



Nest Consulting Positive Puberty Plus© Programme and the NZ Health Curriculum

“Sexuality education is one of seven key areas of learning in the health and physical education learning area of The New Zealand Curriculum. It must be included in teaching programmes at both primary and secondary school levels, using the strands and achievement objectives outlined in the curriculum” – Ministry of Education



CONTENTS

<u>Outline</u>	<u>Number #</u>
Positive Puberty Plus Planning Overview	3
Parent's Evening Blurb	3
NZ Curriculum – Underlying concepts & applicable strands	4
Year 5/6 Programme Strand Links	5
Year 7/8 Programme Strand Links	6
Implementation	7
Lesson Plan Intro & Choice	8
Lesson Plans – standardised programme	9-15

Nest Consulting Yr 5 &/or Yr 6 AND Yr 7 &/or Yr 8 Positive Puberty / Plus© Programmes

Many of the morning (Lesson plan 1 – 3) PowerPoint diagrams/puppets utilised in the Yr 5/6 programme are also utilised within the Yr 7/8 extension programme. This was a conscious decision to allow students who participated in the junior Yr 5/6 programme to recognise the slides/diagrams/puppets and more easily build on their foundation of knowledge. It is the conversation, discussion, language and depth of information rather than the diagrams/puppets that change. Either programme can also stand alone.

The information delivered at Yr 5/6 is at Level 3 and is extended to Level 3/4 for Yr 7/8 students as specified below.

The Parents/Whanau Info Evn

The Parents/Whanau Info Evn, which preempts the student programme, includes all aspects of what is included in the student programme content, to allow for informed consent. The presentation also includes puberty anatomy and physiology 101 memory joggers, an outline of normal growth and development expected at puberty, showing of all available menstrual products (incl. recyclable, washable, organic and supermarket items) and an overview of the NZ sexuality guidelines. Included throughout are tween parenting tips! It lasts about 60-75 mins.

Welcome to Nest Consulting's

 **POSITIVE PUBERTY PLUS®**

Parents & Whanau Information Evening



Partnership Provider

- Working alongside you
- Your call ☎
- All sorts of information: ongoing tools/resources for whanau & teachers/feedback from students and staff
- Book suggestions and sales on our website
- Social media articles (Facebook & Instagram)
- Worksheets for all students



Topics covered...





*"Knowing your body inside and out...
Changes, changes, changes"*

- ✓ Puberty physiological changes
- ✓ Puberty psychological changes
- ✓ The science: Hormones
- ✓ Puberty sociological changes

(EDEN Nourish, Butterfly Foundation & Dove Self Esteem Programmes : body confidence, self esteem, critical thinking, body wonderment, media influence and image tweaking)



Sexuality education and the underlying concepts of health and physical education

<p>Hauora</p>  <p>A holistic approach to sexuality education is based on the concept of hauora. This approach recognises that sexuality has social, mental and emotional, and spiritual dimensions as well as physical dimensions. These aspects are interrelated.</p>	<p>Socio-ecological perspective</p>  <p>A socio-ecological perspective examines the social and cultural influences on how people learn about and express their sexuality. For example, how sexuality is reflected or interpreted in culturally-based values and beliefs, such as body image and attractiveness; how it is treated in peer groups, mass media, or social media; ideas about gender equity and discrimination; and how the law differentiates by gender.</p>
<p>Health promotion</p>  <p>A health-promotion model means students develop the skills to take care of their sexual health and are helped to identify and access support. Sexuality education should be supported by school policies and practices and by links with relevant community agencies (See the section Sexuality in the wider school). Students can take health promotion action within schools and communities to advocate for access to services, to raise awareness of sexuality and gender issues, and to show support for diversity. Students can be involved in communicating between schools and communities in relation to sexuality issues and programmes.</p>	<p>Attitudes and values</p>  <p>Here students develop attitudes of respect and of care and concern for themselves and other people. They develop the skills of examining people's attitudes, values, and beliefs and understanding about rights and responsibilities. Ethics and social justice are key concerns in this regard.</p>

Underlying concepts of health and physical education.

Key areas of learning:

- Sexuality Education,
- Body Care
- Safety

Programme Strands:

- Personal health and physical development
- Relationships with other people
- Healthy communities and environments

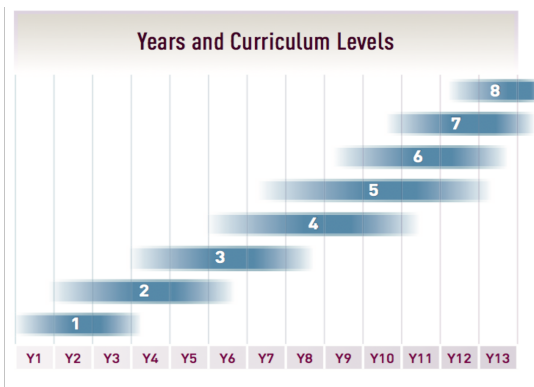
Positive Puberty Plus© linked to NZ Health Curriculum Strands

Yr 5 &/or Yr 6 and the Yr 7 &/or Yr 8 Positive Puberty Plus© programmes cover the following skills and concepts:

Letter refers to strand:

- A – Personal health and physical development
- B – Movement concepts and motor skills
- C – Relationships with other people
- D – Healthy communities and environments

Number relates to related achievement objective.



FIND OUT MORE: <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers/Sexuality-education-in-The-New-Zealand-Curriculum>

YEAR 5/6 POSITIVE PUBERTY PLUS © PROGRAMME

Level 3	Knowledge, understandings, and skills relating to sexual development – physical, emotional, and social	Personal and interpersonal skills and related attitudes	Understandings and skills to enhance relationships; think critically about sexuality in society
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	<p>3 A1: Developing knowledge of puberty, identifying factors that affect personal, physical, social and emotional changes. Develop skills to manage changes</p> <p>3 A1: Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in girls and erection/ejaculation (wet dream) in boys.</p> <p>3 A2: Developing positive body image</p> <p>3 A3: Critical decision making tools.</p>	<p>3 A2 & 3 B4: Affirming diversity and enhancing relationships in games and physical activities</p> <p>3 A4: Describing how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self worth.</p> <p>3 C1: Making friends and supporting others. Being inclusive</p> <p>3 C2: Equity issues: recognising and challenging bullying, stereotypes, and body image messages</p> <p>3 C3: Assertiveness skills: identifying pressures from others and from own feelings. Demonstrating assertive responses to pressure</p> <p>3 D1: Recognising media, social media, and consumer influences</p>	<p>3 A1 & 3 C1: Choosing, making, maintaining, and changing friends</p> <p>3 B4: Exploring how media representations of games and sport can reinforce gender stereotypes</p> <p>3 C2: Exploring and critiquing online, social, and popular media representations of gender and body image</p> <p>3 C2: Recognising discrimination and acting to support others</p>
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YEAR 7/8 POSITIVE PUBERTY PLUS© PROGRAMME

Level 3 / 4	Knowledge, understandings, and skills relating to sexual development – physical, mental, emotional, social and spiritual growth during puberty	Personal and interpersonal skills and related attitudes	Understandings and skills to enhance relationships; think critically about sexuality in society
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<p>3/4 A1: Developing knowledge of puberty, and growth and development needs and adjusting to pubertal change. Acknowledging others have similar and different experiences</p> <p>4 A1: Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in girls and erection/ejaculation (wet dream) in boys.</p> <p>4 A1 & 4 C1: Exploring basic concepts of love, attraction, and romance</p> <p>3 A3: Identifying risks and planning safety strategies Critical thinking skills and emotional intelligence</p> <p>3/4 A4: Developing positive body image. Identifying how social messages regarding body image and gender affect self worth</p>	<p>4 A3: Recognising and dealing with harassment and abuse, including in online and social media contexts</p> <p>4 A3 & C2: Planning strategies for supporting self and others in online environments</p> <p>4 A4: Identifying the influence of gender and sexuality stereotypes on self worth</p> <p>3/4 C2: Supporting the rights and feelings of self and others</p> <p>3/4 C3: Identifying pressures in relationships and developing assertiveness skills</p> <p>4 C3: Identifying the importance of positive and supportive relationships</p> <p>3/4 C3: Identify ways in which peer pressure may influence behaviour during puberty and demonstrate skills in assertive behaviour</p> <p>3/4 D1: Recognising lifestyle factors, media influences, and stereotypes</p>	<p>4 A3: Dealing with harassment</p> <p>3/4 A4: Critiquing dominant messages about body image and body size, and affirming diversity</p> <p>4 C1: Recognising the effects of changing roles on relationships</p> <p>3/4 D1: Critiquing media images</p>
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Implementation

The teaching material & media utilised is varied, relevant and constantly updated, including:

- PowerPoint (with pictures drawn by NZ artist) interactive presentation
- Interactive group activities via team competition: games, quiz, bingo, matching & more
- Puppets
- Story telling
- Visual learning aids
- Worksheets
- Discussion, analysis & critical thinking
- Discovery and sharing
- Media clips
- Question & Answer sessions (Anonymous question box, smaller group & one to one opportunity)
- Role play
- Show and tell – menstrual (period/ikura) products: sample bags with products or vouchers
- Body image resources from evidence-based providers (i.e. Dove, Eden, Butterfly Foundation)
- Homework / Activity Sheet
- Parents/Whanau Evening & access to further info via website
- Parent & Teacher access to puberty / body image / cyber safety / sexuality resources & follow on activities via website.
- Book recommendations via website
- Nest.Box – period starter kit & info via website

Lesson Plans

In regard to our standardised programme: **

The day is divided into sections: group competition quiz and activities from after registration to morning tea, followed by a section about the reproductive changes: half an hour with an overview of female body anatomy and a greater focus on male body anatomy generally attended by boys followed by an hour with an overview of male body anatomy and a greater focus on female body anatomy (and period products) generally attended by girls (after morning tea to lunchtime). The afternoon again brings together the entire class leaving time at the end of the day for evaluations. We find it preferable to mix the students regardless of sex & gender for the majority of the programme to emphasise that changes are happening to them both and through this encourage mutual respect and understanding.

Essential Skills: Self Management, Emotional Intelligence, Communication, Problem Solving, Social and Cooperation.

** Choice

Nest Consulting offer five in-school education programmes NZ-wide.

In addition

- we construct programmes for a school's specific needs & requirements
- we modify/tailor the content of our advertised programmes in a 'pick n mix' style as determined by each school's community and 'special character'

All Nest programmes have been sensitively developed so that they respect the diverse values, beliefs and experiences of students and of their wider communities. The development of Nest programmes has been informed by key academics, research, organisations and educators in the field of sexuality health and education. Nest's programmes have an emphasis on ensuring the material is age-appropriate with cultural safety as a key element.

LESSON PLAN 1. : After Registration to Morning Tea: (min. 1.5 hrs) :

Educator works with a group of students:

Quiz / mixed media workshop & interactive PowerPoint presentation.

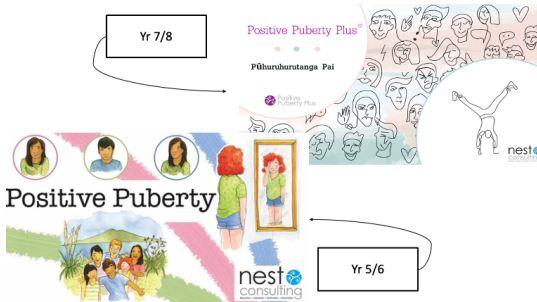
To enable students to understand and develop skills re.:

- Changes are normal in body & mind.
- Accurate information. Correct words for parts of the body.
- Changes happen at different times for different people.
- Understanding glands. Naming hormones and changes.
- Particular changes in male & female anatomy. Physical, social & emotional.
- How to manage changes.
- Personal Hygiene, Nutrition, Hydration, Exercise, Sleep
- Body acceptance.
- Sharing the good things & fears about becoming a grown up.
- Body acceptance.
- Diversity / feelings / expression of self (we are all different – size, shape, ethnicity etc).
- Greater responsibility. Building trust. Emotional Intelligence.
- Safe choices for handling changing emotions/feelings.
- Techniques for good decision making. Critical thinking skills.
- Basic understanding of consent (Yr 7/8)
- Self Esteem. Individuality. Body Wonderment.
- Where to go for answers to questions and or fears: People you trust and have the knowledge. Resources.
- An opportunity for questions (we encourage the use of a sealed question box).

Activities:

- Interactive presentation (illustrations drawn by Kiwi artist)
- Quiz / Tokens: team discussion, brainstorming, whiteboard
- Brain Puppet – when why how
- Diary/Journal extract – critical thinking: avoiding stereotypes (Yr 5/6)
- Guessing game ‘Guess the body part’ – glands / hormones
- Media (cartoons) – self cares

- Matching game – self cares (oil:pimples, sweat:body odour etc)
- Tendai activity (if included) – challenging gender / sexuality stereotypes.
- Bingo – expressing changing emotions and coping strategies.
- Role play – Relationships, self-worth, belief and actions. Inclusivity. Critical thinking skills and emotional intelligence
- Role Play: OK / Not ok: stepping stone activity to understanding consent (Yr 7/8)
- Seeking further resources
- Question Box



Lesson Plan 2: Male Body Reproductive Anatomy Pubertal Changes Focus (with overview of female body reproductive anatomy changes) workshop - After Morning Tea - (30 mins)

Educator works with ~ half original class (generally, boys)

Quiz / mixed media workshop & interactive PowerPoint presentation.

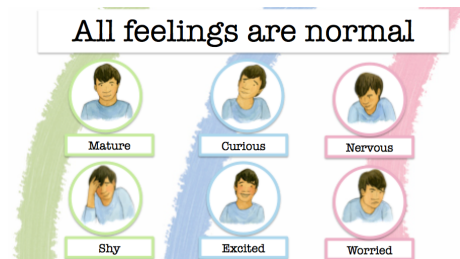
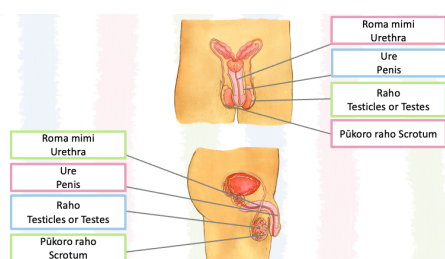
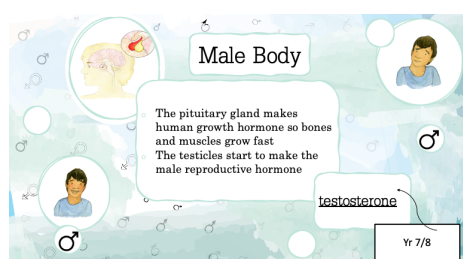
Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in female bodies and erection/ejaculation (wet dream) in male bodies.

To enable students to understand and develop skills re.:

- Understand the biological process :
(includes a basic overview of the female body changes to emphasise that changes are happening to them all and through this encourage mutual respect and understanding).
- Self cares & hygiene
- Develop skills to manage changes
- Not compare to others
- Seek further information about puberty

Activities:

- Interactive presentation (illustrations drawn by Kiwi artist)
- Quiz / Tokens
- Brain Puppet & Reproductive Puppets
- Media (cartoon) – self cares , not comparing self with others, reassurance
- Seeking further resources
- Q & A
- Quiz



Lesson Plan 3: Female Body Reproductive Anatomy Pubertal Changes Focus (with overview of male body reproductive anatomy changes) workshop - Until lunch - (1 hr)

Educator works with ~ half original class (generally, girls)

Quiz / mixed media workshop & interactive PowerPoint presentation.

Age appropriate information about the biology of changes occurring at puberty in the reproductive region (production/release of reproductive cell(s), menstruation in female bodies and erection/ejaculation (wet dream) in male bodies.

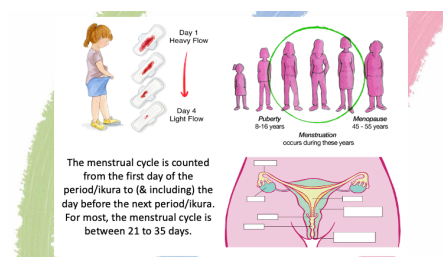
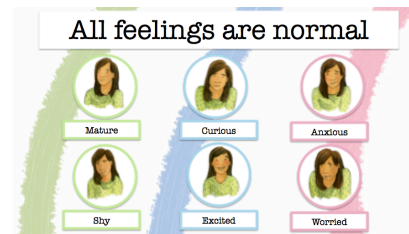
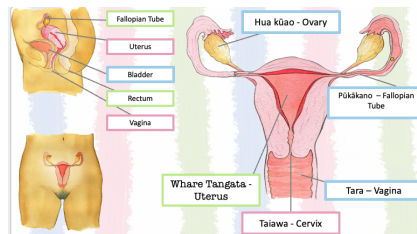
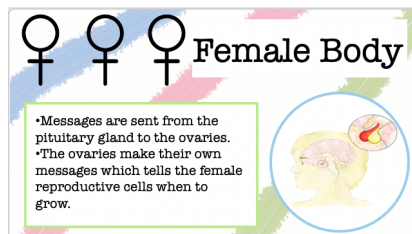
To enable students to understand and develop skills re.:

- Understand the biological process:
(Includes a basic overview of the male body changes to emphasise that changes are happening to them all and through this encourage mutual respect and understanding).
- Self-cares.
- Develop skills to manage changes.
- Develop awareness of menstrual products and choices including addressing period poverty and availability, disposal, all products on market including re-useable, environmentally friendly and supermarket
- Seek further information about puberty / menstruation and menstrual products.
- School policy for disposal
- Where to go for answers to questions and or fears: People you trust and have the knowledge. Resources
- An opportunity for questions (we encourage the use of a sealed question box)

Activities:

- Interactive PowerPoint presentation (illustrations drawn by Kiwi artist)
- Quiz / Tokens
- Brain Puppet & Reproductive Puppets
- Media (cartoon) – self cares, not comparing self with others, reassurance.
- Games
- Menstrual (period/ikura) product box – discussion and samples: Look at disposable & washable pads, period undies, cups & tampons (including environmental options).
- Talk about the "old days."
- Tracking menstrual cycle – understanding normal ranges
- Exploring myths

- Seeking further resources
- Q & A



Lesson Plan 4: After Lunch: (40 mins Yr 5/6 & 50 mins Yr 7/8)

Educator works with original group of students (same as Lesson Plan 1).
Workshop & interactive PowerPoint presentation.

To enable students to understand and develop skills re.:

YR 5/6

- Self Esteem & Body Image – Body acceptance & Body neutrality – Not to compare
- Advertising, Media, Social Media & Body Image
- Media influence: 'what's real'. Examples of image tweaking
- Different body 'ideals' across cultures & times

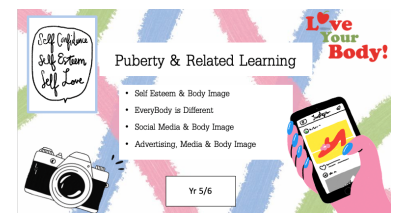
YR 7/8

- Hauora
- Understanding brain development re. emotional regulation.
- Good communication skills
- OK/Not OK : Looking after self activity (stepping stone activity to understanding consent).
- Identity and Values
- Identifying healthy relationships & being a good friend

Activities:

Yr 5/6

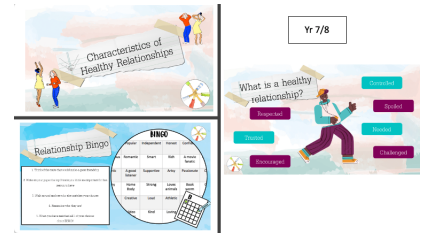
- Recap quiz & opportunity for questions.
- Interactive PowerPoint presentation (illustrations drawn by Kiwi artist)
- Body Image 'spot the difference' activity
- Media clip – try not to compare & here's why!
- Quiz winners
- Homework sheet
- Seeking further resources
- Q & A



Yr 7/8

- Interactive PowerPoint presentation (illustrations drawn by Kiwi artist)
- Understanding Hauora discussion & visuals

- Identity & Values media clip
- Relationship bingo activity
- 'How am I doing (good mental health) worksheet activity
- Self-care discussion & ideas
- Quiz winners
- Seeking further resources
- Q & A



The programme is about puberty education and related age-appropriate issues (i.e. self-esteem, individuality, media awareness, healthy friendships, looking after mental health) and this is reiterated at the Parents/Whanau Evening.

(There are occasions where we are asked to include/exclude information or to target specific issues for a school – please also see our additional programmes – each and every programme is individually tailored for your community)