



YEAR 7 WILLETTON SHS

Health Education – Term 2, 2024

Cyber Safety,



Consent

&



Puberty



TEACHER NAME: _____

STUDENT NAME: _____



WSHS Year 7 Health

2024 Program Outline

	Program Title	Content Sub-Strands	Context Area & Elaborations	Assessments
Term 1	All AboutMe (Wk1-Wk9)	Being Healthy, safe, and active	1. Management of emotional and social changes associated with puberty through the use of; coping skills, communication skills, problem solving skills and strategies. (<u>ACPPS071</u>)	Assessment Task 1: Personal Biography (Due: Week 4)
		Communicating and interacting for health and well being	2. The impact of relationships on own and others' wellbeing. The benefits of relationships, the influence of peers and family applying online and social protocols to enhance relationships. (<u>ACPPS074</u>)	
Term 2	Being Cybersafe (Wk1-Wk2)	Being Healthy, safe, and active	3. Strategies to promote safety in online environments. (<u>ACPPS070</u>)	<u>Attitude and Behaviour:</u> Ongoing Semester One
Term 2	Consent (Wk3)	Communicating and interacting for health and well being	4. Strategies and skills to communicate assertively when seeking, giving, or denying consent are explained and applied.	
Term 2	Puberty (Wk4-Wk11)	Being Healthy, safe and active	1. Feelings and emotions associated with transitions; and practicing self-talk and help-seeking strategies to manage these transitions (<u>ACPPS070</u>) 1. Management of emotional and social changes associated with puberty through the use of; coping skills, communication skills, problem solving skills and strategies. (<u>ACPPS071</u>)	Assessment Task 3: Puberty Test (Due: Week 10)
Term 3	Nutrition & Activity (Wk1-Wk10)	Being Healthy, safe and active	1. Strategies to make informed choices to promote health, safety and wellbeing. (<u>ACPPS073</u>)	Assessment Task 4: Healthy lifestyles assessment (Due: Week 9)
		Contributing to healthy and active communities	2. Preventive health practices for young people to avoid and manage risk (<u>ACPPS078</u>)	
Term 4	Body Systems (Wk1-Wk4)	Contributing to healthy and active communities	Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings (<u>ACPPS078</u>)	<u>Attitude and Behaviour:</u> Ongoing Semester Two
Term 4	Basic First Aid Principles (Wk5-Wk10)	Being Healthy, safe, and active	1. Help seeking strategies that young people can use in a variety of situations. (<u>ACPPS072</u>)	
		Contributing to healthy and active communities	2. Preventive health practices for young people to avoid and manage risk. (<u>ACPPS077</u>)	
		Being Healthy, safe and active	3. Strategies to make informed choices to promote health, safety and wellbeing. (<u>ACPPS073</u>)	



Western Australia Curriculum descriptors:

Being Healthy Safe & Active:

- Strategies to promote safety in online environments (ACPPS070).
- Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these (ACPPS070).
- Management of emotional and social changes associated with puberty through the use of coping skills, communication skills, problem solving skills and strategies (ACPPS071).
- Help seeking strategies that young people can use in a variety of situations (ACPPS072).

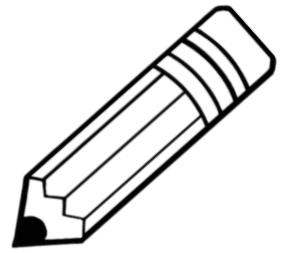
Communicating and Interacting for Health and Wellbeing:

- Strategies and skills to communicate assertively when seeking, giving, or denying consent are explained and applied (AC9HP8P07).

Session:	Lesson Aim and Content:	Resources:
One	<u>Cyber Safety</u> <ol style="list-style-type: none"> 1. Consider all the different online platforms. 2. List reasons why people go online. 3. Identify potential consequences or being online and reasons why age restrictions exist. 	<ul style="list-style-type: none"> • Sticky notes (post-it slam activity) • Cyber Safety Placemat A3 (located in L1 folder) • Keeping Safe Internet Basics – https://www.youtube.com/watch?v=r3twJMzKWR8 • Cyber Smart Kids – https://www.youtube.com/watch?v=WXG5gv1ukWI&t=2s
Two	<u>Cyber Safety</u> <ol style="list-style-type: none"> 1. List the potential consequences of posting images online. 2. Define Cyberbullying. 3. Investigate help seeking resources. 4. Reflect on your own online safety practices. 	<ul style="list-style-type: none"> • Sticky notes/scrap paper (Give One, Get One) • Is it Cyberbullying? https://www.youtube.com/watch?v=vtfMzmkYp9E&t=169s • CyberSlap – https://www.youtube.com/watch?v=xTLBQBYX2MQ • http://www.beyondblue.org.au/getsupport/find-a-professional • Kids HelpLine – https://www.youtube.com/watch?v=24Jtowxh-ZY&t=1s • Kahoot! – https://create.kahoot.it/share/duplicate-of-online-safety/9e905853-eb3c-42f7-869d-ee369869f789 • ACT E-Safe – https://www.esafety.gov.au/media/act-esafe • Internet Safety Games – https://www.makeuseof.com/tag/6-internet-safety-games-kids-cyber-smart/
Three	<u>Consent</u> <ol style="list-style-type: none"> 1. Define consent and what, when, how, and why. 2. Apply consent to real-life scenarios. 3. Define the DEVICES acronym in consent. 	<ul style="list-style-type: none"> • Everyday Consent – https://www.youtube.com/watch?v=LO3i1EJE6DI&ab_channel=RiseAbove • Tea and Consent - https://www.youtube.com/watch?v=h3nhM9UlJjc&t=2s&ab_channel=BlueSeatStudios • Kahoot! – https://create.kahoot.it/share/yr-7-consent/774f7111-2866-47e5-80d3-485434b959dd
Four	<u>Puberty Introduction</u> <ol style="list-style-type: none"> 1. Define puberty . 2. Understand the purpose of puberty. 3. Identify social, emotional, and physical changes that occur to males and females. 	<ul style="list-style-type: none"> • Question Box • Puberty – https://www.youtube.com/watch?v=Y-m4ppqMLPc • Puberty in Boys – https://www.youtube.com/watch?v=Yvw7QGytgNQ • Puberty in Girls – https://www.youtube.com/watch?v=j_mFJ2d0qxQ

Five	<p><u>Puberty – the how and why</u></p> <ol style="list-style-type: none"> 1. Identify skills, emotions, and items necessary to survive puberty. 2. Define hormones, primary and secondary sex characteristics. 3. Identify the main male and female sex hormones. 4. Create a timeline summary of the changes that occur during puberty. 	<ul style="list-style-type: none"> • Puberty Backpack A4 (located in the L5 folder – this is optional. It is included in their books, but they can take it home as homework). • Coloured pencils/texters. • Sticky notes 	
Six	<p><u>Puberty – Female Reproductive System</u></p> <ol style="list-style-type: none"> 1. Label the female reproductive system. 2. Define the different parts of the female reproductive system. 3. Describe menstruation and ovulation. 	<ul style="list-style-type: none"> • Female Reproductive System - https://www.youtube.com/watch?v=toKp0SGyv5w • Menstruation - https://www.youtube.com/watch?v=vXrQ_FhZmos&t=5s • Word Wall Activity – https://wordwall.net/resource/27628547 	
Seven	<p><u>Puberty – Female Reproductive System & Hygiene</u></p> <ol style="list-style-type: none"> 1. Label the female reproductive system. 2. Define the different parts of the female reproductive system. 3. Understand the menstrual cycle, symptoms and how to manage it. 4. Discuss hygiene and how to be hygienic. 	<ul style="list-style-type: none"> • Sanitary Kit Resource (located in Health Storeroom) • Hygiene – https://www.youtube.com/watch?v=8ENI6yhTahg 	
Eight	<p><u>Puberty – Male Reproductive System</u></p> <ol style="list-style-type: none"> 1. Label the male reproductive system. 2. Define the different parts of the male reproductive system. 3. Describe the journey of the sperm. 4. Describe the journey of an ovum. 	<ul style="list-style-type: none"> • Male Reproductive System - https://www.youtube.com/watch?v=nr5W9trSv8l • Research Walk Posters (located in Health Storeroom) • Word Wall Activity – https://wordwall.net/resource/31937101/changes-at-puberty-male-female 	
Nine	<p><u>Revision</u></p> <ol style="list-style-type: none"> 1. Revision for upcoming topic test. 	<ul style="list-style-type: none"> • Revision booklet (Available on Connect/Shared Drive) • Puberty Memory Game (available in Health Storeroom – 1 x class set = 8 x matching cards sets) • Kahoot! – https://create.kahoot.it/share/the-joys-of-puberty/992434db-fbec-4c3e-8e22-d7c61f64b17a 	
Ten & Eleven	<p><u>Week 10: Topic Test</u></p> <ol style="list-style-type: none"> 1. Topic Test 	<p><u>Week 11: 'Inside Out'</u></p> <ol style="list-style-type: none"> 1. Test catch-up & 'Inside Out' 	<ul style="list-style-type: none"> • Topic Test • 'Inside Out' movie (available on Shared Drive)

GLOSSARY



Sometimes in health we will use words that you do not understand. Each week, your aim is to write down two new words and their definitions.

You can write down new words that you hear and learn, or your teacher may ask you to add specific words.

Cyber Safety	The safe and responsible use of information and communication technologies (ICT).
Cyber Bullying	Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets.
Consent	Consent is permission for something to happen, or an agreement to do something.
Puberty	The period during which adolescents reach sexual maturity and become capable of reproduction
Adolescence	The period where a young person develops from a child into an adult.
Reproduction	The production of offspring (children) which occurs through sexual intercourse.
Hormones	Chemical messengers that tell the body what to do.
Primary Sex Characteristics	Changes that occur in the body to prepare for reproduction (e.g., ovulation in girls, sperm production in boys).
Secondary Sex Characteristics	Changes that occur in the body not related to reproduction but are a sign of sexual maturity.
Menstruation	The normal vaginal bleeding that occurs as part of a woman's monthly cycle.
Ovulation	The phase of the female menstrual cycle that involves the release of an egg (ovum) from one of the ovaries.
Ovum	The female sex cell (also known as the egg) formed in the ovaries and contains the female DNA.
Premenstrual Syndrome	A set of physical, emotional and behavioural symptoms that occur in the 1-2 days before menstruation.
Erection	When a male is sexually aroused, blood rushes to the penis causing it to harden and enlarge.
Sperm	The male sex cell formed in the testes and contains the male DNA.
Ejaculation	The act of ejecting semen from the body.



Weeks 1 & 2

Cyber

Safety



Online Platforms, Consequences and Age Restrictions – Placemat.

What online platforms exist? (List a minimum of 5 platforms)

Facebook, YouTube, WhatsApp, messenger, google, WeChat, Instagram, QQ, Tumblr, Qzone, TikTok, X (twitter), Reddit, LinkedIn, Viber, Snapchat, Pinterest.

Why do people choose to go online? (List a minimum of 5 reasons)

Socialising, connect with family and friends, research/homework, shopping, gaming, streaming TV, and movies, listening to music, watching videos.

Why do age restrictions exist for some online platforms? (List a minimum of 5 reasons)

Personal information is stored online, exposure to cyberbullying, predators, children's safety is a concern, users could be considered too immature, don't always have control of what is being posted, not educated enough, unable to think about the consequences.

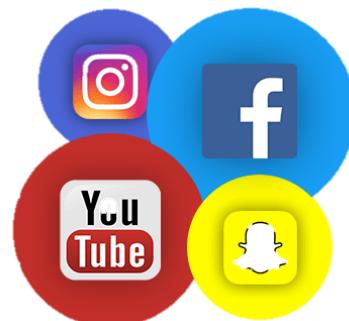
What are the potential consequences of being online? (List a minimum of 5 reasons)

Being exposed to inappropriate things, uploading inappropriate content, cyber bullying, data breaches, targeted advertising, grooming, explicit content, addiction, online gambling.

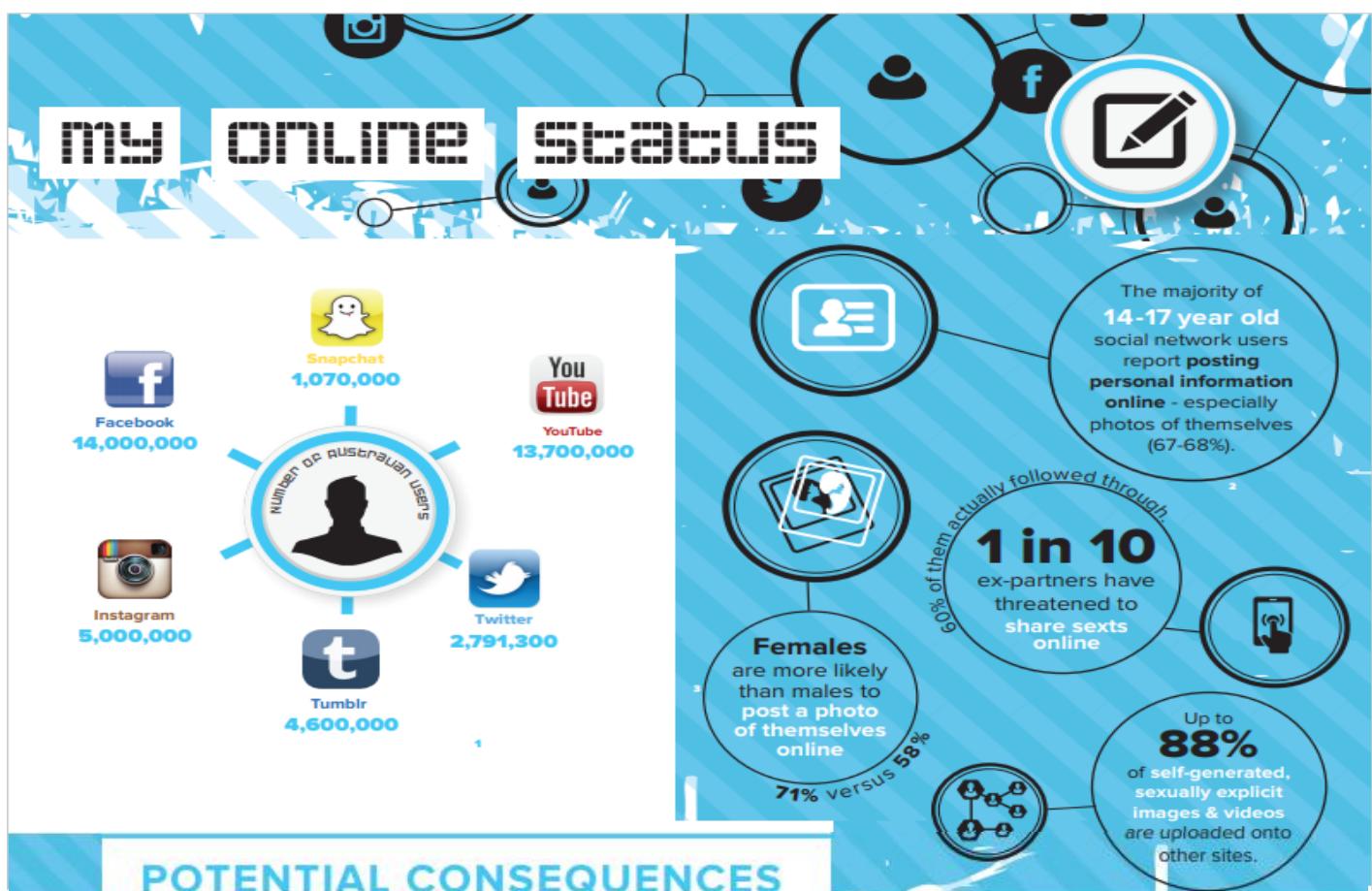
What are the age restrictions for these platforms?

- Facebook
- Instagram
- Snapchat
- X / Twitter
- YouTube
- Google Account
- WhatsApp

13 years old



Reflection: List all the online platforms you use and accounts you have:



POTENTIAL CONSEQUENCES



Damage to a person's reputation



Employment repercussions



Damage to relationships



Damage to a person's self-esteem



Sexually explicit photographs being spread to unintended audiences



35% HAVE NOT
of employers

hired a job candidate based on content found on a social networking site. The main reasons were:

- Provocative or inappropriate photos/information
- Content showing drinking or drugs
- Bad-mouthing others
- Poor communication
- Discriminatory comments
- Lying about qualifications
- Sharing confidential information

Keeping Safe – Internet Basics.

Watch the video 'Staying Safe Online.'

What is wrong with the following posts?

Review and rewrite them to make them safer for the sender, or those who the post is about.



Post 1:

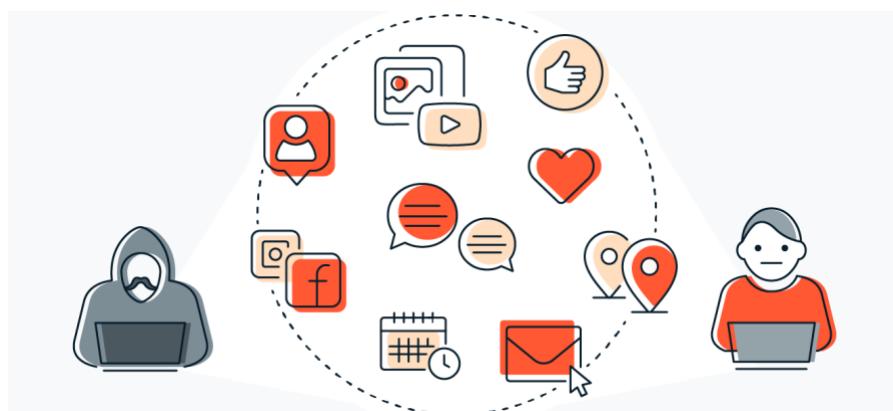
Heading out! Such nice weather.

- Don't be specific about location
- Don't provide phone number
- Keep details minimal

Post 2:

Such a fun dance last night! Thanks to my friends for making it great!

- Don't include school location
- Don't tag friends without consent
- Don't provide details of location



Read the online scenarios below and write down what each character could do in their situation to maintain the safety and wellbeing of anyone involved.

Abdul doesn't have many friends at school and enjoys playing online games. He meets Dan while gaming and they start chatting online. Abdul has never met Dan face to face but thinks Dan seems caring. Dan says nice things about Abdul and says he is Abdul's friend. Dan starts asking Abdul questions about his private body parts. This makes Abdul feel confused and uncomfortable. **What could Abdul do?**

Don't share personal information. Cut off contact with this person.
Don't ever meet up with a stranger from an online platform. Tell someone or report the other user.

Etc.



Ricki is at home using snapchat to talk with a group of friends. There are about 15 people from school in the group. Two of them start to write mean things about one of Ricki's friends who is also in the group. Ricki knows what they are saying is untrue but is scared to say so in the online group. Ricki is worried about what will happen at school tomorrow.

What could Ricki do?

Talk to someone at home or tell a teacher at school. Don't engage in the mean online conversations. Encourage others not to say mean things.

Etc.



MY ONLINE STATUS

Relationship Groups

Discuss the different types of information you share with different groups. List these on the table below:

Student Activity Sheet:

RELATIONSHIP GROUPS

Discuss the different types of information you share with different groups. List these on the table below.

	family	casual	romantic	friendship
Face-to-face	How your day was Issues that you are having	What sport you play	Information about your family Previous relationships	Who you are dating What you did on the weekend
Online	Photos of yourself and family	Video's from youtube that you are interested in	Personal messages asking how each others day was Photos together	Events you may be attending
Text	What your day was like What your doing after school	Asking what they are doing on the weekend	Times to meet up What they are doing on the weekend	What times sport on the weekend What they are doing on the weekend

Cyber Smart Kids – Webinar.

As a class we will watch a video about Cyber Smart Kids. As you are watching, you will be prompted to answer some questions.

<https://www.youtube.com/watch?v=WXG5gv1ukWI&t=2s>

How safe are you online? List what you do to stay safe.

Give yourself a point for which ones you have done:

Is it safe to talk to strangers who are also online? Explain.

How might Summerjessie16 know the correct school that Zak goes to?

How might Summerjessie16 know the correct name of the Year 4 teacher at the school?

Based on the way her messages are written, how old do you think Summerjessie16 is?

Does that sound safe? Should Zak go and meet Summerjessie16?

What is wrong with this video? What information did you see that was unsafe? (5x answers)

What can we do to keep ourselves safe when talking on the internet? (5x answers)

REVISION

Week 1

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Sharing images online.

REALITY BITES

40%
OF 13 - 15
YEAR OLDS
&
50%
OF 16 - 18
YEAR OLDS

HAVE SENT A
SEXUAL PICTURE
OF THEMSELVES

LEGAL CONSEQUENCES

- In Australia, the law bans sexting for anyone **under 18**.
- When **sexting** involves someone **under 18**, it is considered '**child pornography**', an 'indecent act' or an 'indecent recording'.
- The maximum penalties for **child pornography** can be up to **15 years** in jail and being placed on the **sex offender register**.

Young people who engage in sexting are more likely to...

- Be **cyberbullied**
- Report **negative emotions** and **suicidality**

REAL LIFE EXAMPLE

A 13 year old girl sent **sexy images** of herself to a friend and two boys. **Police** found out about the images, and the girl and her friends were cautioned. They were lucky; they could have been charged with the **creation and distribution of child pornography**.

HOOK: GIVE ONE, GET ONE!

Consider the consequences of sending images online.

These can include any kind of image.

Write down a minimum of 6 examples:

- You lose control over your images.
- You can't take a photo back from the internet.
- Digital kidnapping
- Online bullying (Cyberbullying).
- Online predators.
- Posting an inappropriate photo can damage a reputation and cause problems years later.
- Screen shots can be taken.
- Open yourself up to negative comments
- Images shared can end up in the wrong hands.

Cyberbullying.

In 2021, 44% of Australian young people reported having a negative online experience in a 6-month timeframe, this includes 15% who received threats or abuse online.

Follow along with the PowerPoint slide and fill in the blanks below:

- Cyberbullying is bullying that takes place over digital devices like

Mobile phones, computers and tablets
- Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Sending, posting, or sharing
- Cyberbullying includes negative, harmful, false, or mean content about someone else.

Embarrassment or humiliation.
- It can include sharing personal or private information about someone else, causing

criminal

 behaviour.
- Some cyberbullying crosses the line into unlawful or

criminal

 behaviour.

Where and how to seek help.

It is okay to share images, but it is important to think about the possible consequences that could occur and consider if it is worth it. And this goes for any kind of information.

If you find yourself needing help regarding anything occurring online, there are a range of places you can seek help from.

How to talk about it:

Often young people ask their friends for help or sometimes they might notice a friend is not behaving in the same way they normally do.

What actions can you take to support your friends if they need help with something occurring online? Fill in suggestions in the box below:

Don't judge them or their issues, Listen and don't panic, Be there for them, Talk to a trusted adult, Help them feel better (through things that enjoy doing, Know that it gets better, Get advice online or through a health worker.



HELPING me, HELPING YOU

Support Agencies – Offline and Online.

Sometimes bullying and other negative online experiences can impact a person's mental health in a big way. Sometimes we may need a little bit of extra professional help to deal with things that are happening or the way that we are feeling.

SUPPORT AGENCIES – OFFLINE:

Search online to find some of the following in your local area: Doctors, Psychologists, Psychiatrists, Hospitals, Headspace, and other mental health services. Here's a tip – try this website to search your local area:

<http://www.beyondblue.org.au/getsupport/find-a-professional>

Name of agency: Type of support offered: (i.e., online, face to face, talking etc.) Issues covered: How to access: (i.e., phone number, website, address etc.)	Name of agency: Type of support offered: Issues covered: How to access:
Name of agency: Type of support offered: Issues covered: How to access:	Name of agency: Type of support offered: Issues covered: How to access:



HELPING me, HELPING YOU

SUPPORT AGENCIES – ONLINE:

Visit the four online support agency links below and explore the support services offered by each agency:

www.youthbeyondblue.com

www.kidshelp.com.au

www.headspace.org.au

www.reachout.com

Name of agency: Youth Beyond Blue Type of support offered: (i.e., online, face to face, talking etc.) Issues covered: How to access: (i.e., phone number, website, address etc.)	Name of agency: Kids Help Line Type of support offered: Issues covered: How to access:
Name of agency: Headspace Type of support offered: Issues covered: How to access:	Name of agency: Reach Out Type of support offered: Issues covered: How to access:



**Beyond
Blue**



kids helpline
Anytime Any Reason¹⁸



REACHOUT

Young men

are **LESS LIKELY** than young women to seek professional health support services



VS



1 in 4

young
Australians
experience a
mental illness²



3 in 4

young people aged
16-24 do not seek
help for
mental health
problems³



Suicide
is the greatest
cause of death
for young
people aged
**UNDER
25¹**

Most young people
ask their friends for
help with personal
problems



88%
ASK FRIENDS



76%
ASK PARENTS



67%
ASK RELATIVES/
FAMILY FRIENDS



54%
USE THE
INTERNET



36%
ASK A
TEACHER



34%
ASK A SCHOOL
COUNSELLOR

Help seeking barriers

- Lack of knowledge about services
- Concerns about confidentiality and trust
- Believing that family and friends could help more than the health service
- Anxiety and embarrassment about disclosing issues
- Previous negative experiences of health services
- Transport
- Cost

ACT eSAFE.

Watch the video and answer the questions below:

Q1: Explain how she uses the 'idea of her house' to keep safe online?

Q2: What strategies does she put in place to be safe online?

Q3: What suggestions does she provide to look after her 'house'? (3 key components)

A

C

T

Reflection: Be Secure – My Personal Online Security Plan.

When you are playing games, researching for school, watching videos, and chatting to people online, it is important to prevent online security risks. These risks could include losing your information, spending money even though you did not mean to, damaging your device, or having someone contact you in a way that does not feel safe.

Complete the table below to come up with your own online security plan.

My personal online security plan	
Keeping my device safe	
Who is in charge of keeping my device's operating system and app software up to date?	
How do I back up my data, photos, and videos?	
What are three ways I can avoid downloading a virus to my device?	
Privacy and personal information	
When I get a new app, what settings should I check?	
What is a safe username I could use online?	
What information do I need to keep private?	
How can I make a strong password?	
Who can I ask to help me check and update my settings?	

What are three things I can do to respect the privacy of others online?	
When is it safe to share my location on a game or other app?	
Spending money online	
How do I turn off in-app purchases in a game or other app?	
What are three clues that a website or app might be fake or unsafe?	
Getting help and support	
Who can I trust if I need to talk about something I've seen online that has made me feel sad or worried?	
Where can I go for information about staying safe online?	
Where can I get support or advice at any time on any day, if I feel upset about something online?	



Internet Safety Games.

Click on the link below and choose from the 6 games related to internet safety.

<https://www.makeuseof.com/tag/6-internet-safety-games-kids-cyber-smart/>

1. Interland

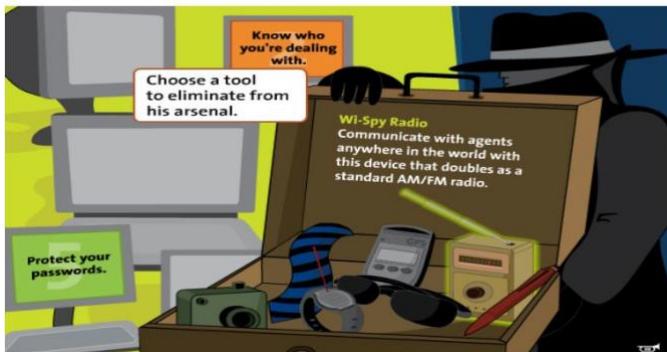


2. Cyber Defense Quiz

James Smith wants to create a new password to protect his new computer. Which password is the strongest? His birthday is June 22, 1997. His classmates know his birthday.

7moJ6Bz9 622smith Jim1997 97coolJB

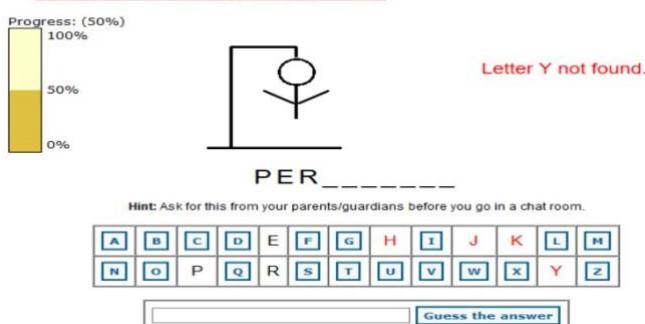
3. The Case of the Cyber Criminal



4. Band Runner



5. Internet Safety Hangman

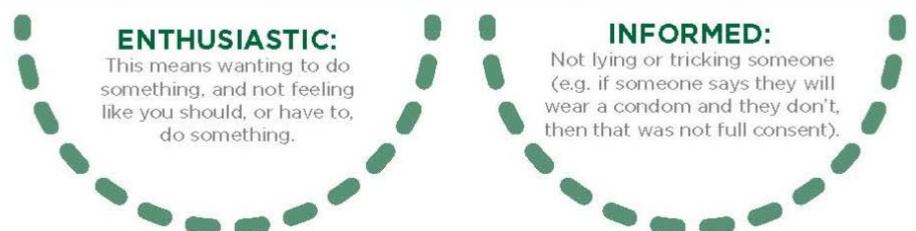


6. Privacy Pirates





CONSENT



Week 3

Consent



REVISION

Week 2

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Everyday Consent.



While watching the video, answer the questions below:

What does Percy do without permission in the video?

How do the other people in the video feel when Percy does not ask for permission?

How do you know the people felt that way?

Why is it important to ask for permission?

Consent – the **what**, the **when**, the **how**, the **why**.

WHAT: Consent is...

Consent is permission for something to happen, or an agreement to do something.

WHEN: *Consent applies to EVERYTHING and EVERYONE.*

When you want to interact with someone's body or property, you must get their consent and when someone wishes to do the same to you, they must get your consent first.

For each of the scenarios below, list 3 examples of **when** CONSENT is NEEDED:

When **ONLINE**:

- posting picture of someone else or their family
- posting with another person
- sharing someone's personal details
- joining a multiplayer game
- tagging someone in an online post
- creating an online account

Other **LIFE** Scenarios:

- Asking your parents for something
- Going to a friend's house
- Planning a group outing
- Taking a photo of someone
- Getting someone's number
- Borrowing something from someone

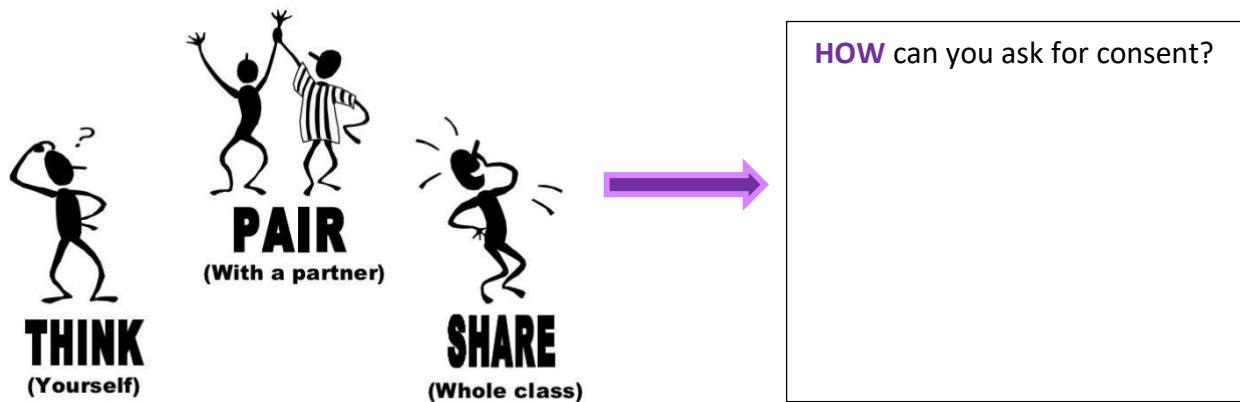
Related to our **BODY**:

- Tickling someone
- Anything related to sex and genitals
- Hugging someone
- Kissing someone
- Holding hands
- Giving/receiving a massage



Consent – the **what**, the **when**, the **how**, the **why**.

Think to yourself for a time, then pair up and discuss with your partner before sharing your thoughts with the class.



HOW to ask for consent:

Asking for consent is as easy as asking a question and it's best done with a clear conversation where everyone agrees. Consider the different scenarios where consent may need to be given and write your own consent questions below.



Consent – the **what**, the **when**, the **how**, the **why**.

Think to yourself for a time, then pair up and discuss with your partner before sharing your thoughts with the class.



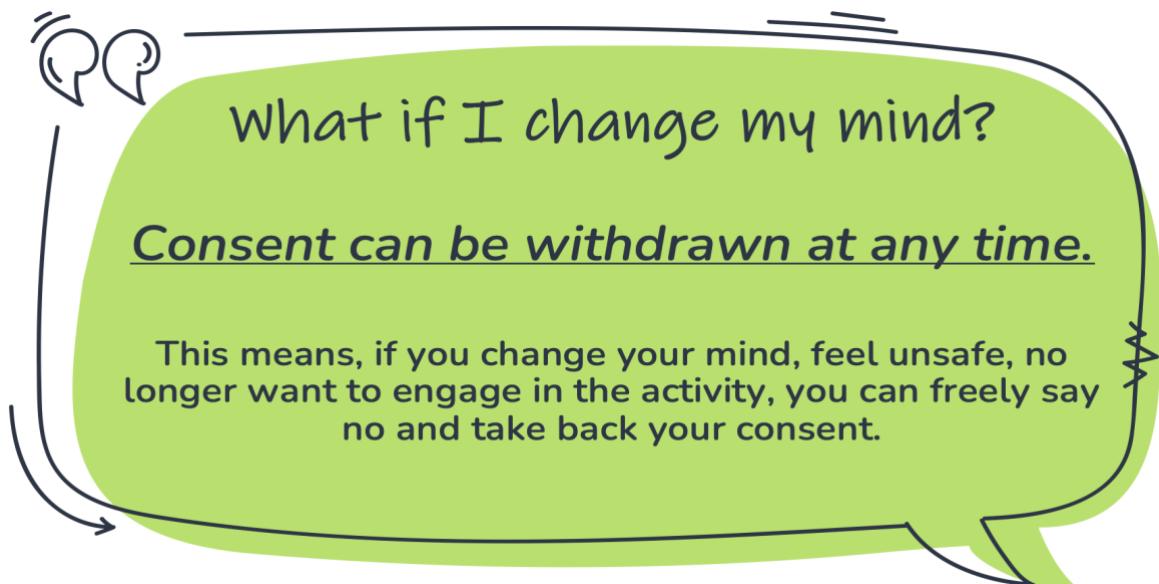
HOW do you know if you have consent?
What signs may a person show?

HOW do you know if a person has given consent?

They...

- ✓ The person verbally and enthusiastically says yes (e.g., "Absolutely yes!!").
- ✗ The person shows positive body language (i.e., a head nod, thumbs up with a smile).
- ✗ The person gives written consent (i.e., your parent giving consent for you to go on an excursion).
- ✗ There is no external pressure placed on that person (i.e., they are not forced, tricked, or threatened into saying yes).

Consent – the **what, the **when**, the **how**, the **why**.**



DO YOU HAVE CONSENT OR NOT?

- ✗ Consent can be tricky because someone might agree to something even if they don't really want it to happen.
- ✗ They might feel like they must give consent to maintain a friendship or feel like they'll be hurt if they don't give consent.
- ✗ They might not know what they are consenting to, or consent to something other than what you intended. They may also be unconscious, drunk or in a state of panic or stress. They might not say anything at all.

That's NOT consent!

Consent is a clear, enthusiastic 'yes' and nothing else



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SPIT FIRE – **WHY** is consent important?

- Allows for clear communication and no misunderstandings.
- Helps everyone to feel safe and equal
- Helps to set boundaries

Consent & DEVICES.

We can use the DEVICES acronym to help us understand if consent has been appropriately given. In the space below, complete the acronym by filling in what each letter stands for and read the definition that follows.

DEFINITE:

D It's a definite 'yes' or it's not consent. Maybe, I don't know, depends, and not sure DON'T COUNT! Neither does silence. It must be an affirmative, definite, verbal 'yes'.

ENTHUSIASTIC:

E It's given genuinely and with enthusiasm, it's made clear that it's something the person very much wants to do.

VOLUNTARY:

V It's given because the person feels like they want to. They are not coerced or forced; they give consent of their own free will.

INFORMED:

I People know exactly what they're agreeing to. That means explaining what will happen and the potential consequences and risks of the agreement to all involved.

CONTINUOUS:

C Consent is not a one-time thing! It is ongoing, must be given at every stage of agreement and can be taken back at any time.

EVERYONE:

E Everyone involved in an act must have given consent that follows DEVICES.

SPECIFIC:

S It refers to one specific act, it does not give you free rein to do anything else unless consent is obtained again.



Consent – Demonstrations

Let's practice asking for consent. How would you ask?

With a partner, you are wanting to use their pen. Practice taking their pen in the following ways:

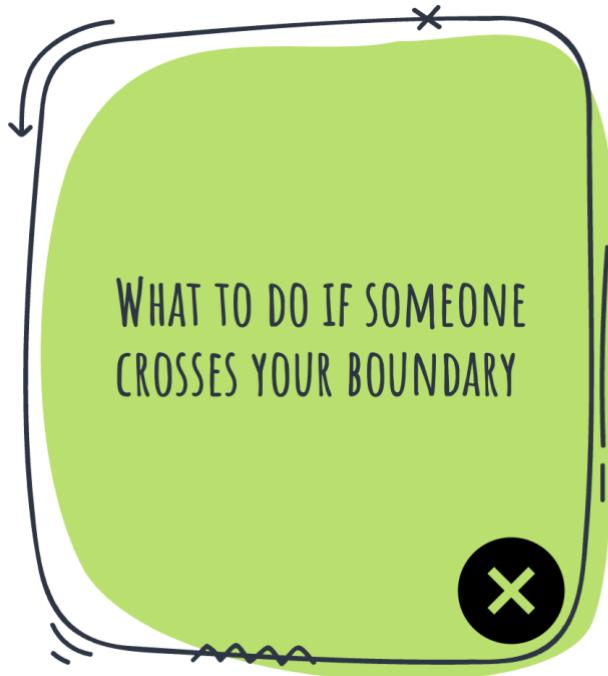
- Try asking clearly with a question.
- Try just taking the item without asking.
- Demand the item and just take it.

Reflection questions:

1. Did you notice a difference in the persons response with each approach? Outline how their words, body language and voice changed.

2. Which example felt the most comfortable and why?

3. Which example felt the least comfortable and why?



If someone makes you feel unsafe by doing something you don't agree to, it's important to tell an adult you trust. Tell a parent, teacher, group leader, coach, guardian, grandparent or anyone who can help.

Here's the most important thing to remember:

It is never your fault!

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CONSENT — words and how you say them matter!



NO CONSENT

No!
I don't want to!
Absolutely not!
No way!
Nup!
I don't like that!
I'm not sure
Maybe...
Let me think about it...
You cannot.
Not really.
I don't think so.
Maybe later...
(says nothing)



CONSENT

Yes!
Absolutely!
I want to do this!
For Sure!
I will allow you to...
It's okay (but in strong voice)
I'm sure!

How you can ask for CONSENT

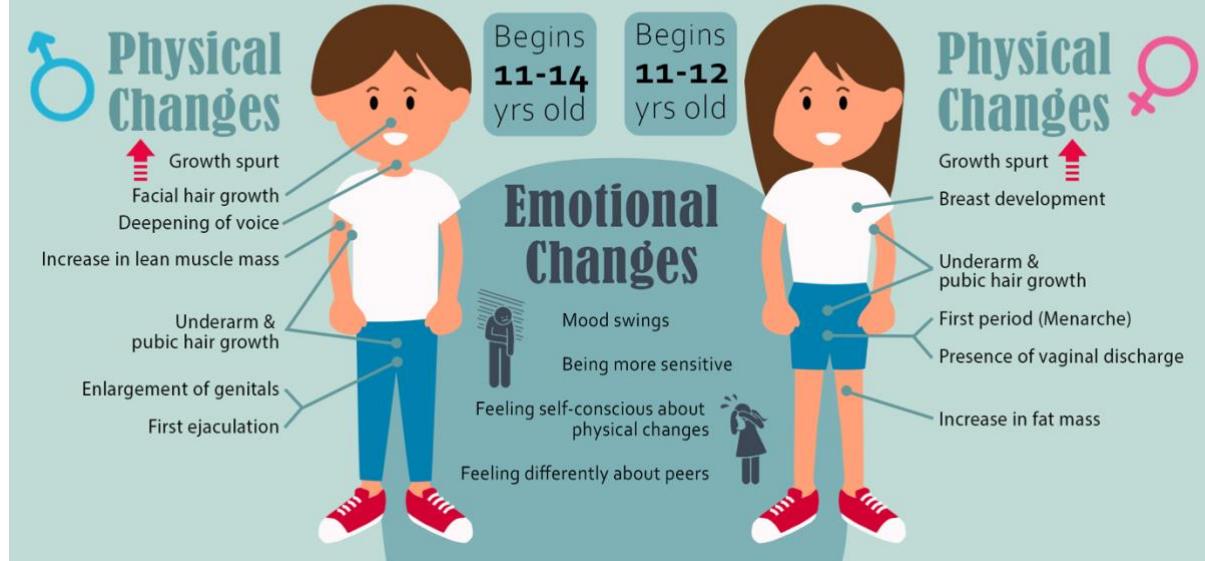
Can I please...?
May I please...?
Would you like to...?
Do you want to...?



For books and resources
to empower children go to
www.e2epublishing.info



What HAPPENS during puberty?



Weeks 4 – 11

Puberty



REVISION

Week 3

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Expectations and Question Box.

Puberty is a time that every single person will go through at some stage. EVERYONE is different and has their own experiences with puberty and we need to be respectful of everyone's thoughts/feelings/experiences of this time. You are expected to approach the topic with a level of maturity, and you need to get used to saying the proper terminology.

If you have a question that you want to ask but you don't want to ask it out loud... write it on a piece of paper and place it in the question box. In some lessons we will read out questions that are in the box and your teacher will answer them. You do not need to write your name – you can remain anonymous if you like! If you would like to have a chat with your teacher about something, you can write your name on your question, and they can speak to you personally.

Puberty KWL.

Complete the first two boxes in the table below:



What I KNOW... → what do you already know about puberty?
What I WANT to know... → what do you want to know about puberty?

Leave the last box blank as we will revisit this at the end of the term.

What I ***KNOW***...

What I ***WANT*** to know...

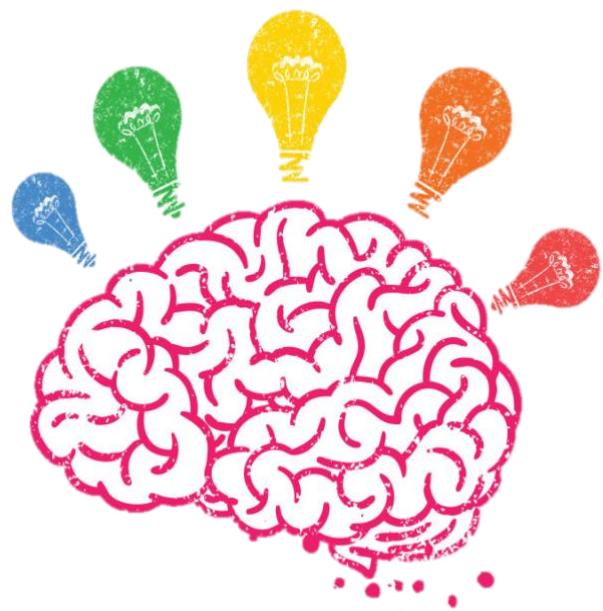
What I have ***LEARNED***...

Hook #2: Brain Dump & Give One, Get One.

Write down at least 10 ideas that come to mind relating to things you already know about puberty. Be ready to share your ideas with the class.

- Students can list different changes that occur.
- Experiences they may go through.
- Emotions they may feel.
- Ways to manage or deal with the changes.

Etc.



Why do we need to learn about this stuff?

It is important for us to learn about puberty because these are changes and experiences that are going to directly affect you and impact your life. It is also going to happen to every single person – your parents and grandparents experienced it, your friends will go through it, and eventually all the babies in the world will go through it too (even pet dogs!).

It is important to learn about it so you can prepare for the changes that are going to occur and you can understand why they are happening. It is also beneficial for females to learn about the male changes, and males to learn about the female changes, because you will have these people in your life – whether they be friends, family, co-workers, teammates or even lovers. If you know and understand what is happening, then you can help each other through the rollercoaster ride that is puberty.

What is puberty?

Puberty is the period of our life where our bodies develop and become capable of reproduction. Without puberty, it would not be possible for humans to have children (offspring).

The trigger for puberty is the production of ‘gonadotrophin releasing hormone’ (GnRH) from a part of the brain called the hypothalamus. This hormone (GnRH) stimulates the pituitary gland to send a signal to the ovaries in a girl, and the testes in a boy, to release their sex hormones.

The changes that occur during puberty are:	P	PHYSICAL
	S	SOCIAL
	E	EMOTIONAL

Answer the questions below in the space provided. Be sure to answer them in **your own words**.

1. What is puberty?
 2. What is the purpose of puberty?
 3. What causes puberty to happen?
 4. How do you feel about puberty?
-
1. The period during which adolescents reach sexual maturity and become capable of reproduction.
 2. The purpose of puberty is to allow the body to mature into an adult and become capable of sexual reproduction.
 3. The trigger for puberty is the production of ‘gonadotrophin releasing hormone’ (GnRH) from a part of the brain called the hypothalamus. This hormone (GnRH) stimulates the pituitary gland to send a signal to the ovaries in a girl, and the testes in a boy, to release their sex hormones.
 - 4.

What is happening to me?

Watch the videos below. Choose three different colours – one to highlight male changes, one to highlight female changes and one to highlight the changes that happen to both.

While watching ‘Puberty in Boys,’ label the changes that occur and draw a line to show where on the body that change occurs. Repeat for the changes to the female body. Then, using your third colour, highlight/underline/draw a circle around the changes that occur to BOTH males and females during puberty.

Puberty in Boys:

<https://youtu.be/Yvw7QGytgNQ?si=Va5QyTQ7KPLr6VT2>

Puberty in Girls:

https://youtu.be/j_mFJ2d0qxQ?si=LLVmb5em5r-mqZr6

Puberty Changes – Boys:

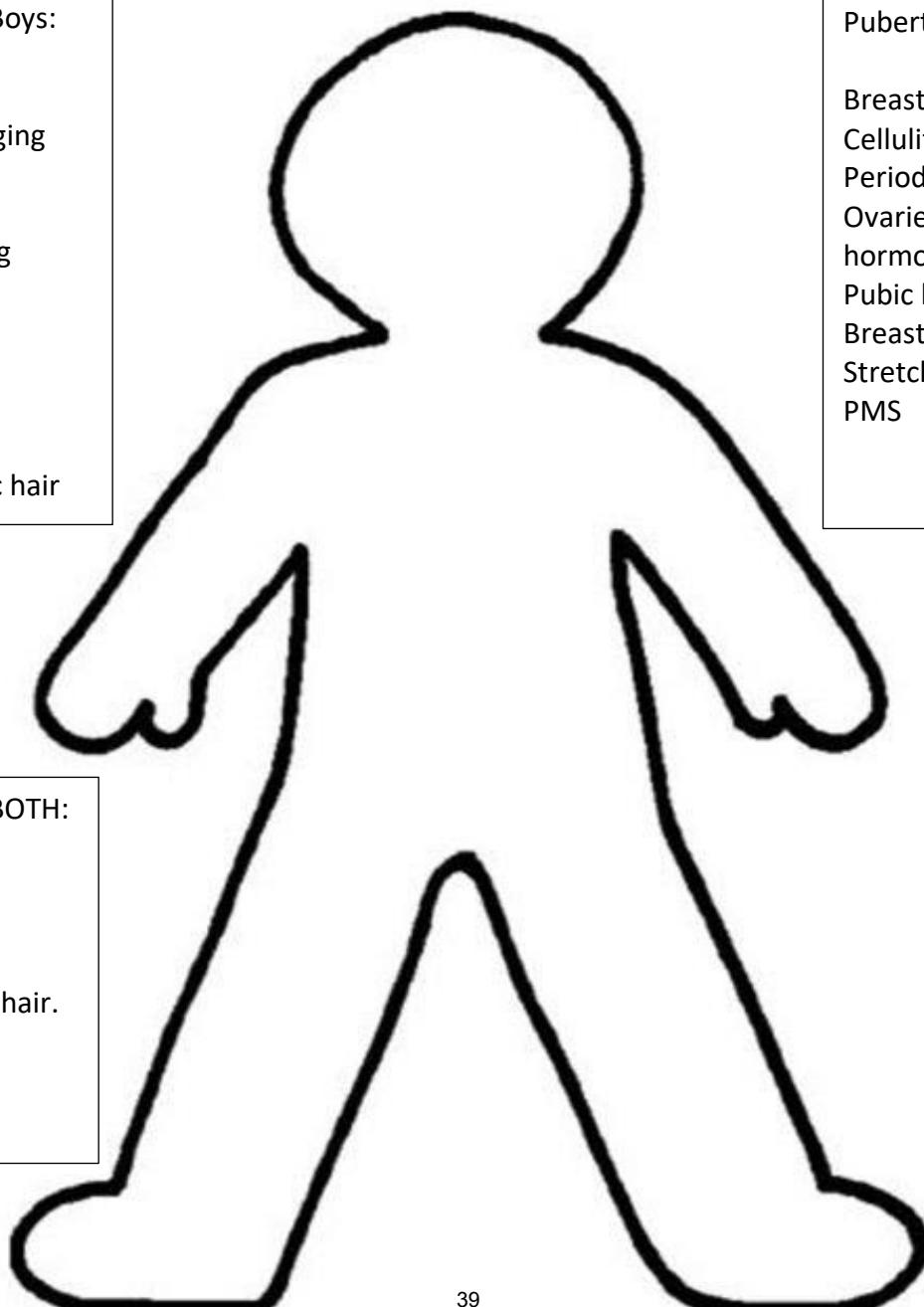
Pimples and acne
Hormones are changing
Growth spurt
Sperm develops
Testosterone flowing
Muscle growth
Penis growth
Erections
Wet dreams
Body odour
Facial hair and pubic hair

Puberty Changes – Girls:

Breast growth
Cellulite
Periods
Ovaries pumping out hormones
Pubic hair
Breast tenderness
Stretch marks
PMS

Puberty Changes – BOTH:

Growth spurt
Hair growth
Hormones
Pubic hair and body hair.



Puberty Changes – Physical, Social and Emotional Changes.

Now you have learnt about some of the physical changes that occur during puberty, what about the social and emotional ones that may happen?

Social changes are those changes that may happen around our relationships with our friends, family, lovers etc. Emotional changes are those changes that involve our feelings – how we feel about ourselves and others.

- Complete the table below by researching the answers.
- You need to list a minimum of 7x changes that occur during puberty in each column.
 - You can use the changes you wrote down from your previous activity, but you are still expected to find extras.
- You may work in pairs.

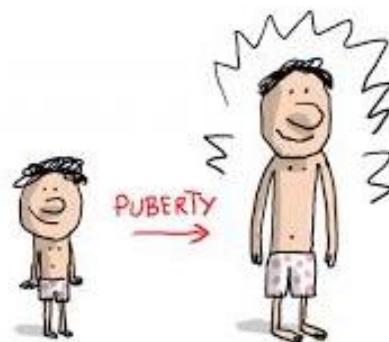
Some websites to help you are listed below:

[Better Health Channel - Puberty](#)

[Kids Health.org - Puberty Basics](#)

[Health Direct - Puberty for Girls](#)

[Health Direct - Puberty for Boys](#)



PHYSICAL CHANGES: BOYS	PHYSICAL CHANGES: GIRLS	SOCIAL CHANGES	EMOTIONAL CHANGES
Growth spurt	Menstruation/period	Development of relationships with friends	Mood swings
Testicle growth	Breast development	Desire to challenge authority/rebel	Confidence/self-esteem may decrease
Penis growth	Growth spurt	Want more independence	Body image concerns
Facial and body hair	Hips widen	Become interested in romantic relationships	Develop identity
Voice deepens	Pubic hair	Social comparison	Explore sexual orientation
Pubic hair	Vaginal changes (growth and discharge)	Develop social skills	
Adam's apple develops	Acne		
Increased muscle mass	Sweat glands develop		
Acne			
Sweat glands develop			
Sperm production			
Shoulders broaden			

REVISION

Week 4

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Hook: Rapid Fire.

Working in pairs, list as many changes that occur during puberty as possible. Think about PHYSICAL, SOCIAL and EMOTIONAL changes. Write your answers in the space below:



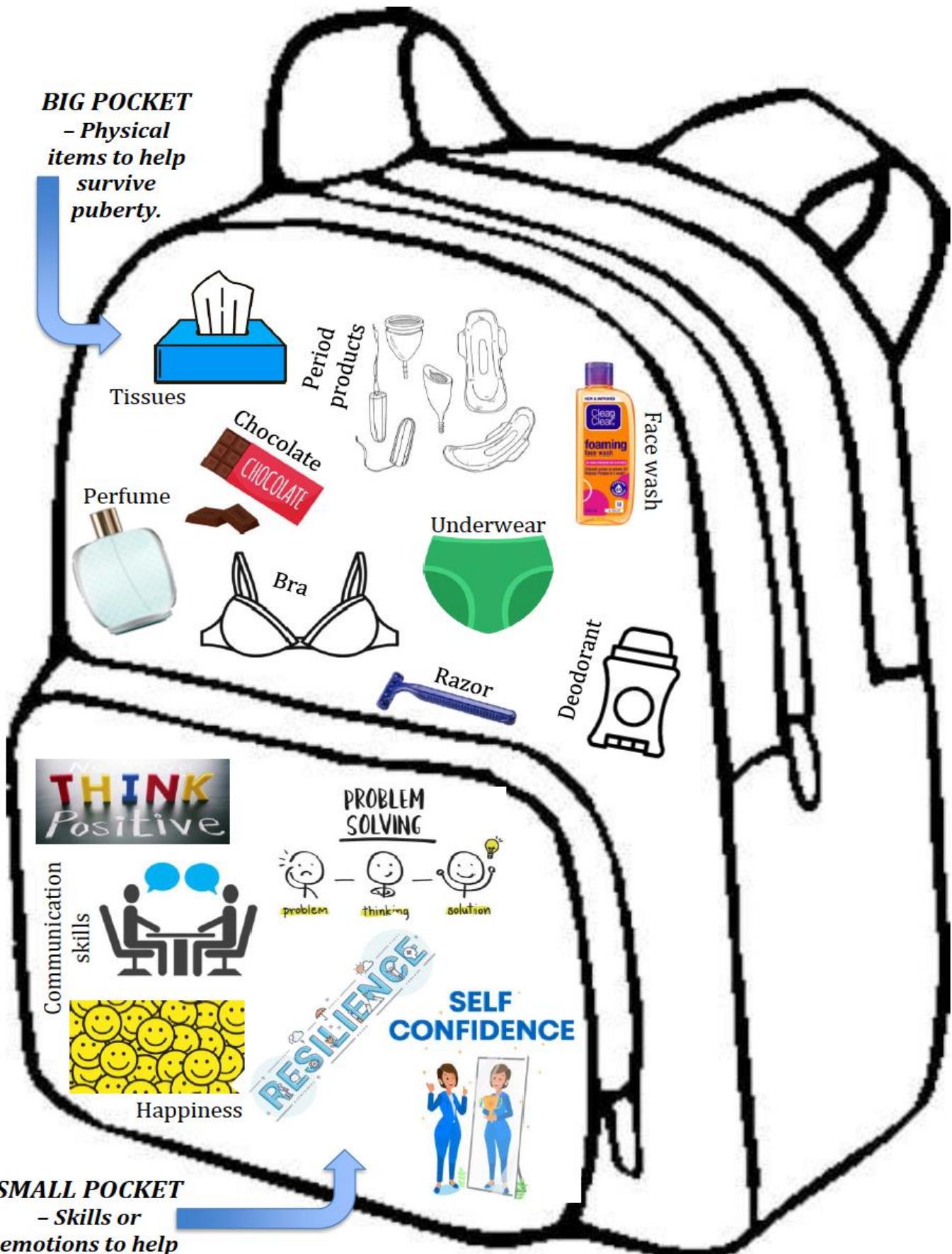
Survival Kit – My Puberty Backpack.

As you now already know, puberty is a time of so many changes to our mind and body, but how can you prepare for puberty and deal with the changes that are occurring?

In the space on the next page, create your own survival kit – a puberty backpack! Fill your backpack with items and skills you can use to survive the years of puberty.

- Make this backpack specific to yourself – what will YOU need?
- In the small pocket – include skills and emotions you can use.
- In the big pocket – include physical items you can use.
- You can write words OR draw pictures.
- Think about all the changes that can occur during puberty and how you can address/manage/deal with them.

Do you have a puberty survival kit ready at home for when you need it? Use this backpack for ideas of what you can make sure you have around you, or within you, for when you need to use it.



How does it all happen?

The physical changes that occur at puberty are triggered by substances known as

HORMONES

. They are chemical messengers that travel in the blood

stream from the place where they are made (called glands) to the place where they do their work. Each hormone has a specific job.

The **HYPOTHALAMUS** (located in the brain) tells the body to release 'gonadotropin releasing hormone' (GnRH). This hormone stimulates the **PITUITARY GLAND**

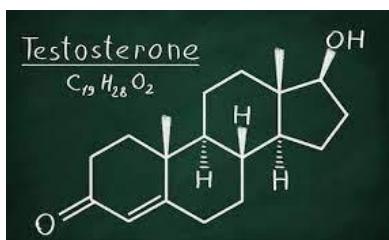
The **PITUITARY GLAND** gland, deep inside your brain, then sends out hormones to our sex organs to get them to start making **SEX HORMONES**.

- For boys, the pituitary gland sends a signal to the **TESTES**.
- For girls, the pituitary gland sends a signal to the **OVARIES**.

Both boys and girls make the same sex hormones. The main ones are **TESTOSTERONE** and **OESTROGEN**.

- Boys make lots of testosterone, and not so much oestrogen. Therefore, the primary male sex hormone is **TESTOSTERONE**
- Girls make lots of oestrogen, and not so much testosterone. Therefore, the primary female sex hormone is **OESTROGEN**.
- Another hormone in girls that is essential during puberty is **PROGESTERONE**

Testosterone and oestrogen help in the initiation of the primary and secondary sex characteristics in males and females.



Primary and Secondary Sex Characteristics.

Until puberty, the growth and development of boys and girls is very similar. At puberty, under the influence of hormones, this development progresses along different paths.

The physical changes that occur during puberty can be broken down into Primary and Secondary Sex Characteristics.

- **PRIMARY** Sex Characteristics are those changes that are **DIRECTLY RELATED TO REPRODUCTION**.
 - In boys, this includes the production of sperm in the testes.
 - In girls, this includes the onset of menstruation and ovulation.
- The production of sperm and the onset of menstruation and ovulation are indicators that the person is now capable of reproducing.
- **SECONDARY** Sex Characteristics are those changes that are not directly related to reproduction but are **A SIGN OF SEXUAL MATURITY**.
 - In boys, this includes the development of facial hair, the voice deepening (or ‘cracking’) and more muscle mass.
 - In girls, this includes the development of breasts and widening hips.

Puberty Timeline.

Read through the information on the following pages about the stages of puberty for males and females. The information gives you an idea of what ages some of the changes start to happen for people.

In the spaces provided on the timeline, identify the changes that occur in each age bracket. An example for each has been done for you.

You can work in pairs.

MALE STAGES OF PUBERTY

1. Normal Age Range: 9-12. Average: about 10

Male hormones are becoming active, but there are hardly, if any, outside signs of development. Testicles are maturing, and some boys start a period of rapid growth late in this stage. Boys generally begin puberty sometime around age 10, though it isn't uncommon for it to begin as early as age 9 or as late as age 12. GnRH is released, the testicles begin to mature and an initial growth spurt may occur (with average growth being around 2 inches (5.1 centimeters) a year). Although the growth of the scrotum and testicles is one of the first outward signs of puberty, boys at this stage are still unable to reproduce. There may also be the appearance of very fine hair in the pubic area. Boys may occasionally experience erections.

e.g. Age 9-12, hormones become active, testicles mature, rapid growth, very fine pubic hair, occasional erections.

2. Normal Age Range: 9-15. Average: 12-13

Testicles and scrotum begin to enlarge, but penis size doesn't increase much. Very little, if any, pubic hair at the base of the penis. Increase in height and change in body shape. The second general stage of puberty usually occurs around age 12 or 13. The testicles continue to grow, and this in turn means that more testosterone will be flowing through the body, spurring more changes. The boy will continue to grow taller rapidly, at a rate of 2 to 3 inches (5.1 to 7.6 centimeters) a year. What little pubic hair exists may begin to gain some color. Erections will become more frequent. The boy's body will begin to take on a leaner, more adult and masculine shape.

3. Normal Age Range: 11-16. Average: 13-14

Penis starts to grow in length, but not much in width. Testicles and scrotum still growing. Pubic hair starts to get darker and coarser and is spreading towards the legs. Height growth continues and body/face shape look more adult. Voice begins to deepen (and crack). Some hair around the anus grows. The third stage of male puberty occurs around age 13 or 14, but frequently as early as 11 or late as 16. Pubic hair begins to grow darker and fuller, and the penis now begins to grow in length. The testicles continue growing, erections become commonplace and the boy gains in height at a rate of over 3 inches

(7.6 centimeters) a year. The voice may begin "breaking" or "cracking." This is when the boy's voice suddenly and uncontrollably changes pitch mid-word or sentence, due to the growth of the larynx and the lengthening of the vocal cords.

4. Normal Age Range: 11-17. Average: 14-15

Penis width increases, as well as length. Testicles and scrotum still growing. Pubic hair begins to take adult texture, although covers a smaller area. Most boys have first ejaculations. Underarm hair develops. Facial hair increases on chin and upper lip. Voice gets deeper and skin gets more oily. Stage four of male puberty commonly takes place when a boy is around 14 or 15 years old. Hair begins showing up in the armpits and on the face, and pubic hair begins to grow coarse. The boy's voice will even out and become deeper. The stage-four boy can use this deeper voice to yell forcefully at the mirror when he sees his new acne, due to his ever-more-oily skin. He begins to grow taller and even faster, at about 4 inches (10.2 centimeters) a year. The penis now grows thicker and continues to lengthen.

5. Normal Age Range: 14-18. Average: around 16

Nearing full adult height and physique. Pubic hair and genitals have adult appearance. Facial hair grows more completely and shaving may begin now or soon. During the late teens and early twenties, some men grow a bit more and develop more body hair, especially chest hair. The final stage of male puberty occurs anywhere from age 14 to age 18. During this time, a boy will achieve most (but not necessarily all) of his height. His body shape will have evolved to that of a man's -- his shoulders will be broader, his muscles developed and fully formed, his arms and legs and chest proportioned for power and masculine appearance. This is because new muscle fibres are appearing, and all muscle fibres are getting thicker. Pubic hair will spread out to the inner thighs and lower stomach. By this stage of puberty, boys -- make that young men -- will be shaving, and their pubic hair and sex organs will look fully developed. While hair and height and body type will look adult and complete, many males will continue growing and developing into their 20s.

FEMALE STAGES OF PUBERTY

Age Range: Usually 8-11

In Stage 1 there are no outside signs of development, but a girl's ovaries are enlarging and hormone production is beginning. In the first stage of puberty (which often occurs sometime between the ages of 8 and 11), the only signs of puberty are occurring inside the body, as ovaries react to hormones such as LH and FSH and begin developing oestrogen-producing capabilities.

e.g: Age 8-11, ovaries enlarge, hormone production begins.

Age Range: Usually 8-14. Average: 11-12

The first sign is typically the beginning of breast growth, including "breast buds." A girl may also grow considerable height and weight. The first signs of pubic hair start out fine and straight, rather than curly. The second stage of puberty generally takes place when a girl is 11 or 12. Breasts begin to grow, or "bud." Buds exist when the areola darkens and rises and some transitional breast tissue exists. This generally comes before all other visible signs of adolescence, though it's not uncommon for pubic hair to begin growing before the breasts begin to develop. A growth spurt will occur.

Age Range: Usually 9-15. Average: 12-13

Breast growth continues, and pubic hair coarsens and becomes darker, but there still isn't a lot of it. Your body is still growing, and your vagina is enlarging and may begin to produce a clear or whitish discharge, which is a normal self-cleansing process. Some girls get their first menstrual periods late in this stage. In the third stage of development, growth of the breasts and pubic hair continues. Hair may have begun to show up in the armpits, and the vagina grows in size. This stage usually covers a girl aged 12 or 13 (though any girl between the ages of 9 and 15 could also pass through this stage). By this stage in development, menarche will occur for seven out of 10 girls. Once the body receives its signal from the brain to undergo puberty, it takes less than three years for menstruation to occur.

Age Range: Usually 10-16. Average: 13-14

Pubic hair growth takes on the triangular shape of adulthood, but doesn't quite cover the entire area. Underarm hair is likely to appear in this stage, as is menarche. Ovulation (release of egg cells) begins in some girls, but typically not in a regular monthly routine until Stage 5. In the fourth stage of puberty for girls (often around ages 13 and 14), the accelerated growth of her height will usually slow down. The adolescent's level of body fat will reach higher adult levels, tapering off at around 26% body fat. Pubic and underarm hair will continue to grow fuller and more coarse. If the first period has occurred, ovulation may be irregular as it establishes its rhythm. While it's now common for girls at 12 or 13 years of age to have already had their first periods, it wasn't always so. In fact, just over 100 years ago, most girls were 15 when they had their first periods (changes in nutrition, health and the environment are believed responsible)

Age Range: Usually 12-19. Average: 15

This is the final stage of development, when a girl is physically an adult. Breast and pubic hair growth are complete, and your full height is usually attained by this point. Menstrual periods are well established, and ovulation occurs monthly. Stage five represents the fully matured girl (usually around ages 14 to 17, though not uncommonly up to age 19) who has passed through all preceding stages of puberty. The girl has likely reached her maximum adult height by this time. Breasts have likely reached their full size, and pubic hair is fully developed. Periods and ovulation occur regularly. The cardiovascular, skeletal and muscle systems are all fully developed.

Males:

Age range: 9-12 years old.
Av. age: 10 years old.

- Hormone production starts.
- Testes maturing.
- Rapid growth spurt.
- Occasional erections.

Age range: 9-15 years old.
Av. age: 12-13 years old.

- Testes and scrotum enlarge.
- Pubic hair begins.
- Growth spurt.
- Change in body shape.
- More testosterone.

Age range: 11-16 years old.
Av. age: 13-14 years old.

- Penis length increases.
- Darker and more pubic hair.
- Growth spurt.
- Erections more common.
- Testes continue to grow.
- Voice starts to crack.

Age range: 11-17 years old.
Av. age: 14-15 years old.

- Penis growth.
- Testes and scrotum still growing.
- Under arm and facial hair.
- Voice continues to deepen.
- Oily skin.

Age range: 14-18 years old.
Av. age: 16 years old.

- Nearing full adult height and shape.
- Shaving possible.
- Chest hair may develop.
- More muscle.
- Many males will continue to grow and developing into their 20's.

8 YEARS OLD

Puberty Timeline

19 YEARS OLD

Age range: 8-11 years old.
- No outward signs yet.

- Ovaries grow.
- Hormone production starts.

Age range: 8-14 years old.
Av. age: 11-12 years old.

- Breast buds begin.
- Weight gain.
- Growth spurt.
- Pubic hair begins.

Age range: 9-15 years old.
Av. age: 12-13 years old.

- Breast growth cont.
- Pubic hair = darker and thicker.
- Vagina growth.
- Discharge starts (normal).
- Periods can begin.
- Underarm hair.

Age range: 10-16 years old.
Av. age: 13-14 years old.

- More pubic hair.
- More underarm hair.
- Irregular periods.
- Height growth slows.

Age range: 12-19 years old.
Av. age: 15 years old.

- Breast growth finished.
- Pubic hair finished.
- Growth spurt finished.
- Periods usually regular.
- Cardiovascular and muscular systems developed.

Females:

REVISION

Week 5

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Puberty Changes – RECAP.

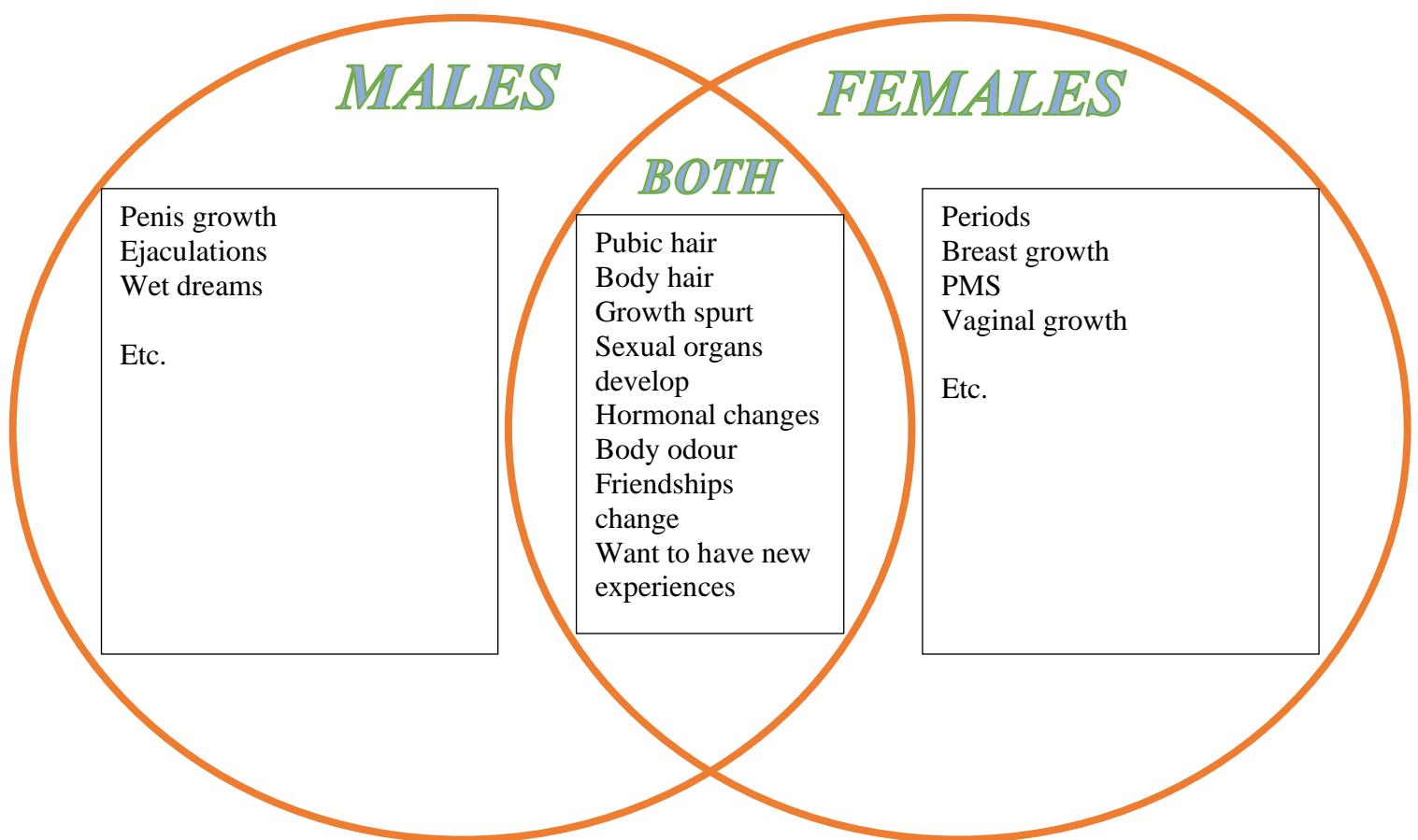
Compare and contrast the information you have learnt regarding the similarities and differences in the changes that occur to males and females during puberty.

Consider the PHYSICAL, SOCIAL & EMOTIONAL changes that occur.

Complete the Venn diagram below to reflect your understanding.

Compare = show how things are similar or different.

Contrast = show how things are different or opposite.



Female Reproductive System.

Read the information on the next page about the female reproductive system, some of the organs and their functions. Then, use that information to fill complete the two pages that follow.

Female Reproductive System.

The female sex organs consist of two ovaries, two fallopian tubes, the uterus and the vagina.

The ovaries are glands that act as store houses for the many thousands of tiny eggs called ova. (Just one egg is called an ovum.) These are the female sex cells. After the ovum has fully developed, it is released out of the ovary, caught by the fimbria and sent down the fallopian tube. One ovum is released each month and the ovaries take turns at releasing it. The release of the ovum is called OVULATION.

The ovum is carried for 4-5 days in the fallopian tube. If sperm arrive in the fallopian tube and join the ovum, FERTILISATION will occur. Note that only one sperm can penetrate and join with the ovum.

After fertilisation the ovum will travel to the uterus and attach itself to the wall. Here the ovum develops into an embryo, then foetus and finally a baby ready to be born.

However, if sperm are not present, the unfertilised ovum and the lining of the uterus (which is mainly blood) fall away. They are expelled from the uterus via the vagina during menstruation about once every 28 days.

The uterus is about the size of a pear. It is also known as the womb. During pregnancy it encases and protects the baby as it grows. During the birth of a baby the very powerful walls of the uterus contract and squeeze the baby out.

The cervix is an elastic opening between the uterus and the vagina. It is like a giant muscular elastic band. It helps keep the growing foetus in place during pregnancy but stretches during the birth process. You might say it is the world's first safety belt.

The vagina is a highly elastic passage leading from the uterus to the outside of the body. The baby passes through it at birth. This is also where the erect penis of the male is placed during intercourse. During menstruation the female may place a tampon in the vagina to absorb the menstrual discharge.

The hymen is a thin layer of tissue that may partially close the entrance to the vagina. This is easily broken during sexual intercourse and is often accompanied by a small amount of blood. It may also be broken during strenuous physical activity or by using a tampon.

The clitoris is tissue about the size of a pea. It is particularly sensitive to touch. Pressure to the clitoris will cause the female to become sexually excited.

The external female genitals are called the vulva. They consist of two sets of 'lips'. They can be seen from the outside of the body. They protect the entrance to the vagina and urethra.

Fill in the blanks – Female Reproductive System.

Using the words provided below, fill in the blanks to make this explanation of the female reproductive system correct. Each word can only be used once.

- Cervix
- Fallopian tubes
- Menstruation
- Progesterone
- Clitoris
- Endometrium
- Ovaries
- Puberty
- Egg cells
- Hymen
- Ovulation
- Sperm cell
- Oestrogen
- Labia
- Ovum
- Uterus
- Vagina

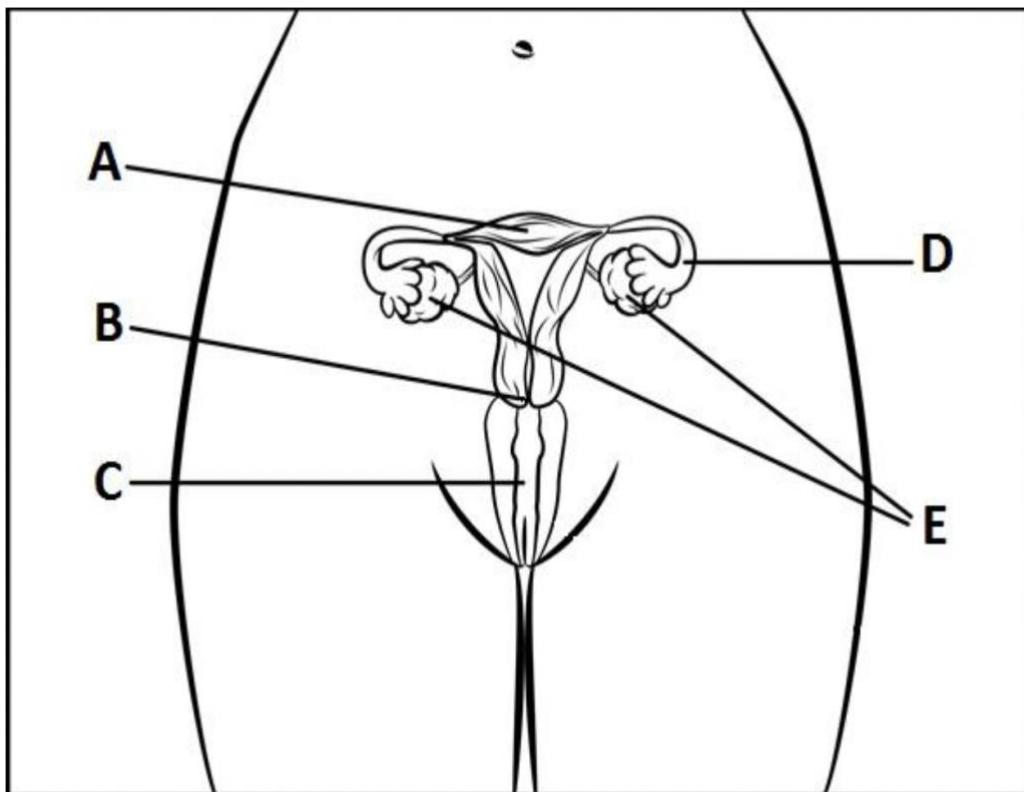
Firstly, Egg cells are produced in two almond-shaped organs known as the Ovaries. During the process of Ovulation, a mature egg (Ovum) is released and enters one of two Fallopian tubes. For a few days the egg cell travels towards the pear-shaped Uterus. The lining of this organ is called the Endometrium and it thickens in preparation for a fertilised egg. If the egg is not fertilised by the male Sperm cell, it will leave the body together with the lining of the uterus and a small amount of blood. This is called Menstruation (also commonly referred to as a period).

The lower portion of the uterus is called the Cervix and is a common site of cancer in women. The female organ of intercourse is the Vagina. A circular fold of skin is usually present at the entrance to this organ and is called the Hymen. Outside of the vagina are folds of skin covered with pubic hair known as the Labia. Between these folds is a small, round, sensitive area called the Clitoris.

The development of the reproductive system is triggered by the hormones Oestrogen and Progesterone, which cause many physical changes in girls. The period of change is called Puberty.

Labelling the Female Reproductive System #1.

Take time now to test your knowledge of what you just read. Label the diagram below of the female reproductive system and write a brief sentence to describe the organ and/or its function.

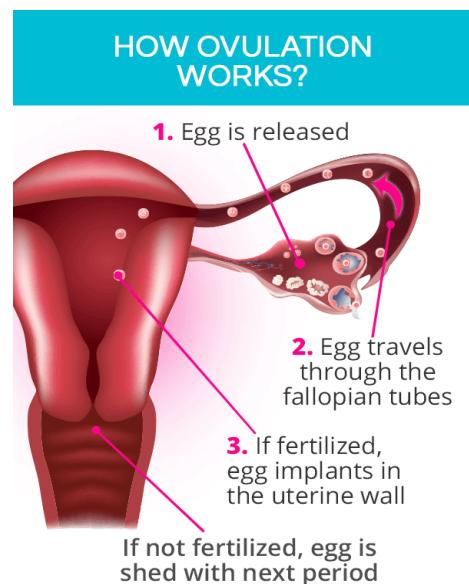
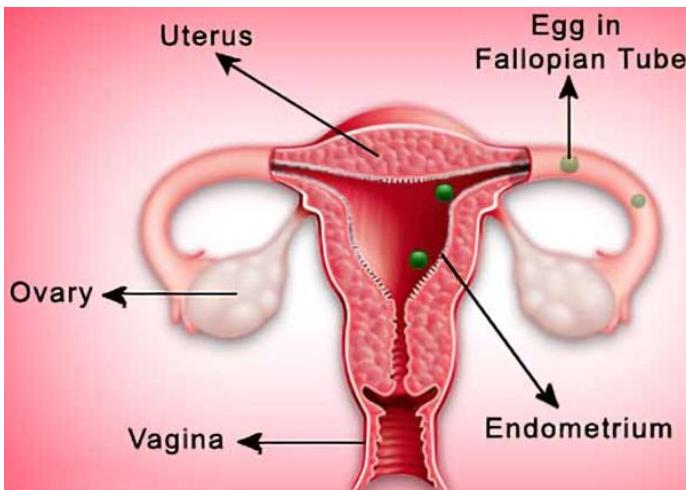


NAME	DESCRIPTION/FUNCTION
A – Uterus	Sometimes called the womb. Muscular organ about the size of a pear. Where developing baby, called a fetus grows and is fed. Where the period comes from.
B – Cervix	The lower part of the uterus. Makes mucus to keep sperm alive. Has opening through which menstrual fluid can pass out of the uterus or sperm can enter.
C – Vagina	The muscular tube leading from the external genitals to the cervix of the uterus.
D – Fallopian Tubes	Narrow tubes between the uterus and the ovary where the ova travels
E – Ovaries	Glands that make egg cells and female sex hormones

Ovulation and Menstruation – the WHAT and the WHY.

OVULATION:

- Girls are born with hundreds of tiny eggs. One egg is called an **ovum**, multiple eggs are called **ova**.
- They mature and develop in the **ovaries** (singular = ovary).
- At puberty, **hormones** tell the ovaries that it's time to start releasing ova.
- Usually, one egg at a time matures (develops) and is released from an ovary.
- This release of the ovum from the ovary is called **ovulation**.
- Ovulation occurs on average once a month.
- At the same time, the uterus starts to grow a thick lining on the inside wall.
- This uterine lining is called the **endometrium**.
 - The endometrium/uterine lining has lots of tiny blood vessels.
 - The lining is there to protect and feed an ovum that has combined with a sperm to form a fertilised egg.



MENSTRUATION:

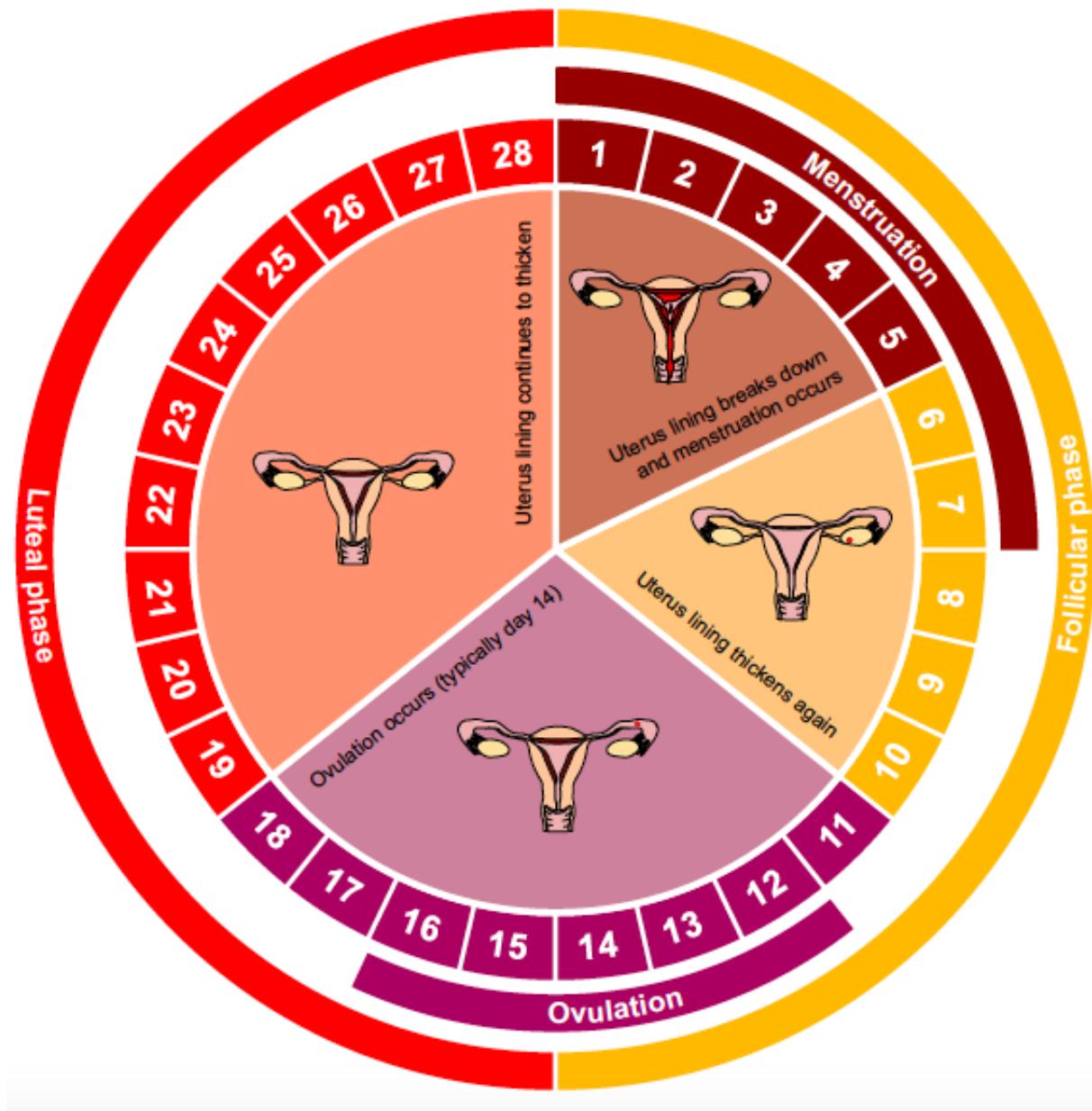
- If an ovum/egg does not meet a sperm and fertilise it, the endometrium (lining of the uterus) is not needed.
 - It breaks up – mixed with some blood, it comes out of the uterus, through the vagina, and then out of the body through the Vaginal opening.
- This process is called menstruation.
- It is also commonly referred to as a period.
- If a woman is not pregnant, then her ovary will continue to release an ovum, the endometrium will build up and she will have her period. This will continue to occur if the egg is not fertilised.
- The repetition of this cycle is called the Menstrual cycle. On average it occurs every 28 days.

FERTILISATION/CONCEPTION:

If a sperm fertilises an egg:

- If an ovum is successfully fertilised by a sperm, this occurs in the fallopian tube. The fertilised ovum will move and begin to implant into the lining of the uterus – the endometrium.
 - The process of a sperm fertilising an egg/ovum is called Conception.
- The endometrium provides the fertilised egg with the environment that it needs to develop into a baby.
- Approximately 9 months later a baby will be ready to be born.

The Menstrual Cycle.



Any additional notes:

Most girls get their period when they are between 10 – 15 years old. The average age is 12, but it is not uncommon for girls to begin their period earlier or later than this. The length of the menstrual cycle varies from person to person, but on average a woman will have her period every 28 days. Regular cycles that are 23-35 days in length can be normal, if that is what is regular and normal for the female. It is important to note that all girls will have different experiences with their period – just like with everything else about puberty, no two people are the exact same.

Activity 3: Reflection Test Your Knowledge – Word Wall Activity

<https://wordwall.net/resource/27628547>

REVISION

Week 6

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Period Symptoms and PMS.

No two people are the same, nor will they have the same experiences with their periods as one another.

Premenstrual Syndrome, also known as PMS, is a set of physical, emotional, and behavioural symptoms that occur during the last week of the luteal phase (1-2 weeks before menstruation). PMS can also be referred to as PMT, or Premenstrual Tension. PMS symptoms typically start in the 5 days before menstruation begins and ends within 4 days of the bleeding starting.

Symptoms of PMS and periods:

- Cramps
- Bloating
- Acne/pimple breakouts
- Breast tenderness
- Headaches
- Mood swings
- Feeling more irritable, upset or anxious
- Tiredness or trouble sleeping
- Appetite changes

Ways to manage symptoms:

- Exercise
- Eat well
- Get enough sleep
- Stress reduction techniques
- Pain medication (Panadol, nurofen etc.)
- Heat pack

Keeping a diary of symptoms may also be beneficial to keep track of feelings and if things change.

How to manage menstruation.



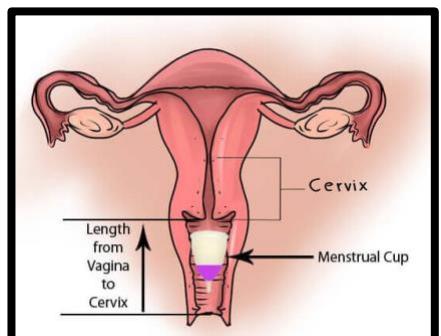
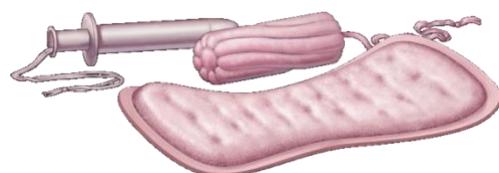
Period Underwear



Menstrual Cup



Tampons and Pads



- **Tampons: a small plug of material that fits inside the vagina to absorb blood.**
 - Pros: can go swimming, can be more comfortable, available in different sizes, can get tampons with an applicator for easier insertion, easy to pack/transport.
 - Cons: takes practice to be able to use one comfortably, needs to be changed regularly, toxic shock syndrome.
- **Pads: a sanitary pad stuck on the inside of the underwear to absorb and catch the blood.**
 - Pros: easy to use, comes in a variety of shapes and sizes, good when learning your cycle.
 - Cons: need to be changed regularly, can be uncomfortable, outline and shape can show when wearing tight fitting clothing, can't swim with them.
- **Period Underwear: underwear that contains a moisture-wicking fabric to absorb the blood.**
 - Pros: environmentally friendly (compared to pads and tampons), easy to use, comfortable, come in different styles and absorbency.
 - Cons: must be washed straight away, must buy the correct size.
- **Menstrual Cup: a small, flexible cup that is inserted into the vagina to catch the blood.**
 - Pros: can be used for 8-12 hours at a time, comes in different shapes and sizes, most environmentally friendly method, cost effective, hold more blood than a pad/tampon, easy to use once comfortable, less odour.
 - Cons: takes practice to be able to use correctly and comfortably, can take time to find the right fit, removal can be messy, need to be washed after every use.

MYTH OR FACT:

1. A female can't use a tampon until they're 17 because their vagina is too small.1.M
2. You can't push a tampon so far up that it will get lost in your body.2.F
3. Tampons cause cancer of the uterus.3.M
4. A female can feel a tampon when it is worn correctly.4.M
5. Tampons and pads can be changed depending on flow and comfort.5.F
6. A person can't go to the toilet normally when wearing a menstrual cup.6.M
7. A female can swim while wearing a tampon or a menstrual cup.7.F
8. Period underwear is a standalone solution for managing menstrual flow.8.F

Labelling the Female Reproductive System #2.

Read the definitions of the words below. Use the words to label the diagram of the female reproductive system.

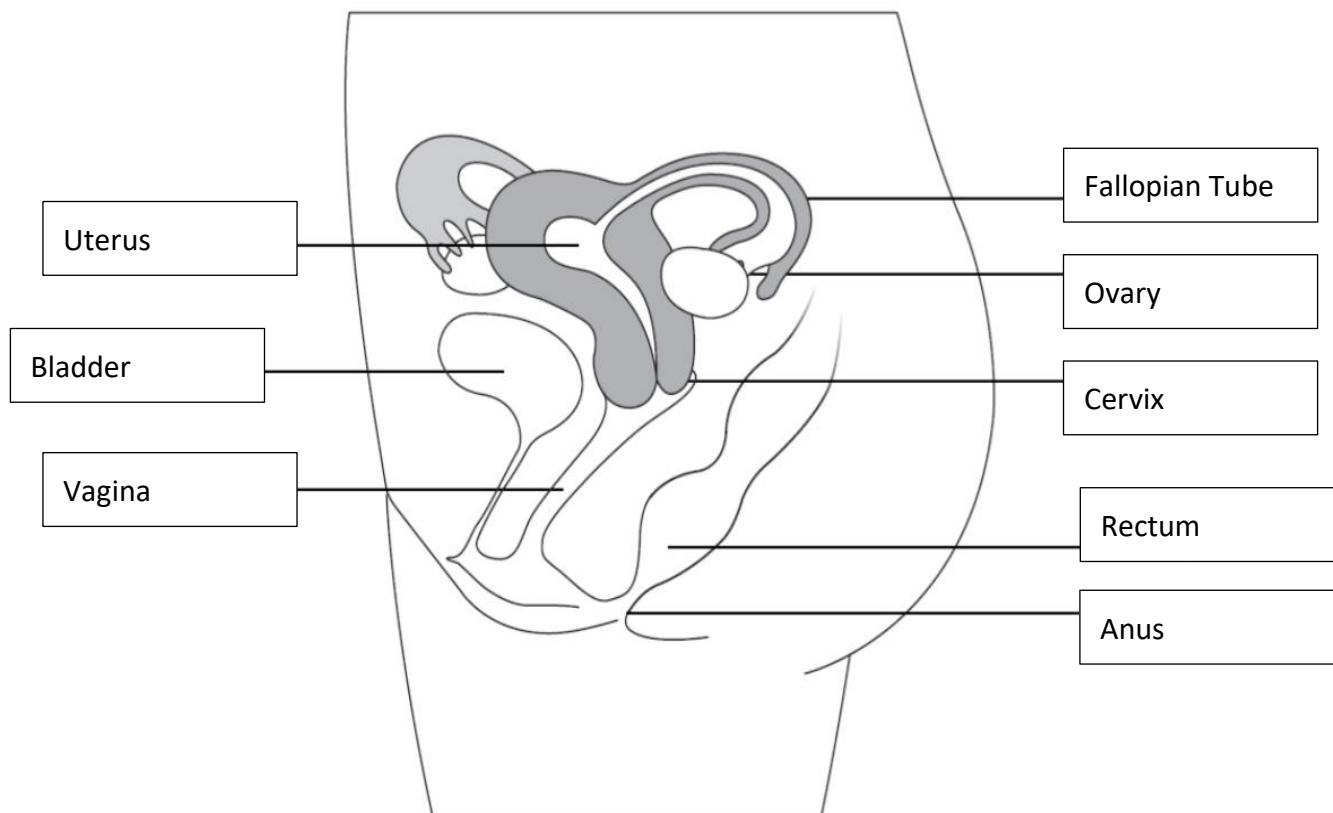
Fallopian Tubes – Narrow tubes between the uterus and the ovary where the ova travels.

Ovary/Ovaries – Glands that make egg cells and female sex hormones.

Cervix – The lower part of the uterus. Makes mucus to keep sperm alive. Has opening through which menstrual fluid can pass out of the uterus or sperm can enter.

Uterus – Sometimes called the womb. Muscular organ about the size of a pear. Where developing baby, called a fetus, grows and is fed. Where the period comes from.

Vagina – The muscular tube leading from the external genitals to the cervix of the uterus.





Frequently Asked Questions.

When will I get my period?

- No one can tell exactly when it will start.
- Many girls get some white or yellow stuff on their underwear – it is mucus that can indicate to a girl that her period is coming sometime within the next year.

How long will the bleeding last?

- Each female is different. It can vary from 3 – 8 days.
- During a period, females only lose a few tablespoons to about half a cup of blood in that time – not a lot.

How often will I get my period?

- At first there may not be any pattern to when you will get your next period. Some women never have a regular pattern.
- Most women eventually have a regular cycle – they know approximately when their next period will happen.
- The length of a cycle is from the first day of bleeding one month to the first day of bleeding the next time it happens.
 - The day you bleed is day 1, and the day before your next bleed is the last day, for example, day 28.
 - Each person is different so some women may have a period every 23 days, some every 28 days and others every 35 days.

Will it hurt?

- The bleeding is like a nosebleed – we don't know it is happening until we become aware that we have blood on our underwear.
- Some girls get cramps – tight pains around the uterus – before and for a day or two during their period. Some girls get cramps every period, some occasionally and some never.
- If you get them, talk to your mom or another woman about what to do for them.
- Options may include taking Panadol/Nurofen, hot water bottles or heat packs.

Will people know when I get my period?

- Not unless you tell them. The blood usually dribbles out a bit at a time, it doesn't gush out in a puddle.



I am Changing

Part 2 - Activity 2



That time of the month

What is menstruation?

Part of puberty for girls is getting a period. This means menstrual fluids coming out of the vagina. This happens at regular intervals as the uterus sheds its bloodrich lining..It shows that their bodies are maturing and becoming capable of reproduction.

How long does it last?

A period lasts for 2 - 7 days. The average menstrual cycle is 28 days but anytime between 21 - 35 days is normal. It can take quite a while for a girl's cycle to become regular. The days of a cycle are counted from the first day of menstrual flow until the first day menstrual flow begins again.

Keeping a calendar can show what a girl's personal cycle is like and help keep track of when the next period might be due. In this example, a girl who usually has a 28 day cycle uses a calendar to mark the days of her period. She then counts forward to work out that her next period will probably start on Tuesday July the 30th.

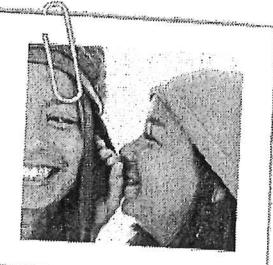
JULY

S	M	T	W	T	F	S
	1	2 period starts day 1	3 day 2	4 day 3	5 day 4	6 period ends day 5
7 day 6	8 day 7	9 day 8	10 day 9	11 day 10	12 day 11	13 day 12
14 day 13	15 day 14	16 day 15	17 day 16	18 day 17	19 day 18	20 day 19
21 day 20	22 day 21	23 day 22	24 day 23	25 day 24	26 day 25	27 day 26
28 day 27	29 day 28	30 next period might start	31			



I am Changing

Part 2 - Activity 2



What is the menstrual fluid like?

On some days the flow may be heavier and bright red and on other days it might be just a brown trickle. Less than half a cup of fluid is lost in total.

What does a girl do about it?

There are many different products available to absorb menstrual fluid. They come in different sizes depending on how heavy the flow is.

Pads

Pads and liners are designed to be worn outside the body and have an adhesive strip which helps them to stick to underwear. Pads come in many sizes. The size relates to length, rather than the thickness. There are regular, super, light and overnight pads. Super pads are longer than regular pads, while overnight pads are extra long for protection when lying down and super absorbent. Pads are also available with or without wings. The wings help to hold the pad in place. Overnight it is best to wear a pad because tampons should be changed frequently.

Liners

Liners provide the ideal way to feel secure and fresh every day. They are incredibly thin so they can be worn anytime or if a period is expected to start soon. Liners can be worn at the start and end of a period when only a small amount of protection is needed. Liners are also available in different lengths and shapes.

Tampons

Tampons are designed to be worn inside the vagina and are held in place by the vaginal muscles. They can be very handy for activities like swimming. Menstrual fluid passes through an opening in the hymen that is usually large enough to admit a tampon. As the vagina has the ability to stretch and regain its shape most girls can learn to insert a tampon.



I am Changing

Part 2 - Activity 2



Tampons are available in different absorbencies - super, regular and mini. It is best to use the lightest absorbency to suit a flow. Tampons are also available in 'slim' which have the same absorbency as other tampons, but are easier to insert and withdraw. Tampons should be changed every 3 - 4 hours and should not be worn overnight.

Toxic Shock Syndrome

It is important to wash your hands before and after inserting a tampon. Change them every 3 - 4 hours or more often if the flow is heavy. They should not be left in for more than 8 hours and it is best to use a pad overnight. Taking these precautions should reduce the risk of a very rare but serious disease called Toxic Shock Syndrome.

It's hard to tell when the first period might start so it's a good idea to be prepared just in case. A clean pair of undies and some pads can be kept in a make-up bag – but if a period starts unexpectedly just ask a friend or adult at school for help.

Why does it happen?

During a menstrual cycle one of the ovaries releases an egg (ovum) into the Fallopian tube. If a sperm fertilises the egg it will implant into the lining of the uterus which has thickened for this purpose and grow into a baby. If the egg is not fertilised the lining of the uterus isn't needed and comes away as menstrual fluid. A new egg then starts to mature and the lining builds up again as the uterus prepares for the next possibility of fertilisation.

How does having a period affect a girl's life?

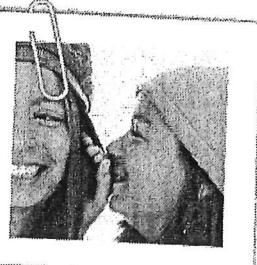
When you have a period you can do all of the things you normally do.

For many girls, dealing with a period simply means being prepared with a suitable sanitary product to absorb the fluid. Unfortunately, sometimes having a period also means coping with other symptoms. Some girls may get cramps - pain in the abdomen which can vary from a mild ache to severe discomfort causing nausea, vomiting, diarrhoea, headache,



I am Changing

Part 2 - Activity 2



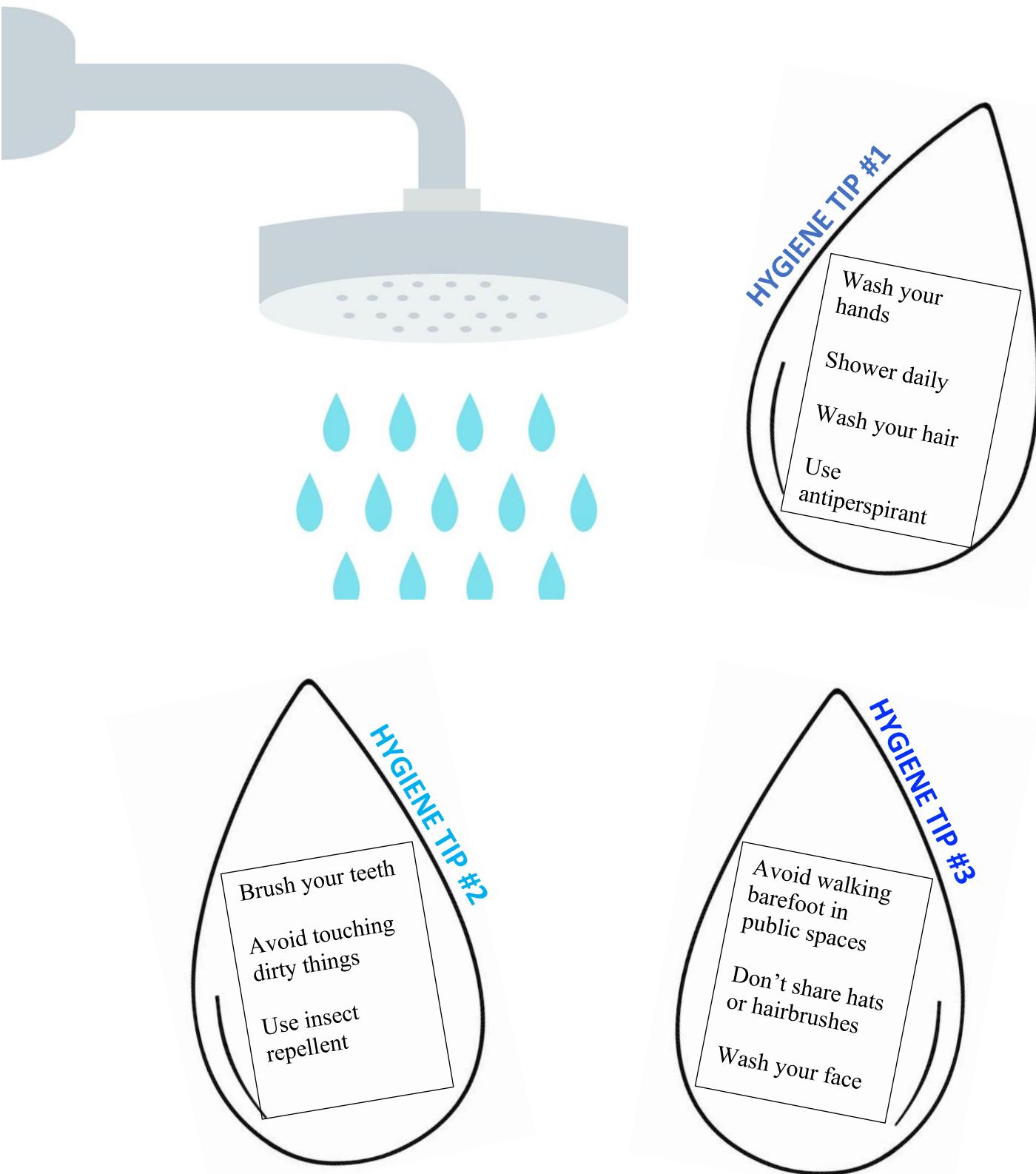
dizziness and nervousness. This can vary from cycle to cycle. This will only affect some girls and you may want to talk to your doctor about it.

Sometimes girls can also get PMT (pre-menstrual tension) which may occur up to a week before the period starts. It includes symptoms such as irritability, depression, tiredness, constipation or diarrhoea, weight gain, pimples and tender breasts. There are a number of useful treatments and medications available to help with period problems. It's a good idea to consult a doctor for advice.

Hygiene.

Maintaining hygiene is important at any stage of life, especially during puberty when our bodies are changing so much.

While watching the video, identify and describe 3 ways you can be hygienic every day.



Personal hygiene

One of the most effective ways we have to protect ourselves, and others, from illness is good personal hygiene. This means washing your hands especially, but also your body. It means being careful not to cough or sneeze on others, cleaning things that you touch if you are unwell, putting items such as tissues (that may have germs) into a bin and using protection (like gloves) when you might be at risk of catching an infection. Personal hygiene is very much dependent on the culture in which you live. In some cultures, it is expected that you will wash your body at least every day and use deodorants to stop body smells. Other cultures have different expectations.



Hand washing

Most infections (especially colds and gastroenteritis) are caught when we put our unwashed hands, which have germs on them, to our mouth. Some infections are caught when other people's dirty hands touch the food we eat. Hands and wrists should be washed with clean soap and water, using a brush if your fingernails are dirty. Dry your hands with something clean, such as paper towels or hot air dryers.

Activity

1. What is your understanding of hygiene?

2. Research the definition of hygiene.

3. List four regular activities that require you to wash your hands before and/or afterwards.

- _____
- _____
- _____
- _____

4. List factors that may cause or contribute to body odour.

- _____
- _____
- _____
- _____

Bad breath

Good dental hygiene includes regular brushing and flossing. Bad breath can be caused by diseases and/or infections of the teeth, gums and mouth. Most people have bad breath first thing in the morning because saliva is not made while you're asleep. Some foods that can cause bad breath include garlic and onion. Mouth washes, mouth sprays and flavoured chewing gum can make your breath smell better for a while, but if you have a health problem in your mouth, you need to see your dentist.

Acne

Acne is a skin problem that usually begins in the early teenage years and can last until the early 20s or later. It consists of mild to severe outbreaks of pimples and cysts, mainly on the face, back, arms and chest.

Cysts are lumps under the skin that have pus and other tissue in them, but do not come to a head like pimples do. They can cause scarring and blotchy, uneven skin colour.

Unfortunately, acne hits people at a time when they most want to look their best. Acne can make teenagers feel embarrassed and bad about themselves. There are treatments that can help if acne is causing distress. If you are concerned about skin problems or skin care, you should talk to your doctor or chemist for information about possible treatments.

Hormones and genetics

At the start of puberty, a lot of hormones are released into the body; one of these is androgen. Both boys and girls have androgen, but boys have more of it. Androgen affects oil glands in the skin of the face, neck, back, shoulders and chest. It makes the glands grow bigger and produce more oil (sebum). Bacteria on the skin make this oil thicken so that the pores become blocked, resulting in blackheads, pimples and cysts.

Activity

Self-help strategies

How can the following factors affect acne and what can you do to help manage acne?

- Washing _____

- Squeezing _____

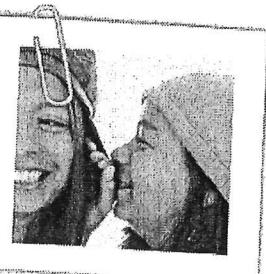
- Stress _____

- Diet _____



I am Changing

Part 1 - Activity 1



Taller, Hairier, Smellier...

Sometimes puberty can be a bit of a shock - hairs growing in strange new places, fluids coming out that have never come out before and you have to start washing more often.

Why does it happen?

"Puberty" is the process of changing from a child into a sexually mature adult capable of reproduction. Chemical messages called hormones are sent around the body via the bloodstream and tell the body it's time to change.

A part of the brain called the hypothalamus sends a message to the pituitary gland at the base of the brain. This then sends hormones called gonadotropins to activate the ovaries in girls and the testes in boys.

The ovaries start producing the hormone oestrogen, progesterone and a small amount of testosterone and the testes start producing testosterone and a small amount of oestrogen. These are the main hormones that cause the changes of puberty.

For some people puberty can start as young as 8, others may be 16 or 17 before they start to develop.

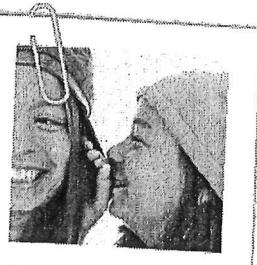
Hormones make physical changes happen but they also influence how you think and feel, especially as your body is getting used to them. Sometimes they can make you feel good, sometimes they can make you feel angry or sad or like being alone. They can also make you more interested in sex and you can start having very strong feelings of attraction. This can be exciting but it can also be tricky to deal with and makes interacting with others more complicated.

As you start going through puberty and begin changing into an adult you have to work out your thoughts, feelings, attitudes, values, likes and dislikes. The things you want to do and are allowed to do change. People expect more from you and it can take time for you, and your friends and family, to work out the new you.



I am Changing

Part 1 - Activity 1



Taller, Hairier, Smellier...

Fill in the blanks.

Puberty means _____

Your body changes because of the effect of _____

The main hormone causing changes in girls is called _____

The main hormone causing changes in boys is called _____

As well as making physical changes happen hormones also affect _____

I think going through puberty is _____

because _____

A good thing about going through puberty is _____

A hard thing about going through puberty is _____

In what ways could you and your friends support each other as you go through puberty?

REVISION

Week 7

What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

HOOK: Alphabet Race.

For each letter of the alphabet below, write ONE WORD that relates to puberty beginning with each letter. Be prepared to share.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	



Labelling the Male Reproductive System.

Follow the information on the slides to assist you in labelling the diagram below. Use the words and information provided here to finish labelling the diagram.

Seminal Vesicle – Glands that produce fluids that will mix with the sperm and turn into semen.

Vas Deferens – A tube that carries the sperm out of the testes.

Urethra – The tube through which urine and semen leaves the boy's body.

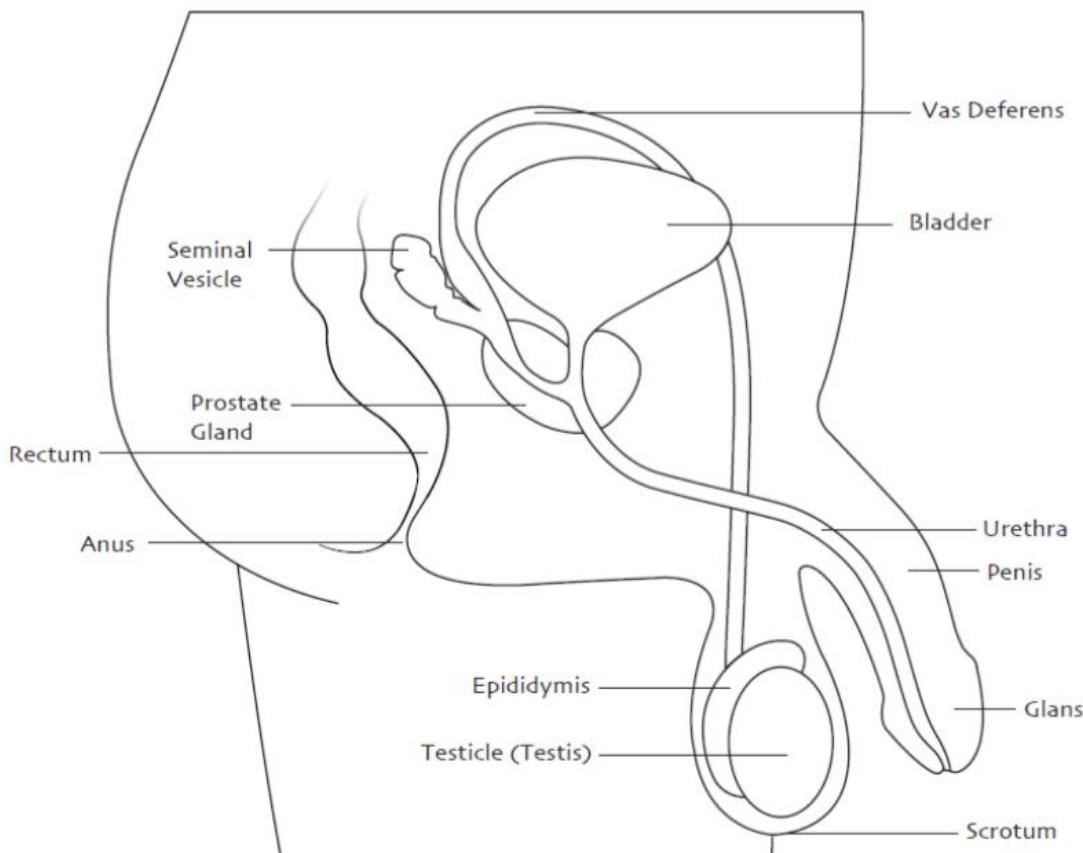
Penis – Tube-like organ that hangs outside the body. They come in all sizes and shapes and are determined by our genes.

Scrotum – A skin sac that holds the testicles. Keeps them at the right temperature to make sperm (which is slightly cooler than the body's temperature). They get bigger and baggier and turn a darker colour.

Testes/Testicles – Usually two, one hangs lower than the other. Where sperm are made.

Epididymis – Sperm further develops here. The epididymis then transports sperm from the testes to the vas deferens. This generally takes between 10-15 days.

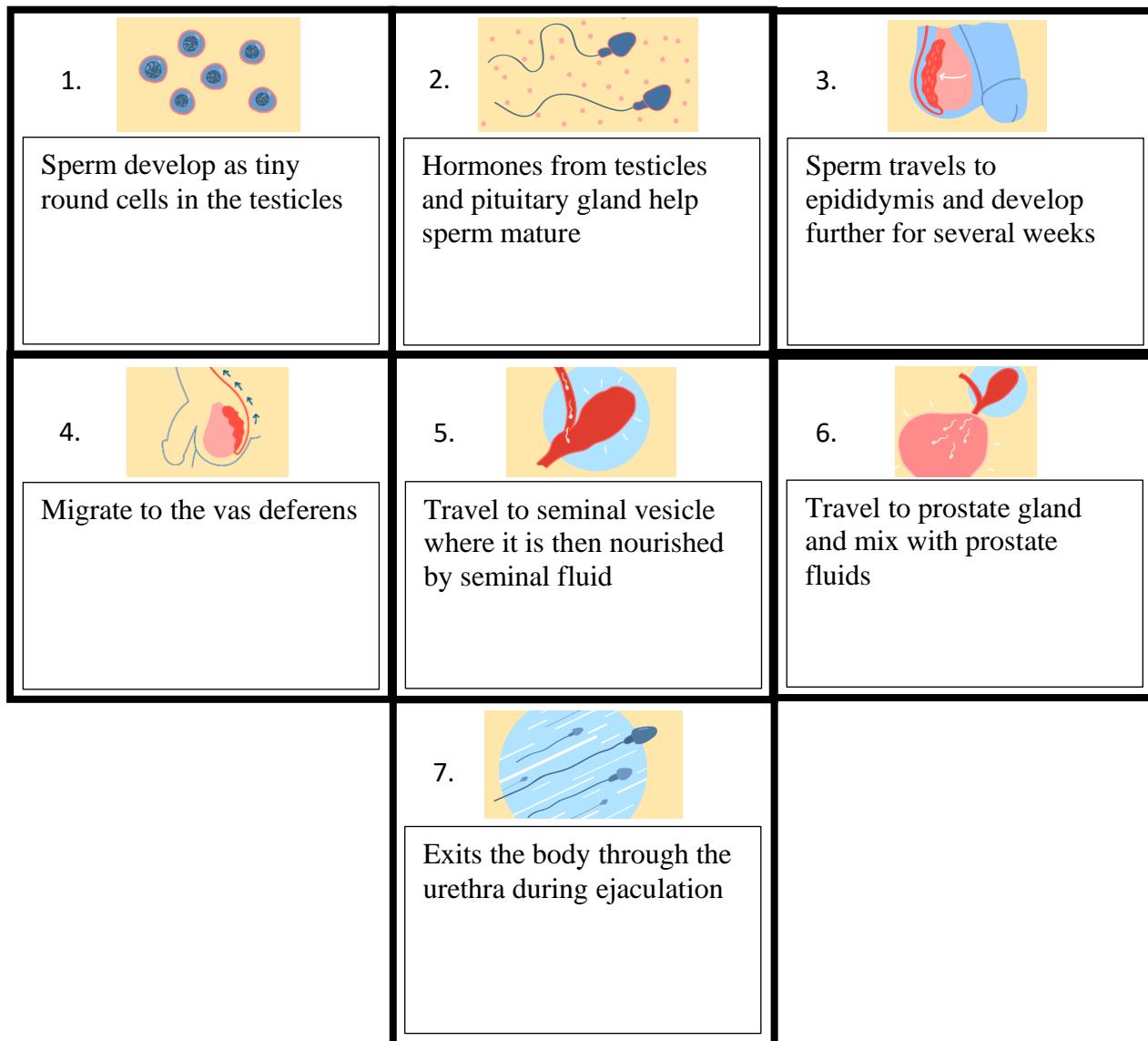
Prostate Gland – It is about the size of a walnut. Fluid produced here helps to protect and feed sperm.



Male Reproductive System and Puberty – Research Walk.

Use the information on the posters provided to complete the questions below and on the next page.

- 1. Sperm: Production → Ejaculation – describe the process of sperm production to ejaculation.**



- 2. Myths or Facts???**

- If you get spots during puberty, it's because of your diet.
- Boys usually start puberty later than girls.
- Most boys will get wet dreams during puberty.
- Boys can always control erections.

MYTH
FACT
TRUTH
MYTH

3. Why does your body need sweat?

Helps us to cool down.

4. What is the best way to control body odour?

Antiperspirant deodorant, regular showers, wear clean clothes.

5. What is Smegma?

A creamy substance made in the penis. Can build up under the foreskin and can have a bad smell. Wash gently.

6. What is an erection and why do they occur?

When a male is sexually aroused, blood rushes to the penis causing it to grow and enlarge and stand away from the body. Caused by sexual arousal, rubbing, waking up with a full bladder.

7. What is an Ejaculation?

During an orgasm (peak sexual pleasure), muscles force semen out of the penis.

8. What happens to urine when a boy ejaculates?

Muscles at the base of the bladder contract and closes the passageway for urine to pass, making it impossible for urine to pass and only semen can get through.

9. What is a wet dream and why do they happen?

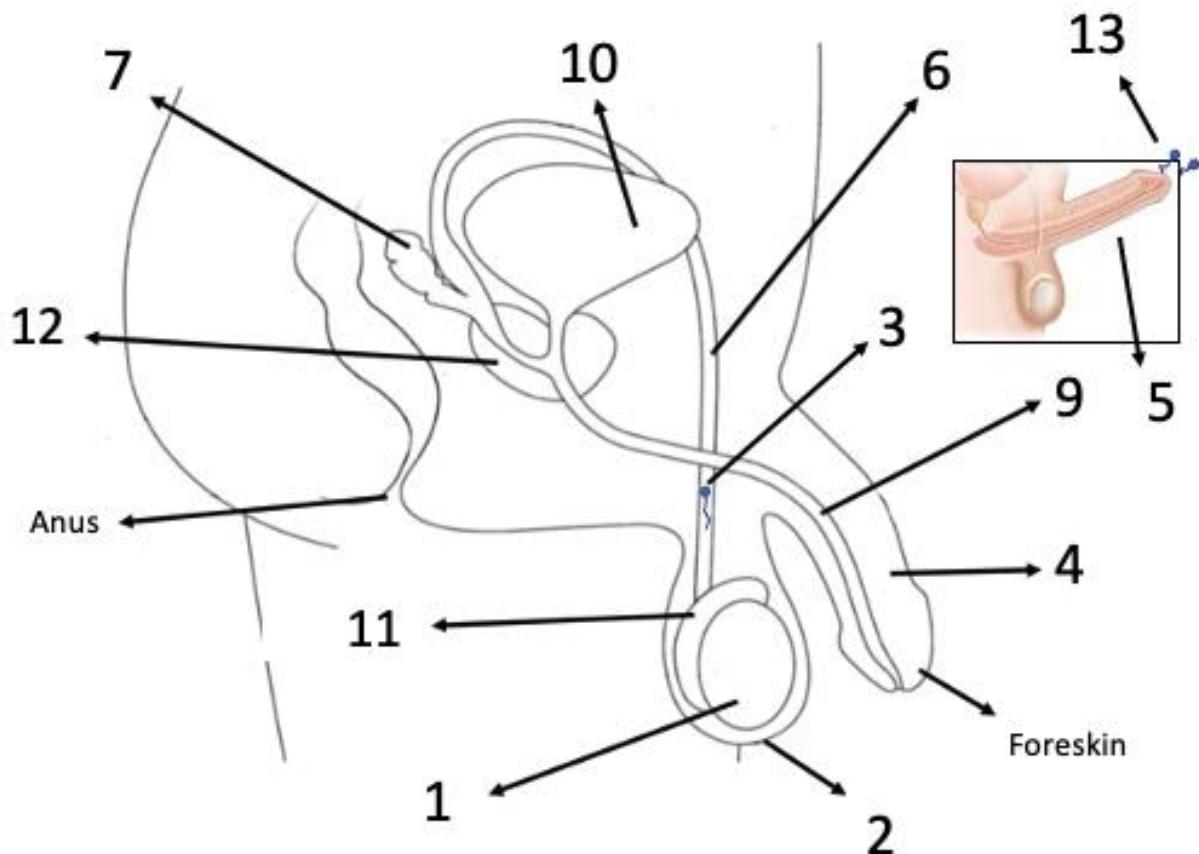
Like an orgasm in your sleep. Allows the body to get rid of old sperm to make way for new sperm and the ejaculation helps this.

10. Write down 3 facts about Wet dreams.

- Don't always remember what was dreamt about.
- 85% of females have had a wet dream by the time they reach 21 years old.
- About half a teaspoon of semen comes out during an ejaculation.

Journey of a Sperm

Use the diagram below to help fill in the blanks in the dialogue that follows about the journey of a sperm cell.



Once Upon a time, there was a pair of (1.). They were held in a special sac called the (2.). This sac could hold the testicles close to the body to keep them warm or let them hang away from the body to keep them cool. The testicles made special reproductive cells called (3.). Once the cells were made, they would be stored in the (11.) waiting to be released. Sometimes, they waited too long that they dissolved. Other times, they would be released from the (11.), make a journey through the male reproductive system, and leave the male's body. When the sperm leave the penis, it is called ejaculation.

On the day in question, it just so happened that the sperm got to be released from the body.

First, the (4. **penis**) became larger, longer, and firmer until it stuck out from the body.

(When the penis gets this way, it's called an (5. **erection**). Erections are a normal process of growing up and can happen for physical reasons or because of sexual arousal.

Then the sperm travelled up the (6. **Vas deferens**). Along the way, it mixes with

prostatic fluid from the (12. **Prostate gland**) and seminal fluid, which is made in the

(7. **Seminal vesicle**). Once these fluids mixed, they decided to call themselves

(**semen**). Together they travelled from the vas deferens into a tube called the

(9. **urethra**). When the penis is ready to release semen, a valve blocks off the branch

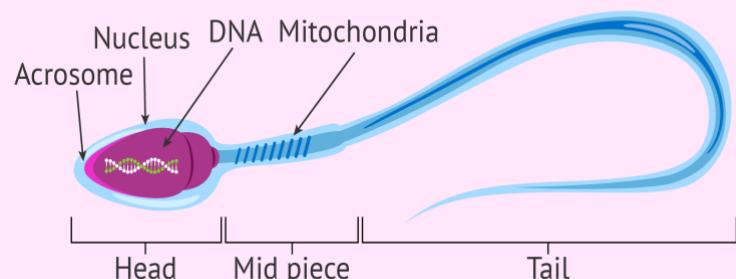
to the (10. **bladder**) so urine can't escape. Only one of the two fluids can pass

through the urethra at a time.

By this time, the semen was almost at the end of the journey. After travelling through the

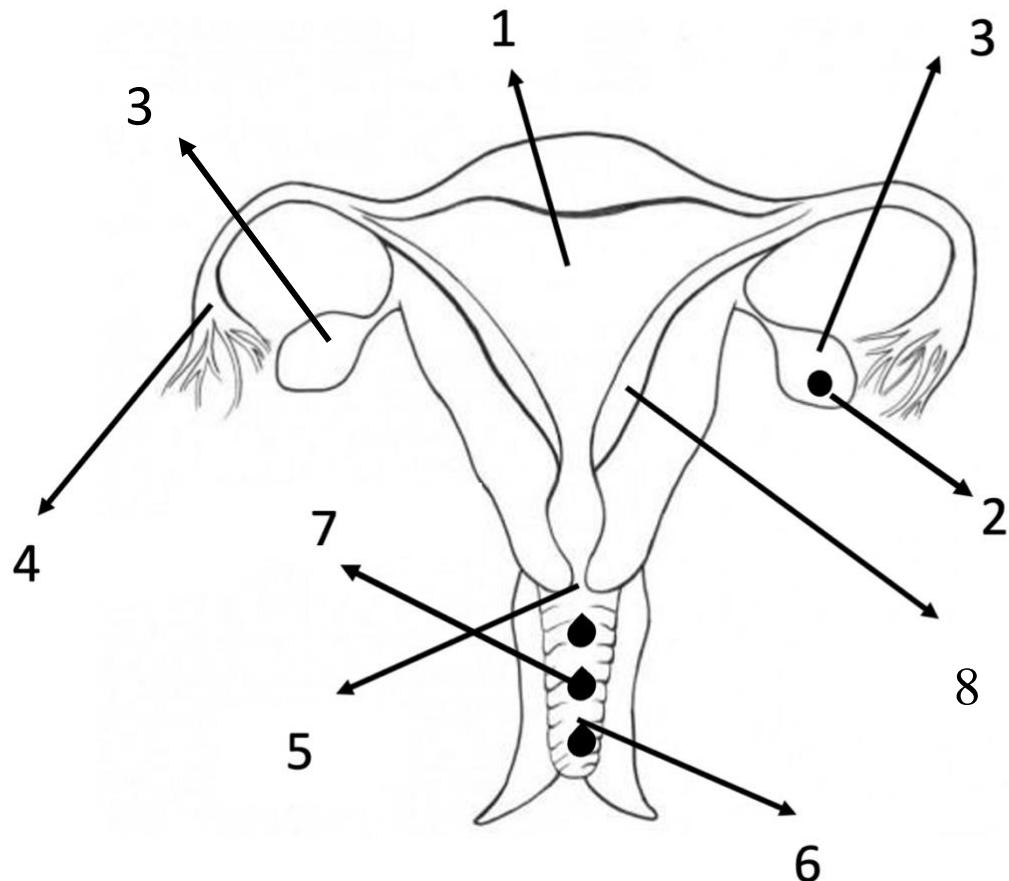
vas deferens and the urethra, the semen was released from the penis in a process called

(13. **ejaculation**). The erection went away, and the penis became smaller and softer.



The Journey of an Ovum through Menstruation.

Read the following story and fill in the blanks using your knowledge of the female reproductive system.



Once upon a time, there was a female reproductive system. Each month, the

(1. uterus) invited a thick, soft lining made of soft tissue and blood to grow along its

walls. The lining contained nutrients that would be needed to nourish a growing baby if a

pregnancy was to occur. Once the lining had grown it waited for the (3. ovaries) to do

their job. The lining is also called the (8. endometrium) .

You see the (3. ovaries) contained special reproductive cells, each called an

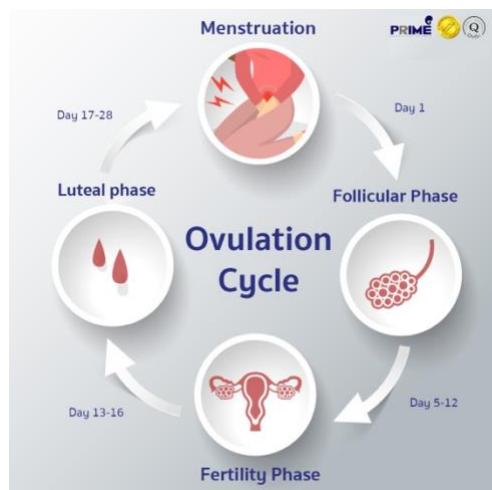
(2. ovum) . Each month one of these cells would reach maturity and be released from

the (3. ovary) . This month it was the right ovary that got to release the ovum. The

left one would have to wait till next month. The (4. Fallopian tubes), which wait for the ovaries to release an ovum, waved their numerous arms. The waving arms grabbed the ovum that was just released and gently guided it into one of the tubes. After about a day of travel, the ovum began to dissolve. When it disappeared, the brain sent a message to the (8. Endometrium) telling it that a fertilised ovum wasn't going to arrive, so it could leave the (1. uterus). Slowly, the lining passed through the (5. cervix), into the (6. vagina), and out of the female's body.

As soon as the lining was gone, the (1. uterus) invited a new lining to start to grow. This time around, it would be the ovary and fallopian tube on the left that would do all the work. Then, the process would start all over again.

The process is called (7. menstruation).



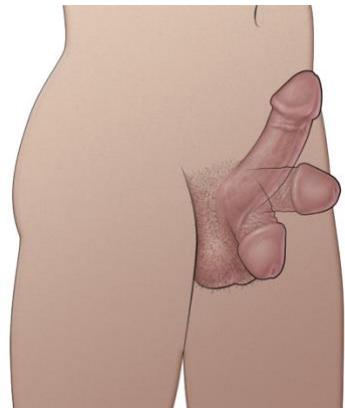
Activity 5: Reflection Test Your Knowledge – Word Wall Activity

<https://wordwall.net/resource/31937101/changes-at-puberty-male-female>

Frequently Asked Questions.

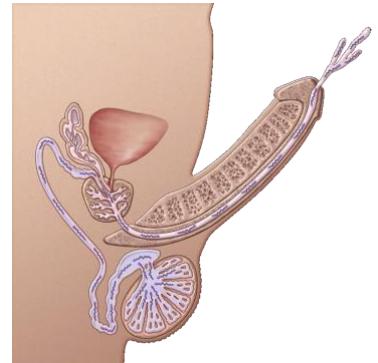
What happens on the inside?

- Hormones from the pituitary make the testicles grow and they start making more testosterone and producing sperm.
- After puberty you make 200,000 - 400,000 sperm cells a day for the rest of your life.
- Sperm build up in tubes around the testicles. They then travel along some tubes and mix with fluids from glands.
- Sperm + fluids = semen.



How does the semen come out?

- If semen is going to come out, the penis is likely to be erect. This is called an erection. An erection occurs when blood rushes into it.
- Muscles push the semen into the urethra and out the penis.
- This is called an ejaculation.



What can cause an erection?

- Boys get erections for all kinds of reasons – they might happen if they:
 - Are thinking about something sexy.
 - Wake in the morning and need to urinate.
 - Are relaxed.
 - Are anxious or frightened.
 - For no reason at all.

When does an ejaculation usually happen?

- If a boy wakes up and finds a wet, sticky spot on his bed/clothes, semen came out when he was sleeping. This is called a 'wet dream' also known as a 'Nocturnal Emission.'
- If a boy touches or rubs his penis and it gets erect, and semen comes out, this is called masturbation.
- Some boys have wet dreams, some don't. Some boys masturbate, some don't.
- However it happens, it is okay.

REVISION

Week 8

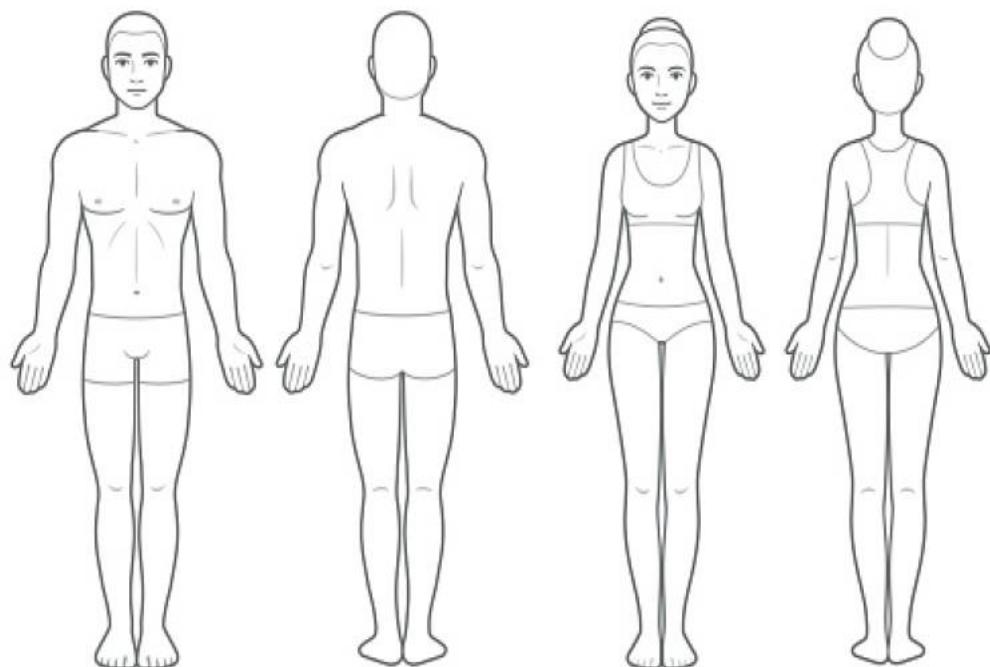
What two concepts or ideas did I learn in class over the last few weeks?

What did I find interesting about last week's lesson? Provide a specific example.

Any questions or new words I have learnt?

Label the body parts on the diagram.

- a. What's your favourite part of your body? Mark it with yellow
 - b. What parts are you comfortable showing in public? Mark them with a tick
 - c. What parts do you not want to show? Mark them with a cross.
2. Think about your best friend, a parent/guardian, and a stranger. Where on your body would it be okay for them to touch you? Where would it not be okay? Show it on the diagram.



List the people who you can speak to if someone crosses the boundary?
