Curriculum links

WA Curriculum

HPE: Personal, social and community health

- Strategies to cope with and manage the impact of changes and transitions.

International technical guidance on sexuality education

Key concept 6.3 Puberty (12-15 years)

- Puberty is a time of sexual maturation that leads to major physical, emotional, social, and cognitive changes that can be exciting as well as stressful throughout adolescence.

Materials

- *Laugh and Learn* video - puberty part 2 (2min 19sec) (external site)
- 3 hoops (or pieces of butchers paper)
- Sticky notes or scrap paper
- Preferred media for large and small group work and individual work (e.g. paper and textas or iPads/tablets)

Before you get started

- Students must complete Puberty part 1 prior to this lesson.
- Refer to Educator note: Adolescent relationships
- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Question box - Have a question box available in every lesson to allow students the opportunity to ask questions that may be too embarrassing or unsafe for them to ask openly in class. See Setting up the question box for further information. For ways to answer some of the curly questions, see Scripted answers to FAQs.
- Preview Laugh and learn - puberty 2 video (2min 19sec) to determine suitability for your students.

Learning activities

Group agreement

5 minutes

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read Essential Tool: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Laugh and learn videos - puberty part 2

5 minutes

2. Say:
   "Many of you have probably covered much of this information in primary school. This session is going to look at what you would like to have known about puberty when you first started learning about it. As with all things, there are positive and there are challenges about puberty."
3. Watch *Laugh and learn video - puberty part 2* (2min 19sec)



4. Ask the following questions:

   What do you think of the use of humour in this video?

   Does it help get the information across?

   What is the message/information you took from this video?

Puberty positivity

10 minutes

5. Think-pair-share: Discuss the positives of puberty (Puberty positivity).
   (Possible answers: getting older and more mature; having greater independence; body changes are

interesting; able to do different things; getting taller and stronger.)

e wing resources for reference:





1. *Get the Facts: Puberty*
2. *Get the Facts: Puberty animation*
3. *SECCA App* - includes a bank of 2000 images designed to support access to RSE for people of all ages and abilities

6. Share ideas with whole class and discuss.

Changes during puberty

10 minutes

7. Acknowledge some of the negatives that many people associate with puberty.
8. Guess my category: Place three hoops on the group (or butchers paper, or record electronically) to represent the categories 'physical', 'emotional', and 'social/relationships' but do not tell the students what they represent (i.e. do not label the categories).
9. Ask students to write a change associated with puberty onto sticky notes. Read each sticky note to the class and place them into the relative hoop.
10. Ask:

    How have I grouped these answers? OR *Why have I grouped the answers this way?*

    What labels would you give each group?

    Do any of the groups overlap? (Hoops can then be joined to form a Venn diagram and sticky notes regrouped accordingly)
    (Emotional and social overlap in most ways. Many of the physical answers could lead to some of the emotional/social answers)

    Do some groups have more sticky notes than others? Why do you think this is?

Trigger warning: Students may raise sensitive topics in this session. Teachers will need to be prepared for potential responses related to things such as gender identity, sexual orientation, religious beliefs, cultural beliefs, etc).

Possible responses

Physical

Getting first period

Waiting for first period

Period cramps

Managing periods at school or when out

Sweat/body odour

Developing breasts

Not developing breasts

Size of breasts

Voice breaking

Growing pains

Getting taller

Not getting taller

Pimples and acne

Pubic hair (growing early, growing late, growing too much, not growing enough, etc)

Making decisions about whether to remove hair or not

Weight gain

Emotional

Mood swings/mood changes

Embarrassed

Anxiety

Selfishness

Become self-involved

Withdrawn

Isolated

Emotional

Fear of being judged

No one understands me

My parents don't 'get' me

Exam pressure

Negative body image (dieting, eating disorders, self-harm)

Confusion

Sexual feelings

Shy

Social/relationship

Changing relationships with friends

Best friend moves to a different school

Best friend has a boyfriend/girlfriend (and no time for me)

Friend smoking/drinking/using drugs and I don't like it

I fancy my best friend

Nasty things were posted about me online

Not fitting in (i.e. not having the 'right' clothes, phone, etc)

Challenging family boundaries

Too much independence or not enough independence

I'm not allowed to date boys/girls

I have a curfew

I have to work or do chores

I'm not allowed to cut my hair, get a piercing, shave my legs, etc

Not allowed to go out without an adult

Restrictions on screen time/internet/phone use

Restrictions on clothing (e.g. Mum says I can't leave the house like this. e.g. 2 Cultural clothing)

Fancying someone and not being able to tell them

All my best friends have boyfriends/girlfriends. I don't.

Crushes

Dealing with rejection

Navigating new relationships

Breaking up

Questioning sexual identity (e.g. Am I gay?)

I sent a naked pic

A private image I sent got shared without consent

Positive coping strategies

 **20 minutes**

11. Say:
"It is important for people to have a range of positive coping strategies to help with the potential challenges of puberty. No one person will feel exactly the same as others and no one strategy will work for everyone, so lots of different ideas are needed. Lots of skills that you already have can be used to think about how you can deal with these potential challenges - seeking help, problem solving, and communication. We are going to come up with lots of ways that you or someone you know might find useful."
12. In pairs, students to be given one challenge of puberty. Use the mindmap strategy to brainstorm some ways of dealing positively with the challenge allocated. (PC options: Word SmartArt Tools; Canva - Education - Mindmap; Xmind; Bubble.us. Table app: Popplet). Model an example and have students offer some positive coping strategies.



13. Other possible copings strategies:
    1. Talking to a teacher/school nurse/school psychologist/chaplain/doctor
    2. Getting enough sleep
    3. Turning off phones/devices and going outside
    4. Using Kids Helpline
    5. Meditation/Yoga
    6. Remembering that puberty doesn't last forever - you will get though it!
    7. Getting questions answered on Get the Facts website
14. Share and display the mindmaps.

3-2-1 Reflection

Reflection: What I wish I had know about puberty BEFORE puberty!

5 minutes

15. Using preferred medium, students complete the following sentence:
    'Puberty! I wish I had known that....because...'
    Examples:
    Puberty! I wish I had known that *I could talk to Headspace when I was feeling low* because *I didn't realise there were so many organisations like Headspace that offer help for free*.
    Puberty! I wish I known that *I didn't need to worry about hair growing in weird places* because *now I think it's cool*.

    Trigger warning Some students may disclose personal information when using 'I' statements. Some students may find this 'I' statement too personal or confronting. Consider if this following alternate wording is better for your students or offer them the choice.
    'Puberty! One thing I would tell someone that is about to start going through puberty is....because...'
16. Share in small groups.
17. Discuss the following in small groups or record in a journal.
    How easy was it to think of the positives of puberty? Why?
    Why does puberty have so much misinformation around it?
    What are two coping strategies that appeal to you and why do you like them?
    What's one positive thing about puberty that you would say to a younger person?

Assessment task

- SCSA Assessment task *How to cope with puberty*.

Health promoting schools

Background teacher note: Health promoting schools framework.

Partnerships with parents

- Talk Soon. Talk Often: a guide for parents talking to their kids about sex is a free resource that can be bulk ordered by schools and an interactive website. Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. (How to order hard copies.)
- Order copies of Puberty and Relationships, sex and other stuff to be sent home for parents.
- Run a parent workshop prior to delivering RSE lessons so that parents can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Add the Get the Facts link to your website or e-news.
- The SECCA app is a free resource that includes a bank of 2000 images designed to support access to RSE for people of all ages and abilities. Share the link in your newsletters.

Partnerships with school staff

- Invite the school health professionals and pastoral care staff (school nurse, school psychologist, chaplain, boarding house master, etc) to a class or an assembly to introduce them to the students. Have them talk to the students about their role and how they can help. For example:
  - If you get your period at school and need help, you can go to...
  - If you are worried about something and need to talk, you can go to...



Materials

- Teaching Resource: *Positive relationships* PowerPoint slide
- Teaching Resource: *Walk in my shoes template* [two large copies]
- Teaching Resource: *Walk in my shoes* [one per group of four or place on interactive whiteboard]

- Student Activity Sheet: *Relationship action plan* [one per student]

Before you get started

- Ensure a group agreement is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- It is important for the teacher to consider the range of parenting styles, family contexts and cultural backgrounds students may be influenced by. Not all family structures encourage or model values such as respect.
- It is possible that a student has been involved in a traumatic experience relating to sexual abuse. Teachers should know and understand the protective interrupting technique and what, why, when and how it is needed and used before facilitating this activity. It is important that teachers are familiar with the Dealing with disclosures guide and have a risk management strategy in place.

Learning activities

Group Agreement

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read Essential Tool: Establishing a group agreement for tips on how to create one and what to include.

1. Revise or create the class group agreement.

Qualities of respectful relationships

15 minutes

1. Individually, students consider the qualities they believe enhance relationships and make them respectful, positive and healthy.
2. Students form pairs and discuss their ideas looking for similarities and to reach consensus.
3. The pairs then make groups of four to once again discuss their ideas and reach consensus.
4. Those groups then share their ideas with the whole class to be recorded and discussed to reach a whole class consensus.
5. Discuss similarities and differences with the list provided in the Teaching Resource: *Positive relationships* PowerPoint slide.
6. Ask:
   - *What qualities do you perceive to be the most important? Why?*
   - *Do you think you have choices about how to behave in different relationships?*

Relationship action plan

30 minutes

7. Explain that during conflict within relationships with family members or friends, it’s often good to stand back and try to see the situation from another point of view (also known as *showing empathy*). Stress that in friendship conflicts it’s sometimes less about a two-way dialogue and more about learning how to treat each other in a way that we ourselves would like to be treated.
8. Place the two pairs of large shoe prints from the Teaching Resource: *Walk in my shoes template* on the floor facing each other about a metre apart. (It may be helpful to label the shoe prints ‘adult’ and ‘young person’ or ‘friend 1’ and ‘friend 2’.) Ask for two student volunteers and have one stand on the adult pair of shoe prints and one on the young person shoe prints.
9. Read out the first scenario from Teaching Resource: *Walk in my shoes*. Allow about a minute for both to think of all the reasons for getting what they want. The student standing in the adult’s shoe prints tries to imagine all the things a parent might worry about in this situation. The student standing in the young person’s shoes tries to think of ways of reassuring the adult that it will be okay. Stress that when young people share how they feel with their parents or carers, they get to understand the young person better and trust them more.
10. After hearing from both sides, ask the rest of the class to contribute other arguments they have thought of for either the adult or the young person. Ask:
    - *Is there a way to achieve a solution that is okay for both? What might it be?*
    - *What aspects of a positive relationship would you need to remember in this situation to resolve the conflict? (see previous activity)*
    - *How would you feel in this challenging situation?*
11. Have students form groups of four and choose two situations from each column of Teaching Resource: *Walk in my shoes* (displayed on the whiteboard). Students work in pairs to come up with arguments for both sides as in the role-play above and then one person from each pair acts out the role-play. Have the two students in each group who were bystanders in this role-play now act out the next role-play and so on.

3-2-1 Reflection

Students consider their existing relationships (e.g. with a parent, a sibling, a friend) and choose one relationship that they would like to improve and develop an action plan for this.

12. Using the Student Activity Sheet: *Relationship action plan*, students contemplate the aspects of the relationship that could be improved upon and the actions or choices that could be taken to improve it. They then complete the activity sheet individually.
13. Have students share their action plans with a partner. Ask them to find any similarities or differences in their examples and strategies.
14. Ask:
    - *Why is it important for us to reflect on our own relationships?*
    - *Why is it important for us to make changes to our relationships if they are not healthy?*
    - *Why is it important to put ourselves in the other person’s shoes (or show empathy) when we experience conflict in our relationships?*
    - *Why is it important to talk to your parents or carers about how you are feeling, rather than keep what you are thinking and doing to yourself?*
    - *Do you think your parents/carers would trust you more if you tell them what you are feeling and doing?*
    - *Do you think this would improve relationships with your parents/carers?*
    - *Where do you think you could go for help if you couldn't improve an unhealthy relationship yourself?* (e.g. school nurse, teacher, parent/carer, Kids Helpline)
15. Have students could record their thoughts and progress or setbacks in a reflective journal.

External related resources

The practical guide to love, sex and relationships a teaching resource from the Australian Research Centre in Sex, Health and Society, La Trobe University.

Topic 2: Friendship

- What makes a good friend?
- Working things out.

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