



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5 Piece 3 - Growing Up

Learning Intention/s: I understand that we all grow from babies to adults.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'A New Day'. Read the suggested story or one of a similar theme about growing up.
	Help Me Learn	Briefly talk about how the children have already changed from being a baby to now. Talk about visible features as well as abilities. Now show the children the picture cards of different stages in life. Questions: Can they put them in the correct order?
	Let's Think	How will we change as we grow up? What will we be able to do that we can't do now? Pass Jigsaw Jenie around the circle and ask the children what they are excited about being able to do when they grow up that they can't do now. How do we need to look after ourselves as we grow up?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Picture cards freely available Plant seeds and watch them develop and change as they grow	Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Understanding the world - the world	Look at pictures of your family from when they were little. Discuss how they have changed and compare to children's life now. Invite parents in to talk about how they have changed and grown up	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Cut and stick pictures/draw and write about how they have changed, or record special events in their life	Jigsaw Song sheet: 'A New Day' Book: 'I Wonder Why Kangaroos Have Pouches' by Jenny Wood Book: 'The Very Hungry Caterpillar' by Eric Carle Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Chime	Timeline using the picture cards and children's work	Role-play opportunities. Normal good practice



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Area of Learning	Communication and Language	Personal, Social and Emotional Development		Understand the World		
ELG (s)	<ul style="list-style-type: none"> • Listening, Attention and Understanding. • Speaking 	<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 		<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities 		
Development Matters Children in Reception will be learning to:	Understand how to listen carefully and why listening is important.	✓	See themselves as a valuable individual.	✓	Talk about members of their immediate family and community.	
	Learn new vocabulary	✓	Build constructive and respectful relationships.	✓	Name and describe people who are familiar to them.	
	Ask questions to find out more and to check they understand what has been said to them	✓	Express their feelings and consider the feelings of others.	✓	Comment on images of familiar situations in the past.	✓
	Describe events in some detail.	✓	Show resilience and perseverance in the face of challenge.		Compare and contrast characters from stories, including figures from the past.	
	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	✓	Identify and moderate their own feelings socially and emotionally.		Understand that some places are special to members of their community.	
	Engage in storytimes.		Identify and moderate their own feelings socially and emotionally.		Recognise that people have different beliefs and celebrate special times in different ways.	
	Listen to and talk about stories to build familiarity and understanding.		Think about the perspectives of others.	✓	Recognise some similarities and differences between life in this country and life in other countries.	
	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		Manage their own needs.		Explore the natural world around them.	
Learn rhymes, poems and songs.	✓			Describe what they see, hear and feel whilst outside.		
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	✓		✓	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.		

Additional ELG learning in the session:		
Area of Learning	ELG (s)	Development Matters: Children in Reception will be learning to:
Expressive Arts and Design:	Being Imaginative and Expressive	Listen attentively, move to and talk about music, expressing their feelings and responses. <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i>
Physical Development	Gross Motor Skills Fine Motor Skills	<i>Know and talk about the different factors that support their overall health and wellbeing - regular physical activity - healthy eating - too brushing - sensible amounts of screen time - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</i>

Characteristics of effective teaching and learning		
Playing and exploring	Active learning	Creating and thinking critically
✓	✓	✓



Puzzle 6: Changing Me - Ages 5-6 - Piece 4

Boys' and Girls' Bodies	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private</p>
<p>Resources Jigsaw Jack Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Male/female animal PowerPoint PE hoops or flipchart paper Body parts cards PowerPoint of body parts Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Male Female Vagina Penis Testicles Vulva Anus</p>
<p>Teaching and Learning Notes The words vulva and anus have been added in this edition of Jigsaw 3-11. However, whilst there is a safeguarding case for including these body part words, schools need to decide which words to include and when. We believe children should know all the words in this lesson's vocabulary by the end of Primary school, and at least penis, testicles and vulva in Year 1. It is advisable to also teach children the word 'vagina' and explain this is inside the body whereas the vulva is outside. The word vulva has been included in this lesson as well as vagina. The difference in these words can be explained as follows. The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside. Anus has also been included as a safeguarding measure so that children know the correct word for this part of their body. Teachers can simply explain that the anus is the opening where a body gets rid of waste (poo). This lesson also acknowledges the 'embarrassment factor' with these words and helps children understand these are special and private parts of their bodies which is why we might get a bit embarrassed or giggle when talking about them. Be aware of any children in your class that have been identified as transgender without putting them in the spotlight as being different. Avoid using the word 'normal' or 'normally' as this implies anyone who sits outside of male/female is abnormal and the stigma this can create. If teachers are concerned it is advised they speak to the parent/carer of the child concerned and share the content of this lesson with them beforehand. They can then come to a consensus as to how they want the child to be included. Obviously be vigilant for any disclosures and follow safeguarding procedures. Part of the summative assessment of this Puzzle (unit of work) is about children being able to use the correct names for private body parts. Teachers may wish to take notes of individual children's understanding during this lesson as an aide memoire for assessment.</p>	<p>Ask me this...</p>



The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Sitting in a circle, pass Jigsaw Jack round. Each child in turn, when holding Jigsaw Jack, completes the sentence: 'My name is ... and my favourite food is ...' Highlight the differences and similarities in what the children say so the children understand these terms. If time, repeat with a different stem sentence such as 'My favourite game is... '.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

Slides 1-4: Show children PowerPoint slides (one at a time) of animals and ask them to identify which one is the male and which one is the female.

How do they know?

Tell me or show me

Slides 5-6: Ask the children to work in pairs and briefly discuss a way that boys and girls often look different. Pass Jigsaw Jack around the circle for each pair to give their answer; conclude that one way we can tell the difference between boys and girls is by their private body parts.

Say to the children that you are so pleased with how sensible they can be, and that you know they will all really try to be sensible in this next part of the lesson.

Show the PowerPoint slides of the male and female bodies. Ask children names of parts e.g. arm, head etc.

Supply the words penis, testicles, vulva (and vagina). If there are giggles, ask the children, 'Why do we giggle?' Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy.

Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.

Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission.

Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.

Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin then our private parts will also be dark.

Do we all like the same things?

Does your mind feel calm and ready to learn?

How can we tell the difference between a male and a female?

How can we tell who's a boy and who's a girl?

How do you tell the difference between a boy and a girl?

What are the right names for the body parts that make boys and girls different

If we are worried, or feeling scared or hurt, what should we do?

Which of our body parts do we normally keep private?

When is it all right for us to talk about our 'private' parts, and what names should we use?

Let me learn

On the floor, create two large overlapping circles; draw these on flipchart paper or use PE hoops. In the spaces place the labels: Male, Female, Both.

Still working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both. As they do this, they tell the group the correct name for that body part.

After the sorting activity establish why it is important to use the correct names for parts of the body and ask the children to make sure that at school, they use the words penis, testicles, vagina/vulva, rather than family words they may use at home.

Discuss when it is and isn't OK to talk about these private body parts:

With Mum and Dad?

With friends, brothers, sisters?

On the playground?

With older relatives?

With visitors at home?

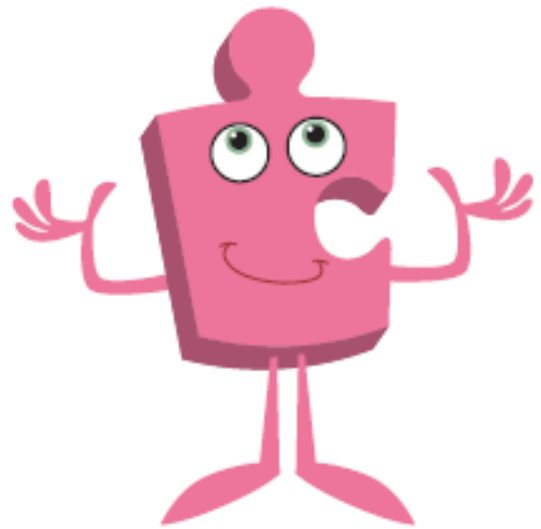
At the doctors?

Help me reflect

Slide 7: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

Puzzle 6: Changing Me - Ages 6-7 - Piece 4

Boys' and Girls' Bodies	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p> <p>tell you what I like/don't like about being a boy/girl</p>
<p>Resources</p> <p>Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Body parts cards (2 sets so you have duplicates of some cards) A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits Flip chart Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary</p> <p>Male Female Vagina Penis Testicles Vulva Anus Public Private</p>
<p>Teaching and Learning</p> <p>Note</p> <p>The words vulva and anus have been added in this edition of Jigsaw 3-11. However, whilst there is a safeguarding case for including these body part words, schools need to decide which words to include and when. We believe children should know all the words in this lesson's vocabulary by end of Primary school, and at least penis, testicles, vulva and vagina in Year 2.</p> <p>The word vulva has been included in this lesson as well as vagina. The difference in these words can be explained as follows. The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside. Anus has also been included as a safeguarding measure so that children know the correct word for this part of their body. Teachers can simply explain that the anus is the opening where a body gets rid of waste (poo).</p> <p>Be aware of any children in your class that have been identified as transgender without putting them in the spotlight as being different. Avoid using the word 'normal' or 'normally' as this implies anyone who sits outside of male/female is abnormal and the stigma this can create. If teachers are concerned it is advised they speak to the parent/carer of the child concerned and share the content of this lesson with them beforehand. They can then come to a consensus as to how they want the child to be included.</p> <p>Obviously be vigilant for any disclosures and follow safeguarding procedures.</p> <p>Part of the summative assessment of this Puzzle (unit of work) is about children being able to use the correct names for private body parts. Teachers may wish to take notes of individual children's understanding during this lesson as an aide memoire for assessment.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p>Ask me this...</p>



Connect us

Introduce the focus on bodies and body parts by playing 'Jigsaw Jo says: put your hand on your...' (You will want to keep to 'public' body parts)

Ask children to do what you say. They should only do the action if you say 'Jigsaw Jo says...' before the action. If you just say the action, they need to ignore what you have said and do nothing. Try to catch the children out by mixing up statements with and without the 'Jigsaw Jo says' precursor. Be mindful to choose actions in the class that all the children can do.

At the end of the game reiterate how amazing our bodies are.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script. and the Jigsaw Chime.

Open my mind

Form the children into groups of 4, mixed gender if possible 2 + 2. Ask the groups to talk about the differences between the things that girls do and the things boys do. They will need to remember some of these ideas - as they will talk about them later. Give approximately 3-5 minutes discussion time.

Tell me or show me

On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can tell whether they are boys or girls? Not really.

Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both sexes).

Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).

Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes - to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.

Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).

From earlier ask what ideas the children had about other differences in what boys and girls do and how they behave?

Gently question and challenge, to establish that none of these differences applies to all boys and girls.

Challenge gender stereotypes and establish that private body parts is one way you can differentiate males from females.

Let me learn

In their Jigsaw Journals ask the children to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.

Help me reflect

Slide 1: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

How many names of different body parts do you know?

Does your mind feel calm and ready to learn?

Are girls and boys always different in what they like to do?

Can you remember the names of the body parts that make most girls and boys different?

Are the clothes girls and boys wear always different?

Which clothes cover our private parts?



Puzzle 6: Changing Me - Ages 7-8 - Piece 2

Babies	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family</p>
<p>Resources Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Baby PowerPoint slide Mini-whiteboards/ pens (or paper and pens) Baby growing PowerPoint Jigsaw Journals My Jigsaw Journey</p>	<p>Vocabulary Baby Grow Uterus Womb Nutrients Survive Love Affection Care</p>
<p>Teaching and Learning Note Following this lesson why not ask the children if they have pictures of their baby scans they would like to bring in and show?</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Play 'Pass the Squeeze' With everyone sitting in a circle and holding hands, the teacher gently passes a squeeze to the child on their right. The child then passes the squeeze to the next child, and so on, until travels around the circle and returns to the teacher. Check that everyone received a squeeze. Draw out that gentle and kind touch is very important between a parent and a baby. Can the children think why this is?</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slide 1: Share the PowerPoint slide of a baby. Ask the children to talk with a talking partner and to write on their mini-whiteboard the things the baby needs to grow and to survive. After 2 minutes, ask the children to show what they have written. Emphasise that a baby needs love and affection as well as physical needs such as milk, nappies, clothes, cot, teddy, etc.</p>	<p>Ask me this...</p> <p>Why are gentle and kind touches important between a parent and a baby?)</p> <p>Does your mind feel calm and ready to learn?</p> <p>What do babies need in order to survive and grow?</p>





Pause Point: Slide 2: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Tell me or show me

Slides 3-7: Ask the children to think about how the life of a baby starts out. Where does it begin to grow? How does it grow? The children may share that it grows inside the mother.

Acknowledge this and show the PowerPoint slides of a baby growing inside a mother's womb /uterus.

Explain to the children that the baby grows inside the mother's womb/ uterus and gets all its nutrients in order to grow from the mother.

See if the children can spot any changes as the baby grows.

NOTE: Some teachers may feel concerned about answering children's questions about how the baby 'gets there' to begin with. As with all children's questions in changing bodies learning, keep the answer factual, age-appropriate and simple. e.g. "A baby grows from a tiny egg (ovum) that the mother already has inside of her." (This is also explained in the next 2 lessons in simple terms, so teachers can thank the children for their questions and ask them to remember them for next time).

Let me learn

In their Jigsaw Journals, ask the children to draw a picture of a baby and, around the edge of their picture, to design a frame showing all the things a baby needs to survive, to live and to grow. Encourage the children to draw pictures and write labels. Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for too.

Help me reflect

Slide 8: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

Where does a baby start from?

How do babies grow inside the mother?

What do you think are the three most important things a baby needs to live and grow?

Puzzle 6: Changing Me - Ages 8-9 - Piece 2

If teachers do not wish to cover this material, they may choose to use the alternative Piece 2 lesson plan.

Having a Baby	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
<p>Resources</p> <p>Making Things cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jaz</p> <p>Jigsaw Jerrie Cat</p> <p>Flashcard pictures of sperm and egg</p> <p>PowerPoint slides - Changes on the inside</p> <p>Animation: The Female Reproductive System</p> <p>Printed copies of PowerPoint slides</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p> <p>Jigsaw Jaz's Post box (from last lesson)</p>	<p>Vocabulary</p> <p>Sperm</p> <p>Egg/ Ovum</p> <p>Penis</p> <p>Testicles</p> <p>Vagina/ Vulva</p> <p>Womb/ Uterus</p> <p>Ovaries</p> <p>Making love</p> <p>Having sex</p> <p>Sexual Intercourse</p> <p>Fertilise</p> <p>Conception</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Check Jigsaw Jaz's post box for questions prior to this session as some may be answered by the content of this lesson. Teachers can then refer to relevant children's questions throughout the lesson making it personal and responsive to the questions they want answers about.</p> <p>If children ask the difference between vulva and vagina as they have been introduced to these terms previously, simply explain that the vulva is the name for the outside parts of a female's private parts, and the vagina is the channel just inside.</p> <p>Teachers may wish to take notes within this lesson as part of the summative assessment for this unit of work (Puzzle).</p> <p>Teachers will need to check which animation may be most appropriate to use with their classes.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Shuffle the cards for the Making Things game and give one to each child. Then ask them to move around and compare their card with other people's, find the connections, and eventually form themselves into groups containing one finished article (a cake, an oak tree, a new car and a baby) and the 'ingredients' required for making it. There should be five in each group: if, as is likely, your class is not an exact multiple of five you could have some fun asking those left over what they think they could make with their assorted ingredients! Make sure all the class knows what the four finished articles and their constituent parts are.</p>	<p>Ask me this...</p> <p>Do you know what things are made of and how they are made?</p>



Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

With the class in a circle, point out that to make anything new it requires the right ingredients and the right conditions. Which of the four things in the game is the most special and important thing to make?

Ask the children to work in talking partners and pose two questions for a brief discussion:

- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

After 3 minutes take some feedback and bring out the idea that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby. Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! Explain it's a choice people make, and some people choose not to.

Tell me or show me

Slides 1-4: Think back to the starter game: what were the main ingredients for making a baby? Show flash cards with pictures of sperm (remember these are full of messages contained in genes about what the father is like) and egg/ovum (remember this is full of messages/genes about what the mother is like).

Use the PowerPoint slides to recap where the sperm and egg/ovum come from inside the body.

The following simple 'script' suggests an approach to telling the story from this point on for children of this age. You may choose to include more explicit detail depending on what you judge yourself, the children or their parents/carers will be comfortable with. However, you decide to approach it, bear in mind that the children will not perceive any of this as sensational or shocking unless your manner and body language tell them so.

It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as 'making love' or 'having sex' or sexual intercourse (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means) It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/uterus into the tubes that lead from the ovaries. If they meet an egg/ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.

Show the animation: The Female Reproductive System. Some teachers prefer to show the whole animation and then ask the children to recap what has been shown; others like to pause the animation at key points for clarification and questioning. Note the animation does not show conception but the journey of the egg/ovum. If children raise questions about menstruation ask them to hold onto their questions for next time, or to use Jigsaw Jaz's post box. Animations can be found on the Jigsaw Community Area on the website.

Does your mind feel calm and ready to learn?

What is the most special and precious thing any of us can make?

Why do people choose to have babies?

What is difficult about looking after a baby?

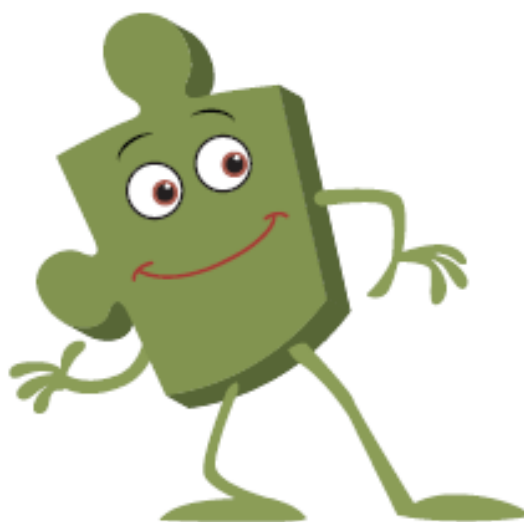
Does everybody have to have a baby?

Can you remember where the sperm and the egg come from?

Why do we need to have differences between male and female?

Puzzle 6: Changing Me - Ages 9-10 - Piece 2

Puberty for Girls	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jez</p> <p>Jigsaw Jerrie Cat</p> <p>PowerPoint slides of male and female bodies</p> <p>Animation: The Female Reproductive System</p> <p>Menstruation Card Match</p> <p>A range of sanitary products</p> <p>The Great Growing Up Adventure resource sheet</p> <p>A set of Menstruation Worries cards</p> <p>If available: some examples of published information leaflets about puberty</p> <p>Jigsaw Jez's Private Post Box (teacher to make)</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Puberty</p> <p>Menstruation</p> <p>Periods</p> <p>Sanitary towels</p> <p>Sanitary pads</p> <p>Tampons</p> <p>Ovary/ Ovaries</p> <p>Vagina</p> <p>Oestrogen</p> <p>Vulva</p> <p>Womb/Uterus</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Due to the significance of this lesson it is recommended that teachers set aside a minimum of 1.5 hours, preferably an afternoon.</p> <p>This is a lesson for which you will find it helpful to have the support of a School Health Nurse, if you can arrange it. They will probably be happy to take the lead on clarifying details about menstruation and explaining and demonstrating the items of sanitary wear, and will also be able to circulate and help the groups composing their answers to the 'Menstruation worries' activity.</p> <p>It would also be helpful to arrange for an additional female member of staff (teacher or classroom assistant) to support this session.</p> <p>Ensure you know the policy and procedures that support any girls in your school when having a period.</p> <p>Teachers may also wish to take notes within this lesson as part of the summative assessment for this unit of work (Puzzle).</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p>Ask me this...</p>



Connect us

Set up a 'carousel': seat the children in two concentric circles, the inner circle facing out and the outer facing in, so that each has a discussion partner facing them. Get them to stand and move round, inner circle clockwise, outer circle anticlockwise, until you say stop. They will then be paired with a random discussion partner. In their pairs, ask them to discuss this question:

'What kind of thing makes you feel embarrassed?'

Encourage them to think of a kind of situation rather than a specific incident. Allow time for each to comment on this, then get them to stand and move round one, clockwise and anticlockwise respectively. With their new discussion partner, they talk about how they respond to embarrassment: what are the physical effects, how does it make you behave? Allow time, then move them round once more and with this partner talk about how we can cope with embarrassment, how you can help yourself to feel less embarrassed or to show your embarrassment less.

Bring the whole class into one circle and ask them briefly to share some of the thoughts that came up during this exercise. It may or may not arise naturally, but steer the discussion towards puberty and the reasons why we can feel embarrassed about some of the changes and experiences of puberty: because they are private and personal, they affect parts of the body we don't usually talk about, they affect who we are in a fundamental way. Take the chance to reassure the children and remind them that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too.

If space is an issue, this activity can still be done by asking the children to move randomly around the classroom and when you say stop, to pair with the person nearest to them each time.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

What makes you feel embarrassed?

How do you respond to embarrassment?

How can you cope with embarrassment?

Why might changes to your body at puberty make you feel embarrassed?

Does your mind feel calm and ready to learn?

Open my mind/Tell me or show me

Sides 1-4: Ask the children what are the main ingredients for making a baby?

Show the PowerPoint 'Male and Female Bodies' with pictures of sperm (remember these are full of messages about what the father is like) and egg (ovum) (remember this is full of messages about what the mother is like).

Use the PowerPoint slides and the Jigsaw Animation: The Female Reproductive System (available from the Jigsaw Community Area) to recap where these come from inside the body. You have a choice of two animations, one with subtitles and one without. It is up to you which animation you use with your class based on your professional judgement. Many teachers like to show the whole animation then ask the children to explain it; some prefer to pause the animation at key points for questioning and clarification. Again, use your professional judgement as to which method will be more responsive to the needs of your class. Note the animation does not show the word vulva. You can use this as a discussion point so that children are reminded about the difference between the vulva and the vagina.

Teach the children how the female body prepares to have a baby and how this results in menstruation/monthly periods.

A suggested script follows:

Before teaching, please check the following text, **especially the amber text**, against your own school's definition of Sex Education in case you need to reword this to ensure your school considers this part as 'Puberty' not 'Sex Education'.

- *When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.*
- *A female's reproductive system has five main parts (refer to the animation). The vulva isn't labelled in the animation, but that is the name for the outside parts of a woman's private parts (genitals).*
- *Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.*
- *If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix. (At this point you can explain that having a baby is a choice, and that some people choose to have protected sex and to stop the sperm and egg from meeting. You don't need to go into details about contraception, but simply say there are different ways that protected sex can happen and they will learn about this when they are older and ready for this information).*
- *If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo.*
- *If an egg is fertilised it settles into this soft lining of the womb/uterus and the embryo develops into a baby.*
- *If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.*
- *Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should.*
- *The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.*
- *Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.*
- *The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

Can you remember the facts about menstruation?

Do you know what sanitary products look like and how they are used?

What questions or worries do you think girls a bit younger than you might have when they think about puberty?

Let me learn

Part 1) Using the range of sanitary products, (tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes, period pants and mooncups), briefly explain to the whole class how these are used.

Part 2) Then, arrange the class into single gender groups and operate a carousel of activities as follows:

- a. Menstruation card match/sequence game: children match the text to the pictures and work out the sequence.
- b. The Great Growing Up Adventure: children to complete the worksheet
- c. Menstruation Worries: children to write responses to the worries on the cards
- d. Exploration of sanitary products and writing any questions they have about puberty and conception for Jigsaw Jez's Post Box: children to write questions

Groups move around after 10-15 minutes per activity.

Bring the class back together and de-brief each of the activities.

With the whole class in a circle, ask a few pairs to share their ideas about the Menstruation Worries questions and the guidance they would give. Invite others to discuss and make constructive suggestions.

Finish by reminding them that whenever they have questions of their own, they can slip them into Jigsaw Jez's Private Post Box (or similar box/bag that the class might already use) and they will be answered.

Help me reflect

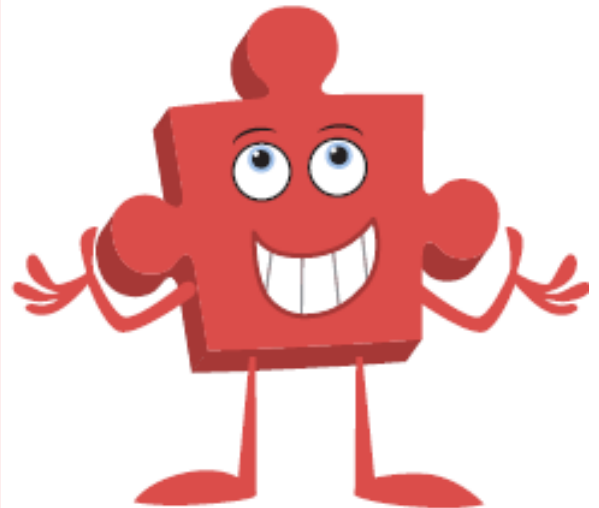
Slide 5: As in previous Pieces (lessons), ask the children to review their learning using the My Jigsaw Journey resource.

Notes

There are additional slides in this lesson should you wish to use them to further explain details of the vulva.

Puzzle 6: Changing Me - Ages 10-11 - Piece 2

Puberty	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
<p>Resources</p> <p>Growing-Up Bingo cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Puberty Flashcards</p> <p>PowerPoint slides of male and female organs</p> <p>PowerPoint slides: female and male body changes</p> <p>Animation: Female and Male Reproductive Systems</p> <p>Puberty Truth or Myth cards, enough for each working group to have one complete set</p> <p>Boy worries / Girl worries cards</p> <p>Teacher notes page (Boy/Girl worries)</p> <p>Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness).</p> <p>Blank paper</p> <p>Jigsaw Jem</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Jem's Private Post Box</p> <p>Jigsaw Journals</p> <p>My Jigsaw Journey</p>	<p>Vocabulary</p> <p>Opportunities</p> <p>Freedoms</p> <p>Responsibilities</p> <p>Puberty vocabulary as represented on the flash cards</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Due to the significance of this lesson, teachers are advised to allow at least 2 hours, and preferably an entire afternoon or morning session. Teachers could split the session at the 'Girl Talk/Boy Talk' so this part of the lesson is planned for the following day, or later in the same week. Teachers may wish to plan to involve the School Health Nurse in the lesson if they are available.</p> <p>You will also need to have two members of staff available for the 'Girl Talk/' 'Boy Talk' part of this lesson where the group will divide and be facilitated by each adult. If possible, arrange for a male and female member of staff to be present.</p> <p>Teachers may also wish to take notes during the lesson as part of the summative assessment of the Puzzle (unit of work).</p>	<p>Ask me this...</p>



Note

You may wish to use male/female more often than boy/girl to help children start to distinguish between gender and sex. Gender sensitivities need to be carefully considered.

Caucasian skin tones have been used in the diagrams for clarity of image. Ensure that children understand that changes happen to everyone at puberty regardless of their skin tone.

The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

Connect us

Give each child a copy of the Growing-Up Bingo card. Explain that they need to move around the room, find someone who can say yes to any of the questions on the card and write their name in the appropriate space. With each person they speak to they can only ask and answer one question and then they must move on to someone else. The aim is to be the first person to complete a horizontal, vertical or diagonal line - or depending on how the game progresses you may want to carry on until someone has completed a full card. When the game is over, sit the class down in a circle and ask them to comment on what the game tells us about the life changes that go with growing up; point out that most of the questions relate in one way or another to new opportunities and freedoms and the responsibilities that go with them.

Calm me

Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.

Open my mind

With the class still seated in a circle, use the Puberty Flashcards to re-open the children's thinking about the physical changes that occur during puberty. As you hold up each card in turn, they all stand if it's a female thing, stay sitting if it's a male thing and everybody put both hands up if it applies to all. At the same time all the class should say the word(s) aloud on the card. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes.

You may not want to use all the cards at this stage of the lesson and might wish to be selective about those that are appropriate to use with your class. One or two - such as Clitoris and Ovulation - may be words that are new to them and need explaining, perhaps briefly now and more fully in the next phase of the lesson. The exercise should be fun and will work best if you can keep the cards coming in a quick-fire way so that the children are bobbing up and down - and it's fine if they have a bit of a giggle at some of the words and phrases!

What different experiences does growing up bring for different people?

How are new freedoms connected to new responsibilities?

Does your mind feel calm and ready to learn?

Tell me or show me

Slides 1-4: After the frenetic stand up/sit down activity, review the words and ideas on the cards in a calmer way and check and consolidate the children's knowledge and understanding about them. The PowerPoint slides showing male and female body parts will be helpful to use in clarifying many of these points. Use the PowerPoint slides showing girl to woman and boy to man, and the animations (**The Female/Male Reproductive Systems**) to reinforce learning. As the children should have seen the animations and PowerPoints in prior years, (unless it is the first time using Jigsaw) you should be able to recap quite easily. Animations can be found on the Jigsaw Community Area (website).

If you have not used all of the Puberty Flashcards now is the time to show and explain the words that maybe new to the children. This includes, ovulation, masturbation and clitoris.

Masturbation can be simply explained as a time when a person touches their own private parts for pleasure. Stress this is perfectly normal and it is a very PRIVATE thing to do.

The clitoris can be explained as the part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating.

Let me learn

Part 1) Truth or Myth Cards

Organise the children into groups of about 4-6. Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table. One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right, they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group. The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.

Part 2) 'Girl Talk' / 'Boy Talk'

Note: you will need to have 2 members of staff available for this section of the lesson. Ideally a male and female member, if possible.

Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next part of the lesson, but that no-one will know who has asked which question. Ask them to drop their questions into Jigsaw Jem's Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

While you and your colleague are collating the children's, questions divide the children into same gender groups. Give the male groups a set of the 'Boy worries' cards and the female groups the 'Girl worries' cards. Ask the groups to discuss the questions and the advice they would give. Ask them to note down the advice for each question.

While the children are engaged in this activity, sort the questions from Jigsaw Jem's post box. These will be questions you have identified as being relevant to a particular gender group and if needs be to take out any questions that you judge to be completely inappropriate or simply not serious.

Part 3) Boy/Girl Worries

Bring the whole group together and say to the children that this is an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

Split the class into gender groups and start by discussing the answers and advice that the children gave to the 'Boy worries' or 'Girl worries' cards. There is a teacher note page with suggested ways to answer these questions.

Then go through the relevant questions from Jigsaw Jem's post box with the group. Allow others in the group to comment and add anything they think would help to improve or clarify the answer, and then give your own input, as necessary, to make sure that key messages are fully understood.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single gender group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.

Help me reflect

Slide 5: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). For each statement ask the children to show whether they are a 'thumbs-up, thumbs- neutral or thumbs-down. Show the children My Jigsaw Journey on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate box for each statement). Hand out one My Jigsaw Journey sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals

What other questions do you have about how your body, your feelings and your lifestyle are going to change as you grow up?

Notes

There are additional slides in this lesson should you wish to use them to further explain details of the penis and/or the vulva.