



Year 5 Changing Me

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see powerpoint notes for all slides

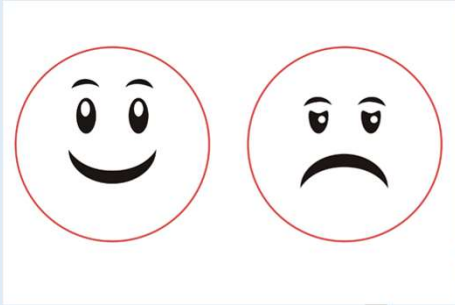
These lessons have been adapted and confirmed by our staff to suit the needs of our children using the Jigsaw 'Changing Me' units.

Before starting the unit create a set of class ground rules for these lessons. These are then to be shared with the children before every lesson for RSE.

Explain that at various points that the children may have questions and that these can be written down rather than shared aloud to remove any embarrassment.



Lesson 1



At either end of the room we have a happy face and a sad face. I am going to share with you some 'self image cards' and I want you move to which side of the room your shows your perception of whether that aspect of self image is positive or negative.

- Lesson objectives : - Be aware of my own self-image and how my body image fits into that
- Know how to develop my own self esteem



Is it fair to judge ourselves against images we see in the media or online?



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Responses can be added to the slide then printed for floor book



Is it fair to judge ourselves against our friends? What could be the consequences of your perceptions regarding self-image, from images like this?



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Can you tell this image has been altered?

Raise the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered? There are some images online that also show the 'before' and 'after' airbrushing. These are also good to show to reinforce the point that what we see online may not always be a true perception. In addition, explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see online or even against our friends?

Ask the children if someone disliked their body image, what could images like this do to their wellbeing and self-esteem? Draw out that it could affect their mental health and physical health



Using affirmations is a simple technique to help transform negative self-image into positive self-image which in turn raises self esteem.

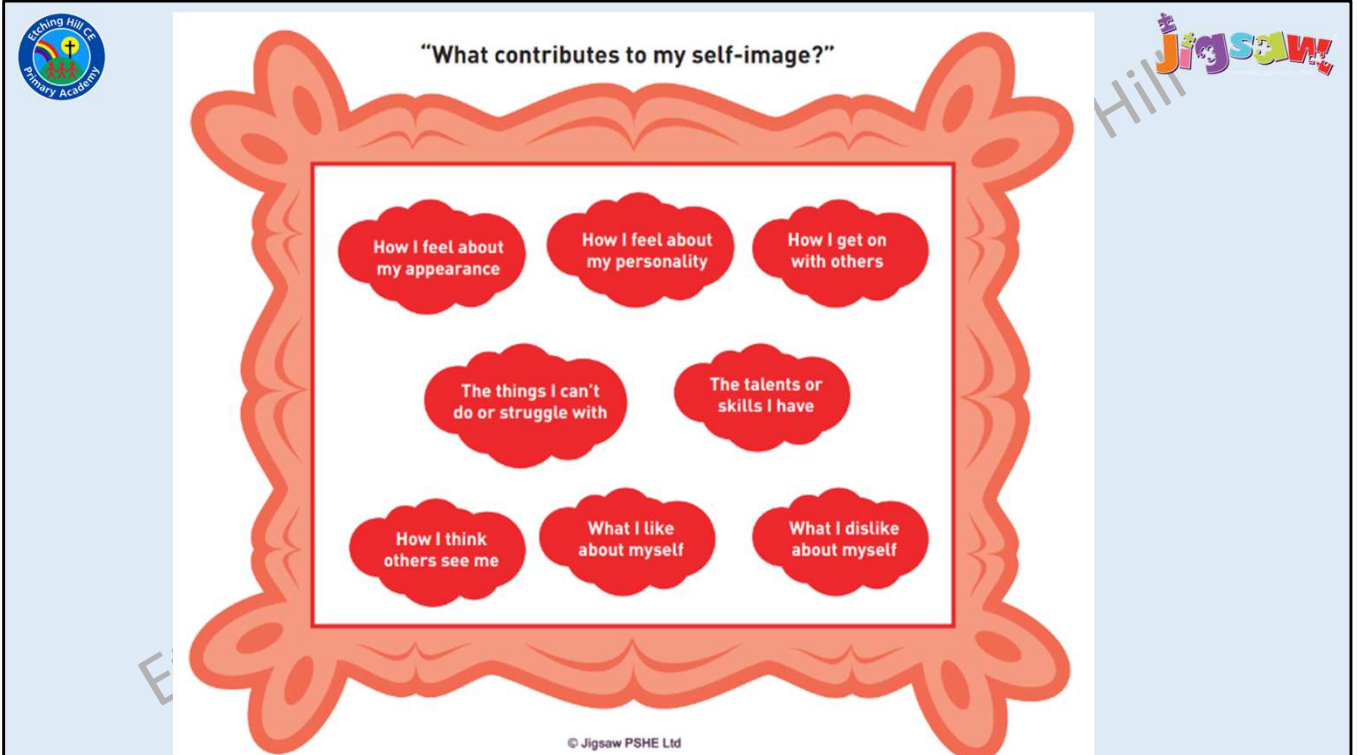
These are just some of the factors that make up our self-image. All of us have a picture inside us of how we see ourselves. This is called 'our self-image' and only we know about it. Our friends may see some of this but we may keep some of it hidden.





We are like a chest of drawers.
There is some information about us we don't mind everyone knowing (top drawer), there are some aspects of ourselves we only show to chosen people (middle drawer), and there are some things about us we don't let people see (bottom drawer).





Step 1) Ask the children to work individually and to write ten words/ phrases inside the picture frame template that best describe the internal picture (self-image) they hold of themselves. Display the prompt PowerPoint slide on the board to help the children with this.

Step 2) When they have done this, ask them to draw a smiley face by the words that describe the parts of themselves they are happy with and a sad face by the words that describe the aspects of themselves they are unhappy about.

Step 3) Ask them to reflect on the balance between smiley and sad faces? (Be aware that this process could be painful for some children and be ready to support them). Explain to the children that the happier they are with their self-image, the better their self-esteem will be. Also explain that our self-image doesn't remain static and can and alter with time and in response to experiences, so it is helpful to try and be mindful of our self-image and to boost it whenever we can by using positive affirmations.

Step 4) Children can work individually, or with a friend if they choose to, and take one of their self-image words that they put a sad face by and change it into a positive affirmation. Help them to understand that if they change the negative perceptions of themselves into positive i.e., they can see themselves in a more positive way, this could raise their self-esteem. If time, they can repeat this process with other sad face words.

Positive affirmations must be written in the first person, present tense, have no comparisons and describe it as if it is already the reality e.g. "I feel brilliant in my new jeans".

Ensure that every child has turned one negative into a positive by the end of the lesson, so it ends on an upbeat note with children feeling good about themselves



Lesson 2

What kind of things make you embarrassed?



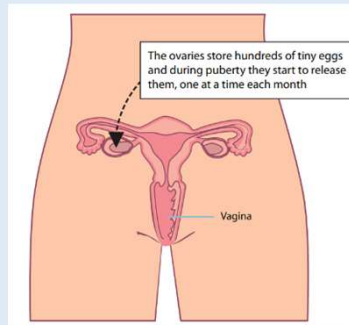
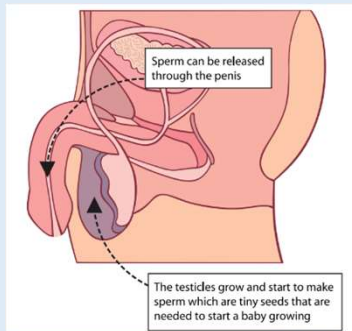
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Lesson objectives : - Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally
- Understand that puberty is a natural process that happens to everybody and that it will be OK for me.

Bring the whole class together 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.



What are the main 'ingredients' for making a baby?



A suggested script follows:

- 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.
- 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 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. 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. 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.



Lesson 3

Recap what we know about puberty.



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- Lesson objectives :
- Describe how boys' and girls' bodies change during puberty
 - Express how I feel about the changes that will happen to me during puberty



When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

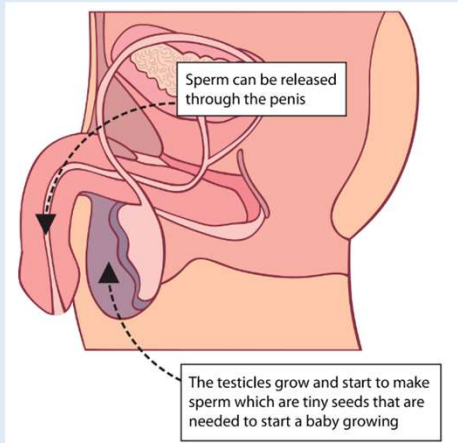
It's normal to start fancying people as you get older

When boys grow up they have to learn to be less emotional than girls

Agree or disagree?

Place the 'Agree' and 'Disagree' labels at opposite ends of the room and explain to the class that you are going to present a number of statements. As they hear each statement they should go and stand anywhere on the line between the two labels to indicate where their personal opinion lies, between the two extremes of strongly agree or strongly disagree. You can read out each statement in turn or display them on the whiteboard.

Make sure the children understand there are no right or wrong answers - these are genuinely matters of opinion about which different people will have very different views; in fact, it would be very boring if everybody thought the same thing. Once they have taken up their positions for each statement, invite one or two at different points on the continuum to explain why they are standing where they are – gain variety of views



- When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.
- At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends



Lesson 4

What are you looking forward to being able to do when you are a teenager?

Write your answers on your post it note but also think about the increased responsibility that comes with this expectation.

For example if you have written 'I am looking forward to staying out later with my friends', the accompanying responsibility might be 'I will make sure my parents know where I am, who I am with and that I am safe'.

- Lesson objectives : - Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- Be confident that I can cope with the changes that growing up will bring.

Answer on post it notes for floor book.



Lesson 5

- How are you feeling about getting older?

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Lesson objectives : - Identify what I am looking forward to when I move to my next class
- To think about changes I will make next year and know how to go about this



Cube of change

Using a cube net, write down some changes you think you are going to experience next year but also think about some positive affirmations you can remember or strategies you can follow to get through the situation.

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