



Y4.

TERM 5 – LESSON 5

Term Theme

Challenge Yourself

Focus DNA-V Skill

Flexible Self-View

Lesson Resources

- Lesson PowerPoint.
- Audio File or Script: *Raisin Meditation*.
- YouTube Clip: *Adolescence and Puberty*, available at https://youtu.be/lK_dTO5WosI?t=3
- Lesson Handout: *Using Our Flexible Self-View To Understand Puberty*.
- Teacher Resource: *Letter to Parents/Carers*.

Success Criteria

- I can design and deliver an interview to a known and trusted adult to find out about puberty.

Learning Objective

- To understand what the term puberty means and what kinds of changes to expect during puberty.

PSHE Association Curriculum Objectives

- H18: “*Pupils should have the opportunity to learn how their body will, and their emotions may, change as they approach and move through puberty.*”

Starter Exercise

10 mins

Open the lesson PowerPoint. Remind the children of the Term Theme (Challenge Yourself) and tell them the DNA-V focus skill for today's lesson (Flexible Self-View). Click to the next PowerPoint slide ('Learning Objectives') and read out the LO to the class.

Click to next PowerPoint slide ('Starter Exercise'). Pass around one raisin per student. Play *Raisin Meditation* audio file or read the script (NB: If you don't have access to any raisins, you can play the mindfulness audio file entitled *Balloon Breathing*, available at <https://dnv.international/wp-content/uploads/Balloon-breathing-for-thriving.m4a>).

Enquiry (giving praise and recognition for demonstration of any examples of DNA-V skills, including noticing the tendency of the mind to wander):

- What did you notice?
- Was this pleasant or unpleasant?
- What feelings, thoughts or sensations did you notice?

Reflection and Celebration

5 mins

Reflection Question:

"In our last lesson, we focused on our Values within this term's theme, which is Challenging Yourself. Our main activity involved thinking about being ethical consumers. Does anyone have any examples they'd be willing to share with the class of using their Values since the last Connect lesson? Especially when it came to buying things?"

Celebration (and reinforcement of key wellbeing skills):

Allow a few minutes for some responses to the above question. When students' responses include behaviours and skills directly related to the relevant Term Theme (Challenge Yourself) and the relevant DNA-V focus skill:

- Provide verbal praise to reinforce the skill.
- Ask students what they noticed as a consequence of doing this (in order to help them connect with the consequences of their actions as naturally-occurring positive reinforcers).

Consider making a brief note of any particularly strong examples shared by students as you may choose to give them one of the end-of-term DNA-V awards.

Teacher's Introduction to the Lesson

15 mins

Opening discussion about puberty

Click to next PowerPoint slide ('Introduction') and begin a whole-class discussion with these questions:

- Who knows what the word puberty means?
- What kinds of changes happen when someone goes through puberty?

Take some feedback, noting down on the whiteboard any accurate responses.

Click to the next PowerPoint slide ("What Is Puberty?"). Tell the class that we are going to watch a short clip about puberty. Click image to play *Adolescence and Puberty* YouTube Clip, also available at https://youtu.be/lK_dTO5Wosl?t=3.

Click to the next PowerPoint slide ("Typical Changes When Going Through Puberty") and read out the key changes noted on the slide.

How we can apply our DNA-V skills to explore what it means to go through puberty

Examples of possible DNA-V specific questions to draw upon:

- **Noticer** and **Flexible Self-View** combined:
 - Can you remember any roles you had, or activities you did a lot of, when you were around three or four years old that you don't do now?
 - Can you think of any roles you would like to have, or things you would like to do, when you are an adult that you don't do now?

Note that the key point to derive from the above two questions is that humans are always changing, growing and developing. Teachers can then use this general point to explain that:

- Puberty is another period of change for us humans.
- Everyone goes through this period.
- It can have its challenges but it is not something we need to be scared of or worried about.

Activity: Using Our Flexible Self-View To Understand Puberty 25 mins

This activity is designed to encourage children to actively explore what we mean by the term 'puberty', rather than being passive recipients of information in relation to the topic. In the lesson, students will be designing interview schedules to enable them to enquire about puberty. For the homework, students will administer this interview to a known and trusted adult of their choosing at school (teachers will need to check who students have elected as their "safe and trusted adult to interview" to ensure they are an appropriate adult for this purpose).

Step 1: Click to the next PowerPoint slide ("Using Our Flexible Self-View To Understand Puberty") and pass around the lesson of the same name. Explain the activity in the following way, which is written as a bullet-pointed script that can be followed verbatim or just used as a rough guide, depending upon what individual teachers find most helpful:

- *"In today's main Connect activity, we are going to work in pairs to develop an interview schedule; a set of questions to ask someone."*
- *The questions you will develop will be designed to help us understand more about what puberty is. As you can see on the handout, the idea is that your interview schedule will have six questions in it.*
- *This activity has some follow-up work associated with it. The follow-up work will be to interview a safe, known and trusted adult at school to find out more about puberty using your personally developed interview schedule.*

- *The questions you write into your interview schedule could be a combination of questions about:*
 - *Physical changes you might notice.*
 - *Emotional changes you might notice.*
 - *Changes in the things you might take an interest in.*
 - *Anything else you think might be relevant.*
- *When you have chosen, in your pairs, who you would like to interview, write their name at the top of your interview sheet. You can interview me if you like, or you can choose to interview someone else in school. If someone in school is named by lots of pairs, we might need to have several pairs sit with this person at the same time so that adult has the time to be interviewed.*
- *You'll see on the handout that there is space for your six questions and also space for you to write down some notes about your interviewee's answers to those questions.*

Step 2: At this point, it can be helpful to have a whole-class discussion, giving students the opportunity to share some of their creative ideas about possible questions for a schedule.

Step 3: After seeking any questions for clarification, arrange the class into pairs of students and give each pair around 15-20 minutes to generate their interview questions and write down the name of the known and trusted adult they would like to interview about this topic.

Step 4: Finally, ensure students know that their follow-up task is to carry out their interviews (teachers will likely need to arrange for an appropriate time over the next week for these to be carried out by pairs) and then be ready to feedback what they have learned to the rest of the class at the beginning of next week's Connect lesson.

Teachers please be sure:

- To notify any in-school adults that some of your students will be approaching them for the purposes of this interview about puberty.
 - To use the opening section of next week's Connect lesson as an opportunity to ensure no inaccurate information about puberty has been given to a student, using this time as an opportunity for clarification.
- *****