

Planet Puberty

Lesson Plan 2

Public and Private



This Planet Puberty session pack is intended to be a flexible resource. It can be used as a whole program, group of topics, or individual units to address particular learning needs. Lesson activities are only suggestions and can be tailored to suit the needs of your students. The lesson plan is structured so that the activities build on the key learnings of the previous activity. Some activities may need to be repeated a few times before moving on to the next. This is OK. It is important that students build their knowledge at a pace that is appropriate for them.

Note: Time frames provided are only a guide. You will understand your students and their needs best, so take longer if necessary.

Note: *Indicates a suggested word that might be beneficial to add to a student's augmentative and alternative communication device, in case the word is not already programmed.

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Group Agreement

Before talking about sexuality and puberty topics, it is important to create a safe learning environment. Discuss with students what will make it a safe and comfortable place for them to talk about the changes they might expect during puberty. Write the agreement on the whiteboard or butcher's paper and display in the room. This can be referred to before the start of each lesson. Please refer to Handout 1 for Planet Puberty group agreement cards.

Examples include:

- It's OK to feel embarrassed
- It's OK to laugh or feel nervous
- Listen and be kind to others
- It's OK to ask questions
- If you want to share a personal story, avoid using your name or others' names. Instead, try saying, 'I know someone who...'

Planet Puberty – Public and Private

Lessons in this session pack include:

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Learning Outcomes

Major outcomes

- › Students will understand what private body parts are
- › Students will be able to identify and use the correct names for each body part
- › Students will be able to identify the difference between public and private places
- › Students will be able to identify the connection between private body parts, private places and private behaviours

Key inquiry questions

- › How can we care for and include each other?
- › How do we make healthy and safe choices in different situations?
- › How can I manage transitions and challenges?

Glossary of key terms

Bottom – The bottom is a private body part which you sit on. It is covered by underwear. Some people also call the bottom a ‘buttocks’ or ‘butt’.

Breasts – Girls start to grow breasts during puberty. Breasts can be different shapes and sizes. Everybody’s breasts are different. This is OK. Breasts are private. They can only be seen or touched in a private place.

Consent – When one person agrees or gives permission to another person to do something.

Penis – The penis hangs outside the body. Penises come in all different shapes and sizes. Some penises are short and thick, some are long and thin, some lean to one side. The skin on the penis can be darker or redder than other skin on the body. It can have veins sticking out. This is OK. The penis is involved in lots of things, including urination, erections, ejaculation (including wet dreams), sexual intercourse and pleasure.

Permission – The act of allowing something to happen or allowing someone to do something.

Private Behaviour – Private body parts can be touched when a person is in a private place. If a person has sexy feelings, they can go to a private place to touch their private body parts. A person can masturbate or have sex in their bedroom if they want to. It is only private if a person is there by themselves or with the person that they are going to have sex with.

Private Body Parts – The private body parts of a woman are her breasts, vulva, anus and buttocks. The private body parts of a man are his penis, testes, anus and buttocks. People usually cover their private body parts with their underwear.

Public Places – Public places in the community are everywhere. This includes places like school, shopping centres and outdoors. They are public places because anybody can be there, and your child cannot control who comes and goes from the places. Public places in the community are also subject to restrictions and laws around covering private body parts. Private parts should always be covered in a public place.

Scrotum – The scrotum is the skin that holds the testes on the outside of the body.

Testes – The testes are where sperm is made. This begins once puberty has started. Some people call the testes ‘balls’ or ‘testicles’. Testes grow bigger during puberty and come in different shapes and sizes. Sometimes one testis is larger or hangs lower than the other. This is all normal.

Vagina – The vagina is a strong, stretchy passage that connects the vulva to the cervix. The vagina opens at the vulva. The vagina is located inside the body. Period blood and discharge come out of the vagina.

Vulva – The vulva is the name for the outer area of the genitals. Vulvas come in all different colours, shapes and sizes. Pubic hair grows around the vulva, around the anus, and sometimes on the top of the thighs.

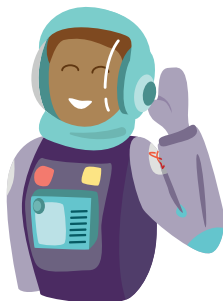


Handout 1

Group Agreement Cards



It's OK to feel embarrassed



Listen to others



Be quiet when others
are talking

**Planet
Puberty**



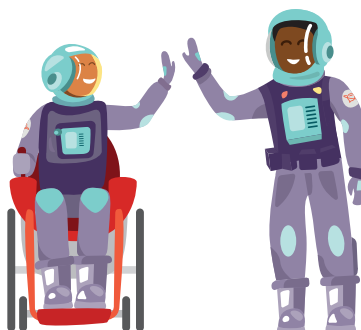
**Planet
Puberty**



**Planet
Puberty**



It's OK to ask questions



Be kind to each other

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Puberty**



**Planet
Puberty**



Private Body Parts (Activity One)

Lesson Details

Learning Intention

To support the young person to understand private body parts.



TIMING
30-40
MINS

Key messages

- › Private body parts are the parts of our bodies covered by our underwear
- › Your private body parts belong to you. No one should touch your private body parts without your permission

Teacher's note

Emphasise the concept of body ownership and responsibility. We have placed the Private Body Parts lesson before the Public and Private Places lesson to help students understand the concept of "private".

Resources

- › Kate & Rod Power 'My Underpants Rule!' book

Note: You will need to purchase this resource. Click [here](#) to go to purchase. Alternatively, you can play the YouTube video of the book being read out loud [here](#).



- › Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handouts 2 and 3)
- › AV equipment
- › Crayons, textas, or appropriate colouring tools

Preparation

Print off enough copies of Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' for each student, large enough to assist with visual impairments and dexterity barriers.

Have the '[My Underpants Rule!](#)' book or [video](#) ready to read/play to the class.

1.1 Private Body Parts (Activity One)

Instructions

- › Inform the class that today we are going to learn about private body parts. Explain that “private body parts are the parts of our bodies covered by our underwear or swimwear.”
- › Read the [Kate & Rod Power 'My Underpants Rule!](#) book or play the [video](#) to the class. If using the video, remember to pause in between the questions in the book to discuss the answer as a class.
- › At the end of the video/book ask the class about what they learned. Remember to highlight the following points:
 - ★ Private body parts* are covered by underwear
 - ★ Your private body parts belong to you
 - ★ No one should see or touch your private body parts without your permission
 - ★ It is ok to ask for help from someone you trust if you need help getting dressed or cleaning your private body parts
 - ★ Sometimes a doctor or nurse might need to touch or see your private body parts to make sure they are healthy. This is OK
 - ★ If someone tries to see or touch your private body parts without your permission say ‘no’ and tell someone you trust straight away
- › Inform students that we are now going to start learning about private body parts.
- › Give each student a Planet Puberty ‘Anatomically Correct Printable Dolls and Underwear’ (Handouts 2 and 3) and some colouring materials. Remind students: “Your private body parts are your own. This means you shouldn’t touch anybody else’s private body parts. Let’s practice by not touching the private body parts on each other’s dolls.”
- › Ask each student to point to the private body parts on their printable doll. Alternatively, you might ask them to explain where the private body part is.
- › Ask the students to cover the private body parts by colouring underwear on the dolls. Alternatively, instead of colouring underwear directly on the dolls, you can use the cut-out underwear provide and stick these on the dolls private body parts instead.

Reflection

Encourage students to share something new they discovered during the activity.

Learning Intention

To help the young person learn and identify the correct names for each body part.



TIMING
25-30
MINS

Key messages

- › Private body parts for female bodies are:
 - ★ Breasts*
 - ★ Bottom*
 - ★ Vulva*
 - ★ Vagina*
- › Private body parts for male bodies are:
 - ★ Bottom*
 - ★ Testes and scrotum*
 - ★ Penis*
- › It is important to use the correct name for private body parts. This will help you to explain to trusted people or health workers if something is worrying you about your private body parts.

Teacher's note

Young people may feel uncomfortable, laugh or appear nervous when naming/discussing private body parts. Use this as an opportunity to reflect on the group agreement you established at the start of the lesson.

Resources

- › Kate & Rod Power 'My Underpants Rule!' book

Note: You will need to purchase this resource. Click [here](#) to go to purchase. Alternatively, you can play the YouTube video of the book being read out loud [here](#).



- › Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Hand out 2 and 3)
- › Planet Puberty 'Private Body Part' labels (Handout 4)

1.2 Private Body Parts (Activity Two)

- › [Puberty 'Public and Private Body Parts' video](#)
- › Crayons, textas, or appropriate colouring tools
- › Whiteboard & whiteboard markers/butcher's paper and permanent marker
- › AV equipment

Preparation

Print off large versions of the male and female Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handout 2 and 3) and Planet Puberty 'Private Body Part' labels (Handout 4) and stick them on the whiteboard to use during the activity.

Choose names for the Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handout 2 and 3) and write their names on the board.

Hand students Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handout 2 and 3) from the previous session (optional).

Instructions

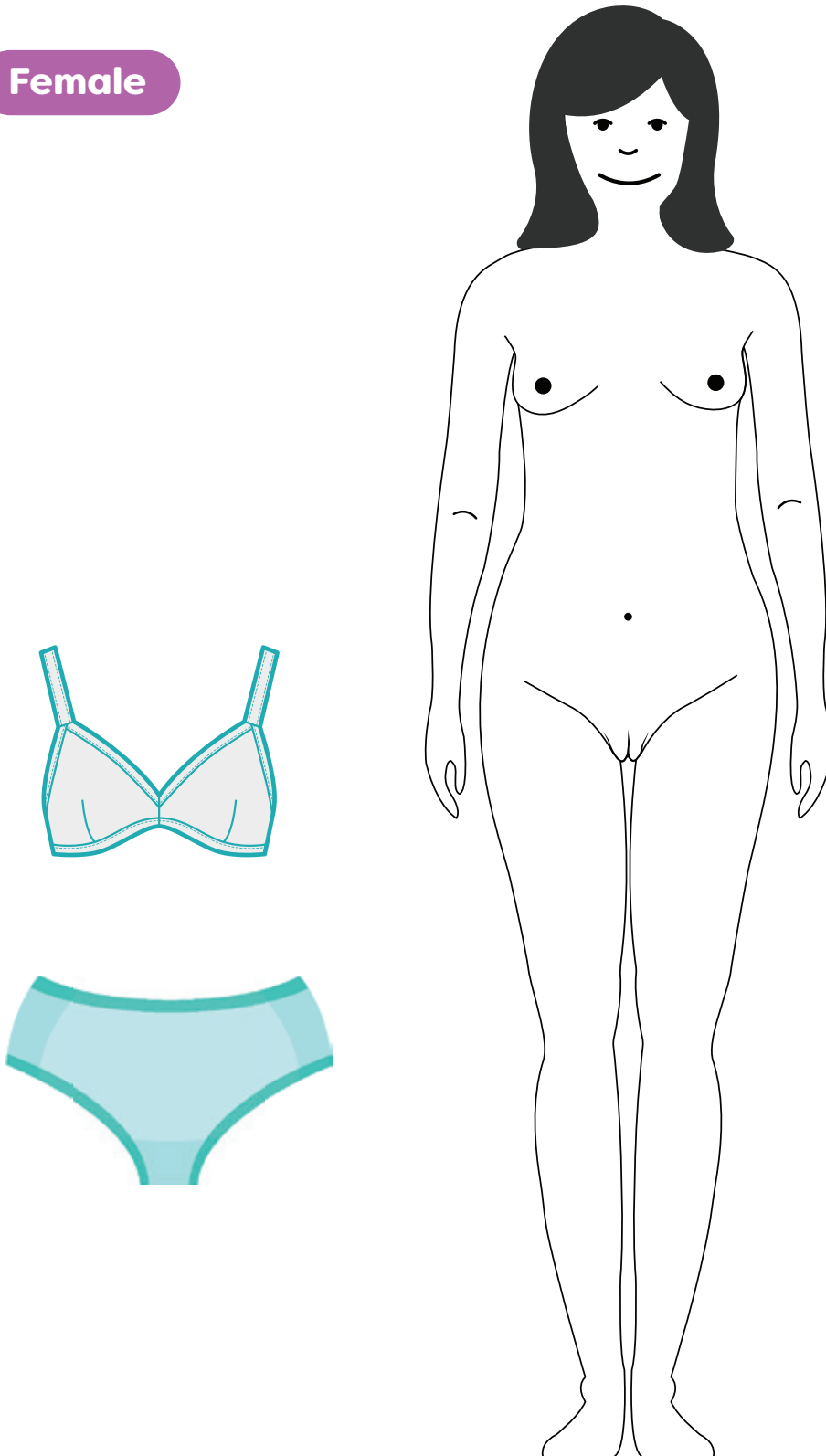
- › Create a concept map by writing 'private body parts' on the whiteboard if available, otherwise you can use butcher's paper. Ask "what do you think the words 'private body parts' mean?" Write their answers around the word 'private body parts'.
- › Inform the class that today we are going to learn the proper names for private body parts.
- › Ask the class if they can remember from the last lesson where the private body parts are. If required, remind them that private body parts are covered by their underwear.
- › Inform the class that you are going to show them a video that talks about the private body parts on male and female bodies.
- › Play the [Puberty Public and Private Body Parts Video](#).
- › Using the Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handout 2 and 3) on the whiteboard, point to the private body parts on each doll and ask students to name them. Stick the Planet Puberty 'Private Body Part' labels' (Handout 4) onto the dolls as the students correctly identify each body part.
- › Students can also write the names of the private parts on their own Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handout 2 and 3) from the last activity.

Reflection

Ask students to name a private body part.

Planet Puberty Anatomically Correct Printable Dolls and Underwear

Female

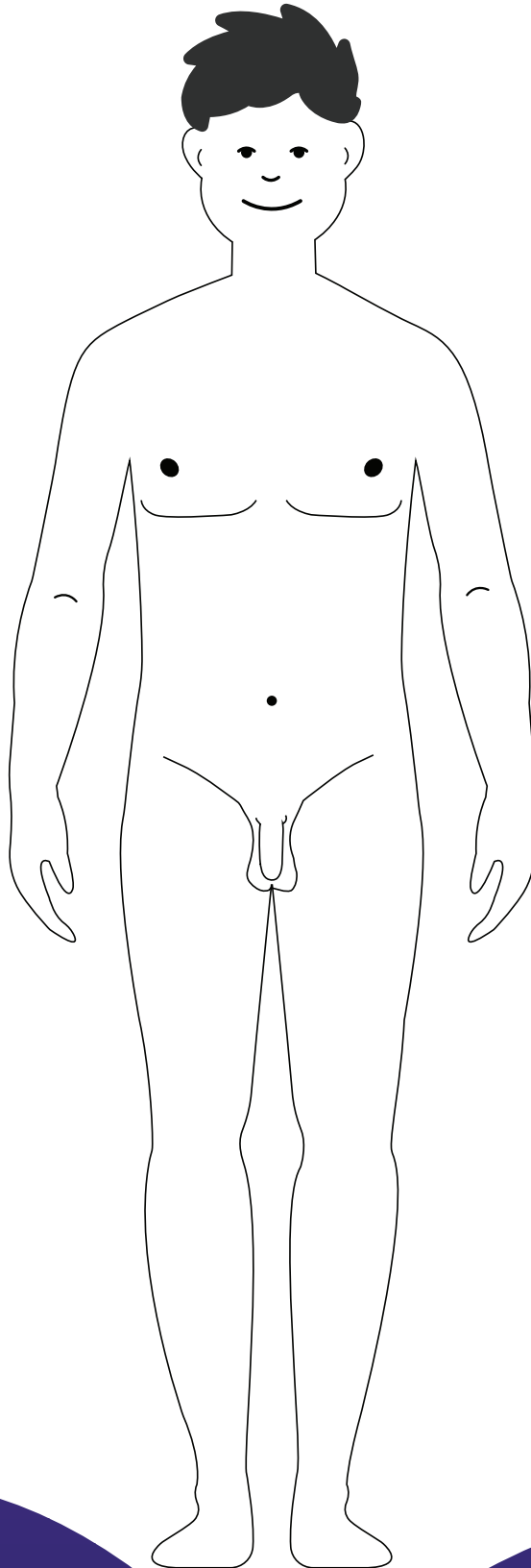
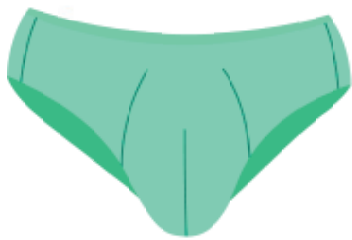


1.2 Private Body Parts (Activity Two)

Handout 3

Planet Puberty Anatomically Correct Printable Dolls and Underwear

Male



Handout 4

Planet Puberty Private Body Part labels

Penis

Vagina

Vulva

Breasts

Testicles

Bottom

2

Public & Private Places

Lesson Details



Learning Intention

To support the young person to understand private and public places.



TIMING
20-25
MINS

Key messages

- › Private places include a person's own bedroom, bathroom, or toilet
- › Public places are any place where other people can be around including school, the local swimming pool, and supermarkets

Teacher's note

Knowing the difference between public and private places is an essential skill for keeping safe and participating in the community.

Resources

- › [Planet Puberty 'Navigating Public and Private Places' video](#)
- › Planet Puberty 'Public and Private Places' images (Handout 5) and 'Public and Private Places' labels (Handout 6)
- › Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' from the previous lesson (Handout 2 and 3)
- › Whiteboard
- › Blu tack
- › AV equipment
- › Optional: [Planet Puberty interactive game 'Public vs Private'](#)

Preparation

Print and laminate Planet Puberty 'Public and Private Places' images (Handout 5) and 'Public and private Places' labels (Handout 6) large enough to assist with any visual impairments and dexterity barriers.

Prepare the [Planet Puberty 'Navigating Public and Private Places' video](#) so it is ready to be played.

You might choose to take pictures around the school to use in this lesson to help students understand the concept of public and private.

Instructions

- 📌 Explain to students:

 - ★ Everybody has private body parts. They are the parts of our body covered by underwear. Do you remember when we talked about private body parts last lesson?
 - ★ Remind students by showing them a completed Planet Puberty 'Anatomically Correct Printable Dolls and Underwear' (Handout 2 and 3) from the first lesson
 - ★ Private body parts can only be touched in a private place. We are going to talk about what makes a place private
- 📌 Explain to students, "Let's practice by not touching anyone else's worksheets today and wait until I tell you after the video that it is time to touch your worksheets."
- 📌 Allocate laminated pictures of Planet Puberty 'Public and Private Places'* images (Handout 5) and 'Public and private Places' labels (Handout 6) to each student and have a large copy for the front of the room for yourself.
- 📌 Tell each student to not touch their pictures until you tell them.
- 📌 Play [Planet Puberty 'Navigating Public and Private Places' video](#) to introduce concept.
- 📌 Hold up the images of different places one at a time. Explain what is being shown in the image (e.g., a kitchen or lounge room in a home). Ask the students if this is a private or a public place. Tell the students to place the pictures of private places in one pile on their desk and public places in another pile. You can incorporate images of public and private places around the school for this activity.
- 📌 Once each student has attempted once, show them the answer on your own copy on the whiteboard.
- 📌 Take some time to go around and check each student has this correct before moving on to the next place.

Handout 5

Planet Puberty Public and Private Places



Watching TV



Cafe



Your bedroom



The bathroom



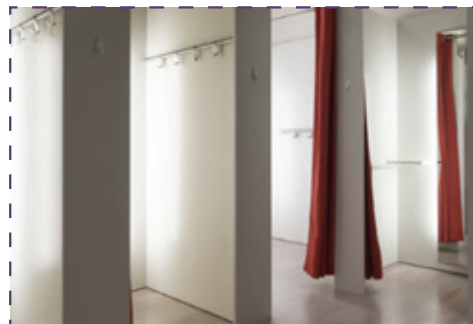
Public toilets



Lounge room



At school



Fitting rooms

Planet Puberty Public and Private Places labels

Public

Private

3

Private Behaviours

Lesson Details



Learning Intention

To support the young person to understand the connection between private body parts, private places and private behaviours.



TIMING
25-30
MINS

Key messages

- › Private behaviours involve private body parts
- › Private behaviours must only happen in a private place with the door shut
- › The only place you can touch your private body parts is in private places at home

Teacher's note

We recommend conducting this activity in conjunction with activity 2 so students are able to make the connection between private body parts, private places and private behaviours.

Resources

- › [Planet Puberty Navigating Public and Private Places video](#)
- › Planet Puberty 'Flash Cards' (Handout 7)
- › Planet Puberty 'Public and Private Behaviours' images (Handout 8)
- › AV Equipment

Preparation

If you have access to iPads/computers, navigate to the Planet Puberty website on each device in preparation for students to play the [Planet Puberty interactive game 'Public vs Private'](#) (Handout 5 and 6) OR print out Planet Puberty 'Flash Cards' (Handout 7).

Instructions

- › Explain to students: “Private behaviours can include:”
 - ★ Going to the toilet, showering/bathing, getting changed, touching private body parts, being intimate with another person
 - ★ These are private behaviours because they involve private body parts being touched or uncovered
- › You can choose to play [Planet Puberty Navigating Public and Private Places video](#) again to remind students what the difference is between public and private (this was played in the previous lesson).
- › Reiterate what a private behaviour is (refer to above examples).
- › If students have access to an iPad or computer with internet access introduce the [Planet Puberty interactive game ‘Public vs Private’](#) for the students to play.
- › If you don’t have access to iPad or computers, utilise Planet Puberty ‘Flash Cards’ (Handout 7) and Planet Puberty ‘Public vs Private Behaviours’ images (Handout 8).
- › Explain to students that you will be showing them different images of public and private behaviours. Remind the students what constitutes a private behaviour, using the examples provided above. Then, ask the students to identify whether the behaviour shown in each image is appropriate for a private or public setting. Go through a few examples together as a group before having the students try this on their own. Students are to identify if the behaviour shown is OK to do in a public place or in a private place. Refer to Handout 8 for images.



Handout 7

Planet Puberty Flash Cards

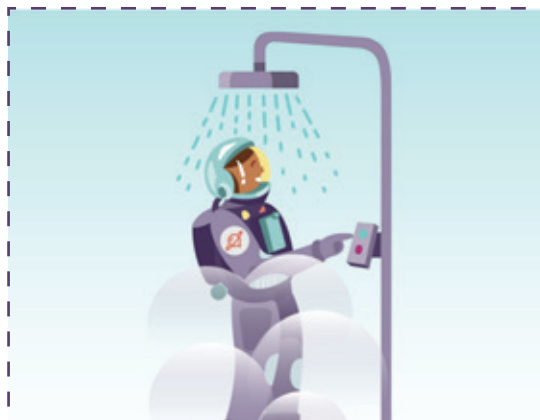
Public

Private

Planet Puberty Public vs Private Behaviours



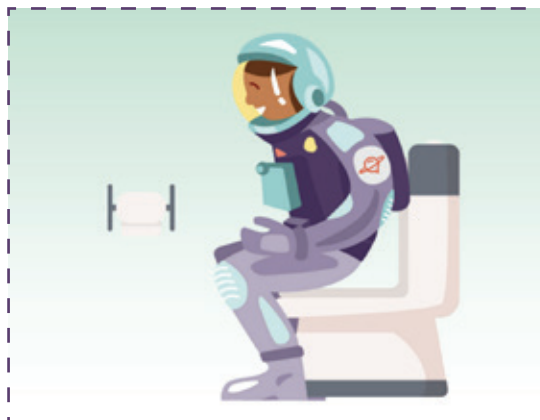
Touch private body parts



Showering



Playing with friends



Going to the toilet



Watching TV

4

Consent and Body Safety Basics

Lesson Details



Learning Intention

To support young people with disability to understand consent.



TIMING
15-20
MINS

Key messages

- › Your body is your own. People need to ask before touching your body
- › If a person touches you in a way that feels uncomfortable, you should talk to an adult you trust

Teacher's note

This lesson includes multiple subtopics which can be completed together or separately as appropriate. The role play activity should be acted out with the assistance of another teacher or a teacher's aide.

Resources

- › 'Yes or No' labels (Handout 9)

Preparation

Print out 'Yes or No' labels (Handout 9).

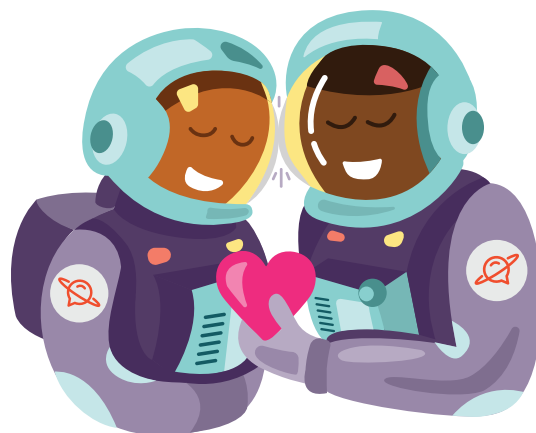
Prepare any props that you will use for the consent scenarios (e.g., a pen).

Instructions

- › Explain to students:
 - ★ Consent* is when one person agrees or gives permission to another person to do something
 - ★ One person asks for consent to do something before it happens. For example: touching any part of another person's body, touching somebody's belongings, doing activities together
 - ★ If you give permission, you should always feel safe and comfortable
 - ★ You can say 'yes' or 'no', it is your choice

- ★ You can change your mind later
- ★ Tell an adult that you trust if something happens that you did not give consent to. You can always check with an adult you trust if you are not sure
- › Inform students that they will be shown ways of asking for consent before touching another person, and ways a person can respond, verbally or non-verbally.
- › Using the prompts in the table below, teachers take turns asking and responding to model gaining consent before touch. You might choose to explain your body language to the class or ask them to tell you what your body language shows with each response.
- › Explain that in some situations there can be exceptions to the rule of asking before touching. These can be emergency situations or to protect someone from harm, e.g., if someone is about to fall or get hit by a car.

Question	Verbal responses	Non-verbal	AAC Device
Can I touch your shoulder?	Yes	Step forward	Yes
Can I give you a hug?	No	Shake head	No
Is it ok if I use your pen?	No, I am using it	Shake head	Not + now
Do you want to come outside to play?	Let me ask mum/dad	Shrug/point in direction of parent	Ask + mum/dad
Can I hold your hand?	I don't want to	Cross arms	Don't + want



Handout 9

Yes and No labels

Yes

No

