

# REPRODUCTION IN PLANTS AND ANIMALS



## Key vocabulary:

puberty, reproduction, genitals, penis, testicles, sperm, pubic hair, body hair, underarm hair, facial hair, larynx (Adam's apple), voice breaking, grow, shape, perspiration, hygiene, spots, mood, muscles

## Resources:

Large sheets of paper and pens

## Health and safety:

Remind children that they should not disclose publicly sensitive information about themselves or others. If they are worried by anything in the lesson or by anything they are asked to do by an adult or older child they should discuss it privately with an appropriate adult. Children who do share information must be told that you cannot guarantee to keep it confidential; if a child discloses something of concern it must be reported to the member of staff responsible for child protection.

## LESSON 8: HOW DO BOYS BECOME MEN?

### LESSON SUMMARY:

This is the second of a two-part lesson. In this lesson children learn about the life cycle stage of puberty in boys. By the end of this lesson they will know about some of the physical changes involved. In Lesson 7 children learn about puberty in girls. These lessons can be taught to mixed or single gender groups but all children should learn about changes in boys and girls. This lesson can be taught to boys before Lesson 7 if you wish to first teach single gender groups about the changes that will happen to them.

This lesson covers only the science aspects of a Sex and Relationships Education (SRE) programme; some questions and issues arising from it may be more appropriately addressed in PSHE lessons. Reference should be made to the school's SRE policy.

### National curriculum links:

Describe the changes as humans develop to old age

### Learning intention:

To describe puberty in boys

### Scientific enquiry type:

Grouping and classifying

### Working scientifically links:

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

### Success criteria:

- I can identify differences between boys and men.
- can describe the changes that happen to boys during puberty.
- I can give reasons for some of the changes.
- If this lesson is taught after Lesson 7: I can compare puberty in males and females.

### EXPLORE:

Share the learning intention and explain to children that they will be learning about puberty in more detail. They are considering boys and girls separately; this lesson is about boys. Remind children about the ground rules that are used in PSHE lessons, including the use of correct vocabulary where known, rather than family or playground words. Provide each pair of children with the pictures of boys and men (Resource sheet 1), a sheet of paper and a pen. Ask them to sort the pictures into two groups – men and boys – and annotate the group or individual pictures within it to show what characteristics each group has. Take feedback from the pairs, list the features that have been identified and challenge any misconceptions. The outcomes from this activity can inform the grouping of children for the challenge activities. Children may already be familiar with some changes if your SRE programme introduces them in earlier year groups.

### ENQUIRE:

Show and discuss the animation (Animation 1). Ensure that the discussion includes the answers to relevant questions from Lesson 6. Follow school policy for dealing with questions about content not included in the Key Stage 2 science programme of study; you may need to tell children that they will learn this when they are older or that it will be covered in PSHE. Note the questions and put them in the question box.

The challenges are differentiated by the amount of structure they provide for describing the changes of puberty.

The challenges are presented on the Challenge slides to be displayed on the board, or printed out and placed in the centre of the table.

**Challenge 1:** Children identify changes that happen to boys during puberty

These children work in groups of two or three. Provide them with an enlarged copy of Resource sheet 2. Ask them to draw lines between the two pictures to show where changes of puberty have happened. They then write along the line to name or describe the change.

Ask: *How are the man and the boy different? What is the scientific name for this?*

**Challenge 2:** Children annotate a drawing to show the changes that happen to boys during puberty

These children work in groups of two or three. Provide them with the Boy changes cards (Resource sheet 3) and ask them to sort them into those that are always true and those that are sometimes true. Each child will then label the body outline (Resource sheet 4) with the changes, adding any other information they think is necessary.

Ask: *Does everyone change in the same way and at the same time? Where on the body does this change go? Can you remember anything else about this?*

**Challenge 3:** Children describe the process of puberty in boys

Provide the children with the Email from an alien (Resource sheet 5). They work individually or in pairs to write a description of puberty for the alien.

Ask: *Have you described all the changes? Have you explained all the scientific words you have used?*

**REFLECT AND REVIEW:**

**If teaching this lesson before Lesson 7:** Review the card sort which is part of Challenge 2, emphasising that there are similarities and differences in the way that boys change during puberty and that this is normal.

Ask children who completed the other challenges: *Did you include all the changes that are on these cards? Did you include anything else?*

**If teaching this lesson after Lesson 7:** Ask children to consider what they have learned about puberty in boys and girls and to discuss with a partner which changes are specific to boys or girls and which happen to both. Summarise the discussions on a Venn diagram. Remind children that there are similarities and differences between puberty in individual boys and individual girls as well as between boys and girls.

Remind children that now, or later when they have had time to think about it, they can add further questions to the question box. You will need to find a time (probably in a related PSHE lesson or circle time) to answer them.

**EVIDENCE OF LEARNING:**

Can children identify the main visible differences between the boy and the man? Can they give differences which are less obvious? Do they know the main changes of puberty in boys? Are they using the correct scientific vocabulary for the body parts and changes? Can they describe puberty as a series of changes happening over several years? Do they recognise that everyone is different: the changes of puberty happen at different times and some do not happen in the same way to everyone?

If this is taught as the second lesson about puberty: Can they recognise similarities and differences between puberty in boys and girls, including changes such as increase in body hair and deepening voice, which happen to both but are more noticeable in boys?

**CROSS-CURRICULAR OPPORTUNITIES:**

This lesson links with the school's PSHE scheme of work and should be taught in conjunction with the sex and relationships element of this.