

HOW TO GROW UP AND FEEL AMAZING!

THE NO-WORRIES GUIDE FOR BOYS

DR RANJ

Illustrated by DAVID O'CONNELL

EXTRACTS AND NOTES FOR KS2/3 TEACHERS & LIBRARIANS

Suitable for: Boys ages 10+

Explore themes of: ✓ Gender and Identity
✓ Growing up
✓ Mental Health and Body Confidence
✓ Developing Healthy Relationships

Subject Checklist: ✓ English
✓ PSHE
✓ Citizenship
✓ Drama

A note on the resources:

It is advised that teachers, parents and carers read through this pack to check that themes and activities are suitable for their students. This pack is primarily aimed at boys, though all questions and activities can be adapted and delivered at the teacher's discretion to mixed groups.



CONTENTS

- **EXTRACT 1!** Being True to Who You Are (*taken from Introduction – Hey, You, Yes, you!*)

Objectives: Discuss what it means to be a boy; create a collage about your identity entitled 'This is Me!'.

- **EXTRACT 2!** Your Brilliant Body (*taken from Chapter 1 – This is Me*)

Objectives: Understand how your body changes as you grow up; fill in your own 'Emotional Rollercoaster'.

- **EXTRACT 3!** It's OK Not to Be OK! (*taken from Chapter 2 – Hakuna Matata!*)

Objectives: Realise the importance of expressing how you feel; develop strategies for managing difficult emotions.

- **EXTRACT 4!** Healthy and Unhealthy Relationships (*taken from Chapter 3 – I'll Be There For You!*)

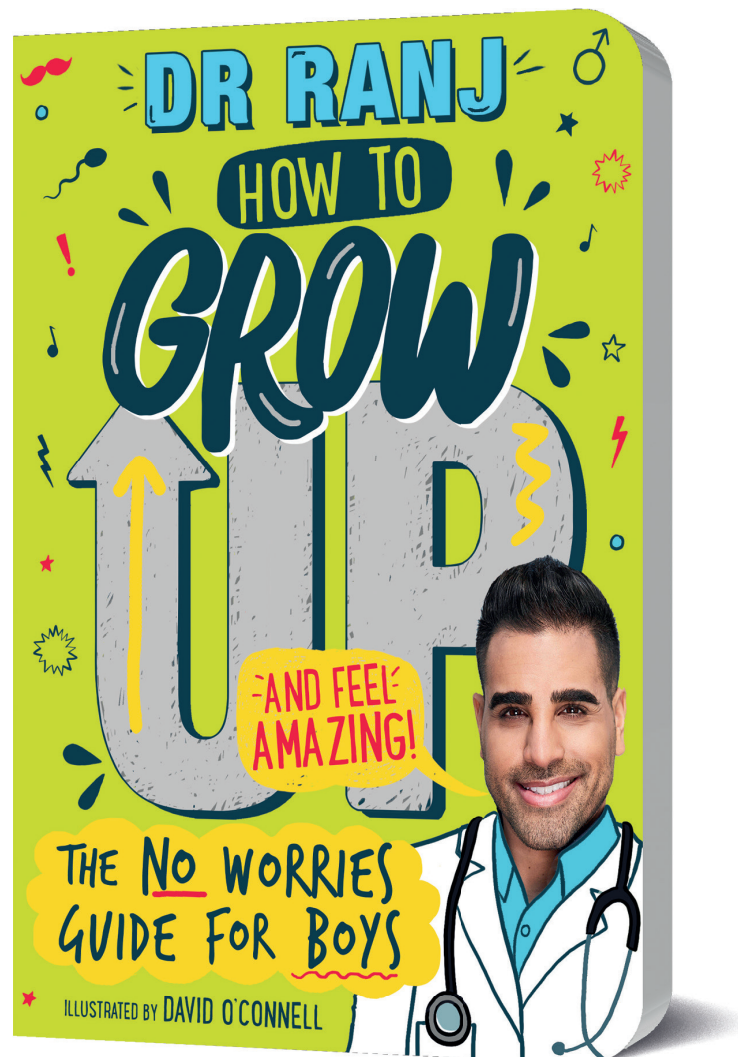
Objectives: Recognise how to distinguish between healthy and unhealthy relationships; write and act-out a script.

ABOUT THE BOOK

What does it mean to be a boy?

The nation's favourite doctor, Dr Ranj, is here to explain everything a boy needs to know to grow up happy, healthy and confident.

Filled with easy-to-understand explanations, down-to-earth advice and cheeky illustrations, this growing-up guide by trusted paediatrician Dr Ranj is perfect for readers aged 10+ who want to discover the confidence to be the very best version of themselves.



EXTRACT 1! BEING TRUE TO WHO YOU ARE *(Taken from Introduction – 'Hey, You, Yes, you!')*

Being a boy isn't defined by how you look, behave or whether you like certain things. It's not about where you come from or what clothes you wear. It's not about what colour you like, what your hobbies are, or what you want to be when you grow up. It's also not about who you fancy or fall in love with. You don't have to be any particular way. **EVERYONE IS DIFFERENT**, so just be true to who you are.



DISCUSSION QUESTIONS:

- What does it mean to you to be a boy? Can you give some examples?
- Do you ever feel pressured to be or act a certain way because you are a boy?
- Do you think girls might experience any similar pressures? Explain your ideas.
- What does it mean to, 'be true to who you are'? How can you do this?
- What questions do you have about growing up that you would like answered over these lessons?

ACTIVITY: THIS IS ME!

- As Dr Ranj explains on page 9, figuring out who you are takes time and is 'what growing up is all about'. With a partner discuss what the word 'identity' means to you. What sorts of things make up your identity?
- Use this chat to make a bullet point list all about you. You could include your interests, qualities or skills you have, people you look up to or are important to you, important places and cultures you identify with, your faith or what you believe in.
- With a partner, discuss what you've written down. Do you want to add or change anything or your list? How can conversations like this help us understand ourselves and each other?
- Now it's time to create a collage entitled, 'This is Me!'. Create a scrapbook style collage consisting of key words, drawings, photographs, cut outs from magazines or anything else that show who you are and what is important to you.
- Share your collages with classmates, friends or family members. Pay particular attention to the fact that your collages are all different in some way – and this is great. After all, your uniqueness is what makes you interesting!

EXTRACT 2! YOUR BRILLIANT BODY *(Taken from Chapter 1 – This is Me)*

Puberty is what we call the time when your body changes from being a child's into an adult's. Usually, this starts between the ages of ten and twelve, but it can be at different times. It happens to everyone; girls tend to start puberty earlier than boys.

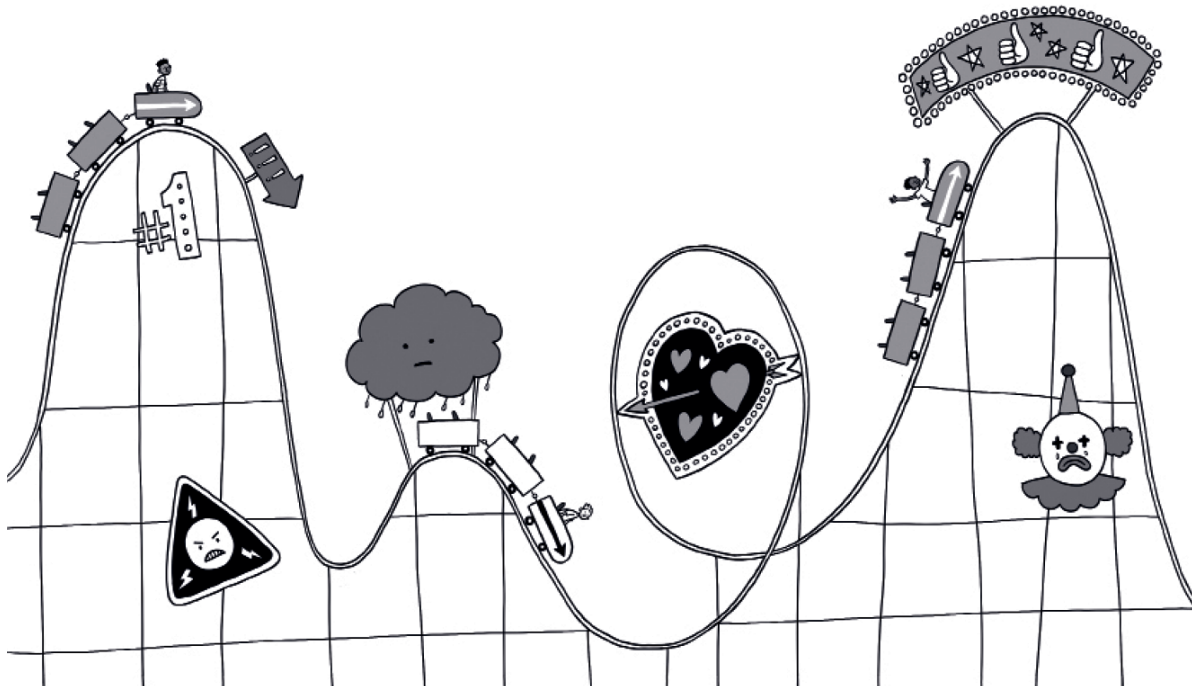
Puberty isn't just about the way your body changes on the outside. It also changes your brain and the way you think. You might find your feelings go a bit haywire. So ...

GET READY FOR AN EMOTIONAL ROLLERCOASTER!

DISCUSSION QUESTIONS:

- What kinds of changes happen to boys during puberty? Can you name some of them?
- Why is puberty described as an 'emotional rollercoaster'? What does this mean?
- What sorts of pressures do you think boys face? Do you think girls face different pressures? Why?
- What sorts of things can make someone feel less confident about their body?

ACTIVITY: THE EMOTIONAL ROLLERCOASTER



- 'As you grow up, your body goes through all sorts of changes and this can sometimes make you feel more emotional – it can feel a little overwhelming at times!' Do you agree or disagree with this statement?
- Maybe your emotions or reactions have been more 'up and down' than normal. It's useful to think about this and try to track your feelings about things in order to be more aware of them, and to manage them. Note down some ideas about why it's important to manage emotions.
- Privately, take a moment to reflect on some moments over the past week where you've been 'up' and 'down' on the emotional rollercoaster. Note down:
 - 2 high points and what caused them
 - 2 low points and what caused them
 - 2 points somewhere in the middle and what caused them
- Use these ideas to annotate the 6 points on your emotional rollercoaster. Include as much detail as possible in describing what happened and how you felt.
- If you're happy to, share some of the points on your rollercoasters. This should re-assure you that whatever you are feeling, it's normal and other people your age are having similar experiences!

Note for Teachers: For more in-depth discussions about bodily changes, anatomy, and 'boy bits' see pages 16–33.

EXTRACT 3! IT'S OK NOT TO BE OK! *(taken from Chapter 2 – Hakuna Matata)*

Have you ever had times when you just feel fed up? Like you can't be bothered to do anything and just want to be grumpy? What about days when you wake up, and the sun is shining, and you're just bursting with joy and excited to start your day? Or times when something makes you really sad and you just want to cry?

These feelings are all normal. When you're feeling down, remember: **ITS OK NOT TO BE OK!** Whatever you are feeling, let yourself feel it and don't beat yourself up. Keep reminding yourself that you can and will feel better – and try to keep those negative feelings from taking over.

DISCUSSION QUESTIONS:

- Do you ever have difficulty managing your emotions? How does puberty affect this?
- What strategies do you have to help you manage your emotions?
- Why might some boys be reluctant to show emotion or to cry?
- Why is it important to not bottle up how you feel?
- What does Dr Ranj mean when he says, 'it's OK not to be OK'?

ACTIVITY: MANAGING EMOTIONS: TOP TIPS AND PLANNER

- See how many tricky or difficult emotions you can name. For example, anxiety and worry are big ones that everyone struggles with sometimes!
- Next, come up with a list of 'Top Tips' for how to manage or combat these emotions when they arise. For example, on page 50, Dr Ranj mentions that he creates an 'Emotions Diary' at the end of an eventful day. Think about things that work for you or that you have heard about but haven't tried yourself yet! Try to come up with 10.
- Finally, for each day of the next week, note down one nice or kind thing you will do for yourself to help prevent and manage difficult emotions. For example, if you know you have a really busy day on Wednesday, perhaps plan a bath and an early night on Tuesday so you wake up full of energy?

Note for Teachers: For more in-depth information around promoting good mental health, see pages 50–63.

EXTRACT 4! HEALTHY AND UNHEALTHY RELATIONSHIPS (taken from Chapter 3 – I'll Be There For You!)

SIGNS OF A HEALTHY RELATIONSHIP INCLUDE:

- 😊 Feeling happy and safe with that person.
- 😊 Feeling like you are listened to and can express yourself.
- 😊 Feeling like they have your best interests at heart, as well as their own.
- 😊 Feeling like you can trust them, and they can trust you.
- 😊 Feeling like they would do the same for you as you would for them.

On the flipside, some relationships are **NOT** so good for us. These can be difficult to spot because we don't always realise what's happening when we're in the thick of it. So here are my tips to telling if a relationship or friendship isn't working:

- 😞 Feeling like you can't be yourself around the other person, or that you have to do things you don't want to do.
- 😞 Feeling like you're not able to make your own decisions.
- 😞 Feeling like the other person is making fun of you or putting you down.
- 😞 Feeling like the other person is using or taking advantage of you for things or money.
- 😞 Feeling scared or unsafe around them.
- 😞 If the other person is hurting you in any way.

If you notice any of these, it would be a good idea to talk to that person to see if you can change things. Or, if you feel you can't or it doesn't help, you should talk to someone you can trust about it, such as a teacher or your parents.

DISCUSSION QUESTIONS:

- Why is it important to develop healthy relationships? How can you do this?
- Why is it important to recognise when a relationship is unhealthy?
- What qualities do you look for in your friends and family members?
- How can positive relationships reduce the amount and intensity of difficult emotions we experience?
- How can social media, television, and the internet impact our behaviour and relationships? What should we be careful of?

ACTIVITY: RECOGNISING THE SIGNS

- To get started, think about what a HEALTHY or UNHEALTHY relationship looks like. If you were to act out a healthy relationship, what would be the signs?
- In pairs, dramatise a healthy *and* an unhealthy relationship. Decide on the characters and setting of this relationship. For example, they could be family members, friends, a romantic partnership, on the same football team, or in the same class. Settings could include home, school, in a shop or anywhere else!
- Write a script about a conversation or an interaction in this healthy or unhealthy relationship. Look back over the extract to help you come up with ideas.
- Perform your script to someone else. Think about your characters' tone of voice, body language, eye contact, and facial expressions as this is all very important too! See if your audience can work out whether you are re-enacting a healthy or unhealthy relationship.
- Reflect on what led the audience to come to their decision. What were the clues? How would unhealthy interactions need to change in order to become healthy?

Note for Teachers: Do students still have any unanswered questions? More in-depth information on the topic of healthy and unhealthy relationships can be found on pages 68–85; sex and gender 89–105; social media, bullying, & porn 109–119.

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