

CHANGING YOU (LEVEL 3)

Description	Learners will design their own comic books, illustrating a short story about the physical, emotional and social changes through puberty.
Leading question	What happens to our bodies and feelings during puberty, and how does it help us learn more about ourselves as we grow up?
Subjects covered	Science, Art and Design, English, Math
Total time required	40-60 minutes a day for 5 days
Resources required	Cardboard, pencil, colours
Learning outcomes:	<p>By the end of this project, learners will be able to:</p> <p>Knowledge-Based Outcomes:</p> <ol style="list-style-type: none"> 1. Recall the physical, and socio-emotional changes that occur during puberty. 2. Explain the physical changes that occur in adolescence. 3. Explain secondary sex characteristics and their importance in adolescence. 4. Differentiate between the physical and secondary sex characteristics of adolescence in boys and girls. 5. Explain the need and importance of adopting good health habits. 6. Challenge myths around adolescence. <p>21st Century Skill Outcomes:</p> <ol style="list-style-type: none"> 1. Creatively write a short story, create a comic book, and be a TV presenter. 2. Present their ideas in class and narrate comic book stories to family and friends. 3. Take the lead to help younger siblings and school kids be prepared for puberty.
Previous Learning	NA
Supervision required	Medium

Day 1 -

Today, you will learn about the physical changes that happen during puberty.

Time	Activity and Description
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10 minutes	<p>Humans Lifecycle</p> <p>Let us explore the lifecycle of both a boy and a girl, showing the different stages of growth and development from infancy to adulthood.</p> <ul style="list-style-type: none"> - Think of a specific age (Infant/baby, Child/kid, Adolescent/Teenager, Adult, Elder), and think about the characteristics, responsibilities and changes that occur during each stage for both girls and boys. <p>Note: Learners can pick any 1 or 2 specific age groups and present the information gathered. They can be creative in their way of presenting (acting, drawing, conversing, etc.)</p> <p>Today, we will discover how our bodies transform and grow during this special time of “puberty”, all while having fun together. Let's begin!</p>
15 minutes	<p>Superhero Self-Reflection</p> <ul style="list-style-type: none"> - Imagine yourself as a superhero on a journey through puberty, discovering your incredible powers and abilities. Take a moment to reflect on your own superhero journey and the changes you've noticed in yourself. - Close your eyes and picture 2 versions of yourself: Now and 2-3 years ago. Think about the changes you've experienced in your body over the last couple of years, such as growing taller, developing new features, or noticing differences in your voice or skin. - Look deeper into yourself now, what other changes can you spot in the two versions of yourself? Your emotions, thoughts, social life? - Now, open your eyes, and write down all the changes. Remember, we're all on this superhero journey together! <p>What do you think stimulates the changes in puberty? (<i>Hormones, they're chemicals that coordinate different functions in your body by carrying messages through your blood to various organs</i>)</p> <ul style="list-style-type: none"> - In puberty, our bodies start to produce these main hormones, among others, that are responsible for the changes you have started to notice: ovaries in females produce estrogen and progesterone, and the testicles (testes) in males produce testosterone.
15 minutes	<p>Physical Change Chart</p> <p>You will be creating your own heroic change chart to represent the incredible physical transformations that occur during puberty.</p> <ul style="list-style-type: none"> - Divide your chart into two sections: primary sexual superpowers and secondary sexual superpowers. - In the primary characteristics section, list the changes that are related to reproductive organs and functions (<i>growth of testicles or the menstrual cycle</i>) - In the secondary characteristics section, list the changes that affect your appearance (<i>growth spurts, facial hair, changes in voice, or changes in skin</i>) - To demonstrate how hormones run through our bloodstream and target many sites, draw your body (<i>male or female</i>) and create a road map of how a hormone brings secondary sexual changes throughout our body. - For example, testosterone is flowing through the river (<i>body</i>) and goes through different cities (<i>organs/ organ systems</i>). In each city, the river plays different roles

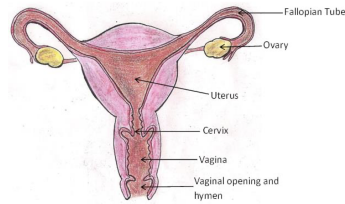
	<p>(functional changes) for instance, in the throat city, it enlarges Adam's apple; in the face, it helps moustaches grow, etc.</p> <ul style="list-style-type: none"> - Use colourful markers or pencils to add illustrations or symbols that represent each change. Feel free to express yourself. <p>Note: Refer to Appendix 1 to see the primary and secondary sexual characteristics.</p>																																						
At-home activities	<ul style="list-style-type: none"> - Learners think of their comic book story. - They can also look through old photos and note down how many changes they observe. 																																						
Optional Literacy/ Numeracy Activity	<p>The following chart gives the average rate of growth in height of boys and girls with age. For example, by the age of 11, a boy has reached 81% of his probable full height, while a girl has reached 88% of her full height. These figures are only representative and there may be individual variations. Use the Table to create a line chart of the rate of growth in height of boys and girls with age. Analyze the chart with the class.</p> <table border="1"> <thead> <tr> <th rowspan="2">Age in Years</th> <th colspan="2">% of full height</th> </tr> <tr> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr><td>8</td><td>72%</td><td>77%</td></tr> <tr><td>9</td><td>75%</td><td>81%</td></tr> <tr><td>10</td><td>78%</td><td>84%</td></tr> <tr><td>11</td><td>81%</td><td>88%</td></tr> <tr><td>12</td><td>84%</td><td>91%</td></tr> <tr><td>13</td><td>88%</td><td>95%</td></tr> <tr><td>14</td><td>92%</td><td>98%</td></tr> <tr><td>15</td><td>95%</td><td>99%</td></tr> <tr><td>16</td><td>98%</td><td>99.5%</td></tr> <tr><td>17</td><td>99%</td><td>100%</td></tr> <tr><td>18</td><td>100%</td><td>100%</td></tr> </tbody> </table>	Age in Years	% of full height		Boys	Girls	8	72%	77%	9	75%	81%	10	78%	84%	11	81%	88%	12	84%	91%	13	88%	95%	14	92%	98%	15	95%	99%	16	98%	99.5%	17	99%	100%	18	100%	100%
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Day 2

Today, you will read a short story about puberty and create your comic book characters.

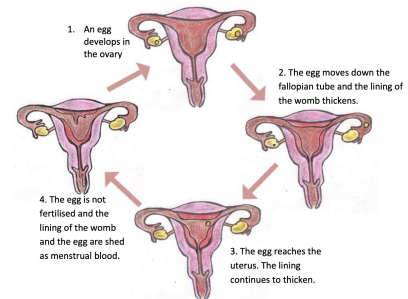
Time	Activity and Description
5 minutes	<p>Final Product</p> <p>You are going to design a comic book (See Appendix 2).</p> <ul style="list-style-type: none"> - What is a comic book? (A comic book is a simple book that tells a story of a character or group of characters through dialogue or illustrations. The story of the comic book has characters, a plot (events) and a message.) - You will have different tasks for each day to guide you through the comic book creation process. <p>Your comic book criteria:</p> <ul style="list-style-type: none"> - The topic of your comic book must be about coping with adolescence, you should cover at least 2 changes. - The story must have a beginning, an end and a message.

	<ul style="list-style-type: none"> - The book must be at least 4 pages long. The first page should be the cover. The frames/panels can be any size, but they have to be geometric shapes (such as rectangular – get creative) - There should be a message at the end of the story. For example, be confident about your body changes, how to take care of x, how to get support, etc, this message is addressing a specific audience; it could be the parents, adolescents or pre-adolescence, etc. - The book must include drawings/illustrations of the main characters that match with the story events.
15 minutes	<p>Menstrual Cycles</p> <p>Note: Ask learners to read the story Age Of Adolescence (see Appendix 3) or the educator can read the story aloud to learners instead of giving them copies.</p> <ul style="list-style-type: none"> - Today, we will be exploring a story to help us understand puberty changes and introduce characters and story plots to inspire our own comic books. - Read the story carefully, paying attention to how the characters experience and navigate the changes of puberty. - Think about how you can incorporate similar elements into your own comic book story. - After reading, let’s engage in a brief discussion to share our thoughts about the story. <ol style="list-style-type: none"> 1. Outline the story events. Decide on the beginning, middle and end. 2. What changes did the main character experience in the story? (<i>period</i>) 3. How did the main character/s feel about the changes? 4. What are the main character’s characteristics? What makes the main character brave? 5. Who helps the main character? What was the message of this story? 6. Can you relate to any of the experiences or emotions of the characters? - Do you know why Lolita (<i>the main character in the story</i>) had her period? - We’ve mentioned earlier that the age of puberty is when the body develops primary sexual characteristics, preparing for reproductive maturity (<i>ova and sperm</i>). - The purpose of the menstrual cycle is to prepare the woman’s body for a possible pregnancy. - Can you trace down a woman's ova journey in her uterus? Let’s figure out how periods happen. Draw a woman’s uterus, and trace the changes down (<i>when the egg is created until it is shed</i>). <p>Tip: Introduce the uterus parts so that learners can trace down the ova journey in women.</p>



If learners can't figure out how periods happen, mention the process and ask them to trace the ova's journey using the previous photo.

1. An egg starts to develop in the ovary
2. An egg is released from the ovary and the lining of the uterus starts to thicken.
3. The egg reaches the uterus but is not fertilized
4. The lining of the uterus sheds and the woman menstruates



At home, ask your mothers and older sisters about women's menstrual cycles. How they feel during the month: before, during and post periods and ask how you can provide support in these times.

15 minutes

Characters Brainstorming

- Let's start creating the first part of our comic book story: characters.
- We will start with brainstorming and character development. We'll think about the different changes that happen during puberty and how our hero character can experience and overcome them.
- Who are the main characters or heroes of your story? You can create your own hero to be the main character. Think about the powers (or characteristics) they have. Feel free to focus on the female changes and support, or the males'.
- You have the option to create a hero character based on yourself, or you can choose a fictional character that you really connect with.
- On a piece of paper, draw your main character/hero(ine) of the story.
- First, write their characteristics: age, physical characteristics, does s/he have any powers, is it a human or an animal?
- Show the physical changes in your character when you draw it.

A SuperHero!

Hero Name

Decorate Me

My Super Powers

Words to Describe Me

I Want to Help

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	<ul style="list-style-type: none"> - You may use the following template for a hero(ine) or create your own to add different features, <i>maybe your hero is half-animal!</i>
5 minutes	<p>Puberty Survey</p> <p>Let us create a survey to gather information about puberty changes and coping strategies. This will help us understand different experiences and perspectives.</p> <ul style="list-style-type: none"> - Create a survey of 5 questions, and interview at least 2 people you trust about how they handled the physical/emotional/social changes of puberty, and how they handled the responsibilities that came with it. - Write down their answers as we are going to discuss them in our next class, and they might be useful to your comic book story. - Here are some possible questions you can include in your survey: <ol style="list-style-type: none"> 1. Physical: What changes have you noticed in your body shape? How did you feel about them? 2. Emotional: Have you experienced feelings of self-consciousness or insecurity about your appearance? 3. Social: Was there any social pressure on you to look or behave in a specific way? For example: lose/gain weight. 4. Emotional: Have you felt you are a different person or an outsider, with different thoughts and questions? What did you do to feel you belong to the people around you? 5. What possibilities came with growing up and how did you manage? 6. When did you get married and give birth to your first child? How easy or hard was that? <p>Note: Refer to Appendix 4 for a template.</p>
At-home activities	<p>Puberty Survey</p> <ul style="list-style-type: none"> - Learners interview an older sibling, a family member or a friend they trust. If learners don't feel comfortable interviewing someone, they can visit the school's library and borrow a book or an article to read. - Learners ask their mothers and older siblings about the menstrual cycles, how they feel before, during and post periods and how they can help.

Day 3 –

Today, you will learn about socio-emotional changes that happen to you in puberty and develop your comic book story.

Time	Activity and Description
10 minutes	<p>Reflection</p> <p>Note: Ask learners how their interviews went. Ask them to share the changes, problems and tips that they collected through the survey. Let them that these answers will help them navigate their puberty journey and inspire them while developing their comic book story.</p>

	<ul style="list-style-type: none"> - Do you think you and your interviewees are the same? How are you similar or different? Can you make a list of the similarities and differences? (<i>physical, emotional, social changes, responsibilities etc</i>) - What's a positive tip you've got that you would like to share with everyone? - With great powers come great responsibilities, can you think of new responsibilities you can handle now as a superhero in this puberty journey? How do you feel about it? (<i>Don't forget to add these powers to your comic book characters!</i>).
10 minutes	<p>My Socio-emotional Journey</p> <p>We understand that physical changes happen as a result of hormones, so what causes these socio-emotional changes?</p> <ul style="list-style-type: none"> - During puberty, the brain starts to make a lot more hormones. What you don't know is that these hormones also affect the part of the brain that manages feelings or moods, so the mood swings that teens experience are caused by fluctuations in estrogen, progesterone, and testosterone—the sex hormones. - In your notebooks, list down all the socio-emotional changes you have been experiencing since you have become an adolescent. Mention emotions, social pressure, body insecurity, etc. - After you list down the changes, write 6-10 sentences starting with "I am/do...", in two sets: write 3-5 sentences for your current self and 3-5 sentences for when you were 2-3 years younger. - In these sentences, write about the changes and similarities in your identity; e.g., your responsibilities, your points of view, your perception of self and body, etc. - Once you are done, try to trace your self-journey through illustrations (icons, character changes, symbols... etc) - Once you are done illustrating, find someone who you can share your journey with. It's good when you talk to someone about puberty. - See if you can learn something new, ask about a certain concern you have and see how similar you are.
20 minutes	<p>Comic Book Story Outlining</p> <ul style="list-style-type: none"> - It's time to outline our comic book stories. - Remember to include at least 2 changes that happen during puberty. - Plan the sequence of events (beginning, middle, end) - Decide which changes to highlight, and incorporate the characteristics of your hero and other characters you developed on day 1. - Use your imagination and be creative. - Write down the story beginning using simple sentences. e.g., When (hero/heroine) got up, his/her home was on fire and s/he had to save it... (based on your story). - Share the story outline and beginning with your parents/family and ask for feedback and suggestions for improvement.
At-home activities	Learners develop their comic book story.
Optional Literacy/	<p>Learners can write an academic paragraph about the changes in puberty.</p> <p>Paragraph Outline:</p> <ol style="list-style-type: none"> 1. Topic sentence

Numeracy Activity	<ol style="list-style-type: none"> 2. Supporting idea 1 <ul style="list-style-type: none"> - Supporting details 3. Supporting idea 2 <ul style="list-style-type: none"> - Supporting details 4. Conclusion
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Day 4 –

Today, you will learn how to take care of yourself and be more resilient. You will also work on illustrating your comic book.

Time	Activity and Description
20 minutes	<p>TV/Radio Show</p> <p>What support from people around you can make going through puberty easier?</p> <ul style="list-style-type: none"> - Sometimes puberty can be difficult and there are ways to help yourself get through those tough times. - What possible ways to make puberty easier? <p>Today, all of you will act like puberty experts and TV show/radio presenters. Depending on the learners' number:</p> <ul style="list-style-type: none"> - Cover an area of puberty change (<i>physical care, menstrual hygiene, social support, confidence</i>) and share tips on how to take care of yourself. - You could choose to be the experts, giving tips on healthy habits, and explaining a myth you've heard of, dispelling it with scientific fact. You could also choose to be a TV show/radio presenter asking questions and facilitating the conversation. Get creative in introducing facts. <p>Note: <i>In the case of only 1 learner, you can ask them to choose what area and role they want to play. Ask learners to keep these points in mind:</i></p> <ol style="list-style-type: none"> 1. <i>Choose a name for your TV/radio show</i> 2. <i>Introduce yourselves as true experts and presenters (Example: Good morning, welcome to x show, I am x and I am x, and today we have a puberty expert, Dr. x as a guest.)</i> 3. <i>Make the conversation engaging</i> 4. <i>Be confident and clear</i> <p>Note: <i>These paragraphs are to guide learners, so they are not limited to the facts included. It's up to learners to choose to use the facts/myths included or use their own.</i></p> <p>Paragraph 1: Physical care (Diet, sleep, exercise)</p> <p><i>How can teens look after themselves to help puberty go more smoothly? During puberty, appetite may increase as growth speeds up. It is easy to reach for foods that are quick but not healthy. Eat healthy balanced meals. Make exercise and activity a part of every day because physical activity helps the brain make natural chemicals that can boost your mood. Exercise also can release stress and help prevent you from focusing on negative feelings. Teens need lots of sleep and may not get</i></p>

enough as they stay up later yet have to get up early for school. Teens also need to drink healthy fluids including water, milk and fresh juice.

Myth: If a female has her period she cannot take a bath, run, exercise, etc.

Fact: During her period, a female can do anything she normally does. Exercise can help reduce cramps and improve mood. Warm baths during periods can actually help ease any pain girls may experience.

Paragraph 2: Personal hygiene (males and females)

Hygiene during teenage is essential for good health. It helps maintain cleanliness and avoid exposure to infections and diseases because it is the time when children see new changes such as the growth of body hair and an increase in body odor.

Body odour develops, and the bacteria on the skin feed on the compounds present in the sweat and cause body odour. Therefore, teens need to bathe, especially after physical activity. They may also use an antiperspirant to control sweat production. (source)

Myth: Acne is caused by bad food and being unclean.

Fact: While hygiene and eating well are always important, pimples can be unavoidable due to hormonal changes during puberty. As the body develops, these hormones stimulate the sebaceous glands to make more sebum, and the glands can become overactive. Too much sebum can clog the pores with oil and lead to acne. If pimples or acne are causing any distress or self-consciousness, talk to a trusted adult or your doctor. (source)

Paragraph 3: Menstrual hygiene: The menstrual cycle is the time it takes for an egg to be released and the uterus to prepare itself for an egg if it is fertilized. If an egg is not fertilized, the uterus sheds its lining, which is blood. This is when bleeding happens. Menstrual Hygiene involves guiding girls to track their periods, use hygiene products such as a sanitary pad (reusable or disposable), and their safe disposal after use. A teenage girl should change pads every 6 hours in case of heavy flow. Cleanliness during menstruation helps teenage girls prevent any potential infections.

Myth: Period blood is dirty. (source)

Fact: Period blood is the same as blood from a nosebleed or cut. It is a natural body function for females.

Paragraph 4: Socio-emotional care

Accepting emotions means noticing, identifying, and understanding our emotions without blaming others or judging ourselves for how we feel. It's not helpful to tell ourselves that how we feel is someone else's fault. It is also not good to judge our emotions and think, "I shouldn't feel this way" or "It's awful that I feel this way!". Accepting how you feel can help you move on, so don't be hard on yourself.

You should remember that you are not alone, everyone goes through puberty. You should talk to someone you love and trust and keep a journal because getting your thoughts out of your head whether to someone or onto paper can calm the emotional storm that you sometimes feel. Keeping a journal can also be a great way of organizing your thoughts and feelings. (source)

Myth: Mood swings will make you crazy

Fact: The hormonal changes in your brain that happen over puberty can make emotions more changeable and pronounced, but they don't turn you into an entirely different person. These emotions can be managed through healthy strategies, like going for a walk, exercising, listening to music, talking to a friend or trusted adult, or distracting yourself. (source)

Paragraph 5: Support and guidance

	<p><i>Talk about your feelings and concerns about growing up. Stress the importance of finding a trusted adult to talk to. Someone in your life you can talk through things that are bothering you. Some may say their parents but they may also include teachers and school staff. (source)</i></p> <p><i>You may think: “I’ll figure it out. I’ll deal with my own problems. No one can ever know what I’ve been through anyway. How could they fix it?”. This is wrong. Seek help. Counsellors, family and friends are there to support you, but you do the real work. They might not give answers or solve your problems, rather they find your strengths and build upon them. You will solve your own problems. But you will have the support to do so. (source)</i></p> <p>Paragraph 6: Confidence and self-esteem</p> <p><i>In the adolescent years, a teen’s identity may change from one month to the next. They have the opportunity to experiment with their personal values, style, beliefs, and sexuality. If they have healthy self-esteem and a strong support system, they can build their new identity with confidence. (source)</i></p> <p><i>Seek out people who share your interests, say encouraging words to yourself, set goals work toward them and trust yourself.</i></p> <p>Myth: Puberty is scary and unpleasant (source)</p> <p>Fact: Puberty doesn’t have to be scary, and there can definitely be good things about it. Learning about puberty so that you have an understanding of what’s happening to the body can help stop it from being frightening or daunting. And many people might look forward to things like growing taller – or just growing up!</p> <p>Feedback:</p> <p>Ask learners about their experience.</p> <ul style="list-style-type: none"> - Do they like it? What was interesting about being on a TV show? - Things you didn’t like about being on a show and about being an expert/presenter? <p>Optional: Question Box</p> <p><i>Learners might have too many personal questions and might feel embarrassed to share, so the educator creates a box where they can anonymously write and drop their questions. Learners in their shows can try to answer these questions and if they don’t know the answers, they can ask their parents at home. The educator can also help.</i></p>			
20 minutes	<p>Plan your story panels:</p> <p>How do you think you can use the information you learned from the previous section in your comic book?</p> <p>Note: Ask learners to include a myth and facts debunking the myth in their comic book.</p> <ul style="list-style-type: none"> - One thing that will help you while creating the comic book is designing your frames/panels. - Once you are done, try to plan your comic book story panels. A panel is the border that wraps around a single moment in a comic. Its job is to contain an illustration that puts forth an idea. The contents of each panel should be a complete thought, but sometimes the thought you need for a panel can fill a paragraph or be as short as a single word. - Have a look at these samples. <table border="1" data-bbox="397 1680 1485 1774"> <tr> <td data-bbox="397 1680 950 1774">Example of panel plan:</td> <td data-bbox="950 1680 1485 1774">Example of your comic frame/panels:</td> </tr> </table>		Example of panel plan:	Example of your comic frame/panels:
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	<p style="text-align: center;">Story Panels</p> <p>Panel 1. Put on coat. "Going to babysit"</p> <p>Panel 2. Walk to neighbor's, wave bye to my dog</p> <p>Panel 3. Neighbor lady - "Here's the rules for the boys"</p> <p>Panel 4. Kids play. Dog scratches at door to go out</p> <p>Panel 5. I let her out</p> <p>Panel 6. Kids in bed, neighbor comes home</p> <p>Panel 7. "Thank you!" "You're welcome!" out the door</p> <p>Panel 8. In door at home, mom on phone with neighbor</p> <p>Panel 9. "Where's my dog?" Me - "I let her out"</p> <p>Panel 10. Her "She's not an outdoor dog, should let her back in!"</p> <p>Panel 11. Me - "I'm so sorry I didn't know!"</p> <p>Panel 12. At neighbors "Hey lady, is this your dog?"</p> <p>Panel 13. Her "We found her, she's ok" "Thank goodness!"</p> <p>Panel 14. Her "I'm sorry, next time I'll explain better"</p> <p>Panel 15. Me "That's ok, now I know!"</p> <p>Panel 16. _____</p> <p>Panel 17. _____</p> <p>Panel 18. _____</p> <p>Panel 19. _____</p> <p>Panel 20. _____</p> <p style="text-align: center;">Plan your panels</p>	<p style="text-align: right;">source</p>
	<ul style="list-style-type: none"> - Indicate the starting frame with 1 and number the rest of the frames so that readers follow the events smoothly. - The frames can be of any size, but they have to be geometric shapes (such as rectangular or even triangular frames!) - In each frame, make sure to add: <ul style="list-style-type: none"> - Narration text if applicable (describing the image or scenario). This can go at the top or bottom of the frame - Dialogue between characters or monologue of one character in speech bubbles. Examples: <div style="text-align: center; margin: 10px 0;"> </div> <ul style="list-style-type: none"> - Illustration of characters or scene - Sound effects, if applicable. Example: boom or knock, knock. <p>The illustrations and story should be at least 4 pages.</p>	
<p>At-home activities</p>	<p>Learners share the story illustrations with their parents/family and receive feedback and suggestions for improvement. Learners will then use the feedback to improve their illustrations.</p>	
<p>Optional Literacy/ Numeracy Activity</p>	<p>Literacy: TV show introductions source</p> <p>1. Good morning/afternoon/evening, welcome to your number one TV station news and updates. I am your host (Name here) taking you through this session. Stay tuned...</p>	

	<p>2. Good Evening and welcome to our TV show. Our guest tonight is Mr./Ms. (Name here) who is a well-known personality because of his/her (tell about achievements), so let's welcome him/her with a big round of applause.</p> <p>3. Good Morning, My name is (Name here) and I am the (Name of the channel) Weather Woman. Put your coats away because the weather has given us the perfect mix of heat and wind. These cloudy skies cast beautiful outside weather.</p> <p>Numeracy: Calculate how many frames you can fit in one page if you design a comic book with 4 pages and 20 total frames. Hint: use division to find the answer.</p>
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Day 5 -

Today, you will finish your puberty comic book and present it to your friends.

Time	Activity and Description
15 minutes	<p>Note: Ask learners to finish their comic book. They can also work on the cover. The following should be included:</p> <ul style="list-style-type: none"> - A catchy title with a subtitle to make it more specific. For example: Title: Growing Me. Subtitle: Girls' Easy Guide to Puberty - An illustration of the main character/s, with a glimpse of what the topic is - Your name - Month and year of publication <p>Ensure that your comic book meets the following criteria:</p> <ul style="list-style-type: none"> - The main topic of your comic is puberty. You should cover at least 2 changes, including tips on how to take care of yourself. - The story must have a beginning, an end and a message. - The book must be at least 4 pages long. The first page should be the cover. - It must include drawings of the main characters that match the story events. - The story has to be written in frames, including illustrations and speech bubbles.
20 minutes	<p>Narrating your story</p> <ul style="list-style-type: none"> - Narrate the story of your comic to your friends. - Share it with your family members at home as well and ask if they have any questions. - When you are done, you will donate this comic book to our school library so that other kids and parents read it when they need to know about puberty.
5 minutes	<p>Reflection</p> <ul style="list-style-type: none"> - How confident are you now talking about puberty? - Do you feel less anxious about the changes happening to you? - How was the comic book experience? - What did you enjoy the most about this project?

Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can write a letter to their younger selves (7-year-old self). The letter includes advice about the changes they will go through in the coming year. This letter can be part of the comic book or the pamphlet. - Useful links: <ul style="list-style-type: none"> - Changes of Puberty: Teacher's guide. Explanation of physical changes - Menstrupedia comics
Modifications for simplification	<ul style="list-style-type: none"> - Learners can make a puberty pamphlet instead of a comic book. - If learners struggle with reading the paragraphs, write them in the form of simple and direct tips or ask them to simply generate their own tips depending on the family survey they conducted. - Some learners might not feel comfortable sharing their experience with a classmate. Instead, the educator asks them to write a letter to themselves. They talk about the changes and how they feel. It's good to talk to someone about their concerns; however, it should be someone learners trust.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Describe the physical, emotional and social changes that happen to them in puberty.
- Explain what puberty changes hormones cause and how they do that.
- Recognize that change is a part of growing up.
- Write a short story with a plot.
- Create a 4-page comic book story, with illustrations about puberty.

APPENDIX

Appendix 1:

Growing up is a natural process. It begins from the day one is born. But upon crossing the age of adolescence, around 11, there is a sudden spurt in growth which becomes noticeable. The period of life, when the body undergoes changes, leading to reproductive maturity, is called adolescence. The changes taking place in the body are part of growing up and are caused by hormones. As you continue your superhero journey through puberty, embrace the changes, stay curious, and remember that we're here to support each other every step of the way. Keep being your amazing selves, and let your inner heroes shine bright!

Primary sexual characteristics	Secondary sexual characteristics
Related to reproductive organs and gametes, that is, sperms and ova.	features help to distinguish the male from the female. They are visual

	differences that are not directly related to the reproduction act.
<p>Development of sex organs For females: ovaries enlarge and start releasing mature eggs. For males: testes and penis develop completely and produce sperm</p>	<p>Height Body Hair growing in public regions, underarms, and in private areas. Boys grow moustaches and beard Voice changes Body changes (waists and breasts)</p>

Appendix 2: Samples of Comic books [source](#)



Appendix 3:
[Age Of Adolescence](#), Written by [Shreya Debnath](#)



Age Of Adolescence

Author: Shreya Debnath
Illustrators: Adrja Ghosh, Kripa B, Meilany Pederesen, Partha Sengupta, Pham Hung Vinh, Priya Kurlyan, Yavika Sreetha
Painters: Gieve Patel, Sudhir Patwardhan

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Once there was a girl named Lalita and she was 10 years old. As usual, she woke up in the morning and started getting ready for school. She was feeling nauseous since morning but she tried to ignore it, trying not to bother her mother so early in the morning as she was making Lalita's breakfast and lunch. Lalita wore her school uniform, trotted downstairs, had her breakfast in a hurry, kissed her mom goodbye and something happened...her stomach gave a painful lurch but Lalita stuck to her plan of not bothering her mother and boarded her school bus.



She reached school and while she was climbing the stairs she felt as if her stomach was being squeezed like a sponge! She somehow reached her class and sat down. Her lurches felt as if someone was trying to pull her stomach out! She again tried to ignore it and started talking to her friends. By the end of the first class, Lalita's entire body felt sore. Her friends noticed her face and asked her, 'Hey! Are you okay?' Lalita replied, 'Yeah, ow! I'm o-okay.' They argued, 'You don't look okay, do you want us to tell ma'am?' 'NO!', Lalita exclaimed.



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That's when the teacher noticed the commotion and asked, 'What's going on over there?'

She instructed the students to resume reading the chapter, came to Lalita and asked 'What's going on? Lalita! You've gone so pale!' Lalita's eyes were rolling up because of the pain and before she could feel it, her hands and legs were numb. Suddenly her friends looked at her seat and shrieked. The teacher became alarmed and saw BLOOD on her seat! Lalita fainted.

She opened her eyes to see the school medical room. There she saw her class teacher and mother beside her bed. Immediately she launched a series of questions at her mother, 'What is happening?'

'Why am I bleeding?'

'Why does my tummy hurt so much?'



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Her mom answered in a comforting voice 'Sweetie, your tummy hurting and blood leaking, it's a good sign!' Lalita asked 'Mom! How is it good?' Her mom said, 'See, your symptoms tell us that you have reached Puberty' 'Pu-what?' Lalita said, 'Puberty, It's a change which comes to our bodies, be it boy or girl. It's called 'Hormonal Changes.' It makes our voice sound different, and in a girl's case, your breasts also start forming. What is happening to you right now, that tummy ache and bleeding is called 'Period' and it will happen to you every month for a week. Lalita's mom replied. Lalita asked, 'Why do girls have periods?' Her mother replied, 'It's a sign, that you now are a big girl who has the power to be a mom in the future!'



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Lalita said 'Oh! Stupid me! I was so scared but I'm happy I have my period!' Her mother smiled. Lalita took the rest day off and went home. Next day, she came to school and told her friends what happened to her and what her mother had explained there. Her friends said 'Um, okay, but we have you whom we can call a bit experienced to guide us about this but the other girls don't!' Lalita's face lit up and she clapped her fist to her palm and said 'AHA! We can start a 'Girls Help Forum!'! 'What's that?', one of her friends enquired. 'Forum means organisation and in this forum we can help girls in need and we'll hold meetings for girls with the permission of teachers, so that, we can tell them about this good thing which will happen to them, when they will be nearing the age of 10-11!' Lalita exclaimed.



Then, the girls started working as the 'Girls Help Forum' and they had helped, warned and educated numerous girls about periods. Later, Lalita dedicated her life to educate young girls about periods, sexual abuse and women rights. She soon opened an organisation and went from school to school spreading awareness among young girls.

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Appendix 4: Puberty Survey template

Date:

Area:

Puberty Survey

	Question/Answer	Person 1	Person 2	Person 3	Person 4	Person 5
1	What changes have you noticed in your body shape? How did you feel about them?					
2	Have you experienced feelings of self-consciousness or insecurity about your appearance?					
3	Was there any social pressure on you to look or behave in a specific way? For example: lose/gain weight.					
4	Have you felt you are a different person or an outsider, with different thoughts and questions? What did you do to feel you belong to the people around you?					
5	Have you experienced mood swings, where your emotions can change rapidly and unpredictably?					

6	Have you developed new or different friendships as a result of entering puberty?					
7	Was there any specific problem you faced, and how did you manage it?					
