

PUBERTY: MY PRIVATE BODY Lesson 3

DIFFERING ABILITIES

LEARNER OUTCOME

Identify places, activities and body parts as public or private, developing understanding that 'My body is private'.



MATERIALS:

1. Public Body Parts Illustrations (unlabelled & labelled)
2. Private Body Parts Illustrations (unlabelled & labelled)
3. Whole Body Including Public and Private Body Parts Illustration
4. CARDS 1: Private/Public Places
5. CARDS 2: Private/Public Activities and Behaviours



INTRODUCTION:

Learning about the concept of privacy becomes more important as children enter puberty. Most children will develop a sense of modesty about their body and sexuality but children and teens with differing abilities may take longer to learn the social rules. Understanding that "My body is private" can help students develop skills that keep them and others safe. This lesson will explore private and public places and behaviours including the topic of masturbation.



Some students may rely on others for help with private tasks such as using the bathroom. These students may find it more difficult to relate to the concept of privacy because they have become desensitized to the idea of others seeing their bodies. 1



APPROACHES/STRATEGIES:

A. GROUND RULES

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

You should be prepared for giggles in your class. Try to acknowledge students' reactions to the subject by saying that puberty and body parts can be difficult to talk about and it's ok to feel a bit uncomfortable.

B. PRIVATE VERSUS PUBLIC – WHAT'S THE DIFFERENCE?

Morning Discussion:

1. Ask your students:
 - a. What did you do this morning? List the activities/behaviours on the board.
 - brushing teeth, going to the bathroom, changing clothes, eating breakfast and taking the bus.
 - b. Which of these behaviours / activities are "public" or "private"? On the board, circle those activities identified as "private."

Defining Public and Private

Define each of the following terms. Then ask your students to come up with examples for each term:

a. Private Body Parts

- These are parts that are covered by a bathing suit or underwear.
- Private parts should be covered when you are in public places.
- If you want to touch or scratch your private parts you should wait until you are in a private place.
- No one can touch your body without your permission.
- No one can see your body without your permission.
- Your body should not be shown to anyone who does not want to see it.

Use the illustrations **Public Body Parts** and **Private Body Parts** to help students identify body parts as private or public. To remind students of the names of private body parts use the illustration **Whole Body Including Public and Private Parts**.



Sexual health education occurs most effectively in a classroom where there is a mutual feeling of trust, safety and comfort. Having Ground Rules in place can be a very successful way to facilitate a positive classroom environment. Click [here](#) for more information on how to set up Ground Rules.

b. Public Place

- A place where there is more than 1 person.
- Places where you are likely to see other people.

c. Public Behaviour

- Things you can do when you are with or around other people.

d. Private Place

- A place where there is only one person.
- A place in which you are usually alone.

e. Private Behaviour

- Things you do only when you are by yourself.
- Should occur in an appropriate private place.
- Brushing teeth, picking nose, adjusting underwear, going to the bathroom.

Go back to the list on the board from the Morning Discussion activity. Correct it by making sure the students have appropriately categorized their activities as “private” or “public”.

C. PUBLIC VERSUS PRIVATE PLACES / ACTIVITIES

1. Post the titles “Private” and “Public” on the wall.
2. Hand out Cards 1: **Private/Public Places**, one to each student. It may be best to laminate the cards for future use.
3. Have students place each card under the title which best fits the place described.
4. As a class, review the card placements and make the necessary changes.

PRIVATE	PUBLIC	
<ul style="list-style-type: none">• Bathroom• Bedroom	<ul style="list-style-type: none">• Classroom• Kitchen• School yard• Park• Shopping mall• Church• Swimming pool• Cafeteria• Public washroom• Locker	<ul style="list-style-type: none">• Living room• Hospital• Online chat room• Bus stop• Hallways• Restaurant• Football field• Gym• Library• Grocery store

5. Finally, ask your students to list places (at home or in other places) it is permissible to be without clothing.
6. Repeat steps 2 and 3 with Cards 2: **Private/Public Activities and Behaviours**.
7. As a class, review the card placements and make the necessary changes. Explain the activities that the students do not understand.

PRIVATE	PUBLIC
<ul style="list-style-type: none"> • Putting on make-up • Brushing your hair • Bathing • Going to the toilet/bathroom • Getting dressed or undressed • Putting on deodorant • Shaving • Cleaning your nose • Cleaning your nails • Kissing • Touching your private parts • Talking about sexual feelings 	<ul style="list-style-type: none"> • Eating lunch • Playing soccer • Riding the bus • Exercising • Talking on the phone (depending on the conversation) • Singing • Dancing • Watching TV • Reading a magazine • Playing video games • Cooking • Washing dishes



Different people think differently about what is public and private in the home environment. As an optional homework assignment, have parents or guardians and students create a basic floor plan of their home. Discuss specific parts of the home that are considered public and private for parents, siblings, guests or other members of the household. When back in class, have students role-play knocking on closed doors or responding to a knock on a closed door.

Keep in mind that all students do not live in a 'traditional' family nor do they have equal opportunities for open discussion within their 'family'. Although it is best for students to complete this activity with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.

D. SCHOOL TOUR ACTIVITY

Some students may benefit from taking a tour of the school to identify “Private” and “Public” places. Places should include lockers, teacher’s desk, washrooms, nurse’s room, main office, cafeteria, etc. Be sure to emphasize that school washrooms, although private at home, are public in public places like school. Using the stalls and closing/locking the door will provide some privacy. You may want to teach washroom behaviour rules to emphasize privacy e.g., no looking at others over or under the stalls; males when using the urinals should concentrate on keeping eyes forward; general hygiene.

E. MASTURBATION DISCUSSION

The following points will guide a discussion about the topic of masturbation. Be prepared for students to be embarrassed but also that some student may wish to share experiences. Explain that this is a safe space to talk about masturbation but it is a private topic and should not be talked about in public places.²

- Masturbation is when a person touches or rubs their genitals to make them feel good. You can choose to do it or not.
- Masturbation is normal.
- Whether someone chooses to masturbate or not is a personal choice.
- Masturbation is not harmful.
- It can be part of a person’s healthy sexual expression. The only time it might be considered a problem is when a person is masturbating so much, that it interferes with the development of healthy relationships or the involvement of other activities.
- Masturbation is something that is done in private – where could someone masturbate? – In a private bathroom or in the bedroom. It is not OK to masturbate in a public washroom.



Use your professional judgement to decide when students are “crossing the line” during this discussion. For some students this may be the first opportunity that they have had to talk about this topic and to feel that it is not something they will be judged for.³ Be sure to set boundaries and remind students that this is a private topic.



QUESTION BOX

Have students fill out questions and address them next class.



The process of asking questions is an important learning activity that helps students clarify and validate information being presented. Question Box is a method of individualized instruction which has been proven to enhance learning. Click [here](#) for more information on how to use the question box



SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:

- Identify places as private or public?
- Identify activities as private or public?
- Identify body parts as private or public?

Skills:

- Demonstrate appropriate listening and speaking skills during class discussion?

Attitudes:

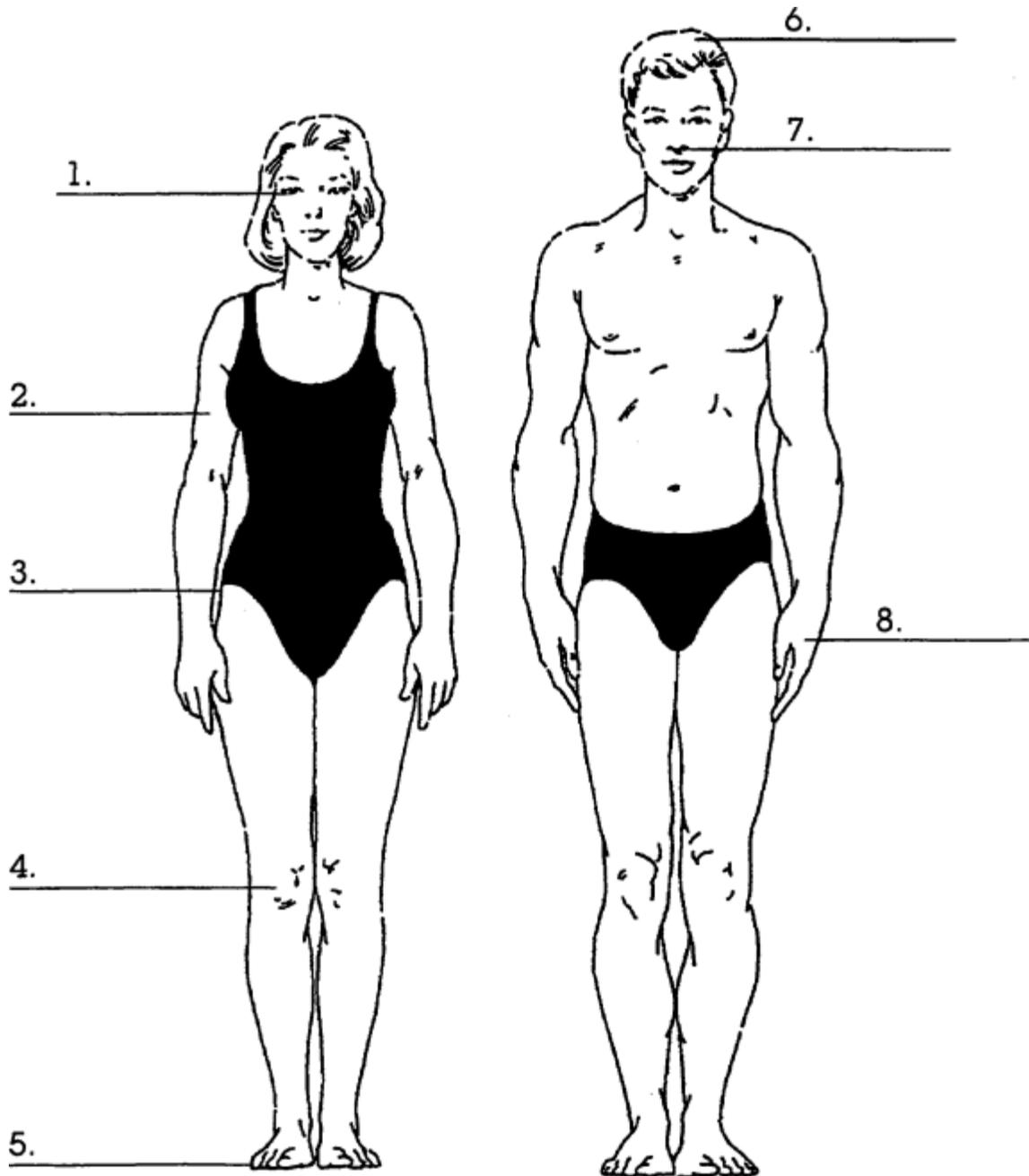
- Develop understanding that 'My body is private'?
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¹ Hingsburger D. (1993). *Openers: Parents ask questions about sexuality and children with developmental disabilities*. Family Support Institute Publishers.

² Family Planning NSW. (2011). *Masturbation support notes. Disability Fact Sheet*. Retrieved from http://www.fpnsw.org.au/134929_8.html

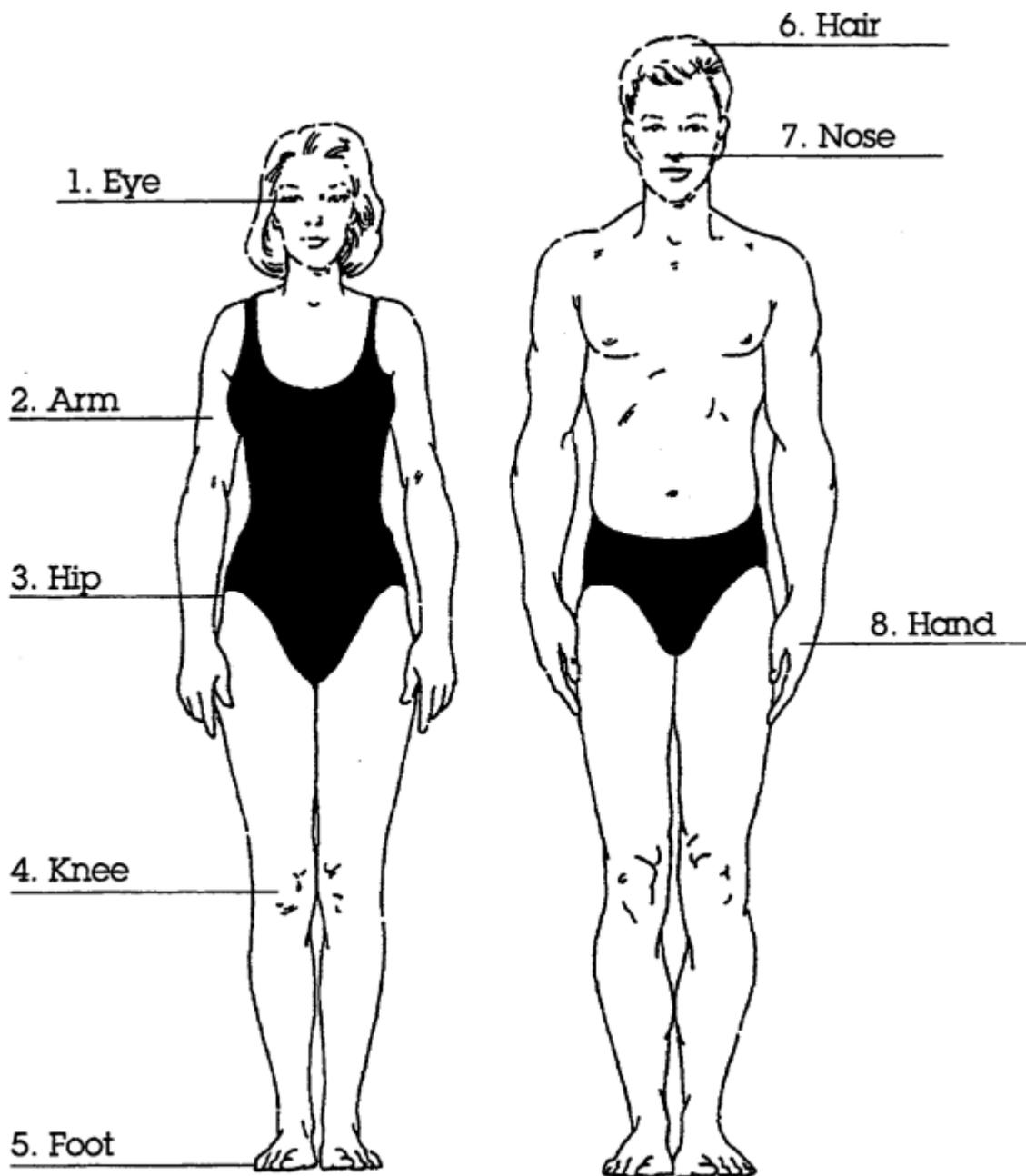
³ Public Health Agency of Canada. (2003). *Canadian Guidelines for Sexual Health Education*. Retrieved from <http://www.phac-aspc.gc.ca/publicat/cgshe-ldnemss/pdf/guidelines-eng.pdf>

PUBLIC BODY PARTS



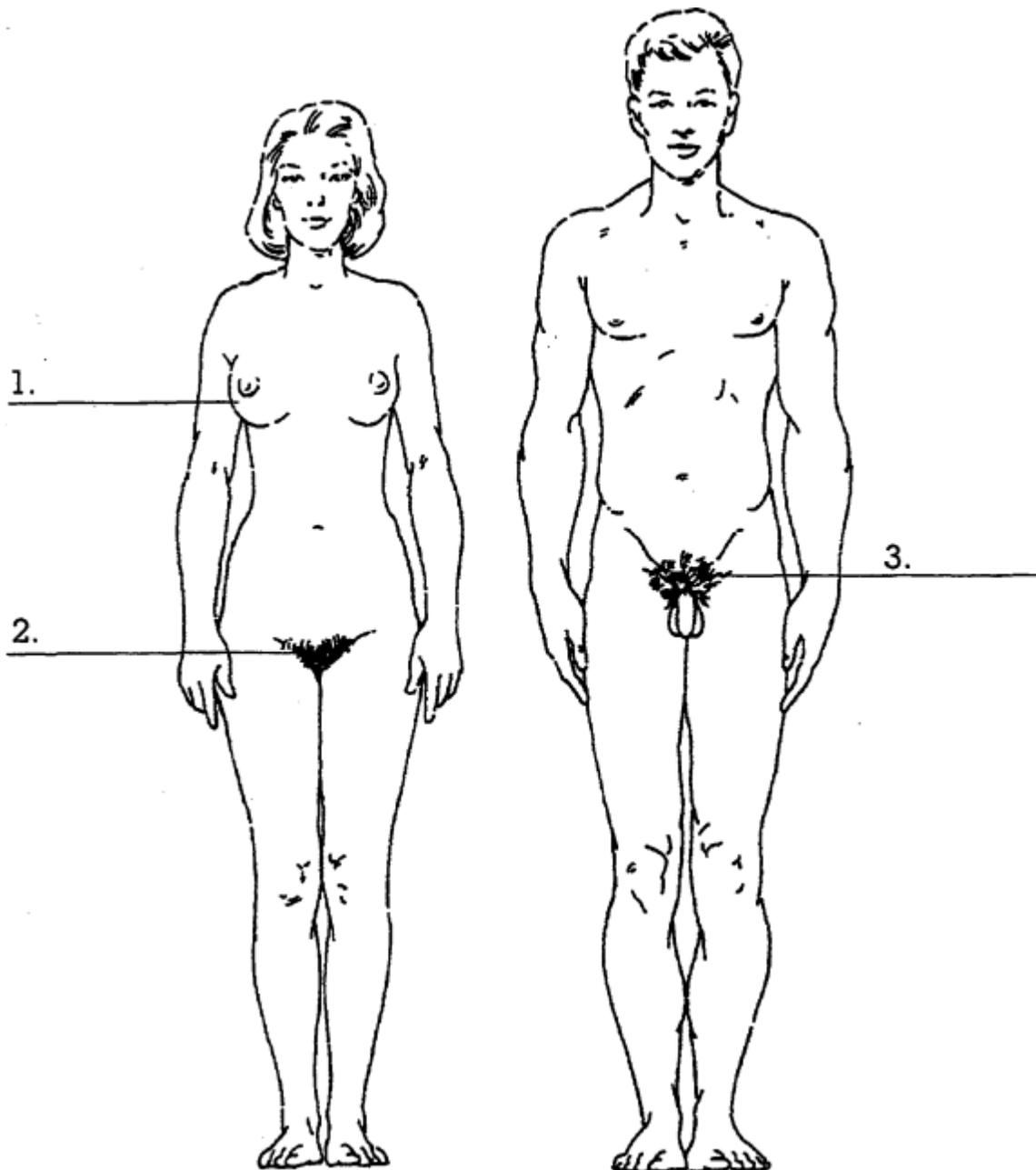
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PUBLIC BODY PARTS



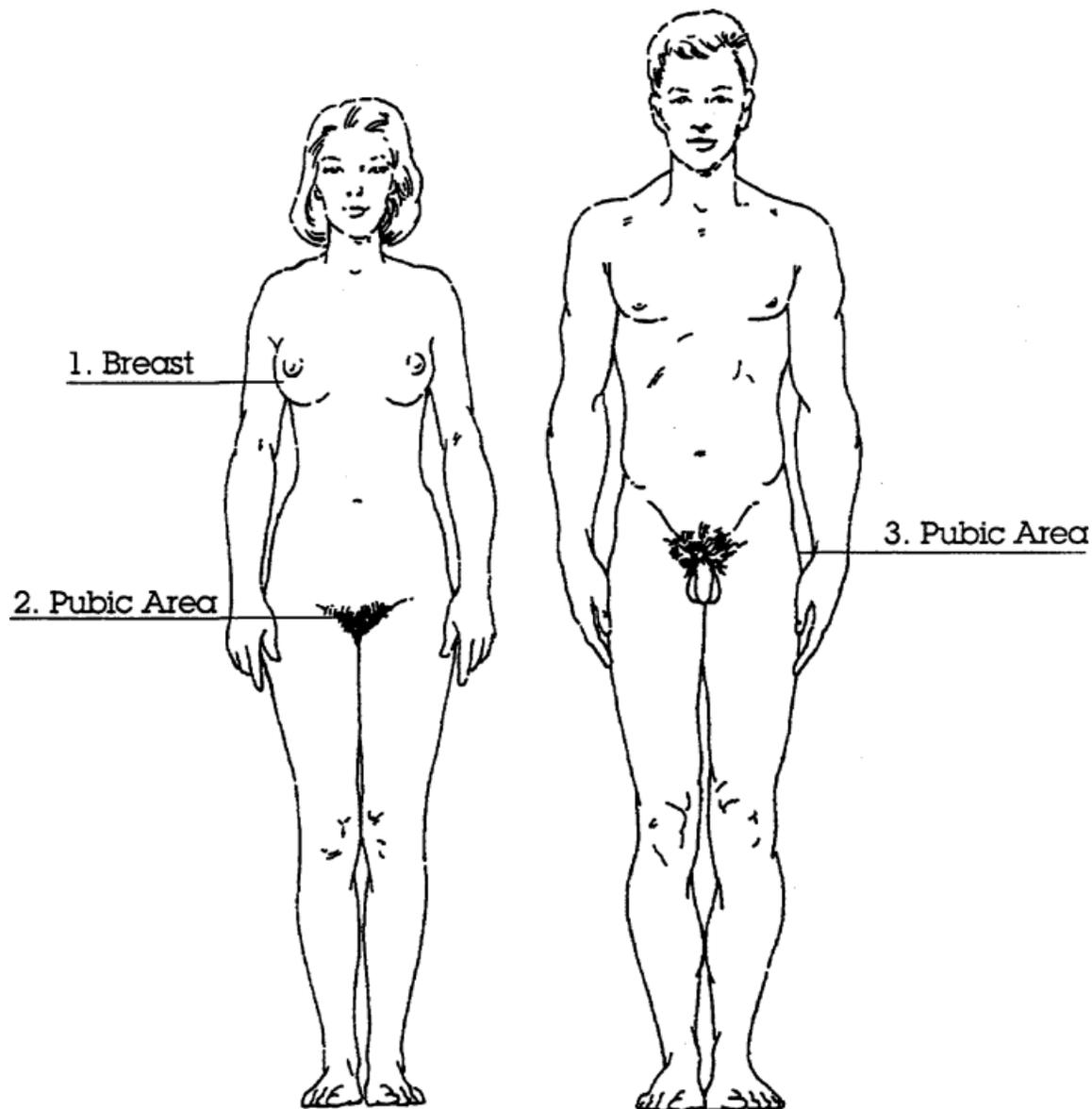
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PRIVATE BODY PARTS



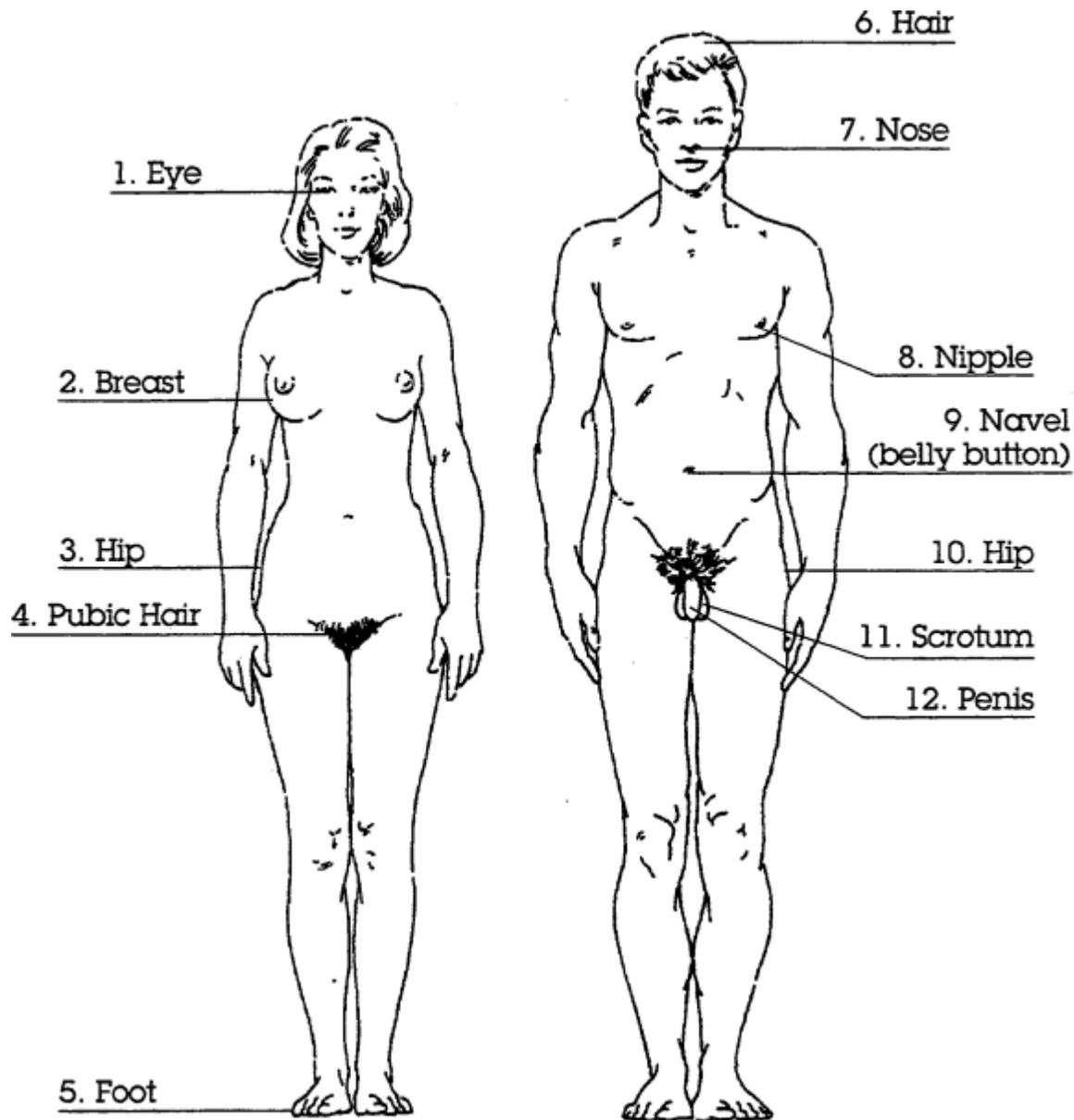
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PRIVATE BODY PARTS



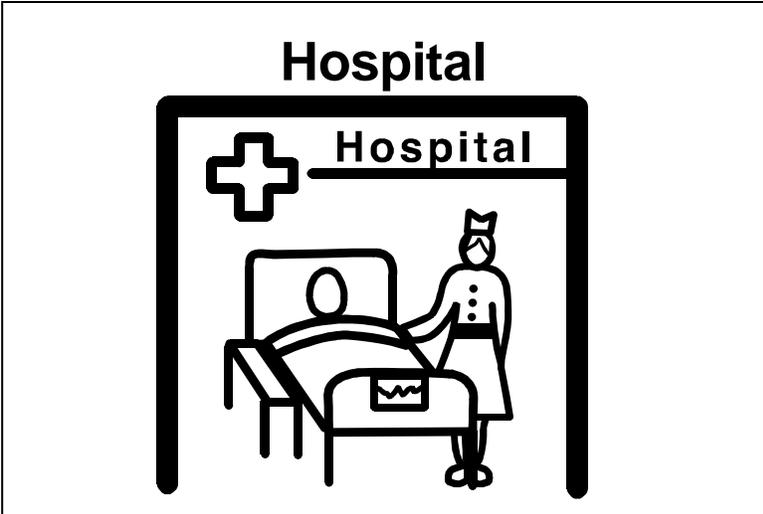
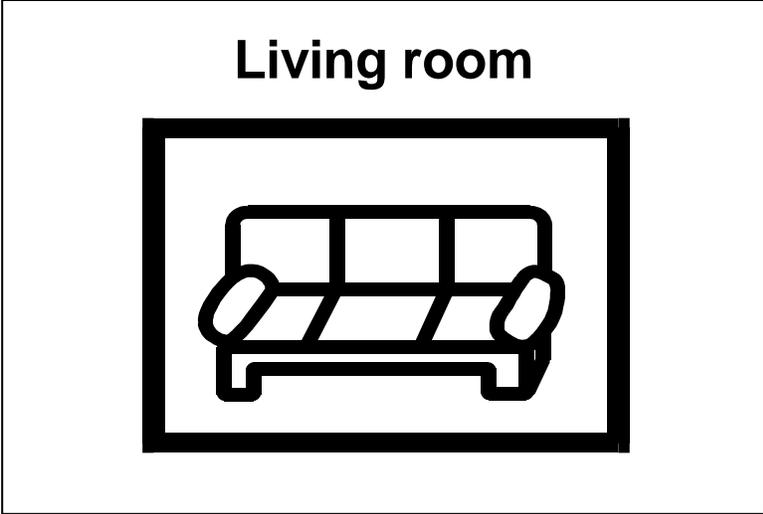
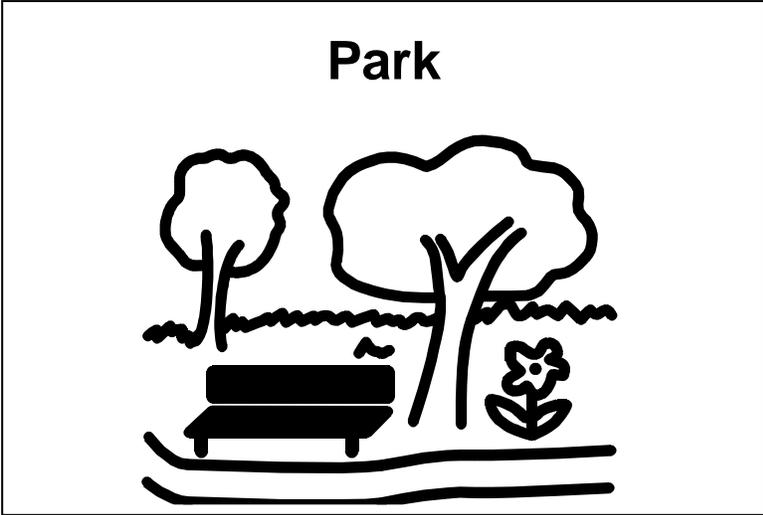
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PUBLIC AND PRIVATE PARTS

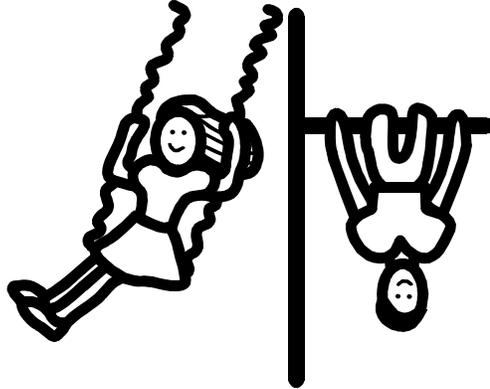


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PRIVATE AND PUBLIC PLACES



School yard



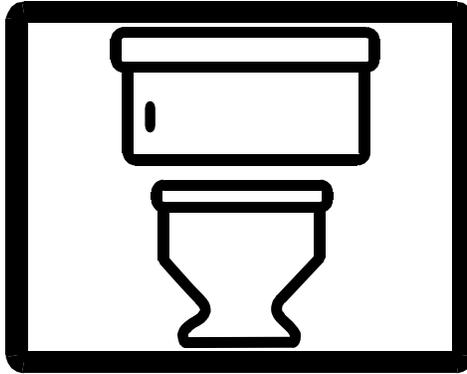
Football field



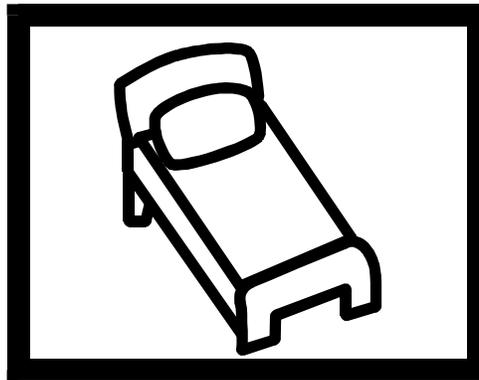
Hallways



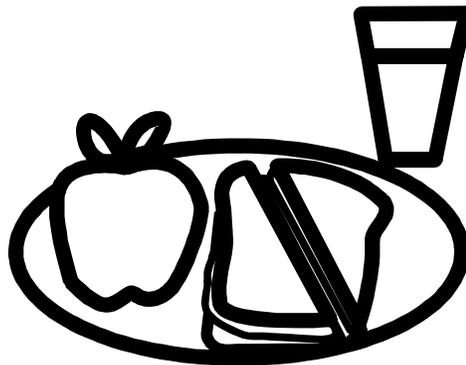
Bathroom



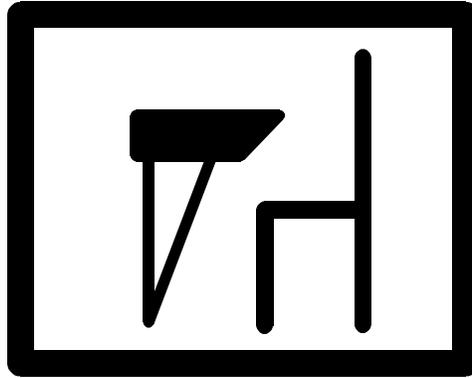
Bedroom



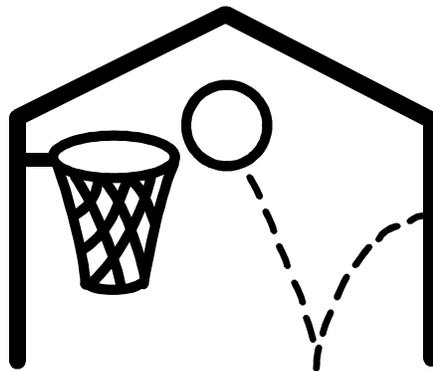
Cafeteria



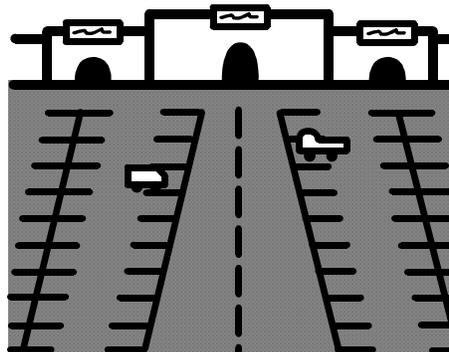
Classroom



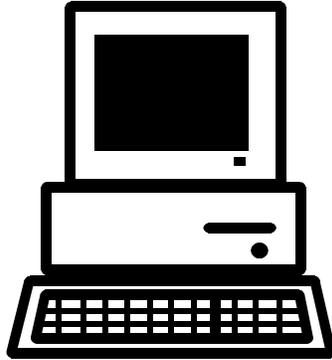
Gym



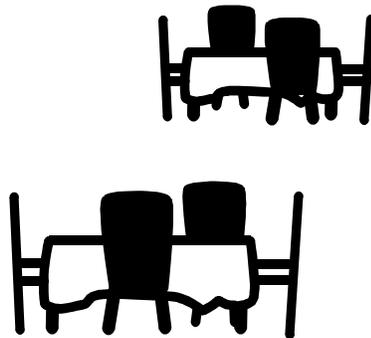
Shopping mall



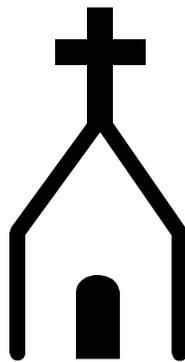
Online chat room



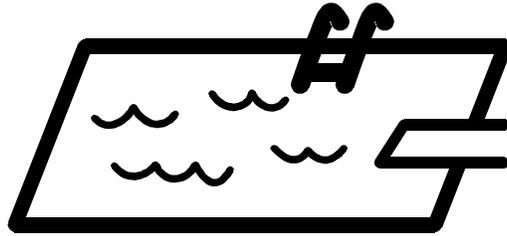
Restaurant



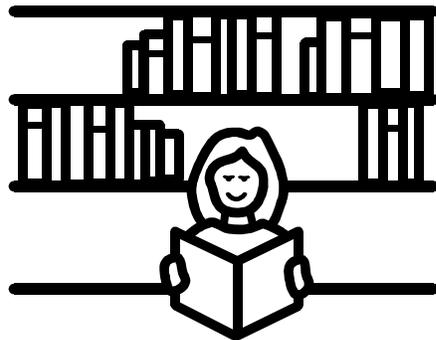
Church



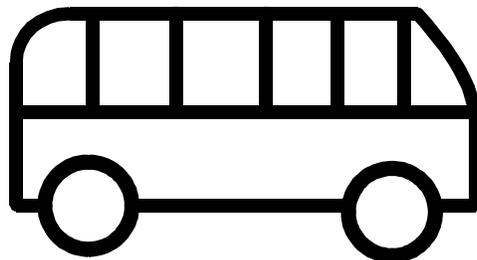
Swimming pool



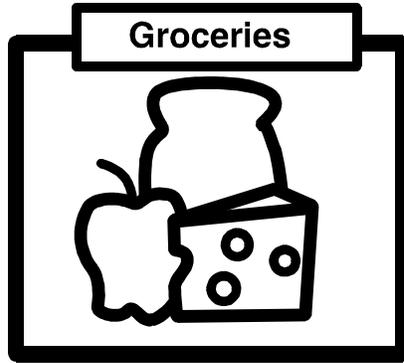
Library



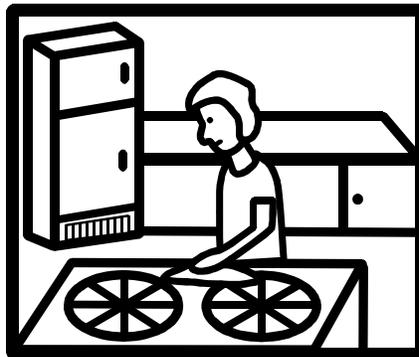
Bus stop



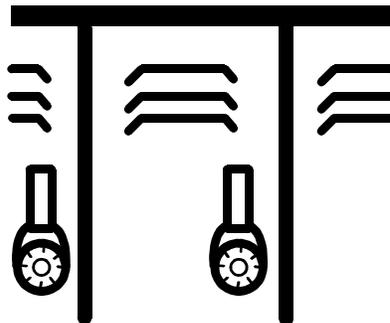
Grocery store



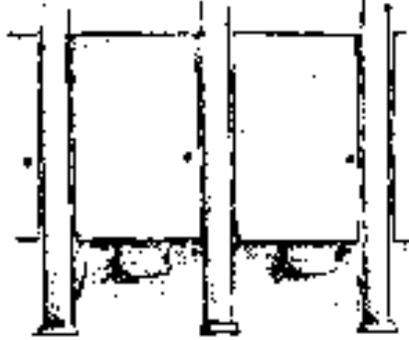
Kitchen



Locker

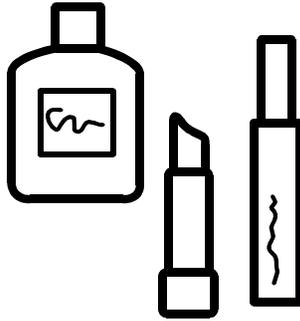


Public washrooms



PRIVATE AND PUBLIC ACTIVITIES & BEHAVIOURS

Putting on makeup



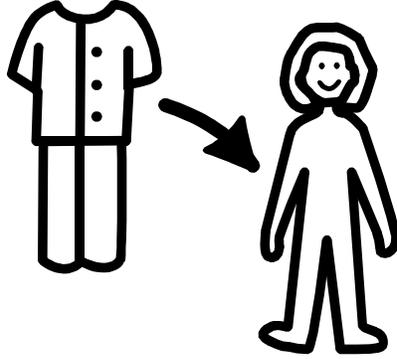
Bathing



Going to the bathroom



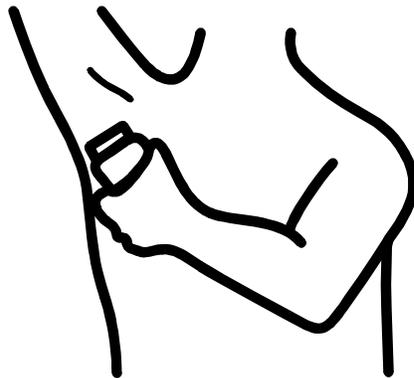
Getting dressed



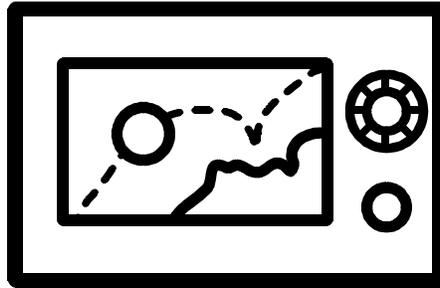
Shaving



Putting on deodorant



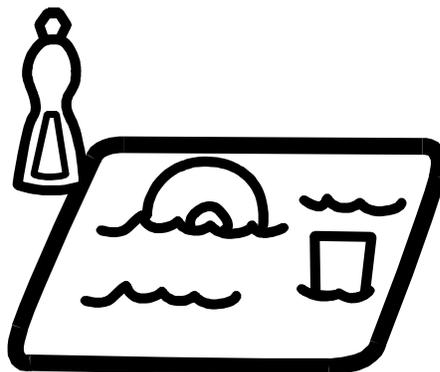
Playing video games



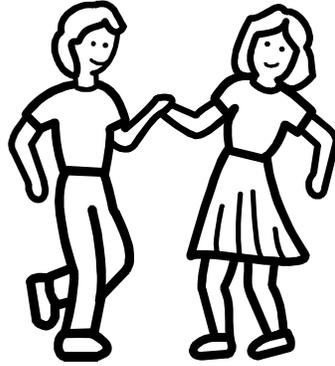
Cleaning your nose



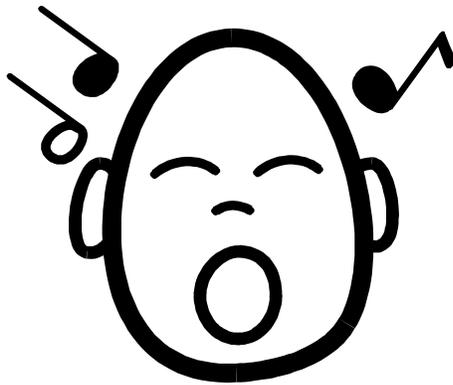
Washing dishes



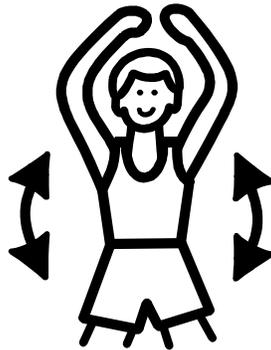
Dancing



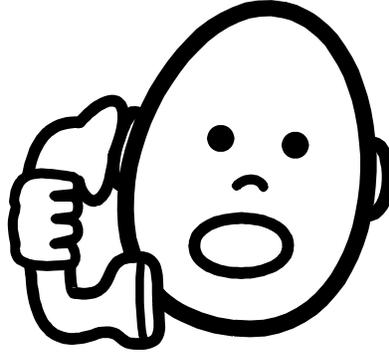
Singing



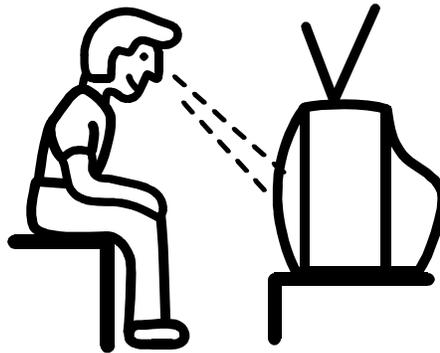
Exercising



Talking on the phone



Watching TV



Reading a magazine



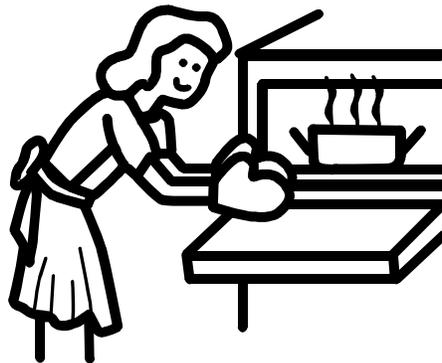
Eating lunch



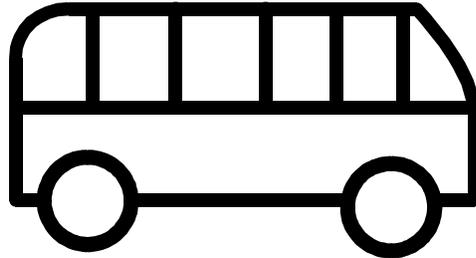
Cleaning your nails



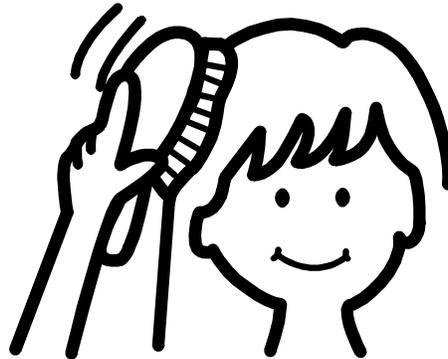
Cooking



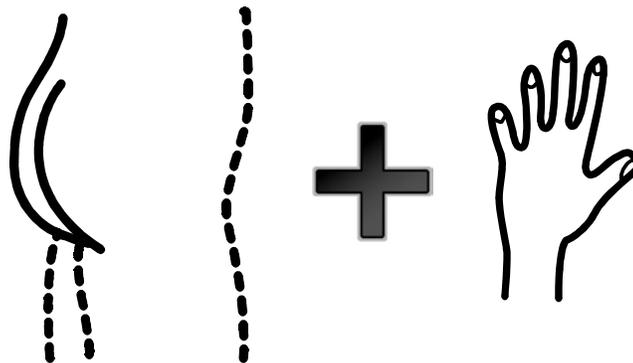
Riding the bus



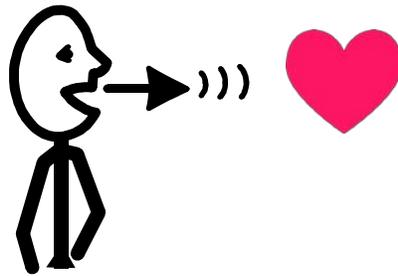
Brushing your hair



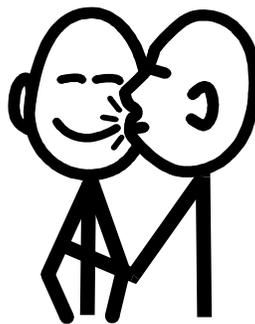
Touching your private parts



Talking about sexual feelings



Kissing



Playing soccer

