

## aims

To explore the impact of puberty on the body and the importance of physical hygiene  
To explore ways to get support during puberty

## learning outcomes

- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Demonstrate how to seek help and support during puberty

## resources

- Kim's Game tray including: spot cream, bra, comb, deodorant, make up, shaving foam, sanitary towels, tampons, pant liners, diary, teenage magazine, mobile phone
- Kim's Game cloth to cover items on tray
- [Male and Female Body Pictures](#)
- [Kim's Game teacher guide](#)
- [Puberty Problem Page](#)
- [Problem Page teacher guide](#)
- Anonymous questions from Lesson 1
- [Puberty Bingo Cards](#)

## activities

1. **Recap/Introduction** In a circle, remind the class of the ground rules from the last lesson. 5 mins  
Ask the class what they remember from last week, using the [male and female body pictures](#) if required. Ensure the children are aware that puberty includes physical and emotional changes and that they understand what this means. Refer to the learning outcomes on the whiteboard and discuss what they mean.
2. **Kim's Game** 15 mins
  - Place the objects one by one in the centre of the circle naming them as you go. Explain that these objects have been chosen because they all have something to do with puberty (choose objects that explore both physical and emotional changes).
  - Ask them to try to remember as many of the objects as they can.
  - Cover the objects with a cloth and remove one of them without the children seeing what it is.
  - Ask the children to identify which object is missing.
  - Repeat this several times.

### Discussion

Once the children have identified a number of the objects ask them to explain what each object has to do with puberty. Ask questions such as What is this for? Who uses it? Why might someone going through puberty use this? Use the discussion to explore how we look after our bodies and feelings during puberty, challenge gender stereotypes, and discuss social pressures. Encourage a discussion about which objects are really essential e.g. sanitary wear, establish that people can choose whether to use most of these products. For example we can choose whether to use deodorant. Encourage them to think about how to make informed choices.

N.B. For help with this activity read the [Kim's Game teacher guide](#)

- Puberty Problem Page** Model this activity by putting one of the problems from the [Puberty Problem Page](#) on the white board and reading it out. Ask the whole class what advice they would give to this person. Then in groups of four or five, give out problem pages to each group. Circle the problem you want groups to read together and discuss what advice they would give. 5 mins
3. **Problem Page Feedback** Ask one person from each group to read out the problem to the whole class. Then ask the group to share the advice they would give. Use the advice to discuss with the class how to manage puberty and reinforce the fact that strong feelings and emotions are a normal part of growing up. Repeat for each group and use the discussion to generate ideas about who to go to for advice and support. 15 mins  
N.B. For help with this activity read the Problem Page teacher guide
4. **Anonymous Questions** Refer to the anonymous questions and explain which ones you have covered in this lesson. Cover any outstanding issues or address additional anonymous questions. 10 mins
5. **Closing Round/Review** In pairs finish the sentence “One way to stay clean during puberty is...” and “One way to get help and support is ...”. Use a go-round using the sentence stems to review the learning from this lesson. 5 mins

## additional activities

### Anonymous Questions

Type each question on a card and ask pairs to discuss possible answers. Take whole class feedback and discuss.

### Kim's Game small group discussion

Give small groups one or two objects from Kim's Game. Ask groups to discuss and record: what is the object(s), what is it for, what advice would you give to someone about using it? Ask each group to share their findings with the class.

### Problem Page Letters

Give each person a puberty problem and ask them to make a list of three things they would like to say to the person. Individually write a reply to the person.

### Puberty Bingo

Give each child a [bingo card](#). There are four different cards, so they can have a different one from the person sitting next to them. Make sure the items in your Kim's Game kit bag match those on the cards. Take the items out of your Kim's Game kit, one at a time, naming and discussing each one for a few minutes as you go along. As the children identify that the item is on their bingo card they can tick it off. Leave taking the deodorant out until last, as this is the one object on all the cards. The children can thus all shout Bingo at once.