



 Scottish
Arts Council

**PUPPET
ANIMATION
SCOTLAND**

HOTHOUSE

Created by Ailie Finlay & Scott Simpson and featuring



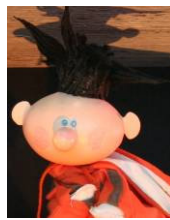
Granny



Meg



Lucy



Stuart



& Malcolm

A performance and workshop for P6 & P7 girls and boys
covering sexual health and relationships.

**Teacher's
Resource Pack**



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created by Scott Simpson, June 2010

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About Flotsam & Jetsam

Flotsam & Jetsam is a theatre-in-education company based in Edinburgh and run by Ailie Finlay and Scott Simpson. They have two wee "assistants" - Luke aged 9 and Catriona aged 4.



Ailie grew up in the Borders and trained in puppetry at the London School of Puppetry in 1993. She performs regularly for The Scottish Storytelling Centre and The

Scottish Puppet and Animation Festival. Ailie currently performs a programme addressing emotional wellbeing for the younger years and is developing work for children with learning disabilities.



Scott grew up in Vancouver and graduated from art college in 1990. He worked as an illustrator and art director for several years in Vancouver and Los Angeles. He

has participated in physical theatre, puppetry, clowning and forum theatre workshops and received puppet tutoring from Martin Bridle. He has a post-grad qualification in Community Education.

Specialising in wellbeing, sexual health and relationships

Both Ailie and Scott have completed the Sexual Health and Relationships Education (SHARE) training from NHS Health Scotland (CPD training for teachers).

Scott has a background in education and social research across Scotland - primarily in the fields of wellbeing, sexual health and relationships. He also works for the City of Edinburgh Council's sexual health team delivering sessions in high schools.

Flotsam & Jetsam Theatre Company

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About Hothouse

Touring to schools, this is a package of a performance plus workshops for Primary 6 and 7 to help teachers deliver sexual health and relationships education. Schools receive:

- A 45 minute interactive performance using a traditional puppet booth
- A 50 minute workshop for each class after the performance



Hothouse does not discuss sexual activity but focuses on preparing children for physical and emotional puberty changes and the nature of friendships. One of the key messages is about resisting peer pressure to have a boyfriend or girlfriend - the underlying (unspoken) message is about having the confidence to delay sexual relations.

Story synopsis

Malcolm's hiding in a box from puberty. His granny tries all sorts of ways to get him to come out of the box - even her chocolate oranges can't coax him out. Meg and Lucy are two girls on a park bench - they're gossip queens full of misinformation. Malcolm's mate Stuart tries to get him to come out of the box but all Stuart's talk about a girlfriend is driving Malcolm crazy.

Policy context

The sexual health and relationship content of Hothouse is informed primarily from **Curriculum for Excellence** (Scottish Government 2009) guidelines as well as key policy documents such as the Scottish Government's national sexual health and relationships strategy **Respect and Responsibility** and the **Report of the Working Group on Sex Education in Scottish Schools** aka The McCabe Report (Scottish Executive 2000).

For work in Catholic schools, we follow the guidance of **Called to Love** (Catholic Education Commission and Healthy Respect 2007).

How to use this pack

Before the show: We have provided a letter to parents in **Appendix 4** you may wish to send out.

In this teaching pack: This teaching pack suggests lesson plans and activities which might be helpful to use as a follow-up to the Hothouse show and workshop. Lesson 1 begins discussion about emotions, but you may prefer to select lessons in any order.

We have linked the lessons to characters in the play because children feel more relaxed talking about the characters rather than themselves - children can talk about how the characters feel as an indirect way of talking about their own feelings.

Key Messages

Reassure children that it's normal to have **emotional changes** during puberty - for boys and girls.

Reassure children that puberty happens to everyone but at **different times**.

Encourage children to think about who they can trust and talk to for **support or advice**.

Help children think about how they can take care of their **emotional wellbeing and physical health**. In particular:

- Talk about feelings or worries.
- Self-esteem.
- The importance of socialising and friendships.
- Take care of personal hygiene.
- Exercise.
- Healthy eating.
- Get helpful information.

Empathy: encourage children to think about how others may feel.

Help children feel comfortable about **physical changes** during puberty.

Reinforce the idea that **puberty is connected to reproduction**.

Introduce **appropriate language** about puberty for both boys and girls in a comfortable way.

Recognise **gender stereotyping**.

Acknowledge same-sex attraction and **diversity** in relationships.

Help children think about how to resist **peer pressure**.

"You're ready when you're ready" to have boyfriends and girlfriends. Reassuring children that it is **OK to delay** those kinds of relationships.

Help children reflect about what makes a good friend. Understanding friendships will lead children to a wider understanding about **good relationships** (Eg. with future boyfriends and girlfriends)

Think about **trust, power and equality** in relationships.

Vocabulary

The words below are mentioned in the show or discussed in the workshop. Sexual activity is not mentioned. We will talk about the use of **appropriate language**.

love

feelings

moods

puberty

spots

body hair

healthy food

exercise

deodorant

voice breaking / voice changes

hormones

testosterone

estrogen

bra

breasts / boobs

periods / menstruation

sex

pregnancy

birth

boyfriend

girlfriend

kissing / snogging

eggs

ovaries

sperm



Curriculum for Excellence learning outcomes in Hothouse

0 = the preschool years and P1 or later for some
1 = end of P4 but earlier or later for some
2 = to the end of P7 but earlier or later for some

HWB = Health and Wellbeing Outcomes
EXA = Expressive Arts

Relationships, sexual health and parenthood

I understand that a wide range of different kinds of friendships and relationships exist.

HWB 2-44a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

HWB 2-44b

I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.

HWB 2-45a

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

HWB 0-44b / HWB 1-44b

I recognise that how my body changes can affect how I feel about myself and how I may behave.

HWB 2-47a

I am aware of my growing body and I am learning the correct names for its different parts and how they work.

HWB 0-47b / HWB 1-47b

I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.

HWB 2-48a

I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.

HWB 2-51a

Mental and emotional wellbeing

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

Social wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

Physical wellbeing

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.

HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

Drama

I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

EXA 0-15 / EXA 1-15 / EXA 2-15

I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.

EXA 0-01a / EXA 1-01a / EXA 2-01a

Lesson 1: Moods up, moods down.

KEY MESSAGES

1. Reassure children that it's normal to have **emotional changes** during puberty.
2. **Empathy**: encourage children to think about how others may feel.

1) **Activity**: Work in pairs to complete **Activity sheet A** together.

2) Discussion points

- a) Granny mentioned that people can feel moody when going through puberty: "**Moods up, moods down.**" Some people may feel stronger emotions than others. Not everyone will feel the same way.
- b) During puberty, people's moods might go up and down for different reasons. (Eg. worries about growing up, thinking about girlfriends or boyfriends).
- c) Sometimes **hormones** in our bodies can affect our moods. They are chemicals in our bodies and during puberty some hormones increase to help our bodies change. **Testosterone** is the main hormone which increases in boys. **Estrogen** is the main hormone which increases in girls.
- d) Discuss **empathy**. How could you tell how Malcolm was feeling? How can you tell how other people are feeling? (Eg. face expressions, body language, what they say, not speaking, not joining in, how they behave).

Lesson 2: What makes a good friend?

KEY MESSAGES

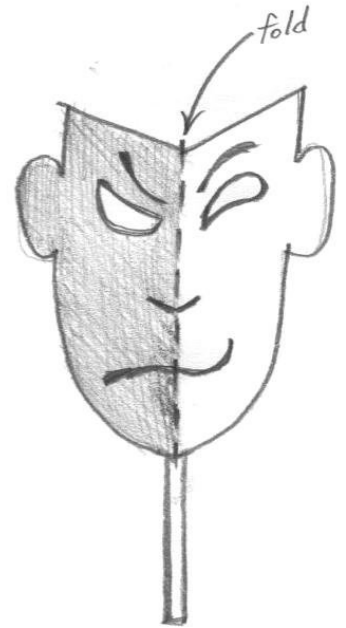
1. Help children reflect about what makes a good friend. Understanding friendships will lead children to a wider understanding about **good relationships**.
2. **Self-esteem** – helping children feel good about themselves.

1) Preparation

- a) Heavy A4 card and chopsticks (or something similar to use as a handle – very tight rolls of newspaper will do) for every pupil. Plus various decorating materials like coloured card, glue, tape, feathers, sparkles or coloured pencils.

2) Activity: Split Masks

- a) Ask children to make a mask with one half looking friendly and the other half unfriendly. They can use their imaginations, maybe giving them animal features.
- b) Begin with making a slight fold down the centre of the card (see drawing). Once they've drawn and decorated their masks they can tape the chopstick handles to the back.



3) Discussion points

- a) Ask individual children if they'd like to tell the rest of the class about their mask.
 - i) How is it friendly? How is it unfriendly?
 - ii) Do *they* feel like the friendly side or the unfriendly side of their mask today?

- b) Ask children to think about how they would like a friend to be. **What makes a good friend?** Qualities of friends can include being:

- (1) **Empathetic:** They try to understand how you feel.
- (2) **Trustworthy:** You can tell them private things. They are honest.
- (3) **Reliable:** They are always there for you.
- (4) **Positive:** They make you feel good; you have fun with them.
- (5) **Selfless:** They share generously and they listen to you.
- (6) **Loving, caring and kind**

- c) Discuss how it is important to feel good about ourselves, to have **self-esteem**. Ask children to think about what makes themselves a good friend. It is important that they don't write this down or share it, but just think to themselves and **keep it private**.

KEY MESSAGE

1. Think about **trust, power and equality** in relationships.

In the Hothouse workshop children did an activity called Columbian Hypnosis. They worked in pairs, with the 'hypnotist' holding one hand about a foot from the other's face and leading them around – controlling their partner's head and body. The activity below uses the same idea but this time the 'hypnotists' get to control more than one person.



1) Activity: Multiple(!) Columbian Hypnosis (Boal 2009)

- a) Clear some space in the classroom – or if you can go outside or in the gym even better.
- b) Ask children to get into groups of 3 or 4 and choose who will be the 'hypnotist'.
- c) Ask the hypnotists to choose what part of their bodies they want to lead the first person with. It could be a hand, nose, ear, bottom, knee or foot for example.
- d) Then ask one person in their group to be 'hypnotised' by that body part. They will have to follow that body part with their head about a foot or two away, always keeping that distance as if by an invisible string.
- e) Now the hypnotists can choose a second body part and invite a second person to follow that.
- f) Now the hypnotists can choose a third body part and invite a third person to follow that (if in groups of four).
- g) Encourage hypnotists to **move slowly and keep people safe** but try ridiculous contortions. They can cross their arms or roll on the ground for example.
- h) After a minute or so, they can switch roles.

2) Discussion points

- a) When you were the hypnotist, how did it feel?
- b) When you were the hypnotised person, how did it feel?
- c) Which role did you like better?
- d) **Who had the power?**
- e) Did you have to trust the hypnotist?
- f) Do you like people leading you around?
- g) Is it important to you to make your own choices and not be led around by others?

KEY MESSAGE

1. Encourage children to think about who they can trust and talk to for **support or advice**.

1) Activity 1: Chinese Whispers

- a) Have children stand or sit in a circle. One child starts the game by whispering a phrase in the ear of the person to one side of themselves. The odder the phrase the better – it's best not to use a popular saying.
- b) That person then whispers the phrase to the next person until it reaches the last person who then has to say aloud what they think they heard.

2) Discussion points

- a) Did (the last child in the circle) tell a lie or did they just hear incorrectly?
- b) Think what Meg and Lucy talked about (Meg wears a parka, Lucy a pink trackie):
 - i) Did Lucy actually kiss anyone?
 - ii) Do you think Hamish really had to shave in P4?
 - iii) Can girls "suddenly get boobs"?
 - iv) Did Malcolm's voice actually "break"? (Explain what that means.)
- c) **Should you believe everything you hear?**

3) Activity 2: My 5 (*Feel, Think, Do. NHS Forth Valley 2006*)

- a) Give every child a piece of A4 paper.
- b) Children trace an outline of one hand and on each finger they write the name of someone they trust to speak to about things like **feeling worried, growing up, changing bodies, love and sex**.
- c) This is their private list to keep.

4) Activity sheet B: Finding out more: information sources for children

- a) Hand this out and emphasise **Child Line: confidential and free**

Lesson 5: You're ready when you're ready.

KEY MESSAGES

1. "You're ready when you're ready" to have boyfriends and girlfriends. Reassuring children that it is **OK to delay** those kinds of relationships.
2. Help children think about how to resist **peer pressure**.
3. Acknowledge **diversity** in relationships.

1) Activity: Black sheep (BBC, 2010)

- a) Have two or three pupils leave the classroom – choose confident children with good self-esteem for this.
- b) Tell the remaining children the responses that they should give (see below).
- c) When the "black sheep" return, you could:
 - i) Tell a joke that makes no sense and have the majority laugh like they understand the joke. For example: "What's the difference between a doctor and a flamingo? Neither of them can play the piano."
 - ii) Display two identical pictures of triangles, labelled A and B. Instruct the group to say triangle B is larger. Ask the black sheep which triangle is larger.

2) Discussion points about peer pressure

- a) Tell the black sheep about the experiment. Did they feel pressure?
- b) Talk about what **peer pressure** means. Is it always a bad thing?
- c) Did Malcolm feel pressure from Stuart or Meg and Lucy? (Stuart talked of a girlfriend, Meg and Lucy about kissing boys and a boy who shaved in P4.)
- d) How many people actually had boyfriends or girlfriends in the show? (None!)

3) Discussion points about diversity

- a) Granny told Malcolm not to worry about "girlfriends - or boyfriends" yet and said "you're ready when you're ready." Acknowledge same-sex attraction and diverse relationships.

KEY MESSAGES

1. Reinforce the idea that **puberty is connected to reproduction**.
2. Reassure children that puberty happens to everyone but at **different times**.

1) Activity sheet C: Believe it or not

2) Answers to Activity sheet 4:

1. **FALSE** The reason we go through puberty is so we can make babies. Boy's bodies start to make sperm during puberty and the eggs in women's bodies start to ripen.
2. **TRUE** Also, there can be about 300 million sperm when they are ejaculated. (*Royal College of Nursing, 2010*)
3. **TRUE** After a sperm and egg join, sometimes they split perfectly in half and develop into two separate **identical** babies.

Sometimes two separate eggs are connected with two separate sperm at the same time, so two babies grow in the mother's uterus. They are still **twins but not identical**.

4. **TRUE** A woman is born with all the eggs she will produce in a lifetime. At birth the ovaries contain millions of unripe eggs. (*Royal College of Nursing, 2010*)
5. **FALSE** "Puberty is a process of physical and emotional changes taking place over several years. The start of puberty and the speed at which it takes place vary greatly from one individual to another. Most girls will have their first period between 11 and 14, but **some girls start as early as 8** while others may be as late as 17. Most boys start to notice changes in their bodies between 10 and 16." (*SHARE, 2006*)
6. **FALSE** Granny's hair is made from sheep's wool from Scott's auntie's farm in Canada.

KEY MESSAGES

1. Help children feel comfortable about **physical changes** during puberty.
2. Introduce **appropriate language** about puberty for both boys and girls in a comfortable way.
3. Think about **gender stereotyping**.

1. Activity sheet D: Knitting and Football

- a. In the Hothouse workshop the children were asked to do this activity by moving to one side of the classroom if the answer was 'boys', the other for 'girls' and in the middle if 'both'. We've included an activity sheet for this here if you'd like the children to review it and explore it more depth.
- b. This can be handed out - it may be helpful to work in pairs to encourage discussion.

2. Activity sheet E: Word search

- a. It may be helpful to work in pairs to encourage discussion.

3. Discussion points

- a. Discuss what **appropriate language** is when talking about bodies. It is important to be able to talk about our bodies, but some slang can be offensive.
- b. Check that pupils understand the meaning of each word.
- c. Discuss what **stereotype** means. Ask pupils to think about stereotyped activities like "knitting" or "football".
- d. Where do stereotypes come from? Do television shows or advertising have anything to do with that?

KEY MESSAGES

1. Help children think about how they can take care of their **emotional wellbeing and physical health**.

1) Preparation: Photocopy and cut out the cards in **Activity Sheet F: Get Malcolm out**

2) Activity: Charades: Get Malcolm out of the box!

- a) Explain that Malcolm is in his box and won't come out. He's worried about growing up and puberty. It's up to us to give him what he needs to come out.
- b) Divide the class into 8 groups. Give each group one card each. They mustn't show the card to other groups. The cards say things that will help Malcolm feel better and persuade him to come out.
- c) Each group must act out - without speaking - what is on their card and the other groups must guess.

3) Discussion points

After the game, each card can be used to talk more about how we can help Malcolm take care of himself and feel better:

CARDS: WASH DIRTY LAUNDRY and DEODORANT

- Is it important to look after our bodies and have good hygiene?
- Does body odour increase after puberty?

CARDS: LOVE and FRIENDSHIP

- Do people need to feel cared for?
- What does empathy mean?
- Is it important to be social and play with friends?

CARD: CHOCOLATE ORANGES

- Is it OK to treat ourselves sometimes?
- How else can we treat ourselves besides eating sweets?
- Is it nice to give gifts? Why?

CARD: HEALTHY FOOD

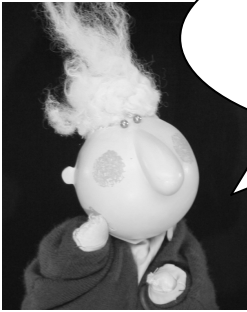
- Why do we need to eat well?
- Does food affect our emotions?

CARD: EXERCISE

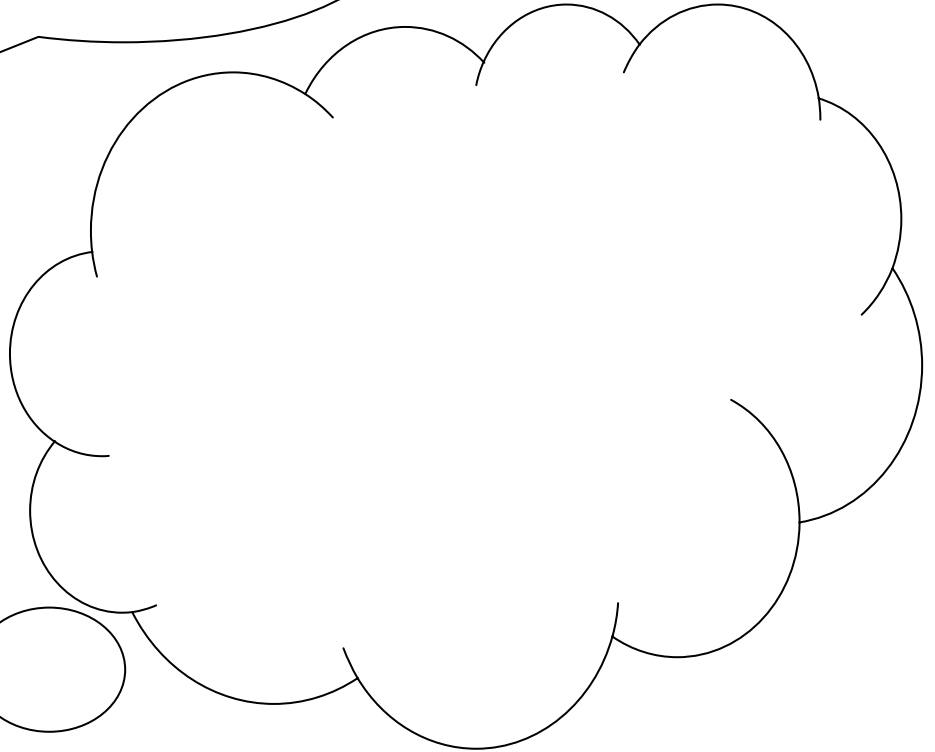
- Is exercise important for our bodies?
- Does exercise affect our emotions?

CARD: BOOKS ABOUT GROWING UP

- Where would you get information about growing up, puberty and sex?
- Who would you talk to?



Moods up, moods down. That's perfectly normal.



1. Write Malcolm's feelings in his thought bubble.



2. Why do you think Malcolm was feeling that way?



Hello dear. We hope you enjoyed our show. Here are some people you can talk to, books you can read or websites you may want to look at.

It's a really good idea to talk to your parents or carers about these things too.

Childline

If you'd like to talk to someone about any worries you have, you can ring them for free. What you tell them is confidential, which means you don't have to tell them your name. Telephone **0800 1111**
www.childline.org.uk

Hair in Funny Places

By Babette Cole. A funny book about puberty for boys and girls with great pictures.

What's Happening to Me?

By Peter Mayle. Another fun illustrated book about puberty for boys and girls.

The "What's Happening to My Body?" Book for Girls The "What's Happening to My Body?" Book for Boys

By Lynda Madaras. These are two books for anyone who'd like a lot of in-depth information about growing up.

Think U Know

A website about internet and mobile phone safety.
www.thinkuknow.co.uk

The Hormone Factory

A fun website with lots of good information about growing up.
www.thehormonefactory.com

believe it or not

Circle the right answer

1. Women and men can make babies before they go through puberty.

True False

2. After puberty, a man can produce over 12 billion sperm every month.

True False

3. Identical twins come from one egg and one sperm.

True False

4. Girl babies are born with all the eggs they will need when they are older.

True False

5. Puberty only happens between the ages of 12-15

True False

6. Granny's hair was made from goat hair

True False

Activity Sheet D: Knitting and football

Boys and girls bodies and feelings change during puberty.
Match the words to boys or girls - or to both. Or neither!

eggs

body odour

body hair

bigger muscles

hormones increase

feeling attracted to boys

feeling attracted to girls

deeper voice

mood swings

like knitting

wider hips

estrogen

breasts

spots

sperm

periods

like football

menstruation

testosterone

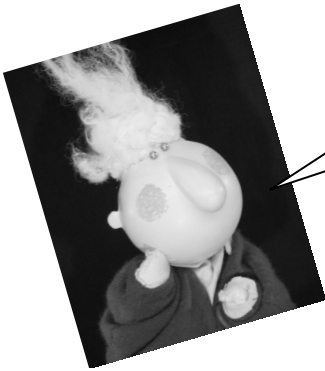
x-ray vision

Boys



Girls

Activity Sheet E: Word search



Hello dear. Can you find these words in the grid?

BODY
BREASTS
CHANGES

FEELINGS
HAIR
HIPS

HORMONES
PENIS
PERIOD

PUBERTY
VOICE

T	Y	T	Y	S	F	D	W	A	M	U	R	V
F	U	B	T	K	S	S	L	Q	F	H	Q	G
Q	K	W	R	I	E	P	K	M	I	I	V	I
U	K	F	E	E	L	I	N	G	S	R	L	H
P	B	O	B	T	C	H	A	N	G	E	S	P
K	X	O	U	D	D	O	A	I	A	E	W	E
P	D	Q	P	M	Y	R	J	I	Q	R	P	J
Y	S	C	E	S	V	M	E	Y	R	N	L	U
G	B	X	R	I	Z	O	D	A	T	A	S	P
P	J	A	I	N	O	N	I	Q	M	M	X	I
H	Q	T	O	E	N	E	T	C	U	S	Y	J
U	L	F	D	P	L	S	F	P	E	Q	W	M
Q	M	S	T	S	A	E	R	B	Z	P	Y	I

**Wash dirty
laundry**

Love

**Healthy
food**

(or can use examples
like 'banana' or 'grapes')

**Chocolate
Oranges**

Friends

Deodorant

Exercise

**Books
about
growing up**

Appendix 1: References

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Appendix 2: Resources for teachers

Learning Together:

A Review of Sexual Health and Relationships Resources for parents

A comprehensive resource list for teachers and children as well as parents. Published by NHS Health Scotland, this lists over 100 books, leaflets, DVDs and websites with a review of each. Available on request by emailing: nhs.HealthScotland-WISH@nhs.net

All About Us: Living and Growing programme

This is a popular DVD series with a teaching pack. Hothouse links with this programme's themes about growing up, puberty, sexual health and relationships. Stocked in local NHS libraries and available to the public.

Feel Think Do

Although this is primarily a sexual abuse prevention programme, it is also an exceptionally good overall resource for learning about emotional literacy and taking risks. It is an 8 session programme available from NHS Forth Valley for schools in Scotland.

Hair in Funny Places

By Babette Cole. A funny and straightforward book with great illustrations.

What's Happening to Me?

By Peter Mayle. Another fun illustrated book that's been popular since 1975.

Let's Talk About Sex

By Robie H. Harris. Despite its title, this book talks about a lot more than sex. It's approved by the FPA and is the most comprehensive and well illustrated single book we've found for children. Straightforward but with a comfortable and gentle tone.

FPA

The Family Planning Association has some of the best resources available online or to order.
www.fpa.org.uk/

Think U Know

A site about internet and mobile phone safety.
www.thinkuknow.co.uk

LGBT Youth Scotland

A Lesbian, Gay, Bisexual and Transgender support agency.
www.lgbtyouth.org.uk

Hormone Factory

A fun but extensive and well researched site aimed at children and young people.
www.thehormonefactory.com

Royal College of Nursing online resources

These are concise and clear information fact sheets which can help clarify any medical knowledge about puberty and sexual health.
www.in-practice.org/sexualhealth/

Appendix 3: Pre-show letter for parents and carers

HOTHOUSE

Information for parents and carers

Hello. Hothouse is a theatre-in-education show followed by a workshop for P6 and P7 children which has been invited to your child's school.

What's the show about?

It takes a humorous look at a twelve year old boy named Malcolm who decides to hide in a box until puberty passes by. Two girls add a bit of peer pressure as well - but his mate and even his granny can't coax him out.

Children have a good laugh which makes it easier for them to discuss puberty in the workshop afterwards.

What sort of things will the show talk about?

The performance is about growing up and puberty. It does not discuss sexual activity. The show has been made to reassure and prepare children for puberty as well as for social changes and pressures during the transition to high school. It aims to:

- Reassure children that it's normal to have emotional changes during puberty.
- Reassure children that puberty happens to everyone but at different times.
- Encourage children to talk to parents, carers or friends about how they feel.
- Encourage children to think about who they can talk to for support or advice.
- Help children think about how to take care of themselves.
- Encourage children to think about how others may feel.
- Help children feel comfortable about physical changes during puberty in both girls and boys.
- Help children think about how to resist peer pressure.
- Help children reflect about relationships, particularly about what makes a good friend.

Who is the performance for?

For P6 and P7 girls and boys but we are sensitive to the fact that children are all different when it comes to physical and social maturity. The show is based on what the Scottish Government recommends that P6 and P7 pupils should know about growing up and puberty.

What training do the performers have?

Performers are SHARE trained by NHS Health Scotland (that's training teachers can receive for sexual health and relationships education).

Where can you go for more information about growing up, puberty, sexual health and relationships for your family?

Over 100 books, leaflets, DVDs and websites with a review of each are listed in a resource called *Learning Together: A Review of Sexual Health and Relationships Resources for parents*. Available on request by emailing: nhs.HealthScotland-WISH@nhs.net

There are also these helpful websites:

www.fpa.org.uk/

www.thehormonefactory.com

www.talk2glasgow.com

Photography

Occasionally we take photos of the performance to be used for publicity. If you do not want your child photographed please let us know in advance and we will make sure your child does not appear in any photos.

If you have more questions

Please feel free to contact **Flotsam & Jetsam Theatre's** partners Scott or Ailie if you have any questions. tel 0131 662 9834
info@flotsamandjetsam.co.uk
www.flotsamandjetsam.co.uk

We hope your child enjoys the show!

