

Lesson 2: Puberty



Cluster of Learning Outcomes

Students will...

- ✓ **K.5.5.E.1b** Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).
- ✓ **K.5.5.E.2** Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...).
- ✓ **K.5.5.E.3c** Identify the responsibilities (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).
- K.4.5.A.2b** Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success.
- ✓ Indicates targeted learning outcomes.

Lesson Focus



As a result of the learning activities within this lesson students will be able to

- list male and female physical changes associated with puberty
- articulate social/emotional changes (occurring at puberty) and how to cope with them
- describe some of the responsibilities that come with all the changes at puberty

Resources



Blackline Masters

- BLM 5-2.1: Puberty Changes and Answer Key
- BLM 5-2.2: Talking about Changes Interview

Resource Master (See Appendix C)

- RM 7: Puberty: A Time of Change

Audiovisual

- video about puberty—for video choices, search the Manitoba Education, Citizenship and Youth, Instructional Resources Unit (IRU) Library online catalogue: <<http://libcat.merlin.mb.ca>>

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Resources (continued)

Print/Publications

- Aboriginal Nurses Association of Canada and Planned Parenthood Federation of Canada. *Finding Our Way: A Sexual and Reproductive Health Sourcebook for Aboriginal Communities*. Ottawa, ON: Aboriginal Nurses Association of Canada and Planned Parenthood Federation of Canada, 2002.
- Manitoba Education, Training and Youth. *Human Sexuality and Sexual Orientation: A Bibliography, September 2002*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002. Available online at: <http://www.edu.gov.mb.ca/ks4/iru/publications/bibliographies/index.html>.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (Abstinence plus.) Available online at: <http://www.ppfca.ca>.

Notes to Teacher



Read RM 7: Puberty: A Time of Change before starting this lesson, which may take two class periods.

Encourage students to talk to a trusted adult or friend about what they are experiencing during puberty. Keeping a journal/learning log is also a useful tool to use for self-expression.

If desired, have students include BLM 5-2.1: Puberty Changes and BLM 5-2.2: Talking about Changes Interview as part of their *Grade 5 Journal/Learning Log*.

Changes Experienced during Puberty

Puberty represents a period of time when the bodies of males and females develop and become fertile. The changes experienced during puberty include social-emotional changes, physical growth and development, and sexual development:

- **Social-emotional changes** are related to interpersonal relationships and personal emotions.
- **Primary growth changes** are related specifically to male and female reproductive systems and development of the genitals.
- **Secondary growth changes** (e.g., growth of pubic hair, growth of facial hair for males, widening of the hips for females) occur in both males and females.

Many social-emotional changes occur in both males and females throughout puberty. Puberty can be a time of great stress and insecurity because the individual experiences so many bodily changes. Moods often shift quickly and unpredictably. At times, students will shift from mature behaviour to childish behaviour. Relationships with parents are also often strained as students assert their independence.

Curricular Connections



ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences

GLO 3—Manage ideas and information

GLO 5—Celebrate and build community

PE/HE:

GLO 3—Safety

GLO 5—Healthy Lifestyle Practices (K.5.5.E.1b)

SC:

Cluster 1—Maintaining a Healthy Body

Family Involvement



- Encourage parents to provide their children with puberty-related resources (e.g., appropriate pamphlets, books, websites).
- Have students interview one adult about issues related to puberty, using BLM 5-2.2: Talking about Changes Interview.

Suggestions for Instruction



1. Begin the lesson with a brainstorming session to define *puberty*. Record student responses on the classroom board. Puberty can be defined as the time in life when our reproductive systems become mature. It is a pathway to adulthood and responsibility. Puberty begins when the pituitary gland sends messages to the ovaries (girls) and testicles (boys) to start producing their own hormones. Emphasize to students that everyone goes through puberty at his or her own rate.
2. Have students view a video about puberty. As students view the video, have them write down any questions they have on the changes (physical, social, emotional) discussed. The questions may be addressed verbally or via the Question Box. Teachers may wish to review written questions and respond in the next class period.
3. As a class, list changes (physical, social, emotional) related to puberty.
 - Examples of physical changes are: growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erections, ejaculation, emissions, and use of hygiene products.
 - Examples of social-emotional changes are: sexual attraction/sex drive, mood swings, peer conformity, and need to make more personal decisions.
4. Have students individually complete BLM 5-2.1 and then discuss responses with a partner. Discuss students' answers as a class.



Refer to BLM 5-2.1: Puberty Changes and Answer Key.

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Suggestions for Instruction *(continued)*

5. Discuss the importance of personal hygiene practices (e.g., using deodorant, using sanitary products, bathing/showering regularly, changing clothing and bed linens). Display various products in the classroom, if desired.
6. Have students, working in pairs, develop a “top five” list of daily personal hygiene practices (e.g., showering, brushing and flossing teeth) and share the list with the

class. In addition to identifying responsibilities related to hygiene, have students list personal responsibilities associated with puberty (e.g., coping with mood swings, respecting private space, keeping personal matters private, respecting differences, not ridiculing others). Treat this learning activity with sensitivity, as some students may feel self-conscious. Keep discussion general.

Suggestions for Assessment



Paper and Pencil Task

Teacher Assessment: Checklist

Have students list changes that a male experiences during puberty, changes that a female experiences, and changes that occur in both sexes.

Suggested Criterion:

The student is able to list changes for each of the three categories.

- Yes
- No

Journal/Learning Log

Teacher Assessment: Checklist



Ask students to respond (in their *Grade 5 Journal/Learning Log*) to the following questions:

1. What is puberty?
2. What hygiene practices are necessary during puberty?

Suggested Criteria:

The student is able to

- list changes associated with puberty
- discuss the importance of personal hygiene practices

Journal/Learning Log

Teacher Assessment: Anecdotal Notes



Have students write (in their *Grade 5 Journal/Learning Log*) about three social-emotional changes associated with puberty. Ask them to discuss ways in which these changes may affect them personally.

Suggested Criterion:

The student is able to identify three social-emotional changes associated with puberty.

Journal/Learning Log

Self-Assessment: Checklist



Ask students to discuss (in their *Grade 5 Journal/Learning Log*) their personal responsibilities related to the changes that occur during puberty.

Suggested Criterion:

The student is able to identify responsibilities associated with physical, social, and emotional changes experienced during puberty.

- Yes
- No