Lesson 1: A Brand New You
Grade 4- Health and Puberty Education Lesson
Davidson County Schools

Essential Standard	Clarifying Objective
4.ICR.2 Understand the changes that occur during puberty and adolescence.	**4.ICR.2.1 Summarize the physical and emotional changes during puberty.**

Teacher should discuss the "Health and Puberty Classroom Guidelines" and send home to be discussed and signed by a parent prior to starting instruction.

Materials Needed:

- Copies of "Health and Puberty Classroom Guidelines" to be sent home
- Appendix 1- Copies of "A Brand New You"
- Appendix 2- "They Tell Me I'm Going Through Puberty"
- Appendix 3- Copies of "Body, Mind, and Feelings"
- Appendix 4- Copies of " My Personal Puberty Plan"
- Boys Introduction to Puberty Presentation
- Girls Introduction to Puberty Presentation
- Blank paper for writing

Statement of Objectives:
Today we will begin to talk about changes that happen as a part of growth and development. These changes are called puberty, and all boys and girls experience it as they become men and women. By the end of the lessons, you will be able to identify physical and emotional changes that happen as a part of puberty.

Setting the Focus:
Provide copies of " A Brand New You" (Appendix 1) so students can read along with you. Read the poem and ask how they feel about the changes they are experiencing or will experience during puberty.

Teacher Input:
How many of you have older brothers and sisters? Have you notices that they have experienced changes in the way they look? They have begun to look more like young men and women and less like children. These changes may have already started for you OR they may be beginning within the next several years.

It is fairly common for children to feel a little awkward during this time. Just as the physical changes occur over several years, so might those feelings of being uncertain and uncomfortable.

Sometimes children (and adults) feel uncomfortable talking about puberty. It is natural for folks to feel a little embarrassed, especially if they have not talked about these topics before. They may feel silly and may giggle, or get quiet. That's to be expected.

Just realize that as a child's body changes and matures, so does his/her feelings about growing up.

Focus Activity:

- Have students listen to "They Tell Me I'm Going Through Puberty" (Appendix 2) 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 Puberty 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" (Appendix 3)
- 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.

Personal Reflection Activity:

- As a personal reflection, ask students to complete an individual "My Personal Puberty Plan" (Appendix 4) to process the information gained from this lesson.