

The following lesson should be taught prior to teaching Lesson 3 (5.ICR.2.1) in the Grade 5 Health and Puberty Education Lesson Series for only the 2012-2013 school year. This will support the transition to the NC Essential Standards.

| Essential Standard                                                                              | Clarifying Objective                                                                                                                                 |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.ICR.2</b><br>Analyze the changes and influences that occur during puberty and adolescence. | <b>5.ICR.2.1</b><br>Recall that puberty is characterized by the development of secondary sex characteristics and the onset of reproductive capacity. |

**Materials Needed:**

- Appendix 1- “They Tell Me I’m Going Through Puberty”
- Appendix 2- Copies of “Body, Mind, and Feelings”
- Boys Introduction to Puberty Presentation
- Girls Introduction to Puberty Presentation

**Focus:**

Students will understand and describe the physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods.

**Statement of Objectives:**

*By the end of today’s class, you will be able to understand the body changes one undergoes during puberty.*

**Focus Activity:**

- Have students listen to “They Tell Me I’m Going Through Puberty” as you read Chris’s story aloud.
- When you are done, ask students this question:
  - Do you think Chris is a boy or a girl, or are you unsure?
- Have students share their answers with a nearby classmate and discuss their reasons for choosing boy, girl, unsure.

**Teacher Input:**

- Depending on the gender of the group you are teaching, use the corresponding PowerPoint presentation (with detailed talking notes) to teach the class about the characteristics of puberty. Students will learn about both genders, with the bulk of the presentation focusing on the audience’s gender.
- Throughout the presentation, pause for reflection and any necessary discussion.

**Practice and Assessment:**

- Ask students to complete “Body, Mind, and Feelings”
- In a small group, students should list as many changes as they can that girls and boys experience during puberty.
- When students are finished, the group should discuss their thoughts with another group.

### “They Tell Me I’m Going Through Puberty”

Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One thing that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like (and I’m not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits and my B.O. But, I’m taller and smarter. I think I’ll survive. Do you think Chris is a boy or a girl, or are you unsure?

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## Body, Mind and Feelings

**Directions:** List as many changes as you can that girls and boys experience during puberty. When you are finished, discuss your thoughts with another group.

|              | <b>Physical<br/>Changes</b> | <b>Emotional<br/>Changes</b> |
|--------------|-----------------------------|------------------------------|
| <b>Girls</b> |                             |                              |
| <b>Boys</b>  |                             |                              |