

Essential Standard	Clarifying Objective
4.ICR.2 Understand the changes that occur during puberty and adolescence.	4.ICR.2.2 Recognize that individuals experience puberty at different rates (early, average, late).

Materials Needed:

- Appendix 1- Copies of Success in Life Pyramid
- Appendix 2- “Puberty Walk” directions
- Appendix 3- Puberty Scenarios
- Blank paper for reflection writing

Focus Activity:

- Distribute the “Success the in Life Pyramid” (Appendix 1).
- Ask students to consider some of their life goals. Examples include: good job, education, loving relationships, helps own community, resists pressures.
- Students are to volunteer responses and write them at the top half of pyramid. Explain to students that in order to achieve goals, there are qualities needed which must be in place for success to be achieved. Refer to bottom half of pyramid. Examples include: high self-esteem, pride in culture/heritage (traditions, customs, history, strengths), self-discipline, healthy physical habits, food school and study habits.
- Ask students what they can do now to achieve their life goals. Students will complete individually Success in Life Pyramid while teacher completes example on board.

Statement of Objective: *By the end of today’s lesson you will be able to recognize that all young people experience puberty at different rates (early, average, late) and all these varying rates are normal.*

Teacher Input:

- Teacher should lead students through the Puberty Walk activity (Appendix 2).
- Afterwards, the teacher should lead a discussion explaining that individuals experience puberty at different rates.
- Remind students that puberty is defined as development as secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to reproduce). Adolescence is the transition from childhood to adulthood. These changes can be exciting, but at some times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember that each person goes though puberty at his/her own pace.

Practice:

Divide students into small groups and provide one of the Puberty Scenarios (Appendix 3) included to each group. Groups are to read scenario and answer the following questions based upon class discussion:

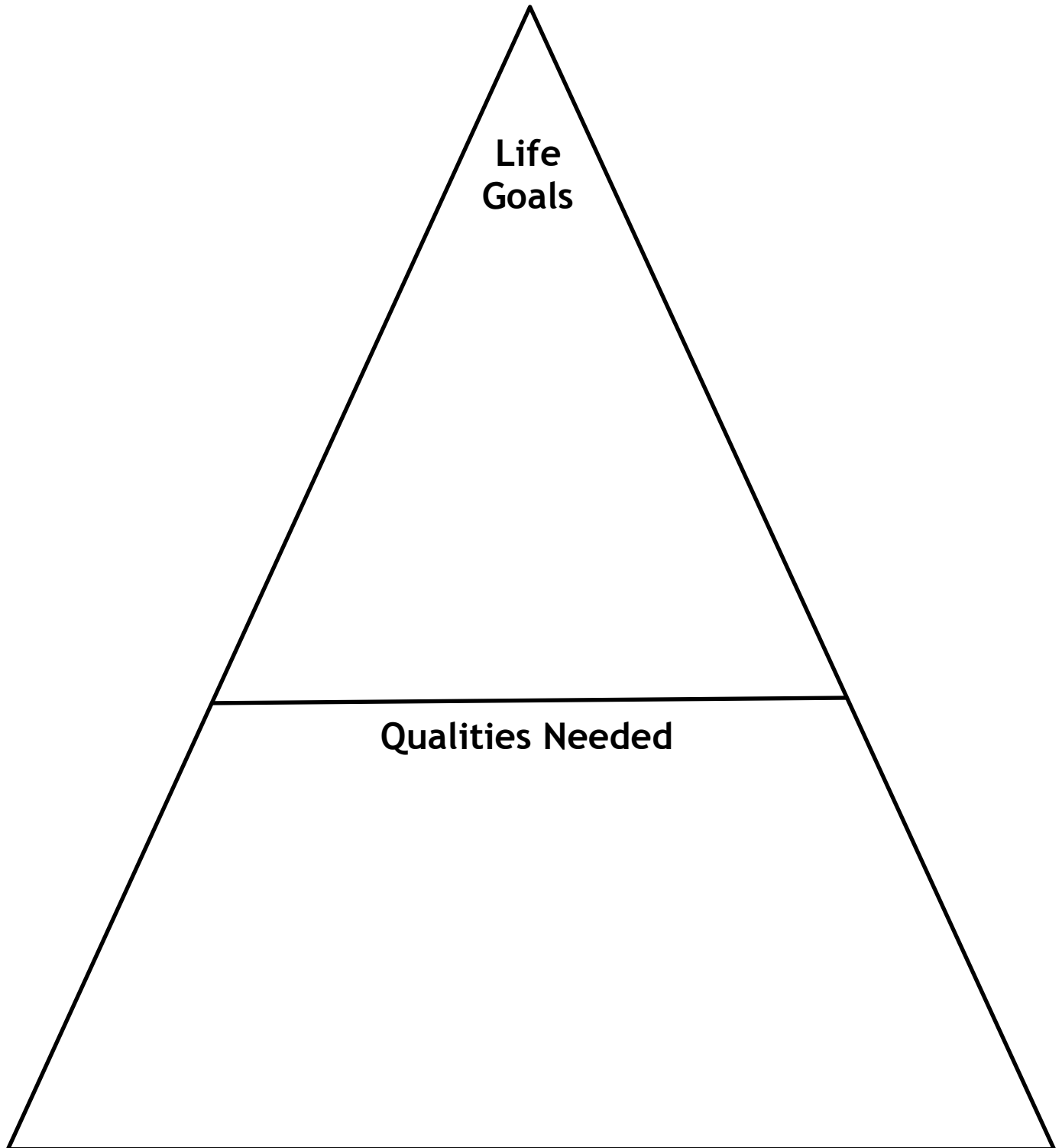
1. How does the main character feel about growing up?
2. What steps can you take to be a respectful friend to him/her?

Personal Reflection Activity:

Provide students with the following writing prompt to address standard 4.ICR.2.2: Imagine you have the chance to travel forward four years in time. You are able to see yourself and your friends as you will be four years from now. Write a journal entry to describe what you see.

- What changes do see in yourself and your friends?
- How is your body different?
- How are your relationships different with your family and friends?
- What new relationships have you developed?
- What other ways is your life different?

Success In Life



Puberty Walk

Explain to your class that the next activity is very simple but requires close attention to instructions. The most important rule is that they must be absolutely quiet during the activity - no talking allowed until it is over!

Have them form a group on one side of the room and explain that you will come into the group and tap someone lightly on the shoulder. When they are tapped, they should walk slowly across the room to the other side and turn around to face the original group. Demonstrate for them the slow, even pace you want them to use. Be sure to ask if there are any questions before you begin.

There is no rhyme or reason to how as the teacher selects who is tapped. In fact, that's part of the lesson! The basic guidelines are these: The first person tapped should walk alone for most or all of the way, then send one more person, then perhaps two close together. Remember you are trying to visually demonstrate pubertal development, so a few people will "go it alone" and then a fairly large middle group should go together or very close together, repeat your pace and selection from the beginning of the activity at the end - a few people will be last. You should save the last person to walk slowly alone across the floor to the group that will be waiting, somewhat impatiently, no doubt. Usually, the group cheers the final "loner."

As you probably remember, the processing/learning from this activity is easy to facilitate. Ask the person who went first what it was like. They will say things like, "I felt weird! Everybody was watching me. I was wondering why I went first?" Ask the people who went as a group how they felt. They are usually the most comfortable and say things like, "I was glad I didn't go alone." Ask the first loner how he or she felt when other people started arriving at the other side of the room. He or she will say, "Relieved! I felt less singled out. It was good to have other people with me."

Ask the "stragglers" how they felt. Usually they will say things like, "I wondered why you weren't picking me...why other people got to go and I got left behind." Ask how they felt when they were finally tapped. Check in with the last person. How did he or she feel? You can imagine the response! They usually say they were relieved to be tapped but it was agonizing walking slowly across the floor knowing everybody was waiting on you. "I just wanted to hurry up and get over there!"

Tell the group the name of the activity. Explain that many of the feelings they expressed are the feelings people can have during puberty. Going first is embarrassing, not really fun. You want other people to get going. When you develop at the same time as the larger group, you feel more "normal" though it is still not easy. Being the last is tough, too, etc. You get the idea!

Puberty Scenarios

Scenario 1: Jeanne is the last person chosen for teams in physical education. She is not athletic and very short. Her nickname is “Shorty.”

Scenario 2: Drew is the smallest boy in the 4th grade. Two guys picked Drew up and put him in the trash can.

Scenario 3: Alana is tall, heavy and has begun developing breasts. Kids do not like to be around her due to the way she smells. She sweats excessively and kids say she smells bad.

Scenario 4: Anthony has grown two shoe sizes since Christmas. As a result, he is clumsy and the kids laugh whenever he falls down.

Scenario 5: Kayla has a different crush every week. She wears makeup and a bra to school and is always talking about it. She texts boys using her cell phone. Kayla asks others girls to go with her to talk to boys.

Scenario 6: Jayden is very popular and has lots of friends. Recently girls have started texting him and sending him pictures. They are always asking Jayden’s friends if he likes them. Jayden loves basketball and doesn’t think about girls in 4th grade.