



## BEST PRACTICE

### Lessonplan

### Extracurricular Project

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| Theme:                                   | Physical changes during puberty.   |
| School:                                  |  |
| Age:                                     | 13-15  |
| Duration:                                | 50 minutes   |
| Number of participants:                  | Suitable for the whole class, preferably for 20  |
| Positioning (of tables and chairs, ...): | Tables 'U'   |
| Material:                                | 4 Worksheets   |
| Relevant background information:         | <a href="http://www.education-and-gender.eu">www.education-and-gender.eu</a><br><a href="http://www.seksenzo.info/">www.seksenzo.info/</a><br><a href="http://www.jeugdseksualiteit.be/m_jongeren/index.php?page=vragenbank">www.jeugdseksualiteit.be/m_jongeren/index.php?page=vragenbank</a><br><a href="http://www.allesoverseks.be/">www.allesoverseks.be/</a><br><a href="http://www.education-and-gender.eu">www.education-and-gender.eu</a> |
| Didactic approach:                       | <p>The lesson may start with a repetition of what is still known about the topic of reproduction, as an introduction to the topic of puberty.</p> <p>During this part of the extracurricular project, a lot of input will be asked from the students in order to involve them more to the topic of the lesson.</p>   |
| Role of the observer:                    | Ensure that the lesson material is linked to puberty.  |

## **1. Prerequisite knowledge:**

- Students can name the parts of the reproductive system in humans.
- They can recognize, name and describe the functions of main male and female reproductive organs on models and materials.
- They can describe how reproduction takes place.
- They can indicate ways to regulate reproduction and how to prevent sexually transmitted diseases

Regarding HIV infection, the following knowledge is appropriate:

### **High Risk:**

- **Sharing of syringes and needles**
- Very high risk. Syringes and needles used by several people poses a very large risk. To be avoided at all cost. Syringes and needles should never be shared. Injecting equipment should be sterilized.
- **Unprotected anal sex (Intestinal intercourse)**
- Very high risk. Unprotected anal intercourse is a risk for both. The risk is very high for the receptive partner, whether this is a man or woman. Even without ejaculation the risk exists. Advice: Be sure to use a condom and enough fat-free lubricant.
- **Unprotected vaginal sex (vaginal intercourse)**
- The risk is high. The risk of infection through unprotected sexual intercourse with an infected person, is high.
- Advice: Use a condom.
- **Pregnancy(HIV-infected woman)**
- The risk for the unborn child is without treatment very large. The infected mother-to-be can infect the baby before, during and after childbirth (during breastfeeding). However, comprehensive medical care, can reduce the risk for the unborn rather greatly. An HIV test is recommended for every woman and her partner, if they want a child and if HIV infection cannot be excluded.
- Advice: A consultation as early as possible with a doctor!
- **Blood brothers**
- The risk is very high, when one is infected.

### **Small risk:**

- **Unprotected oral sex (oral intercourse with a man or woman)** There is a risk. Through intake of HIV-containing seminal fluids in the mouth, infection is possible. Also, vaginal fluids may contain HIV. During menstruation, the risk for infection increases. Advice: Avoid the ingestion of semen, vaginal fluids or blood in the mouth. Only have oral sex with a man while using a condom.

### **No risks:**

- Physical contact, shaking hands, hugging  
Caressing, cuddling
- Transmission through the air, sneezing, coughing  
Eating together, drinking from the same glass  
Toilets, swimming pools, sauna  
Living together in the family  
Insect bites, mosquitoes
- No one can get infected, not even through close contact with an infected person.
- No risk Doctor, dentist, hospital, first aid

- due to medical measures in compliance with standard hygiene practices, i.e. use of disposable material or safe disinfected instruments. For blood and plasma donations, despite very effective security processes, there is still a - very low - residual risk.
- It is therefore recommended that in predictable operations, own blood donation should be used. Inactivated blood products are practically HIV safe upon proper preparation.
- **Tattoos, piercing, manicure, pedicure, shaving, acupuncture**
- No risk if general hygiene rules are respected. All sharp or cutting objects that may come in contact with blood may only be used once and should be disinfected. Advice: tattoos, piercing or ear piercing should be done by experts only.
- **French kissing, kissing**
- The risk of French kissing can theoretically not be excluded but there are worldwide no cases of transmission.

## 2. Contents:

Puberty: is the transition period between school child and adult.

Development in boys and girls: The onset of puberty is different for boys and girls. Girls start puberty earlier than boys.

Secondary sexual characteristics: external changes in boys and girls that occur during puberty occur under the influence of sexual hormones.

Physical changes for girls and boys:

Girls:

- growth spurt
- wider hips
- development of breasts
- armpit hair
- hair growth around the pubic area
- pimples
- greasier hair

Boys:

- growth spurts
- wider shoulders
- more muscular body
- vocal change
- hair growth on chest
- development of beard and moustache
- armpit hair
- hair growth around the pubic area
- pimples
- greasier hair

How does your body change during puberty?

The influence of hormones: substances that are formed by glands and are delivered to the blood. They regulate the function of other organs.

Female sexual hormones: Oestrogen and progesterone

Male sexual hormones: Testosterone

### 3. Educational scheme

| Duration | Goal  | Teacher activity  | Student activity   | Educational situation:<br>Content, methods, media  | Learning objective(s) /<br>Competence development<br><br>Assessing Learning objectives  |
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| 10 min   | <p>Students can describe the concept of puberty as a transitional phase between childhood and growing up.</p> <p>Changes are the result of hormones through which secondary sexual characteristics are developed.</p> | <p><b>Orientation phase</b></p> <p>Teacher assesses the initial situation: we are talking about puberty.</p> <p>What is puberty?<br/>What can you tell about puberty?</p> <p>Teacher hands out worksheet (cartoon).</p> | <p>Students actively take part in the discussion.</p> <p>Students execute exercise 1 of the worksheet (cartoon) independently.</p> | <p>Instructional conversation</p> <p>Worksheet 1</p> <p>Teacher corrects the worksheet in group.</p> | <p>Cognitive goal:<br/>students can verbalize the notion of puberty</p> <p>Affective goal:<br/>By discussing changes within the group, students learn to accept whatever is happening to them</p> |

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| 10 min | Students can conclude that the development of boys and girls happens at a different age, using the graph. | <p><b>Information transfer and processing phase</b><br/>Teacher and students take a look at the graph.</p> <p>Key questions:<br/>Does puberty for boys and girls start at the same age?<br/>Where do you get this from?<br/>Where else is this shown?</p>   | Students interpret the graph.   | <p>Instructional conversation</p> <p>Worksheet 2</p> <p>Worksheet with graph about puberty.</p>                                    | <p>Cognitive goal:<br/>students can deduct that the course of puberty is different for everyone.</p> <p>Affective goal:<br/>Idem supra.</p>  |
| 10 min | Students are able to express a certain satisfaction about their own body image.                           | <p><b>Implementation phase</b></p> <p>Task 1: the perfect body</p> <p>Teacher explains the task:</p> <p>Step 1: Colour the parts of your body that you are satisfied with, blue on the unisex body.</p> <p>Step 2: Colour the parts that you would like to change of your own body, red on the unisex body.</p> <p>Step 3: Discuss your picture with the group</p> <p>Note: Teacher links listed changes to the topic of puberty.</p> | <p>Students colour the picture.</p> <p>During the discussion, students answer questions such as:<br/>Why did you colour some parts blue?<br/>Why did you colour some parts red?<br/>Why would you like to change this party of your body?</p> | <p>Worksheet 3</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Picture of unisex body</li> <li>• Pencils</li> </ul> | <p>Cognitive goal:<br/>students discover the changes that occur during puberty.</p> <p>Affective goal:<br/>By discussing changes within the group, students learn to accept whatever is happening to them.</p> |

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| 15 min | By playing a game, students learn to articulate the dangers of contracting an HIV infection. | <p><b>Implementation phase</b></p> <p>The teachers explains the rules of the game:</p> <p>Step 1: Place the cards in a stack (words down). Form groups of students.</p> <p>Step 2: In each group one of the players is appointed as the delegate player (blindfolded).</p> <p>Step 3: The delegate player draws a card.</p> <p>Step 4: The other members in the group explain what is being depicted on the card. Together as a group they have to decide whether the depicted situation may imply a risk for HIV infection.</p> <p>Step 5: The delegate player places his/her card at the red (high risk), yellow (low risk) or the green Frisbee (no risk). Since he/she is blindfolded, the player relies on the members of his group for guidance.</p> <p>Step 6: When the delegate player puts his/her card down, another player gets blindfolded and the game is repeated.</p> | Students play the game. | <p>Worksheet 4</p> <p>Materials:<br/>Cards depicting situations</p> <p>After the students have described the situation, as a group they make a choice whether the risk of contracting an HIV infection is: no risk, a low risk or a high risk.</p> <p>The game is over when all cards have been used.</p> <p>Together with the teacher, it gets determined whether the cards are placed correctly. Right = 2 points, Wrong = 1 point. The group with the highest points, wins the game.</p> | <p>Cognitive goal: students get acquainted with the risks of HIV infection</p> <p>Affective goal: Through group discussion, misconceptions are identified and adjusted.</p> |
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| 5 min | Students are able to express what kind of behaviours entail risks for HIV infection. | <p><b>Reflection phase</b></p> <p>The teacher and the students reflect on the risks of HIV infection.</p> |  | <p>Questions for reflection</p> <p><i>Blindfolded student:</i><br/>How did you feel when you had to rely on the others? Were you at the beginning insecure? When were you able to trust?</p> <p><i>The guiding group:</i><br/>How was it for you to guide someone, to take this responsibility? When did the guided person feel safe / familiar?</p> <p><i>All students:</i><br/>When should one be able trust and rely on one another in friendships, partnerships or when in love?</p> <p>And when should you take responsibility for yourself? How would it be, if you wanted to have sex with someone?</p> <p>Who will take care of protection? Who will talk about it?</p> |  |
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|  |  |  |  | <p><i>Transfer situations</i><br/>Which situations according to you are marked with a correct (red-yellow-green) and which are wrong?<br/>(Please explain briefly)<br/>What if someone in our class / group / club would be HIV-infected? What should you be aware of?<br/>Could he /she remain our group / club when the infection were known, or what would happen?<br/>What could we do so that an HIV infected person could do sports together with us?</p> |  |
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#### **4. Gender specificity / gender-specific aspects / transfer of specific topics (recommendations):**

The best approach for relational and sexual education (RSE) is the one that pays attention to Knowledge, Attitude, Skills, Emotions and Support (KASES). The starting point for this type of approach stems from the experiences of students. So that they acquire realistic and useful sexual knowledge.

K – Knowledge and information

This part is the theoretical chapter of the class where students acquire knowledge about certain notions, facts, structures, ...

A – Attitudes

Students learn to express their ideas, opinions, point of views, visions, ... on certain topics.

S – Skills

Students are shown a number of methods, ways...

E – Emotions and experiences

What kind of emotions arise because of this topic within the students?

S – Support

Students discover where they can obtain further information regarding certain topics.

It is very important that the teacher points out that puberty starts for everyone at a different point in time and runs its own course, one often different from that of others

#### **5. Variations, special features:**

Possible topics for discussion: Do boys pay more attention to appearances than girls? Can girls more easily talk about their feelings than boys? Are boys more quickly satisfied with their body?

#### **6. Experiences and results of testing**

The lesson was given four times. All students were divided into a group of boys, a girl's group and two mixed groups. The teacher was expected to give the lesson each time in exactly the same way, to try to emphasize the same things, to have an eye for the same details, to respond in the same way ...

The differences were remarkable.

We started with the boys group, the most active and, at least first sight, the most interested of the four groups, were it a little bit in a ridiculous way. The boys were quite noisy and exuberant, but also worked along nicely. They dared to talk freely about their bodies, were "honest" about their experiences with the opposite sex...

At one time they got actually on a different track. They began to ask questions about more girl-related topics, such as periods, ... It also looked like the boys found it harder to wait their turn. They "threw" more readily answers into the group. Humour was never far away!

The second group was mixed. This group asked more effort on my part as a teacher. It was very difficult to get them to talk. Where in the previous lesson the boys would give spontaneous answers, I now had to appoint every time someone to answer. The girls seemed very shy. It also occurred to me that the biggest mouths during regular classes were now very quiet.

The girls' group. I personally found it a great challenge! Almost no interaction. Beforehand, I thought it would be actually rather easy to talk to girls just about feelings, love and the human body but nothing is less true. It did not matter which example I gave, the girls continued staring at me, and were withdrawn. One go-getter wanted to take the lead, but talked entirely beside the point.

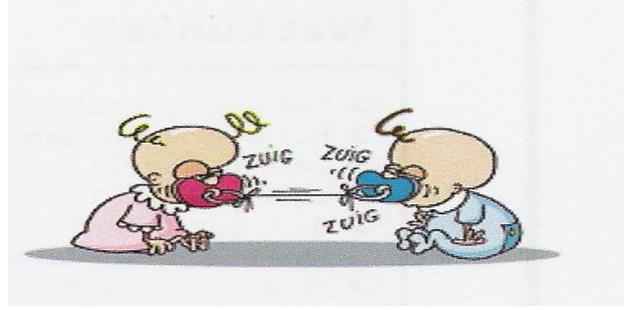
The last group was mixed again. In hindsight this was perhaps the easiest group to work with. The way of conveying this theme looked to me mostly like any regular class. The pupils worked quietly, regularly gave answers and, of course more importantly, also seemed to have more respect for each other's answers! There was much positive interaction.

In retrospect it appears that talking about "puberty", the phase of life in which the students find themselves, is no mean feat. Although it surprised me, that the girls' group had the most problems with it.

**Annexes:** texts, materials, prints, slides, blackboard, etc..

## Worksheet 1: What is puberty?

Indicate which cartoon talks about puberty? Motivate your answer



Push car – Company car

You are so unique!

Okay then... 15 euro? – When we were young - times were different. Suck - Suck ! Suck!

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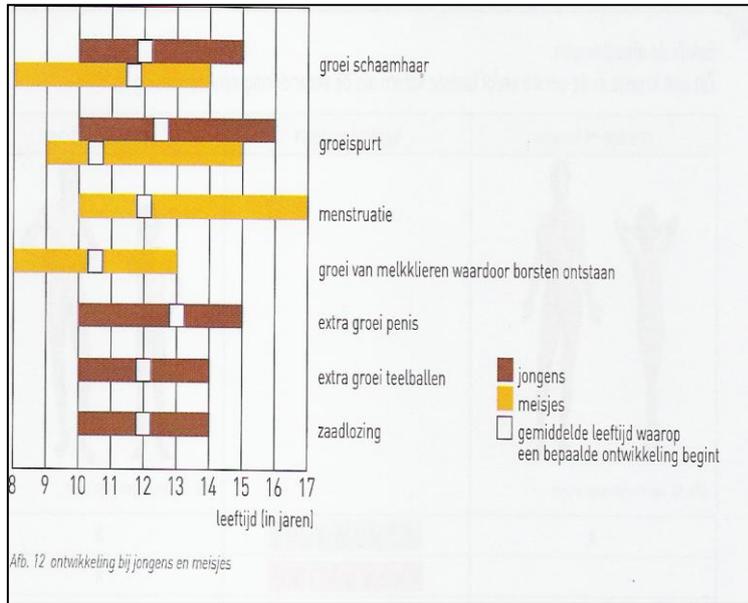
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## Worksheet 2: What is puberty?

**Given: the following graph**



- growth of pubic hair
- growth spurts
- menstruation
- growth of milk glands causing breasts to develop
- extra penis growth
- extra growth testicles
- ejaculation
- boys
- girls
- average age at which certain development starts

age (in years)

Picture 12: development for boys and girls

Do boys and girls enter puberty at the same age?

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Clarify your answer by means of an example.

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## Worksheet 3

### **Me and my body**

Task: the perfect body

Material:

- Illustration unisex body
- Pencils

Game play:

**Step 1:** Colour the parts of your body that you are satisfied with blue on the unisex body.

**Step 2:** Colour the parts that you would like to change on your own body red on the unisex body.

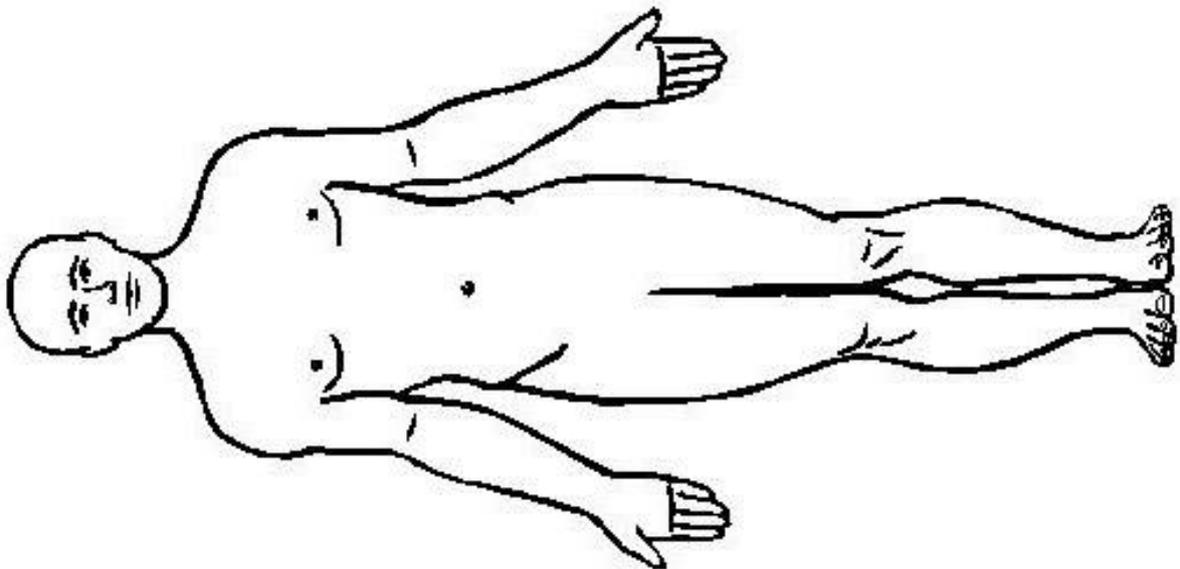
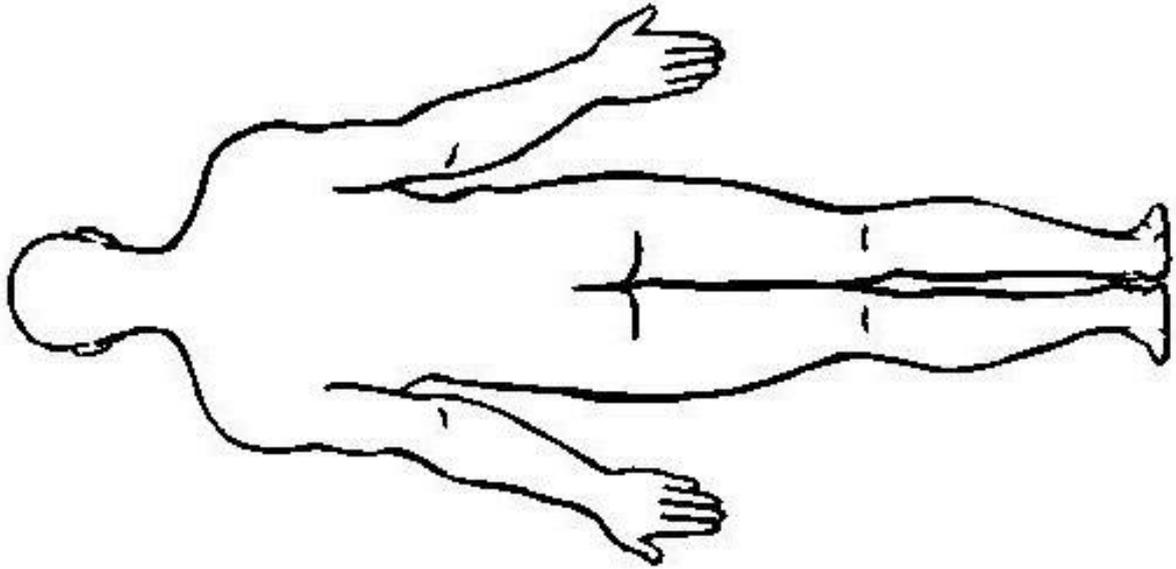
**Step 3:** Discuss your illustration with the group.

Why did you colour some parts blue?

Why did you colour some parts red?

Why would you like to change this party of your body?

**Illustration: The perfect body**



# Worksheet 4. Cards

