



Year 6 Resource

Lucinda & Godfrey



TEACHER'S NOTES

The final section of the Lucinda and Godfrey Growing and Changing Resource is for use with young people in Year 6.





This section comprises of four sessions which begin with an outline of the situation to be discussed.

Each session builds on the emotional and physical changes that happen during puberty and the effects that these can have on our relationships with others.

There are opportunities to develop and extend each of the sessions and these are illustrated at the bottom of each section.

The work involved in Year 6 deals with some delicate and personal issues, best practice would be to involve a number of adults, preferably a health professional or classroom assistant to enable the children to discuss, explore and question in a smaller more informal environment.

Lucinda and Godfrey
YEAR 6
Growing and Changing - Puberty

Session	Title	Teaching Technique	Intended Outcome
1	Growing and Changing - Puberty	Using the Story 	To know how and why puberty changes occur.
2	Changing Relationships	Circle Time 	To recognise a wide variety of changes.
3	Relationships	Circle Time 	To be aware that not all information is accurate.
4	Growing and Changing - Puberty	Circle Time 	To produce a magazine about puberty, growing up and relationships.

Session 1

TEACHER'S NOTES

Setting the Scene

Lucinda and Godfrey are now in Year 6 and looking at the changes that will happen to their minds and bodies. This is a year for exploring different relationships that surround them and how each relationship impacts on another person's life. They are on the brink of puberty and they are preparing themselves in the best possible way by finding out the facts, developing a wider understanding of themselves and their relationships and asking questions in a safe and supportive environment. Through these sessions they are preparing to make informed choices to keep themselves safe and happy.

Wish them luck on this exciting journey of discovery!

Session Plan 1 Using the Story



Growing and Changing

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ To think about themselves, learn from experience and recognise what they are good at. (1d)
- ◆ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (2b)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices. (3a)
- ◆ Pupils should be taught how the body changes as they approach puberty. (3c)
- ◆ That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. (4a)

Session length - As long as you can remain positive for, 30 minutes for most people.

Resources to support you

- ◆ Extract from Year 5 story
- ◆ A3 Lucinda and Godfrey internal activity sheets and labels
- ◆ Changes cards

Introduction

Establish your ground rules with the group.

In circle time format play, "I want... to sit by me".
The game ends when every person has moved.
Remind the group about Lucinda and Godfrey. Read the Yr 6 book which is an extract from the Yr 5 book.

Key points

- ◆ Ground rules are essential for the success of this session.
- ◆ Let the game flow then remind them that everyone needs a turn to move.
- ◆ Talk about how people felt waiting to be chosen and how we all experience the same feelings.

Main body of your session

The re-cap is to focus the group into the session and remind them of the basic changes in puberty. The changes cards are exploring the more sensitive issues and will need discussion in small groups. Using the Lucinda and Godfrey internal activity sheets work through the changes by pulling the cards from the bag. Ask the group to identify which changes will happen to just Lucinda, just Godfrey and which changes apply to both. Use each card as an opening for explanation and discussion.

- ◆ Answer all questions as honestly as possible. Use agreed language for sexual parts and don't be afraid to say "I don't know I'll have to find that out for you".
- ◆ Make sure the group are aware of who they can and cannot discuss these sensitive issues with.
- ◆ Please see CD for background information that will support your discussion work.
- ◆ The discussion should be based on the group you are working with.

Plenary

Play the "mind reader trick game" with the group.
Have a stooge in the group who knows the answer always follows, "is it the chair?"

- ◆ The most important aspect of the plenary is to make sure everyone leaves with a smile!

Wet dreams may start

Sperm starts being produced

Erections can happen

**A white liquid might start coming
out of the vagina**

Periods start

The clitoris grows a bit bigger

Eggs start to mature in the ovaries

Moods seem to change a lot

Sexual feelings begin

You might begin to masturbate

Answer Sheet

It only happens to Godfrey	It only happens to Lucinda	It happens to both
Wet dreams may start	A white liquid might start coming out of the vagina	Moods seem to change a lot
Sperm starts being produced	Periods start	Sexual feelings begin
Erections can happen	The clitoris grows a bit bigger	You might begin to masturbate
	Eggs start to mature in the ovaries	

If you have a question you would like answering,
 telephone **Childline** free on **0800 1111**

Session 2

TEACHER'S NOTES

Setting the Scene

The scenario below is intended as a support for the session two work, please feel free to use this scenario as and when you feel it will support your children. This session is meant to explore the changing friendship between Lucinda and Godfrey.

Lucinda and Godfrey are not getting along as well as they usually do. Last night was the school disco and as usual they went together and split up to meet with their other friends when they got there.

"Meet you at 8 outside," that's what Lucinda had said but at 8.15pm Godfrey had realised that Lucinda had left him alone so that she could be with Roger, the man of her dreams! It wasn't that he liked Lucinda "like that" but it was more that she had let him down after they'd made an arrangement. Disgruntled Godfrey had walked home by himself and gone straight to bed so he didn't have to explain where Lucinda was to his mum.

Lucinda thinks she is in love and has begun feeling lots of new and exciting things. This session looks carefully at changing relationships and what they mean to people. Together we will look at how different relationships have differences both physically and emotionally.

Session Plan 2

Circle Time



Changing Relationships

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ To think about themselves, learn from experience and recognise what they are good at. (1d)
- ◆ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (2b)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices. (3a)
- ◆ That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. (4a)
- ◆ Pupils should be taught to be aware of different types of relationship, including marriage and those between family and friends, and to develop skills to be effective in these relationships. (4d)

Session length - Approximately 30 minutes

Resources to support you - ◆ Large sheets of paper for each group of 4
- ◆ Activity sheets

Introduction

Using circle time, establish groundrules that the group will need. The session will focus on the word relationship and what it means. In small groups ask the children to write "Me" in the middle of the page and around the outside put down all the relationships that they have and words that mean relationship to them. Ask them to draw a line underneath the family relationships and a circle around their friendships.

Key points

- ◆ To value each contribution.
- ◆ To define relationships.

Main body of your session

Are all relationships happy or are some uncomfortable? Discuss the issues that your group feel are relevant. Talk about the relationship Lucinda and Godfrey have had all the way through school. Ask the group to come up with a definition of the word relationship. Pull together a group definition. Read the scenario about the disco to the group, in pairs complete the activity sheets to support and reinforce discussions.

- ◆ The aim is to allow the group time to think about the feelings of others and how they can be affected.
- ◆ The word relationship covers lots of meanings for people.
- ◆ Thank the group for all their hard work.
- ◆ Remind the children about what they are doing well and ask them if they can see all the great things they are doing themselves.

Plenary

Pull the group back together and check if they are happy with their definition of the word relationship. Would they like to add or delete anything?

- ◆ The most important aspect of the plenary is to make sure everyone leaves with a smile!

Possible developments or extensions

Work on an individual level and think about the relationships they have with others and how that makes them feel. Use drama photographs to show different relationships; can the group guess the relationship without words? Encourage the group to think about body language.

Changing Relationships

It's the school disco and Lucinda 'thinks' she is in love - she forgets the right thing to do and dumps her best friend Godfrey and leaves with Roger.

Godfrey is feeling _____
because _____

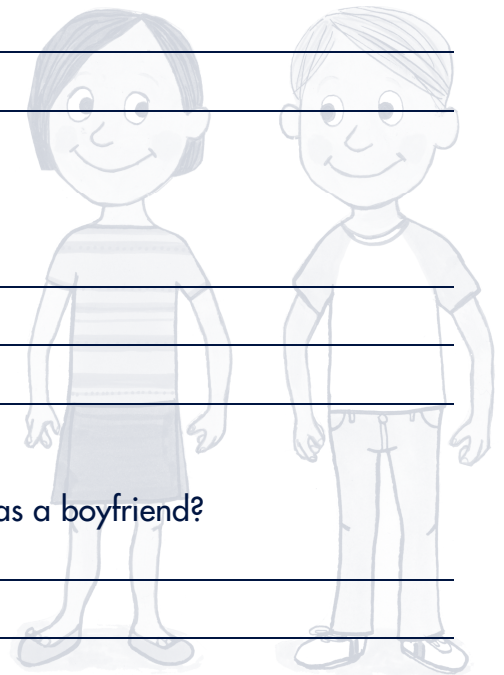
What could Godfrey say to Lucinda about how he is feeling?

Lucinda is feeling _____
because _____

What could Lucinda say to Godfrey about how she is feeling?

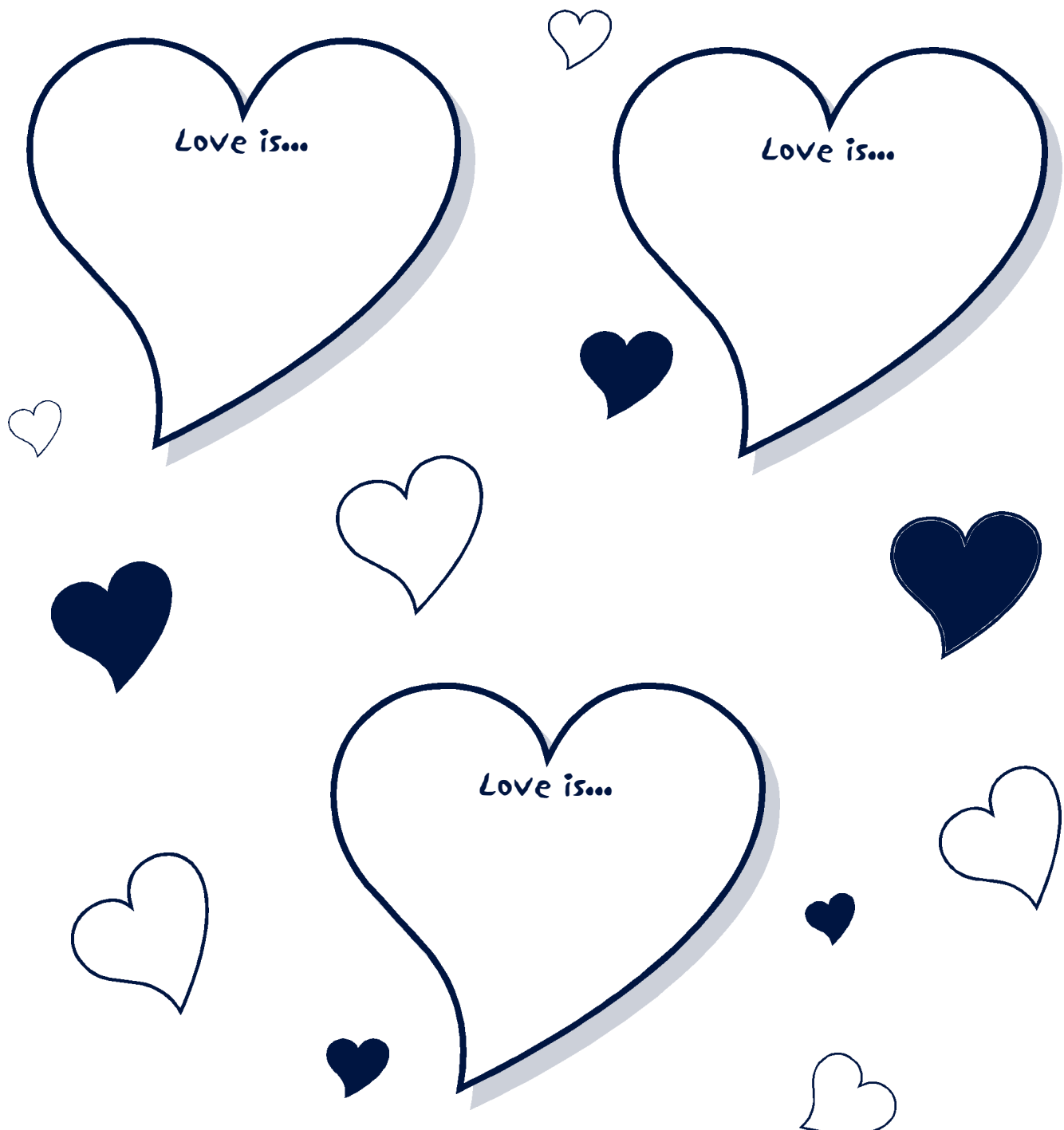
What advice could Lucinda's mum give Lucinda?

What do you think Lucinda's mum is feeling now that Lucinda has a boyfriend?



Changing Relationships

Is Lucinda in love? What do you think love is? Write a different idea in each of the hearts below.



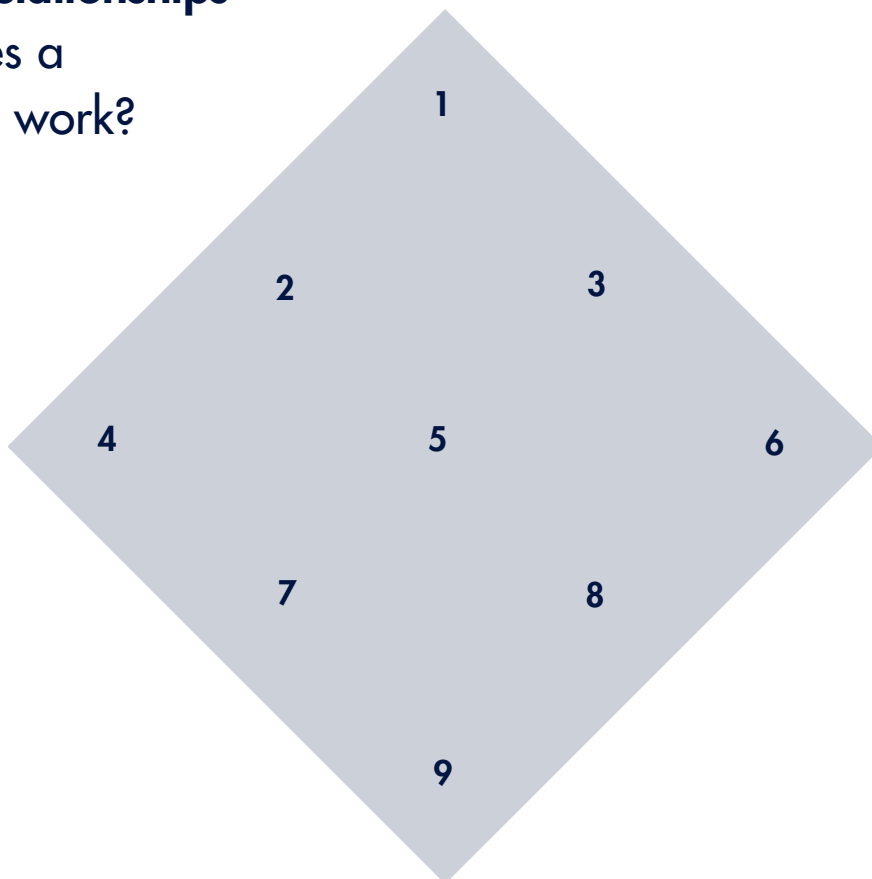
Changing Relationships

What makes a girlfriend or boyfriend special?



Diamond Relationships

What makes a relationship work?



Session 3

TEACHER'S NOTES

Setting the Scene

Lucinda and Godfrey are still friends despite the disco incident from last week. They have always been the best of friends, living next door to each other and sharing each others family events means that they have a lot in common. Both characters have very different ways of coping with the ups and downs that growing up throws at them. As they have grown up with the children in your school they have learnt to share their thoughts and feelings and just how special friendship can be if it's taken care of.

As they begin changing from children into adults many new situations will face the pair, no one knows if their friendship will survive puberty. At the moment Lucinda thinks she is in love with Roger and has lots of new and exciting thoughts and feelings. She feels much more like her older sister, more grown up, and Godfrey is feeling a little bit lost.

So from finding new friends, keeping clean, talking about feelings, dealing with bullies to becoming responsible for their own actions. Lucinda and Godfrey have had a lot to think about. Join them now for the penultimate session to explore more! And guess what, Lucinda's sister is pregnant.

Session Plan 3

Circle Time



Relationships

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ To think about themselves, learn from experience and recognise what they are good at. (1d)
- ◆ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. (2b)
- ◆ Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating,
- ◆ That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. (4a)
- ◆ Pupils should be taught to be aware of different types of relationship, including marriage and those between family and friends, and to develop skills to be effective in these relationships. (4d)

Session length - Approximately 1 hour

Resources to support you

- ◆ Large sheets of paper for each group
- ◆ Dictionaries
- ◆ Activity sheet
- ◆ Conception myths/how does a baby start activity sheets

Introduction

Using circle time establish ground rules that the group will need, remind the group about the work from last week. Use their terms for the different types of relationships.

Key points

- ◆ To value each contribution.
- ◆ To define relationship.

WARNING

Conception, contraception and S.T.I. issues will probably be raised in this session.

Main body of your session

Read the extract "my sister is pregnant" from the activity sheet. As a class look up the meaning of the word conception and write it up on the board. In small mixed groups give each group a copy of the conception activity sheet, how do they think conception can take place? Use the "how does a baby start" activity sheet to clarify the facts and dispel the myths. Ask for a brief description of the situation they think Lucinda's sister is in. Explore different types of families. If Lucinda's sister did not want to get pregnant what could she have done? Using the activity sheet ask the group to list their ideas. Again clarify the facts and dispel the myths. Draw up a list of considerations for Lucinda's sister and partner, issues concerning cost, child care, education, employment, can she look after a baby at her age?

- ◆ The aim is to allow the group time to think about the feelings of others and how they can be affected.
- ◆ The word relationship covers lots of meanings for people.
- ◆ You may want to look at the support CD for supporting information.
- ◆ Do they think she is married? How old do they think she is? Is it her first baby? What sort of a relationship does she have with the baby's dad?
- ◆ Thank the group for all their hard work.
- ◆ Remind the children about what they are doing well and ask them if they can see all the great things they are doing themselves.

Plenary

End with a game such as "yes your majesty" to move the group away from the issues discussed.

The most important aspect of the plenary is to make sure everyone leaves with a smile!

Possible developments or extensions

Use contraceptive kits to look at contraceptives, this work could link to protection against sexually transmitted infections. This could be done by a health professional.

Conception

My sister is pregnant

At a family party Lucinda & Godfrey overhear lots of different views about Lucinda's sister being pregnant - they eventually ask Godfrey's cousin what all the fuss is about and how she became pregnant.



You can get pregnant if... (Write down everyone's ideas)

If you have a question you would like answering,
telephone **Childline** free on **0800 1111**

How does a baby start?

1. The man and woman cuddle each other very close.
2. The man's penis gets stiffer and slides inside the woman's vagina.
3. Eventually sperm travel from the end of the man's penis into the woman's vagina.
4. The sperm swim up into the woman's uterus and fallopian tubes.
5. If the sperm meet an egg in the tube, one of them may join with an egg.
6. When a sperm and an egg join together a baby can start to grow.
7. Afterwards the man and woman often cuddle because they feel so happy together.
8. This is called making love. It is very exciting for them.



Contraception

My sister is pregnant

If Lucinda's sister did not want to get pregnant, what could she have done?



You cannot get pregnant if... (Write down everyone's ideas)

If you have a question you would like answering,
telephone **Childline** free on **0800 1111**

Contraception Myths

- ◆ You can't get pregnant the first time you have sex.
- ◆ You can't get pregnant if you do it standing up.
- ◆ If you have a bath straight after sex you can't get pregnant.
- ◆ You can't get pregnant unless you have regular periods.
- ◆ You can get pregnant from toilet seats.
- ◆ You can get pregnant from kissing.
- ◆ Sweet and crisp wrappers work like condoms.
- ◆ You can't get pregnant if he takes his penis out before he comes.

Session 4

TEACHER'S NOTES

Setting the Scene

This is the final session of the Lucinda and Godfrey resource. The intentions of the activities are to evaluate and assess the knowledge gained by the children around puberty, growing up and relationships.

The activities are designed to identify any misconceptions and misunderstandings the children may have and to offer an opportunity to clarify the facts and information given about puberty, growing up and relationships.

For this session small groups with lots of adult support is recommended.

Session Plan 4

Circle Time



Growing and Changing

Links to National Curriculum P.S.H.E. and Citizenship K.S.2

Concepts covered

- ◆ To think about themselves, learn from experience and recognise what they are good at. (1d)
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- ◆ Pupils should be taught how the body changes as they approach puberty. (3c)
- ◆ That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. (4a)

Session length - Approximately 1 hour

Resources to support you - ◆ Large sheets of paper for each group
- ◆ Activity sheet

Introduction

Using circle time establish ground rules that the group will need, remind the group about the work from the last three weeks. Ask the group for three key words that relate to Lucinda and Godfrey. Use these suggestions to split the group and play "seat swaps" with one chair short.

Key points

- ◆ To value every contribution but choose key words relevant to the work.
WARNING
Gay or Homophobic issues will be raised in this session.

Main body of your session

The management of this session depends on resources available to you. This session is more effective if the group can work in small groups supported by an adult. Recap on the main points about growing and changing that have arisen in your group. Ask the group to use the information they have learned to answer a teenager's problem from a problem page. Either ask for their own suggestions for problems or give the groups the problem page activity sheet. While they are working use the time to clarify or discuss any misconceptions they may have. Ask the groups to design a teenage magazine about puberty and growing up. Turn your group into editors.

- ◆ The aim is to allow the group time to think about the feelings of others and how they can be affected.
- ◆ Use this session to rectify any misconceptions or misunderstandings the group may have.
- ◆ Reinforce the purpose of the magazine: quick fire, easy read information in a friendly layout.
- ◆ Make sure the group is aware of where to go if they want any more information.
- ◆ Thank the group for all their hard work.
- ◆ Use the magazine as an evaluation of the knowledge gained.

Plenary

Ask a volunteer from each group to read out their problem and solution.

The most important aspect of the plenary is to make sure everyone leaves with a smile!

Problem Page

My breasts are growing and I think I need a bra. How do I know when the right time is to buy a bra and where do I go to get one?

All my friends have started their periods but I haven't. I'm 13, am I normal?

I'm a 13 year old boy and I haven't had a wet dream yet. All my friends say they have, am I normal? Do I have to see a doctor?

I have had sexy thoughts about a girl in the year above me. I watch her all the time. Am I gay?

My boyfriend has dumped me and it feels like the end of the world. I can't stop crying all I do is sit in my bedroom. Will it ever get any better?

I've got a worry but I know I just can't talk to anyone, they wouldn't understand. Who can I talk to?

I'm a 12 year old boy who is sick of being bullied. People call me gay what does it mean?

I HAVE JUST ASKED A GIRL OUT AND SHE SAID YES. THE PROBLEM IS I'M NOT SURE HOW TO BE A 'BOYFRIEND' AND WHAT I HAVE TO DO?



Inspired by the inquisitive minds of children and young people of Teesside

Based on an original idea by Julie Corner
Written by Carolyn Dailey
Illustrated by Liz Million © 2003

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