

Note: The following three lessons are alternatives for Grade 5 Lessons 5.ICR.2.1, 5ICR.2.2, 5.ICR.2.3.

Essential Standard	Clarifying Objective
5.ICR.2 Analyze the changes and influences that occur during puberty and adolescence.	5.ICR.2.4 Illustrate how societal influences can impact behavioral choices and one's reproductive health.

Lesson 1:

CONCEPT: Knowledge about emotional changes associated with puberty enhances self-esteem.

Materials Needed:

“Growth and Development Stats” information sheet

“How Would You Feel? What Would You Do?” Activity Sheet - Evaluation sheet

CONTENT: Transitions in puberty will result in a wide array of emotional experiences. It is common for students to have difficulty processing emotions regarding:

1. Accepting oneself
2. Body changes
3. Changing family relationships
4. Maintaining different kinds of friendships
5. Masculinity and femininity
6. Maturation stages
7. Maintaining good health habits

Focus Activity:

Supportive Data - Distribute to the students the information sheet “Growth and Development Stats.” Students will consider potential emotional changes suggested by the data points on the information sheet “Growth and Development Stats”. Students should understand the link to these reports and the emotional and development changes they are facing during the next few years.

Teacher Input:

Humans are very complex, we have emotional, social, mental and moral sides that continue to grow and develop throughout our entire lives. You might be feeling happy one moment and sad the next. You might have worried feelings that seem to come out of nowhere. You might feel secure with your family and friends one day, then insecure the next. This is a normal part of growing up. As you continue to grow, you will learn appropriate ways of handling your changing feelings. Ask and discuss:

1. Why is it important for males to learn about a female's changing feelings.
(Promotes respect and understanding.)
2. Why is it important for females to learn about a male's changing feelings?
(Promotes respect and understanding.)
3. What can you do when you are upset or experiencing confusing feelings?
(Talk to a parent, trusted adult or friend)
4. Do you think it is important to identify appropriate ways of dealing with your changing feelings? Why?
5. Why do you think only 22.1% of CMS students said they would most likely talk with their parent or other adult family member about their feeling when they feel sad, empty, hopeless, angry, or anxious?

Other possible discussion points: Feelings and Emotions

1. Moodiness: discuss mood swings, moods or feelings change quickly
2. Friendships: with maturity and independence comes less time spent with parents and more time spent with peers
3. Become less self-confident: shy, blushing, modest in some social settings
4. Develop logic and reasoning skills: able to anticipate consequences of actions
5. Opinions: develop strong opinions about family, school, you may feel strongly about things that affect your family or friends

Practice and Assessment:

Distribute "How Would You Feel? What Would You Do?" activity sheets. This activity is designed to help identify feelings associated with common occurrences and help students to describe appropriate ways of handling these.

PROCESSING:

Ask and discuss: 1. How would you feel about situation 1,2, 3, 4, 5? 2. Do all people feel the same way? Why/why not? 3. How would you handle your feelings in situation 1, 2, 3, 4, 5? 4. Are some ways of handling feelings more appropriate than others? Why/why not?

Growth and Development Stats

In 2011 23.4% of middle school students described themselves as slightly or very overweight. (2011 CMM Trend report pg. 5)

In 2011, 29.1% of middle school students said they were active for a total of at least 60minutes per day, everyday of the week. (2011 CMM Trend report pg. 6)

50.1% of surveyed students have been the victim of teasing or name calling because of their weight, size, or physical appearance (2011 CMM Graphs, slide 53). This is partially the reason why students are trying to lose weight, but forget that with puberty comes changes to their bodies.

23.6% of students were teased because of their ethnic background (2011 CMM Graphs, slide 54). This shows weight, size and physical appearance is the main reason why students get teased at school.

How Would You Feel? What Would You Do?

Directions: Read the following situations. Use the list of “feeling” words below to help you identify your own feelings about the following situations. Then describe below each how you could best handle the feeling.

happy	angry	insecure	peaceful
jealous	sad	foolish	annoyed
excited	at ease	joyful	accepted
nervous	embarrassed	proud	responsible

Situation 1: You are undressing and your parent(s)/caregiver(s) come(s) in without knocking.

You feel _____. What would you do?

Situation 2: You drop your tray in the cafeteria and everyone laughs.

You feel _____. What would you do?

Situation 3: You are not invited to a friend’s party.

You feel _____. What would you do?

Situation 4: You are picked to be the captain of the ball team.

You feel _____. What would you do?

Situation 5: You are taller (shorter) than all of your friends.

You feel _____. What would you do?

Lesson 2: The Me to Be
Grade 5- Health and Puberty Education Alternative Health Lessons
Davidson County Schools

Focus: Student will celebrate the person they will become as they grow up.

Concept: Building Self-esteem

Materials:

MATERIALS:

Arts and crafts materials (Poster boards, glue sticks, scissors and markers)

Magazines, newspapers and print ads

LCD projector/screen/laptop

“The Me to Be” Keynote presentation

ACTIVITY:

1. Display “The Me to Be” presentation. Stop throughout for discussion.
2. Explain the collage project:
 - Cut pictures or words out of magazines which represent your personal interests.
 - Glue the pictures and words onto a page to form a collage.
 - Put your name somewhere within the collage.
3. Have students make a collage about themselves using the materials provided from the classroom (magazines, ads etc).

******An alternative to the collage could be using the computer program “Wordle” to create a word collage about themselves.***