

## Lesson Plan

**Group:** Group C

**Supervisor:** Dr Lam Bick Har

**Topic:** Physical changes during puberty

**Subject:** PSHE

**Level:** Primary 6, 28 students, mixed gender class

**Time of lesson:** 90 ( a double lesson )

**Context:** The students are in an age where - sooner or later - they enter puberty. Some of them might have older siblings who have already passed this stage of human development. Therefore, the teaching subject is accurate in time and theme.

**Prior knowledge:**

- 1) The students know the body parts, the organs and have already heard about changes in puberty.
- 2) The students know the concept of puberty and know that the body of adolescent boys and girls will experience tremendous changes.
- 3) The students have suffered some puberty problems and also have some troubles with it.

**Objectives:**

Upon completion of the lesson, students are able to

- 1) identify differences in appearance of girls/boys and women/men, e.g. sexual characteristics.
- 2) describe the changes of human body during puberty for both women and men, e.g. height, weight and voice changes, and the development of sexual characteristics.
- 3) explore strategies to deal with problems which occur during puberty, e.g. dealing with pimples, fatty hair or feeling weird.

Lesson Draft:

Steps	Length	Objectives	Students' output	Content	Materials
introduction	20	<p>The students take a motivated attitude towards the lesson.</p> <p>The students know the lesson plan and the goals.</p> <p>The students recall their prior knowledge about body parts and organs.</p> <p>The students walk around silently and observe the pictures deeply.</p>		<p><b>Gaining attention</b></p> <ol style="list-style-type: none"> <li>The teacher welcomes the student to the lesson.</li> <li>The teacher has asked the students to bring two pictures to the class (as a homework). The first picture should show the whole body of the student as a <i>toddler</i> (0-3 years). The second picture should show the whole body of the students <i>at the age of 7-9</i>.</li> </ol> <p><b>Inform the students about the objectives</b></p> <ol style="list-style-type: none"> <li>The teacher informs the students about the lesson plan and goals.</li> </ol> <p><b>Stimulate recall of prior learning</b></p> <ol style="list-style-type: none"> <li>The class plays a <b>game</b> to activate prior knowledge (repetition of body parts and organs).</li> <li>In class, the students put the pictures on their chairs. The teacher gives the students the opportunity to walk around – like in a museum/exhibition – in order to have a look at the pictures of the peers. If a student makes too much noise, (s)he is warned once. If it happens again, the student can no longer participate at the picture exhibition and needs to sit back on her/his chair. (<i>Small extra task?</i>)</li> <li>The teacher forms small (4 students) gender mixed groups (if possible: 2 boys and 2 girls).</li> </ol>	

		<p>The students show social and cooperative behavior in the groups. They describe the changes of the body with non-judgmental words and as detailed as possible. They use specific body vocabulary and make whole sentences. They find differences between the physical appearances of boys and girls.</p>		<p>7. The students are given two tasks:</p> <ol style="list-style-type: none"> <li>a) In class, the students show the pictures and discuss in groups (gender mixed groups) the changes of the body between the pictures.</li> <li>b) Also, they discuss the difference between girls and boys.</li> </ol> <p>Probable difficulties/things to consider:</p> <ul style="list-style-type: none"> <li>- Some students might do not their homework and forget to bring pictures.</li> <li>- If the students are not used to walking around and being quite, there might be a mess. How to prevent this? -&gt; Telling them what happens when the rules are not respected. Being consequent.</li> <li>- Because the topic is a very intimate one, some children might feel embarrassed to describe certain body parts. How to encourage them to do so? -&gt; Acting as a role model: talking openly and showing that there is no need to feel embarrassed because these are normal things.</li> <li>- Some students might use inappropriate or judgemental vocabulary to describe the pictures. How to prevent this? -&gt; Telling them the rules. Telling them what happens when the rules are not respected. Being consequent.</li> </ul>	
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<p>input phase</p>	<p>15</p>	<p>The students discuss in groups and show cooperative and social behavior.</p> <p>The students describe the pictures in a detailed way, using whole sentence structures and the prior knowledge about body parts and organs, with non-judgmental words.</p> <p>The students know the specific vocabulary of the physical changes that happen during puberty.</p> <p>The students know the differences between puberty changes in the different genders.</p>	<p>Students observe the pictures, think and discuss about them</p> <p>The students think hard and answer the questions actively and grasp the knowledge of puberty gender differences initially.</p>	<p><b>Presenting the stimulus</b></p> <ol style="list-style-type: none"> <li>The students are given two tasks to do within the group:             <ol style="list-style-type: none"> <li>The students discuss the changes of the body between the pictures.</li> <li>Also, they discuss the difference between girls and boys.</li> </ol> </li> <li>The teacher shows a picture of the body development for men and women.</li> </ol> <div data-bbox="1200 555 1792 922" data-label="Image"> </div> <p><b>Providing learning guidance</b></p> <ol style="list-style-type: none"> <li>The teacher asks questions:             <ol style="list-style-type: none"> <li>For boys/men, what happens to the body during puberty? (<i>Getting taller, getting heavier, pubic/armpit hair, beard grows, testicular maturity, penis and prostate development</i>) -&gt; The teacher writes those changes on the blackboard beside the "male body" in the corresponding position. The teacher adds information if</li> </ol> </li> </ol>	<p>Picture, blackboard</p>
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				<p>something important is missing.</p> <p>b) For girls/women, what happens to the body during puberty? (<i>Getting taller, getting heavier, pubic/armpit hair, breast growth, ovary matures, menstrual cycle</i>). -&gt; The teacher writes those changes on the blackboard beside the "female body" in the corresponding position. The teacher adds information if something important is missing.</p>	
	10	The students can apply the knowledge that they have learnt so far in this lesson.	The students fill out the questioning paper - first individually, then they share with a partner and finally, the solution is discussed in class	<p><b>Eliciting performance</b></p> <ol style="list-style-type: none"> <li>1. The teacher hands out a questioning paper.</li> <li>2. The students fill it out - first individually, then they share with a partner and finally, the solution is discussed in class (think, pair, share).</li> </ol> <p>-&gt; <i>The students now should have an overview of the physical changes that happen during puberty (with the specific vocabulary).</i></p>	Questioning paper (Appendix 1)
<b>activities</b>	20	The students can apply the vocabulary on themselves. They write a letter carefully, using the specific vocabulary and making correct sentences.  (They can deal with the time limit (time management).)	<p>The students raise questions or ask for support if needed.</p> <p>The students write the letter.</p>	<p><b>Assessing performance</b></p> <ol style="list-style-type: none"> <li>1. The teacher distributes the letter copy to the students and gives them the task that they now write a letter about the physical changes that happen during puberty to their future selves. (In this letter, students should make use of the knowledge they have just learned.) They have 20 min in class for this task. If they don't finish within this time period, they can take it home in order to finish it for the next day (also if they want to decorate the letter more).</li> </ol>	Prepared letter draft copy

				<ol style="list-style-type: none"> <li>2. The teacher asks the students to raise questions if they have any doubt.</li> <li>3. The students start writing the letter.</li> <li>4. The teacher moves around the classroom to answer questions and give appropriate guidance (eg. for SEN students).</li> <li>5. After the 20 min, the teacher ends the task.</li> </ol> <p><b>Providing feedback</b></p> <ol style="list-style-type: none"> <li>6. (The teacher will give accurate feedback to the letters when all the students have handed them in.)</li> </ol>	
<b>conclusion and transfer</b>	15	<p>The students summarize what they have learnt.</p> <p>The apply the newly learnt knowledge to real life/puberty problems.</p> <p>They find strategies how to solve these problems. They can also come up with creative ideas.</p> <p>They can discuss in the class setting.</p> <p>They can work individually.</p>	The students fill in the task sheet.	<p><b>Enhancing retention and transfer</b></p> <ol style="list-style-type: none"> <li>1. The teacher introduces the end part of the lesson.</li> <li>2. On the overhead projector or on Powerpoint, the teacher shows the next task.</li> <li>3. The teacher shows an example, asking the students about solutions for the example problem (bad smell) and writes them down.</li> <li>4. In the class setting, the students discuss possible problems and their solutions.</li> <li>5. The teacher hands out the task sheet.</li> <li>6. The students complete the task sheet. They should mention at least 5 problems and their solutions (as many as possible, and also creative solutions are welcomed).</li> </ol>	task sheet, Powerpoint

**Teaching Innovations adopted in the lesson, and the justifications:**

During the **introduction**: students are required to work in a small group to complete the task of describing the pictures. Different students of the group are given different vocabulary help sheets. Every student can therefore give a different input or the group's success within this task. ->

**cooperative learning**

During the **stage of input phase**: even though the teacher is the word leader / main input giver within this session, students are advised to participate actively in order to contribute for gathering ideas and specific vocabulary terms. With well-asked questions, the teacher should encourage students to think critically. They will discuss in their group and make a conclusion of the similarity and differences between boys/men and girls/women during the puberty. Also, the students will do a class exercise to examine whether they have mastered the knowledge the teacher has taught.

During the **activity**: the teacher distributes the prepared letter copy to make students make a better command of knowledge. Students realize their questions by using whole sentences to finish this letter and think critically to strengthen the impression of knowledge to help them connect the change body to their future life. This letter is an assessment to student response and understanding of whole lesson.

During the **conclusion and transfer**: the teacher gives students task to discuss the puberty problems and their possible solutions. The students can discuss and make out their outcomes together. The students are given chance to think critically by connecting the knowledge with daily life.

This is to develop students' application ability to new knowledge.