



Year 5 Resource

Lucinda & Godfrey



TEACHER'S NOTES

This section of the Lucinda and Godfrey Growing and Changing resource is for use in Year 5.

This section comprises of four sessions covering the issue of puberty, the first of which is a circle time activity. However, all the sessions can be structured round the circle time model.

The next two sessions are based around the story book "Growing and Changing":

Lucinda and Godfrey are now in Year 5 and they are still the best of friends even though Lucinda gets a bit moody sometimes. Join them as a special visitor comes to school to help the teacher and children to understand a funny new word called puberty. The class feels just as you'd expect, a bit embarrassed and unsure of some of the things talked about. The friendship between the pair develops as a new understanding about what they both have to face emerges.

Session four explores the physical changes happening to Lucinda and Godfrey as they start puberty.

There is an extension activity for each session if required.

The work involved in Year 5 deals with some delicate and personal issues. Best practice would be to involve a number of adults preferably a health professional or class room assistant to enable the children to discuss, explore and question in a smaller more informal environment.

Lucinda and Godfrey

YEAR 5 **Growing and Changing**

Session	Title	Teaching Technique	Intended Outcome
1	Keeping Ourselves Healthy	Circle Time 	To recognise negative feelings and appreciate them.
2	Growing and Changing - Puberty	Using the Story 	To understand how to deal with negative feelings.
3	Growing and Changing - Puberty	Using the Story 	To be able to offer help and advice to people in difficult situations.
4	Growing and Changing - Puberty	Activity Sheets 	To develop the skills needed to deal with different situations themselves.

Session Plan 1

Circle Time



Keeping Ourselves Healthy

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ To think about themselves, learn from experience and recognise what they are good at. (1d)
- ◆ Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (2b)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices. (3a)
- ◆ Pupils should be taught how the body changes as they approach puberty. (3c)

Session length

- As long as you can remain positive for, 30 minutes for most people.

Resources to support you

- - ◆ Healthy jigsaw sheet
 - ◆ Activity sheet

Introduction

In circle time format play "I want ...to sit by me". The aim of the game is that everyone should have moved.

Key points

- ◆ Try to keep everything positive and comment on the way the children are behaving e.g.; "Laura has made a really big smile". "I love the way Jon is showing me he is listening".

Main body of your session

Use the "talking partners" to find ways that people can be healthy. Ask the partners to relay back to the group an idea for keeping healthy. Ask the pairs to work together to produce a "keeping healthy" jigsaw (see sheet). Ask the groups to have their jigsaws ready for others to look at. Let the group look at each other's work and think about similarities and differences. Bring the group back together and in a circle ask individuals to name the best way to keep healthy. Use a chant "healthy, healthy... wash yourself, healthy, healthy do exercise..."

- ◆ Keep the session quite pacey and put in a quick game of "follow my claps" or "people to people" if the session is slow.
- ◆ **Talk about emotional health as well as physical well being, friends, family etc.**
- ◆ Make sure you give the group some thinking time to rehearse their "healthy, healthy" rhyme before performing it out loud.
- ◆ Encourage discussion.

Plenary

Play "steal the keys/instrument" from the king game to end on a positive.

- ◆ The most important aspect of the plenary is to make sure everyone leaves with a smile!

Possible developments or extensions

Create "keeping healthy" posters using a giant jigsaw for school that will help others in and around school understand healthy messages from the children.

Session Plan 2 Using the Story



Growing and Changing - Puberty

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (2b)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices. (3a)
- ◆ Pupils should be taught how the body changes as they approach puberty. (3c)

Session length - As long as you can remain positive for, 30 minutes for most people

Resources to support you - ◆ Story book - Growing and Changing

Introduction

Set up the session with the circle time format and explain that today we are looking at a story about growing and changing. To make everyone feel comfortable **establish the ground rules or reinforce your classroom rules**. These ground rules are very important. See example sheet.

Key points

- ◆ Classroom rules may be more applicable to your group.
- ◆ Discussion groups are more productive if the numbers are smaller, so splitting the group up is advisable using school nurses or classroom assistants.
- ◆ Try to keep everything positive and comment on the way the children are behaving e.g.; "Laura has made a really big smile". "I love the way Jon is showing me he is listening".

Main body of your session

Once the group's ground rules have been established, read through the Year 5 story and ask the groups to hold onto questions until the end of the story or when the group stops for a discussion. Pause during the story where you feel the group needs time to chat in small groups or answer any questions. After the story, ask for a re-cap from the group. How do they think each of the characters were feeling? If Lucinda and Godfrey had more questions who would they ask?

- ◆ Reassure them that it is ok to be embarrassed by some aspects of the story because it talks about quite personal issues.
- ◆ Bear in mind that not all children will wish to participate and respect that.
- ◆ Praise open questions and answer as openly and honestly as you can.
- ◆ Don't be afraid to say you don't know and will need to find out (See CD Background notes for answers).
- ◆ Use agreed language for sexual parts.
- ◆ Encourage discussion.

Plenary

It's important to round off each session in a positive way. A game of "puberty seatswap" e.g. hairy under arms, spots, moods etc would achieve this.

- ◆ The most important aspect of the plenary is to make sure everyone leaves with a smile!

Possible developments or extensions

Sheets are available to explore the issues around puberty and change.

Session Plan 3 Using the Story**Growing and Changing - Puberty****Links to National Curriculum P.S.H.E. and Citizenship K.S.2****Concepts covered**

- ◆ To think about themselves, learn from experience what they are good at. (**1d**)
- ◆ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (**2b**)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices. (**3a**)
- ◆ Pupils should be taught how the body changes as they approach puberty. (**3c**)

Session length

- As long as you can remain positive for, 30 minutes for most people.

Resources to support you

- ◆ Story book - Growing & Changing
- ◆ Activity Sheets

Introduction**Reintroduce the ground rules from last session.**

Remind the group about the story and the points that were discussed in your last session.

Key points

- ◆ The next two sessions will be based on the support sheets to explore growing and changing and can be used to support your group at their level of understanding.
- ◆ Try to keep everything positive and comment on the way the children are behaving e.g.; "Laura has made a really big smile". "I love the way Jon is showing me he is listening".

Main body of your session

The management of this session depends on resources but the work is better in small groups of around eight children. There are activity sheets; it is recommended that the group works on the same activity but within smaller discussion groups. The activity sheets encourage pupils to reflect upon the changes that happen to boys and girls in puberty and the importance of personal hygiene. Use the activity sheets to assess how much information has been understood.

- ◆ Reassure them that it is ok to be embarrassed by the story.
- ◆ Bear in mind that some children may not want to participate and respect that. Encourage them to work independently of the others.
- ◆ Remind the children about what they are doing well and ask them if they can see all the great things they are doing themselves.
- ◆ Encourage discussion.

Plenary

Choose a game that your group is familiar with so they can leave the session not overwhelmed by the work involved eg "wink sleeps" or "rocket launch".

- ◆ The most important aspect of the plenary is to make sure everyone leaves with a smile!

Possible developments or extensions

Extension activities should be based on your children's level of understanding.

Session Plan 4 Activity Sheets



Growing and Changing - Puberty

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ To think about themselves, learn from experience what they are good at. (1d)
- ◆ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (2b)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices. (3a)
- ◆ Pupils should be taught how the body changes as they approach puberty. (3c)

Session length

- As long as you can remain positive for, 30 minutes for most people.

Resources to support you

- ◆ Activity Sheets
- ◆ Quiz Sheet

Introduction

Reintroduce the ground rules from last session .

Remind the group about the story and the points that were discussed in your last session.

Key points

- ◆ Continue the work on exploring the issues around growing and changing. This can be used to support your children at their level of understanding.

Main body of your session

The management of this session depends on resources but the work is better in small groups of around eight children. Discuss and complete activity sheets which will encourage pupils to reflect upon the changes that happen to boys and girls in puberty. Use the activity sheets to assess how much information has been understood.

- ◆ Reassure them that it is ok to be embarrassed by the story.
- ◆ Bear in mind that some children may not want to participate and respect that. Encourage them to work independently of the others.
- ◆ Remind the children about what they are doing well and ask them if they can see all the great things they are doing themselves.
- ◆ Encourage discussion.

Plenary

Quiz

- ◆ The most important aspect of the plenary is to make sure everyone leaves with a smile!

Possible developments or extensions

Extension activities should be based on your children's level of understanding.

Ground Rules

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils.

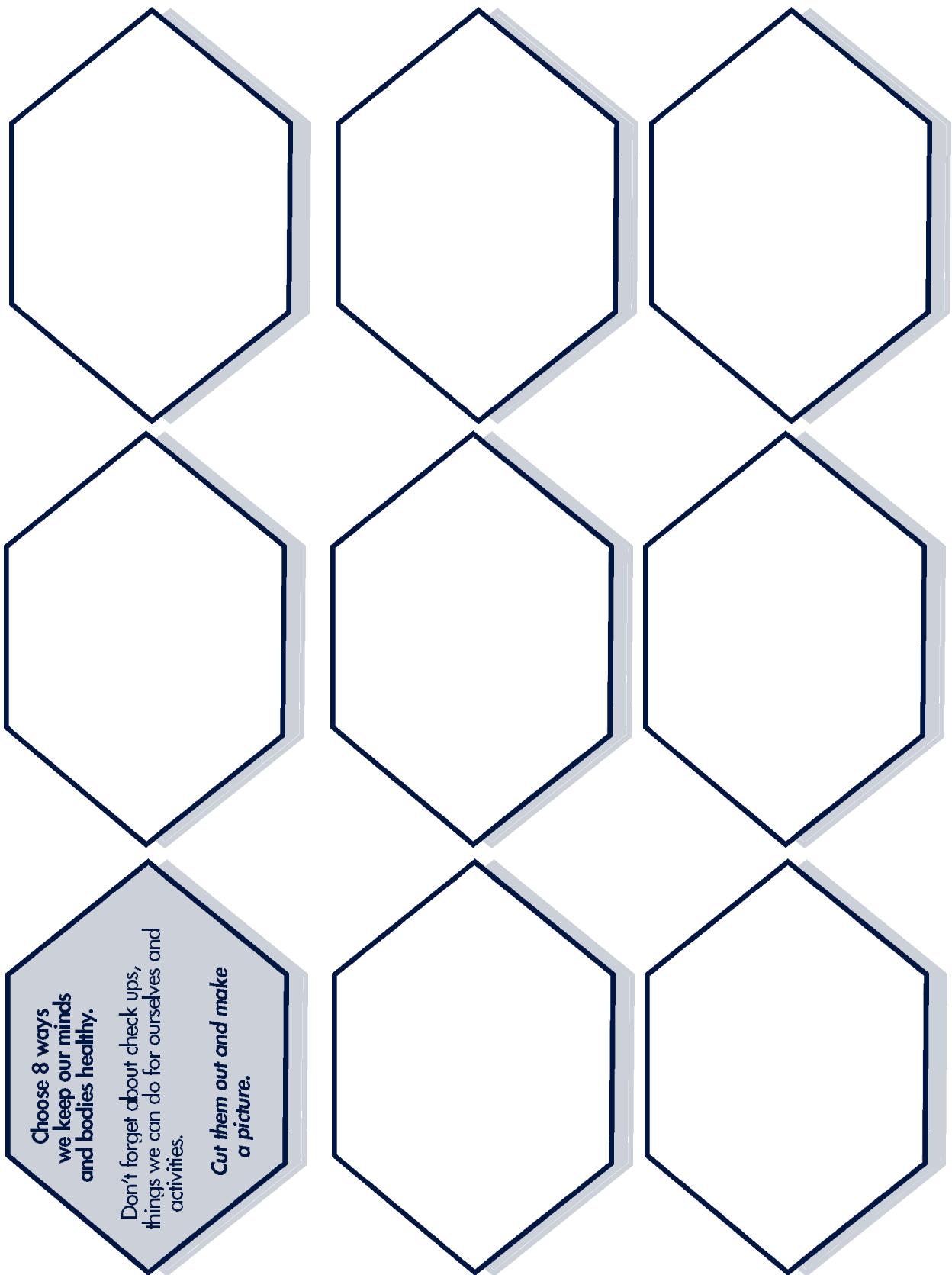
Ground rules should be developed with each class before the work commences on growing and changing in Key Stage Two, Years 5 and 6.

For example:

- ◆ **No one (teacher or pupil) will have to answer a personal question**
- ◆ **No one will be forced to take part in a discussion**
- ◆ **Only the correct name for body parts will be used**
- ◆ **Meanings of words will be explained in a sensible and factual way**
- ◆ **We will listen to everyone's views and opinions**
- ◆ **We will not make fun of anybody**

Ground rules for your school may have been developed as part of your sex and relationship policy.

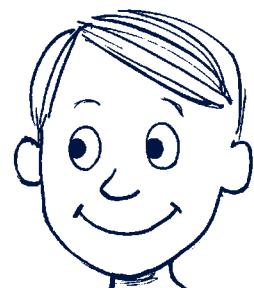
Healthy Lifestyle Jigsaw



Sort the Changes

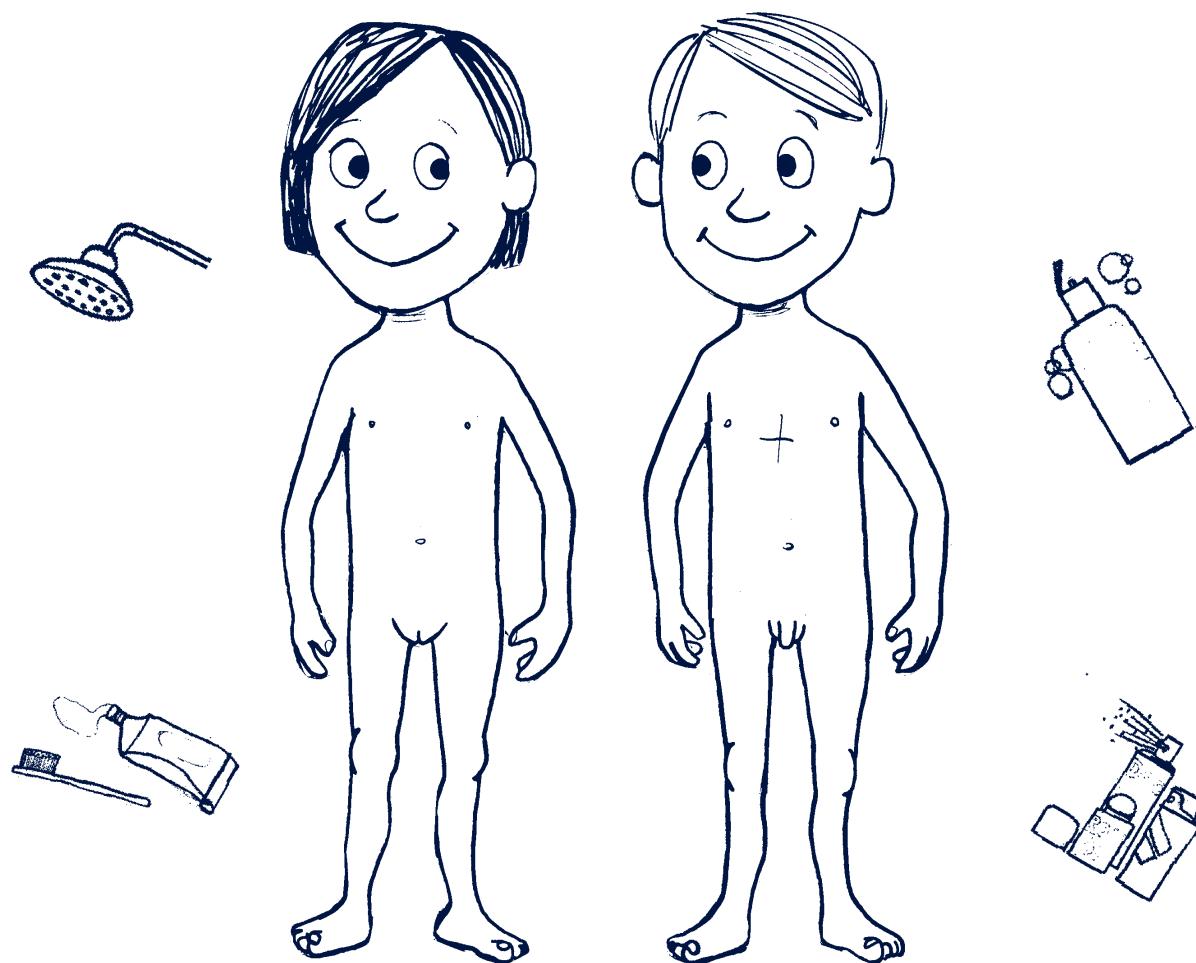
Which changes can we control? Sort them into columns.

- ◆ Voice getting deeper
- ◆ Starting periods
- ◆ Buying clothes
- ◆ Wet dreams
- ◆ Taking up hobbies
- ◆ Developing pubic hair
- ◆ Spots
- ◆ Growing facial hair
- ◆ Making friends
- ◆ Choosing what to eat
- ◆ Going out with friends
- ◆ Deciding when to go to bed



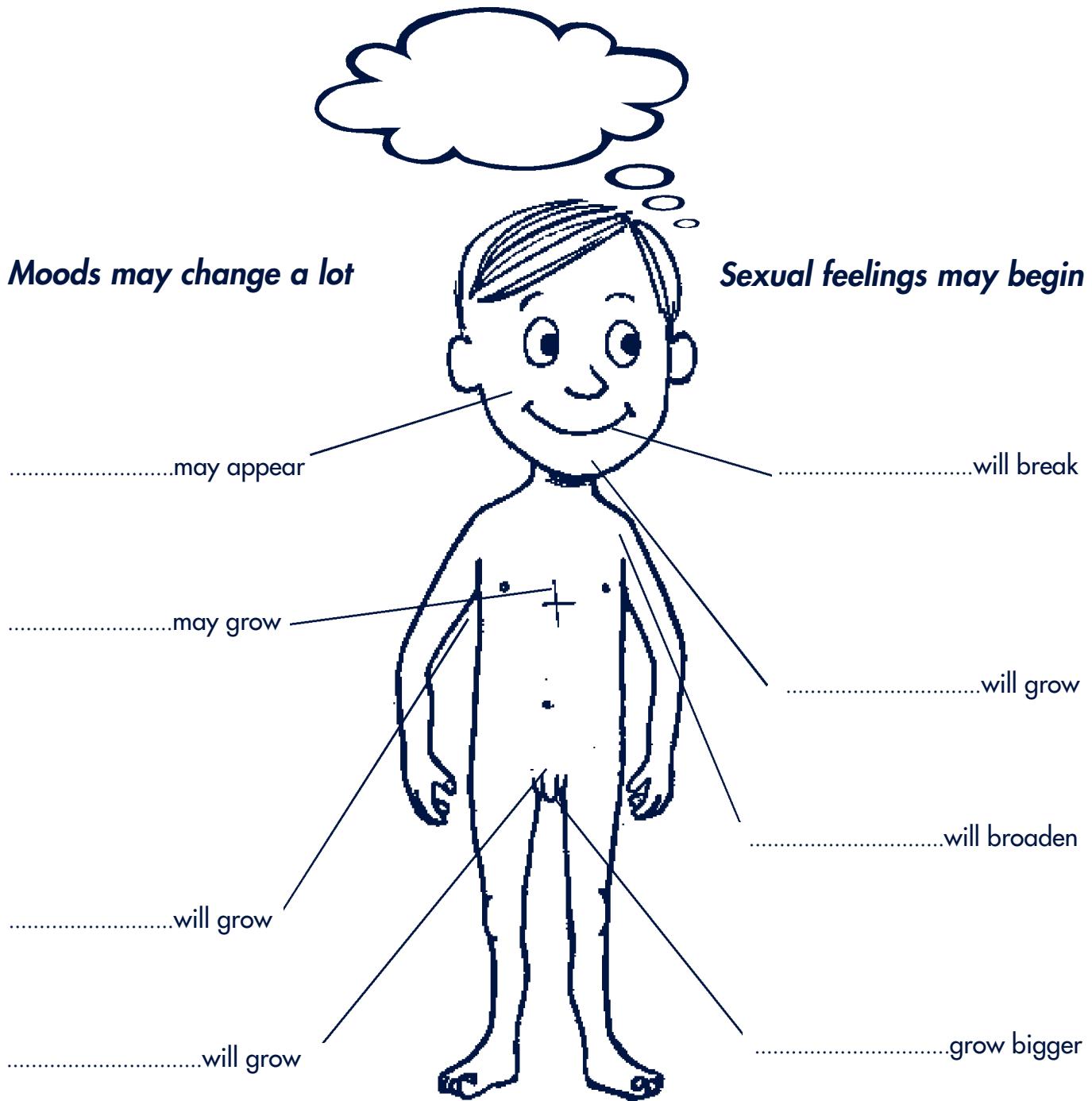
Changes we can control	Changes we cannot control

Keep Clean, Smelling Fresh



All boys and girls need to wash, shower or have a bath every day and certain parts of our bodies need particularly careful washing. Mark Lucinda and Godfrey with an **X** to show these parts.

Check out the Changes to Godfrey



These words might help you:

Underarm Hair

Penis

Testicles

Sexual Feelings

Spots

Pubic Hair

Shoulders

Voice

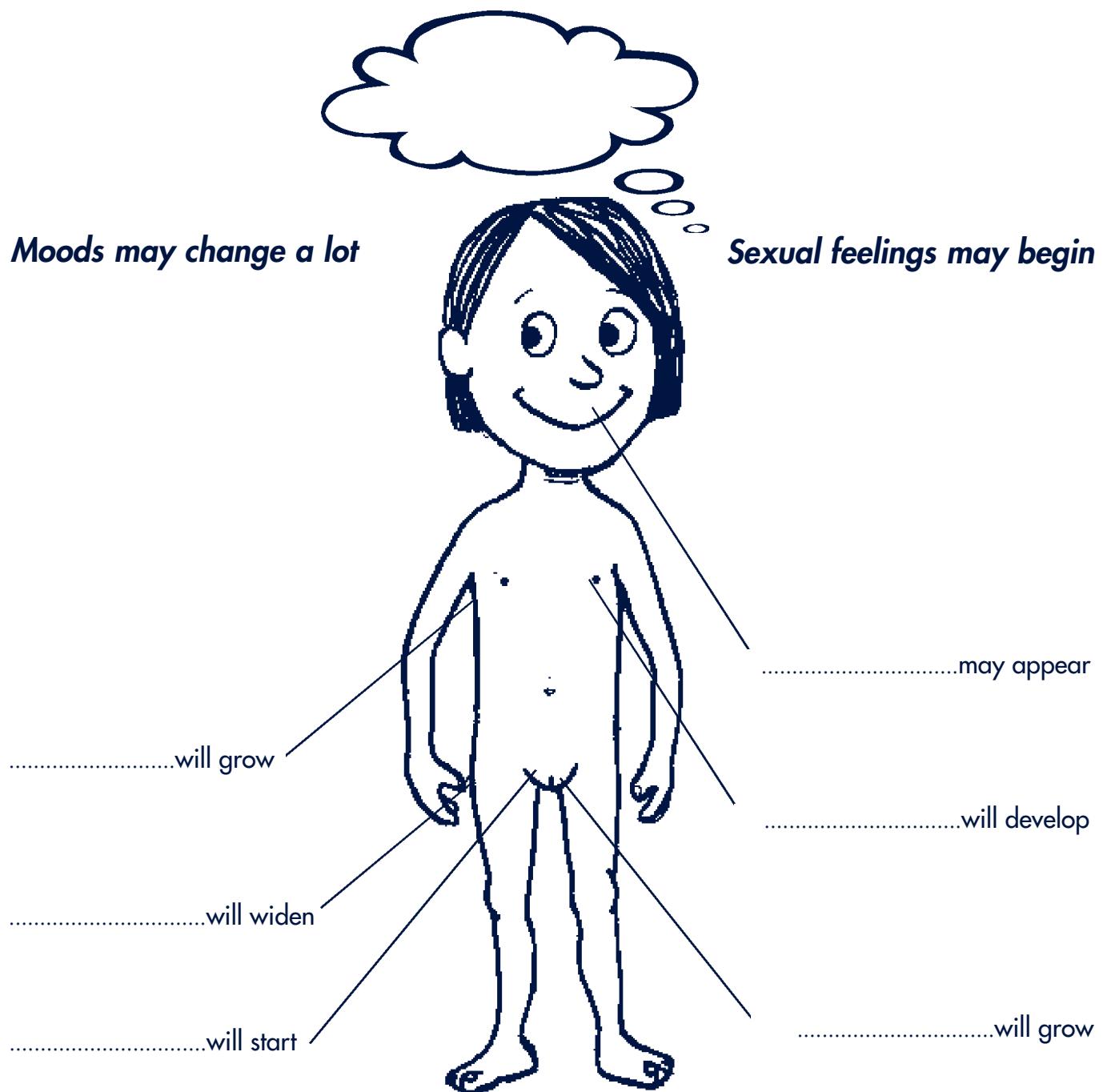
Chest Hair

Moods

Facial Hair

Will these changes happen to all boys?.....

Check out the Changes to Lucinda



These words might help you:

Periods

Spots

Hips

Pubic Hair

Breasts

Underarm Hair

Moods

Sexual Feelings

Will these changes happen to all girls?.....

WET DREAMS - What do you know?

Can you help Godfrey by answering his questions?

What is a wet dream?

A wet dream is...

How old are boys when they have wet dreams?

Boys are between.....
andyears old

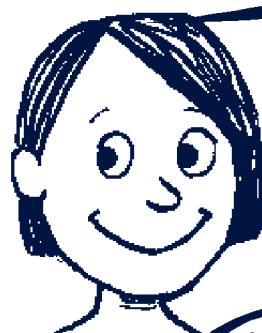
Are wet dreams normal?

Do wet dreams happen to all boys?

Do wet dreams only happen when you are asleep?

PERIODS - What do you know?

Can you help Lucinda by answering her questions?



What is a period?

A period is...

How old are girls when
their periods start?

Girls are between.....
andyears old

How long do periods
last?

Periods last for.....
todays

What will Lucinda use to
soak up the blood
that comes out?

You use...

Can Lucinda still do PE and
go swimming?

Will all girls have periods?

QUIZ**1. What is a period?**

- a) a monthly bleed
- b) when the egg meets the sperm
- c) a time in history

2. A period lasts for:

- a) 1 month
- b) 3 - 7 days
- c) 1 day

3. What is a wet dream?

- a) dreaming about rain
- b) falling asleep in the bath
- c) when sperm comes out of the penis when a boy is asleep

4. Do all boys have wet dreams?

- a) yes
- b) no
- c) don't know

5. Keeping clean is a must during puberty. You should...

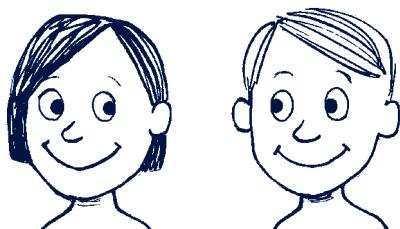
- a) have a bath or shower once a week
- b) bath, shower or wash every day to keep fresh and clean
- c) wash when you feel like it

6. Where are sperm produced?

- a) at the sperm bank
- b) testicles
- c) sperm tube

7. Eggs start to mature in the:

- a) stomach
- b) breasts
- c) ovaries



If you have a question you would like answering telephone
Childline free on 0800 1111

QUIZ ANSWERS

1. What is a period?

- a) a monthly bleed ✓
- b) when the egg meets the sperm
- c) a time in history

2. A period lasts for:

- a) 1 month
- b) 3 - 7 days ✓
- c) 1 day

3. What is a wet dream?

- a) dreaming about rain
- b) falling asleep in the bath
- c) when sperm comes out of the penis when a boy is asleep ✓

4. Do all boys have wet dreams?

- a) yes
- b) no ✓
- c) don't know

5. Keeping clean is a must during puberty. You should...

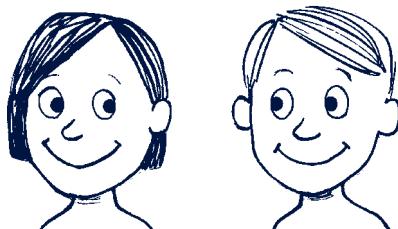
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- c) ovaries ✓



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Inspired by the inquisitive minds of children and young people of Teesside

Based on an original idea by Julie Corner
Written by Carolyn Dailey
Illustrated by Liz Million © 2003

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