

# Changes

## Growing up

### Year 3 Lesson 1

To prepare for and understand changes that occur as part of puberty.

To recognise physical and emotional changes.

#### Pre-lesson preparation & resources

Read: Create a character guidance

- When you grow up sheet
- When you grow up trigger questions
- Sort out the changes

#### Introduction

We do not have a choice about some things. There are changes which you cannot control. Today we are going to explore the changes that happen to boys and girls as they start to grow up.

Starter: Class to identify how the changes that will happen to them between now and when they are in year 4; identify the physical and emotional changes.

#### Exercise:

##### 1. When you grow up sheet

Hand out individual or pair work

Children identify: Which things will change over time?

As you grow what things will change?

Think about: What things will stay the same?

What things will you grow out of?

What do you think you will always want to do?

In pairs or groups of four put into sequence, pupils walk around the room.

##### 2. Sort the Changes

Changes that we can't control. Use the diagram to identify and discuss. Focus on body changes, use yes/no when you grow up 'trigger question'.

Discuss the words used for body parts and functions.

They have proper names. Do you know the proper names?

# Changes

## Growing up

**Exercise:** Acknowledge different words used

### 3. Body vocabulary

**Vocab brainstorm and amnesty** – no one will get told off, not get into trouble, you are not naughty or bad – use the words you have heard, may not know what they mean. Stress you will not be angry or shocked. Amazing that there are so many words for the same body part or function.

**Alternative:** in groups (suggest you select the groups pupils work in depending on maturity level, streetwise etc.)

Write down words/phrases – don't worry about spelling, put into question box. If not able to write down – tell me as I come around.

Give examples, e.g. boys' penises may be called willies, sausage, cock or... any other suggestions. Other words which your families use, heard on TV, in songs etc. Emphasise and give the proper, correct word.

**Extension:** Suggestion/word box follow up

**Children sort words into acceptable/unacceptable slang words.**

Have line in centre of classroom, children stand up; above line acceptable (this needs to be discussed) e.g.; balls, nuts, and correct words, testicles. Unacceptable, e.g. bollocks below line.

**Discuss:** Why it is important to use and understand correct words for body parts and functions, e.g. everyone knows what talking about, no confusion or upset, helps understanding, can get advice, tell doctor.

**Discuss:** What happens and the effect or impact of using wrong or slang words, e.g. offence, hurt if directed at someone, get told off, being rude, insulting, confusion.

**Acknowledge** different words used in different situations, talking to granny, at school, in playground, in pop songs, in poems etc.

### Summary

Why is it important to learn about changes in year 3?

Why is it important to learn the correct language and vocabulary?

Refer back to 'what I can do' now and emphasis their responsibility towards younger children, brothers and sisters - old enough now to start to think about words and how they are used, refer back to ground rules.

One thing you have learnt today is...

One thing you are surprised about is...

# Changes

## Knowing our bodies

### Year 3 Lesson 2

Identifying current levels of knowledge and understanding about puberty, menstruation and conception.

#### Pre-lesson preparation & resources

Read: Suggestion box, Create a Character guidance

- SENSE DVD KS1 – being healthy  
KS2 – staying safe

#### Introduction

In the last lesson we talked about the words we have been using for parts of our body. We identified changes that happen to our bodies as we start to grow up.

Today we are going to continue to explore growing up and understand more about why our bodies change.

#### Exercise:

##### 1. Imagine

**Discuss:** What would happen if we didn't change and grow? e.g. Never reach the cupboards, never be able to drive, never have children

##### 2. Create a character

#### Create a male and female character aged 8

In single gender groups – boys could have the female character and girls the boy character, or same gender match between characters and pupils.

- Identify what the characters know about the changes their bodies will go through.

#### In groups/pairs

- Does the male or female character know or worry about different things?
- What do pupils think they need to know and why?
- Small groups: how might the characters feel about changes, what might they find difficult?

#### Class discussion

- What would help the characters, what advice would the class give the characters?
- Identify who the characters could go to talk and ask questions

Stress it is good to talk to family, parents and others, that there are people who you can talk to about anything in school and outside.

- Watch SENSE DVD KS2 Staying safe section 1 & 2 being different.

# Changes

## Knowing our bodies

### 3. SENSE DVD

KSI Being  
healthy section  
5 growing and  
changing

Real young people describing in their own words their understanding of changes and puberty

**Discuss** – you may need to show this more than once.

If there is giggling and nudging etc., advise you do not tell off, or draw attention to individuals. At the end of the clip, comment by saying it is natural for some to feel awkward, embarrassed, anxious etc. and that some people express this by laughing and larking about, that's ok, it is a new and funny subject – ask if class would like to see the clip again (this really works – honest).

Introduce the word puberty, to describe the changes.

Thank class for contributions; explain the characters will need further support to help them understand puberty as they get older. They may have lots of confusion and unanswered questions about changes, especially about periods and how babies are made.

### Summary



Assess current knowledge and maturity, consider offering individual/small group follow-up.

### Follow up

#### Individual /small group support

It may be that individual pupils, especially one or two girls, would benefit from one-to-one time discussing and preparing for periods and how to manage in school. Involve parents/carers as much as possible, with the pupil's consent. Could offer to talk over and look at some resources together. Show where sanitary products are kept in toilets, what to do if not feeling well or swimming etc. Identify someone they can go to in school.

The school nurse may be available to do a question and answer session.

# Changes

## Facts and fiction

### Year 3 Lesson 3

#### Facts and fiction

Using previously identified levels of knowledge and understanding

Introduce conception, puberty

#### Pre-lesson preparation & resources

Suggestion box

Read: 'Your mummy ate my football'.

- Life cycle
- What do things come from?
- Human life cycle
- Watch SENSE DVD KSI Being healthy section 7 making babies
- Counting Chickens by Polly Alakija

#### Introduction

Last lesson we explored growing up and understanding why our bodies change.

We created our characters to help them learn about puberty, the word for growing up. We established boys and girls have different body parts and that these change as they grow up into men and women. The reason for the changes is so that when the time is right a man and a woman can have a baby. We won't be going into a lot of detail as you will learn more as you get older but today we are going to help our characters understand a little about how animal and human babies grow and are looked after.

#### Exercise:

##### 1. Imagine

Share all the (funny) stories and legends we have heard about how babies are made.

Discuss difference between fact and fiction

##### 2. Read book

Discuss and identify the facts and the fiction

Discuss why stories and myths have been told about babies and where they come from

# Changes

## Facts and fiction

### 3. Life cycle

Match the different animals with the 2 life cycle stages.

#### Extension or alternative:

What do things come from worksheet - quick whole class activity  
Highlight it takes time for babies – human or animals to develop and grow. Use human life cycle to highlight different stages.

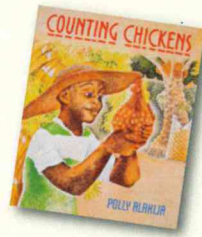
### 4. Pets

Discuss pets and any experience pupils have had with kittens, puppies etc. Or their pet giving birth etc.

Discuss baby pets, what they need and how to look after them

#### Extension:

- Read Counting Chickens



### 5. Watch SENSE DVD KSI



Being healthy section 7  
making babies

### Reflection/ assessment

- **Discuss:** what do you need now in year 3 to be a healthy child
- **Teacher Guidance:** Prompt pupils to consider a wide range of behaviours, help them to consider realistic, balanced lifestyles rather than ideal or extreme behaviours and lifestyles.

Cross-reference and remind pupils of learning from 'Eat Better, Move More' lessons.

- **Pairs:** write three top tips for your character (male and female character to help them be as healthy as possible)
- Each pupil to complete the assessment sheet and hand in

# When you Grow Up

Year 3 Lesson 1

Copy the phrases below on to the timeline in the right order.

Write my name

Walk to school with a friend

Get a job

Play with building bricks

Tie my shoelaces

Pass my exams

As a baby,  
I could

\_\_\_\_\_  
\_\_\_\_\_

As a toddler,  
I could

\_\_\_\_\_  
\_\_\_\_\_

Now I can

\_\_\_\_\_  
\_\_\_\_\_

When I am 8,  
I hope to

\_\_\_\_\_  
\_\_\_\_\_

When in year 6  
I think I will have

\_\_\_\_\_  
\_\_\_\_\_

As a teenager,  
I hope to

\_\_\_\_\_  
\_\_\_\_\_

As an adult,  
I hope to

\_\_\_\_\_  
\_\_\_\_\_

# When You Grow Up



What do you think you will be like when you are older?  
Will everything change or just some things?

Will you have long hair? YES  NO

Will you be heavier? YES  NO

Will you have big feet? YES  NO

Will you eat salad? YES  NO

Will you eat peas? YES  NO

Will you have hairy legs? YES  NO

Will you have a pet? YES  NO

Will you wear grey clothes? YES  NO

Will you be taller? YES  NO

Will you have a hairy face? YES  NO

Will you go to school? YES  NO

Will you be a parent? YES  NO

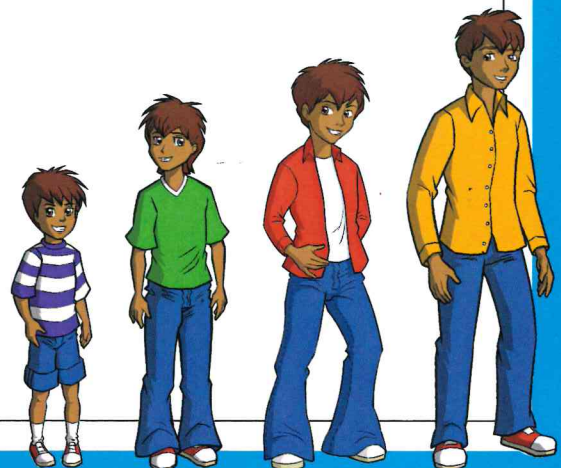
What colour will your hair be? YES  NO

Will you need to wear deodorant? YES  NO

Will you be good at making decisions? YES  NO

Will you keep your belongings neat and tidy? YES  NO

What are you looking forward to? What are you nervous about?



# Sort The Changes

Which changes can we control? Sort them into two columns and add some of your own. Are some in the middle?



Developing breasts

Voice getting deeper

Taking up hobbies

Buying clothes

Growing pubic hair

Starting periods

Making friends

Growing facial hair

Having smelly armpits

Choosing what to eat

Deciding when to work

Deciding when to go to bed

Going to school

Changes we can control

Changes we cannot control

## Questions to think about

What would it feel like to be the first or last person in your class to experience these changes?

Will I have more or less control as I get older?

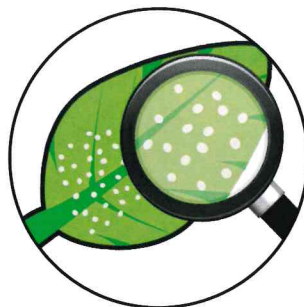
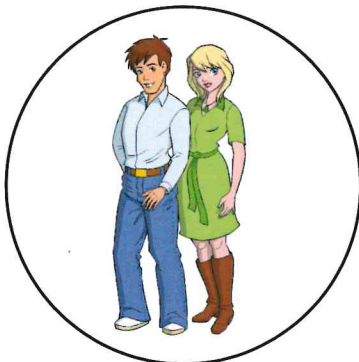
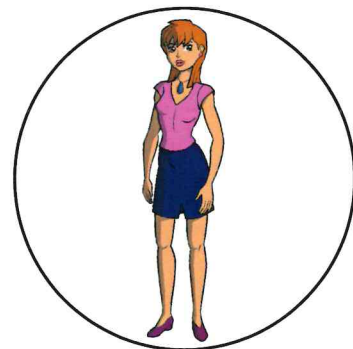
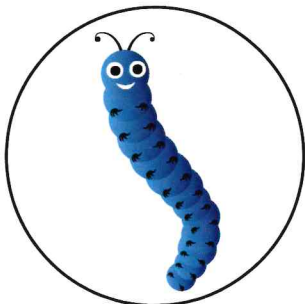
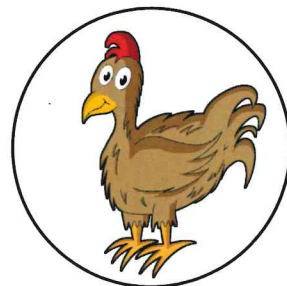
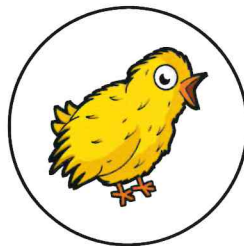
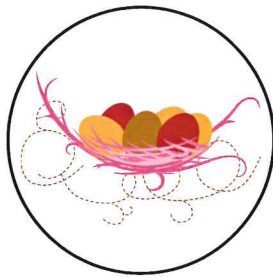
What do I need to think about and who will help me?

# Life Cycles

Year 3 Lesson 3  
Year 4 Lesson 1

There are 2 different animals below, each at different stages of growing up or life cycles. Show the life cycle of each by drawing lines to connect the pictures, use a different colour for each animal.

Example



# What Do Things

Year 3 Lesson 3

# Come From?

Choose a word from the list below to finish the sentence.

Cats

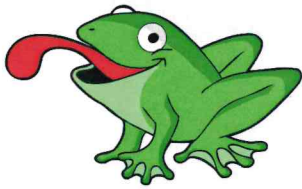
Tadpoles

Eggs

Seeds

Caterpillars

Acorns



Frogs come from

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Flowers come from

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Birds come from

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Butterflies come from

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Kittens come from

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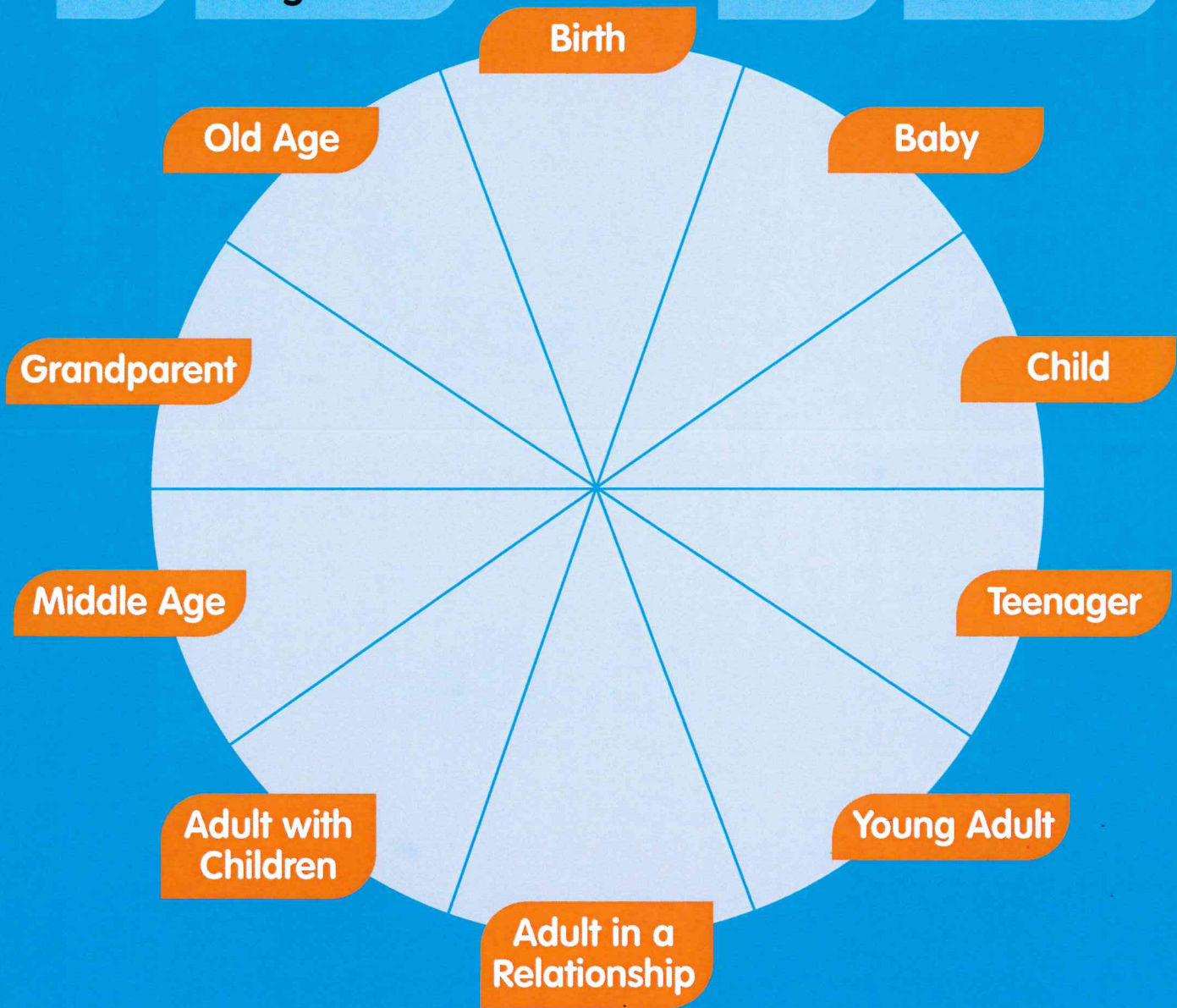
Oak trees come from

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# The Human Life cycle

In which section would you associate or put these words?

- Nappies
- Puberty
- Secondary school
- College
- Being on Facebook
- Nursery
- Exams
- Periods
- Child birth
- Dancing
- Primary school
- Playing football
- Marriage
- Driving a car
- Pension
- University
- Job
- Living on own
- Studies
- Qualifications



Are there any more things you can add?  
Can some things go in more than one section?