Lesson 1: David's Day
Grade 5- Health and Puberty Education Lesson
Davidson County Schools

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 feelings regarding one's reproductive health.**

Materials Needed:

- Appendix 1 – copies of "David's Day"
- Appendix 2 – photograph of fifth grade boy

Focus:

Many influences impact a young person's choices and feelings. Ask students to recall an adult whom they admire. Encourage students to identify someone who possesses pleasing qualities which are attractive both inside and out. Example: a coach who encourages him/her.

Students are to list this person on a piece of paper along with reasons why she/he selected that individual. Students may have more than one role model. It is important to emphasize inner beauty and character.

Statement of Objectives:

Today we are going to discuss common stressors we experience during adolescence, including physical, social and emotional changes. By the end of today's lesson, you will be able to show how classmates can impact our behavior and feelings during puberty.

Teacher Input:

Read David's Day (Appendix 1) to the students. Distribute to each student a photograph of an adolescent (Appendix 2). As story is read, ask students to tear off a piece of David each time David gets put down. Students decide size of tear.
Process activity focusing on these questions:
1) How do you think David is feeling at the end of the day?
2) Describe the emotions David felt during the day.
3) Brainstorm the ways David's classmates showed disrespect.
4) How could this day affect David the remainder of the week or longer?
5) What adolescent changes led to some of the events David experienced?

Suggestion for Coping Skills Discussion: Teaching students to use an "I message" when upset. An "I message" teaches one to communicate in a non-threatening way. The "I message statement" is: I feel_____when you _____, I want to _____.

Additional Ideas: Teach the students to take deep breaths, count to 10, walk away/ignore any negative comments, and to constantly have "positive self talk or affirmations" in their head. It is important for them to realize that everyone has a bad day and they are going get through it. Also, if this happens to them, they can talk to a trusted adult about their day and hopefully move on with their day.

Assessment: Ask students to try to put the picture of David back together. Students will write one paragraph (3-4 sentences) explaining how behavior can be influenced by others' actions and the importance of showing respect in relationships.