

# Lesson 5

## Puberty

### Overview

In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.

**Time:** 45–60 minutes

### Lesson Objective

**Students will be able to:**

1. Describe the physical, social, mental and emotional changes associated with puberty for boys and girls.

### National Health Education Standards

**Standard 1:  
Comprehending Concepts  
Performance Indicator**

**1.8.2:** Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.

**Standard 4:  
Communication**

**Performance Indicator  
4.8.1:** Apply effective verbal and nonverbal communication skills to enhance health.

### Materials & Preparation

#### Prepare

- Have **What Is Puberty?** (Slide 5), or make a transparency, if needed.
- Have the **Group Roles** slide or transparency (Slide 2).
- Hang 6 pieces of chart paper at different places in the classroom.  
Title the 6 pieces:
  - What Is Puberty?
  - Mental and Emotional Changes
  - Social Changes
  - Physical Changes for Boys
  - Physical Changes for Girls
  - Getting Through Puberty
- Have markers.
- Have blank index cards.

### Copy

- **When My Parents Were Teens** (Master 4) for each student.

### Review

- **A Time of Change** (*Student Workbook* pages 9–11).
- **What I Learned About Puberty** (*Student Workbook* page 12) and Scoring Rubric, page 194.

### Health Terms

Review the teaching steps, slides, master and activity sheets for terms or concepts your students may not know, and be prepared to explain them.

Examples:

- estrogen
- genital
- gland
- hormone
- mature
- menstruation
- penis
- progesterone
- puberty
- pubic
- reproductive
- self-conscious
- testicles
- testosterone
- vagina

### Support for Diverse Learners

*To ensure student success with comprehending concepts:*

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Clarify the changes boys and girls go through, as needed. Correct any misconceptions or misunderstandings before classroom discussion and completion of the activity sheets.
- Add a discussion of myths and facts about puberty to the lesson to address misinformation and other things students may have heard or worry about.

*To ensure student success with group activities and communicating about sexual and personal health issues:*

- Make time to talk privately with students who appear reluctant or inhibited about discussing sexuality and personal health issues with peers in class or with an adult family member. Keep in mind that some students may have family rules that prohibit or limit discussion

of these issues. Give these students the same respect as other students who are willing to openly communicate about sexual health in class.

- Modify group activities to allow students to start the activity in pairs to think, share and write/discuss, and then, when students feel more comfortable with sharing, move them into larger groups of 4 to continue the discussion.
- For this and later lessons, consider that some parents/guardians may not discuss sexual health and relationships with their children because of lack of knowledge, discomfort, cultural concerns, taboos, etc. Provide alternate ways for students to obtain information from a trusted adult and complete the **When My Parents Were Teens** family sheet.

*To ensure student success with reading:*

- Pair students with stronger reading skills with those who may need help reading the **A Time of Change** reading sheet, or call on strong readers to read the information aloud in class.

*To ensure student success with writing:*

- Allow students to work in pairs to write the questions they have about sexuality or body changes on the index cards.
- Pair students with stronger writing skills with students who may need help reading and responding to the questions on the **What I Learned About Puberty** activity sheet. Students may also work in trios.
- Allow students to select magazine pictures of examples of physical, social, mental and emotional changes associated with puberty for both boys and girls, and explain their choices to a partner, as an alternate way to complete the **What I Learned About Puberty** activity sheet.

## Introduction

### ■ Get students ready for learning

#### Transition

*Write the following words on the board: body, thoughts/feelings, relationships.*

Take out a piece of paper. Think about how you are different now than you were three years ago. How has your body changed? How have your thoughts or feelings changed? How have your relationships with your family and friends changed? Describe at least 1 way you've changed in each of these areas.

*Allow students to focus and work quietly for a minute or two. Allow students to share what they wrote, if they want to.*

#### Motivate

Changes can be exciting. They can also be confusing. There may be things you are worried or curious about. You'll have a chance to get many of your questions answered as we continue to learn about sexuality and how your bodies and lives are changing. If you have a question you'd like to ask, you have a chance to ask it anonymously, without giving your name, now.

*Distribute an index card to each student. Explain that students can write a question they have about sexuality or body changes on the card, and that you will be answering these questions over the next few lessons. Tell students not to put their names on the cards, unless they would like a private answer. When students have finished, go around the room and collect the cards in a box or other container.*

*(Note: Take time after the lesson to review students' questions and decide if there's a particular lesson in which you will answer them. Remove any questions that are inappropriate or irrelevant. Arrange to meet with any students who requested a private answer. Be sure to check school and district policies on teaching sexuality education, answering student questions and mandated reporting of suspected abuse.)*

## Teaching Steps

### Define puberty

#### Prepare

Show the **What Is Puberty?** slide.

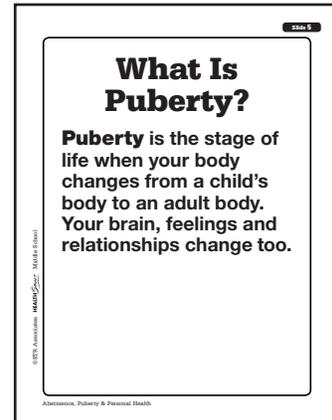
#### State

*Puberty* is the stage of life when your body changes from a child's body to an adult body. Your brain, feelings and relationships change too.

#### Explain

During puberty, your body's *reproductive* system matures. These are the body parts that allow people to have children. After puberty, your body is physically able to reproduce, although most people aren't ready to raise or support a child until many years after puberty.

Puberty brings other changes too. Some of these are physical. Others are mental or emotional. Still others are social. You're going to read more about these changes now.



Slide 5

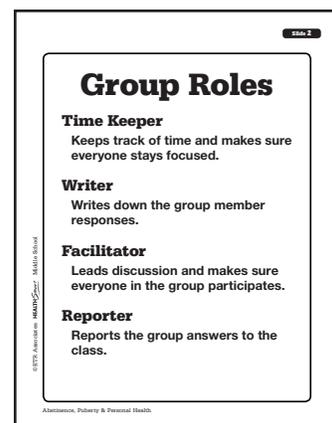
### Small groups list changes of puberty

#### Prepare

Put students into at least 5 groups of 4 and show the **Group Roles** slide. Assign students in each group the following jobs:

- **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
- **Writer:** Writes down the group member responses.
- **Facilitator:** Leads discussion and makes sure everyone in the group participates.
- **Reporter:** Reports the group answers to the class.

(Note: If there are fewer than 4 students in a group, assign group members more than one task.)



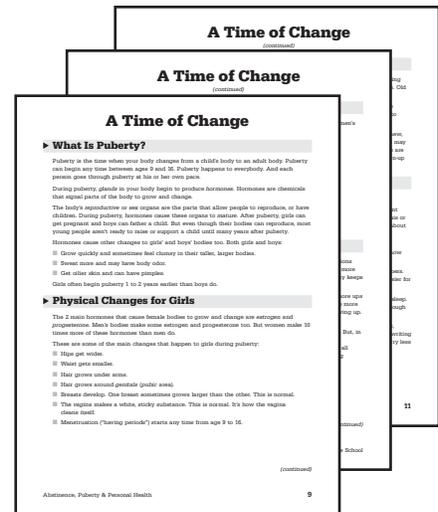
Slide 2

## Read & Share

Direct students to turn to **A Time of Change** on page 9 of the Student Workbook. Assign a reading section to each group. If you have more than 5 groups, you can assign some sections to more than one group.

Read the section assigned to your group. Then move to the chart paper station that matches the title of the section you read. Work in your group to come up with a list of the key points you think everyone in the class should know about this aspect of puberty.

Allow time for groups to read the information and record key points on the designated chart paper. When groups have finished, review each section, allowing reporters to share the key points their group wrote down. Correct any misinformation and supplement the group lists, as needed.



Workbook pages 9–11

## Assessment & Closure

### Students demonstrate learning

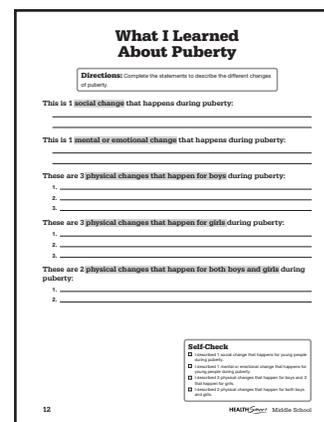
#### Complete & Share

Direct students to turn to **What I Learned About Puberty** on page 12 of the Student Workbook and review the directions for completing the activity sheet.

Think about what you've learned today, then describe:

- 1 social change
- 1 mental or emotional change
- 3 physical changes for boys
- 3 physical changes for girls
- 2 physical changes for both boys and girls

Allow students time to complete the activity sheet.



Workbook page 12

## ■ Prepare for homework assignment

### Explain

One of the tips for getting through puberty was to connect with your family. There are good things that can come from talking to your parents or other trusted adults about puberty and sexuality.

### Assign

*Distribute the When My Parents Were Teens family sheet.*

You are going to have a chance to talk with your parent, guardian or another adult you trust and complete this activity sheet together. Sharing experiences and learning about each other's points of view is part of growing up. Make sure the adult you talk with signs the sheet after you've finished. I will be asking you to share how the talk went in the next lesson.

**When My Parents Were Teens** Master 4

**Directions:** Take a few minutes to talk to your parent/guardian or another trusted adult about these questions. Don't write down the answers. Have the adult sign the sheet when you're done. Then answer the questions for you at the bottom of the page.

**Questions for Parent**

1. What were some of the physical changes that surprised you when you went through puberty?
2. What were some ways your friendships or life changed when you went through puberty?
3. Did you ever get embarrassed by something you said or did as a teen? If so, what was it?
4. How did you get along with your parents when you were a teen?
5. What were some of the goals you had when you were a teen?
6. What are some things that are the same for you as when you were a teen?
7. What advice do you want to give me about sexuality?

**Sign off**  
I discussed this sheet with my son or daughter. \_\_\_\_\_

**Questions for You**

8. How did you feel about talking to your parent?  
\_\_\_\_\_
9. What are at least 2 benefits teens get from talking to their parents or another trusted adult about sexuality?  
\_\_\_\_\_  
\_\_\_\_\_

**Self-Check**

- I shared my perspective with parents.
- I asked them to sign the sheet.
- I made sure the sheet really was me.
- I made at least 2 benefits of talking about sexuality with parents or other trusted adult.

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Master 4

## ■ End the lesson

### Close

Today you learned about changes that happen during puberty. What are some examples of changes that happen during puberty in each of these areas?

- Mental changes
- Emotional changes
- Social changes
- Physical changes for boys
- Physical changes for girls
- Physical changes for both boys and girls

*Call on several students to share changes for each category.*

## Assess

Collect students' **What I Learned About Puberty** activity sheets and evaluate their work for this lesson.

### Assessment Evidence

#### Objective 1

Students described the physical, social, mental and emotional changes associated with puberty for boys and girls by:

- Completing the **What I Learned About Puberty** activity sheet.

*(Scoring Rubric, page 194)*

## Lesson 5 • Puberty

<b>What I Learned About Puberty Activity Sheet</b>				
<b>Objective</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1. Changes of Puberty</b>	<p>Correctly describes 3 physical changes that happen for boys, 3 physical changes that happen for girls, and 2 physical changes that happen for both boys and girls during puberty.</p> <p><b>AND</b></p> <p>Correctly describes 1 or more social changes that happen for young people during puberty.</p> <p><b>AND</b></p> <p>Correctly describes 1 or more mental or emotional changes that happen for young people during puberty.</p>	<p>Correctly describes 2 physical changes that happen for boys, 2 physical changes that happen for girls, and 1 physical change that happens for both boys and girls during puberty.</p> <p><b>AND</b></p> <p>Correctly describes 1 or more social changes that happen for young people during puberty.</p> <p><b>OR</b></p> <p>Correctly describes 1 or more mental or emotional changes that happen for young people during puberty.</p>	<p>Correctly describes 1 physical change that happens for boys, 1 physical change that happens for girls, and 1 physical change that happens for both boys and girls during puberty.</p> <p><b>AND</b></p> <p>Correctly describes 1 or more social changes that happen for young people during puberty.</p> <p><b>OR</b></p> <p>Correctly describes 1 or more mental or emotional changes that happen for young people during puberty.</p>	<p>Physical changes are described, but are inaccurate or incomplete.</p> <p><b>AND</b></p> <p>Does not correctly describe social or mental/emotional changes that happen for young people during puberty.</p>