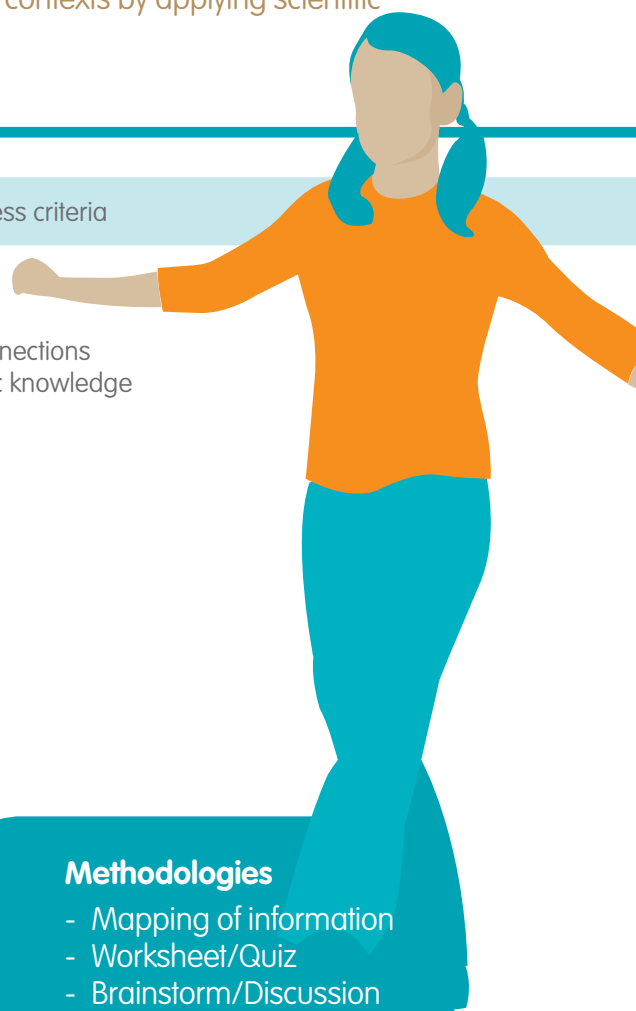
- Personal responsibility
- Curiosity
- Respect
- Community spirit

Resources

- 'Personal Hygiene Quiz' (Resource 16 a-b)
- 'Looking After My Body: Things I Need to Do' (Resource 17)
- 'The Physical Changes That Take Place During Puberty' (Resource 18)
- 'Hygiene Habits' (Resource 19&20)

Methodologies

- Mapping of information
- Worksheet/Quiz
- Brainstorm/Discussion



9 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Sub-theme 6

Sexual Maturation

Teaching Activity 8

Changes...

Teaching Notes

This activity is essentially factual, but inevitably will lead into a discussion of feelings and difficulties associated with the changes that take place during puberty. Manage this discussion so that the facts are very clear and any myths cleared up, and also encourage a supportive environment for fears and questions to be dealt with. It may be helpful to initially refer to a science textbook to clarify the names and process of the sexual reproductive organs or to do this lesson shortly after they have studied this in science.

Be aware of any individual pupils in the class who have a problem with personal hygiene, adapting discussion and strictly enforcing ground rules concerning personal comments amongst the group.

Activity 8.1

- a Assuming that pupils have studied puberty in science, ask them to construct a Venn Diagram showing what physical changes happen during puberty to boys and girls, with the overlap showing what happens to both. The completed 'The Physical Changes That Take Place During Puberty' (Resource 18), can be used to clarify and add to their diagrams. Encourage empathy through discussion of the difficulties associated with this, such as acne, voice breaking, period pains and uncontrollable erections.



Opportunity for Afl Effective questioning

- b Brainstorm some other types of changes that happen during puberty, e.g. moodiness, aggression, a feeling of independence, rebelliousness, insecurity and developing sexual feelings. Highlight that these are completely normal and simply part of growing up. 'Looking After My Body: Things I Need to Do' (Resource 17) could be used to encourage empathy towards themselves.

Activity 8.2

- a Pupils try the 'Personal Hygiene Quiz' (Resource 16a), followed by discussion. 'Hygiene Habits' (Resource 19-20) could be used here as a summary of information.
- b A further option is to discuss how to raise this subject sensitively with a friend who may have poor personal hygiene. However, the teacher needs to know their class well enough to ensure that no hurtful comments may be directed at certain individuals within the group. Suggestions could include taking them to one side and quietly telling them before someone says something publicly or cruelly, or leaving a polite but anonymous note (some people are not aware that their breath or body smells).



Opportunity for Afl Formative feedback

