For The 2012-2013 School Year Only
Grade 5 Puberty Review: Prerequisite for Lesson 3 (5.ICR.2.1)
Grade 5- Health and Puberty Education Lesson
Davidson County Schools

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
5.ICR.2 **Analyze the changes and influences that occur during puberty and adolescence.**	**5.ICR.2.1** **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.