

# Austin ISD Human Sexuality and Responsibility

**Grade Level: 4**

**Unit: Human Sexuality and Responsibility**

## **Ground Rules**

Classroom safety is crucial. Children feel safer and more at ease when they know the ground rules and see that they are enforced. Just as you set rules for your class at the beginning of the school year, we encourage you to set ground rules or review ground rules at the onset of this curriculum.

Students will describe or identify:

1. Two classroom ground rules;
2. Two ways rules are kept;
3. A parent(s) or trusted adult to talk to about today's lesson.

**Teacher Tip:** Review "Guidelines for Discussion" to ensure a safe climate for the discussion of sensitive topics. For questions that teachers don't feel comfortable answering, please refer that student to a trusted adult.

Use equity practices to solicit responses from all students such as: popsicle sticks, randomizing apps, Think-Pair-Share, talking chips, etc.

## **Lesson 5: Puberty and Adolescent Development**

**LESSON SUMMARY** (Use equity practices to solicit responses from all students.)

**Puberty and Adolescent Development** Students learn about the milestones that influence development for every person.

## **NSES**

PD.5.CC.1: Explain the physical, social and emotional changes that occur during puberty and adolescence.

PD.5.INF.1: Describe how friends, family, media, society and culture can influence ideas about body image.

PD.5.AI.1: Identify medically accurate information and resources about puberty and personal hygiene.

PD.5.AI.2: Identify parents or other trusted adults of whom students can ask questions about puberty and adolescent health issues.

PD.5.SM.1: Explain ways to manage the physical and emotional changes associated with puberty.

## **LESSON OBJECTIVES**

Explain and manage physical, social, and emotional changes during puberty;

Describe factors that affect body image;

Identify accurate information about puberty and hygiene;

Identify trusted adults to talk to about puberty and hygiene.

## **MATERIALS**

Copies of the BrainPOP Fill in the Chart

Teacher's copy of "Healthy and Unhealthy Practices during Puberty"

Copies of Healthy and Unhealthy cards for each student

Puberty scenarios, marker/paper or white board to write on

Copies of "Feeling Good: Making plans for a healthier, happy me!"

## **VOCABULARY**

**Puberty:** the period during which adolescents reach sexual maturity and become capable of reproduction.

**Adolescence:** the period following the onset of puberty during which a young person develops from a child into an adult.

**Hormones:** chemical substances that act like messenger molecules in the body.

**Estrogen:** hormone that is important for sexual and reproductive development, especially for women.

**Testosterone:** hormone that is important for sexual and reproductive development, especially for men.

## **BEGINNING: Engage (7-10 minutes)**

Activity: \*Puberty Walk

Directions:

- Ask students to move to one area of the room.
- Tell them that you when you tap them on the shoulder they should walk (not run) to a designated location on the opposite side of the room. Note: If you have a large group or would like the activity to take less time, ask for a smaller group of volunteers.
- Tap students on the shoulder, starting with one student. Let the first student walk to the other side of the room, then tap another student. Continue tapping students, first slowly, then speeding up and tapping groups and individuals. Toward the end, slow down, again tapping individuals. Leave a few students to walk across alone at the end.
- When all students have walked to the other side of the room, ask students:
  - How did it feel to be the first one to walk?
  - How did it feel to be the last one to walk? Did it feel better to walk alone or in a group? Why?
- Lead a discussion using the students' answers to make the transition that this walk is very much like puberty: just like everyone eventually walked across the room, eventually everyone will go through puberty. Some people start earlier and will finish before their peers, others will start later. And just like everyone walked at a different pace across the room, everyone moves through puberty differently.
  - Puberty is defined as development of secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to become a parent).
  - Adolescence is the transition from childhood to adulthood. These changes are exciting and fun, but at other times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember each person goes through puberty and adolescence at his/her own pace.
- Transition by telling students that we will now discuss the physical and emotional changes that happen during puberty.

### **MIDDLE: Explain (15-20 minutes)**



#### **Puberty**

<https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/?panel=login&refer=/health/geneticsgrowthanddevelopment/puberty/activity/>

(Access BrainPop through your portal.)

Directions:

1. This lesson can be completed by students independently or in pairs/groups.
2. Pass out the **Fill in the Chart** activity from the Puberty movie.
3. Play the Puberty Movie once through for the class. Turn on the closed captioning to aid students in comprehension.
4. Play the movie through a second time, pausing for students to take notes on the graphic organizer.
5. Ask students to define the vocabulary.

Activity: \*Healthy or Unhealthy (5-7 minutes)

Directions:

- Before class, copy onto two different colors of cardstock and cut apart the Healthy-Unhealthy cards for each student.
- Read each statement from "Healthy and Unhealthy Practices during Puberty," and ask students to hold up the appropriate card.
- Clarify any incorrect responses using the information provided.

### **END: Evaluate (20-25 minutes)**

Activities about **Puberty and Adolescent Development** have a purpose that may not be apparent to fourth graders. It is important that you provide closure through questioning skills to assess whether your students understand the lesson.

Activity: \*Puberty Scenarios (15 minutes)

Directions:

- Divide students into small groups and provide each group one of the Puberty Scenarios.
- Instruct groups to read their scenario and answer the following questions together:
  - How does the main character feel about growing up?
  - What steps can you take to be a respectful friend to him or her?
- Have each group report out their answers, making sure to highlight puberty and hygiene lessons
- As they come up:
  - Everyone experiences puberty differently.
  - Be a respectful friend to everyone.
  - Healthy practices that the individual could use to stay healthy.
- Transition by telling students that we have reviewed many of the emotional and physical changes that occur during puberty. It is an exciting time with lots of change, but can often make us nervous or scared as these changes happen. Remember that the changes happening are normal, and that you can also plan for some wonderful changes in life! We are going to talk about some of them now.

**NOTE:** Many times students have a lot of questions about these topics; however, there are some challenges in taking questions directly from students.

- Some students might feel uncomfortable asking questions in front of their peers.
- Some students may also ask questions that you are uncomfortable answering, or unprepared to answer on the spot.

Doing anonymous questions can help with both of the scenarios.

Provide students with slips of paper and explain that students can use the sheets to ask questions that they would like to ask in private.

At the end of the class, everyone will put a sheet in the box, that way we have no idea who asked what question.

You can either choose to:

- 1) Draw questions directly from the box and answer them in class,
- 2) Have another question session at a later date, or
- 3) Create an “answer sheet” that students can take home with all the answers on it.

Options two and three offer you the most flexibility in answering the questions and preparing your responses. Reading “[Puberty and Hygiene Frequently Asked Questions](#)” can help you prepare your responses.

### **Home Connection**

Activity: \*Planning for Health

Directions:

- Tell students that now they have all the knowledge to practice good personal hygiene and be happy and healthy!
- Distribute handouts.
- Instruct students to select one health behavior that they will work on to improve their health.

To conclude, tell students to take home the worksheet to share with their families. If they would like, they can track their progress with their behavior on the back of the worksheet.

*\*Borrowed from the Chatham County Public Health Department; 4<sup>th</sup>-5<sup>th</sup> Grade Puberty and Hygiene Lesson Adapted from “Successfully Teaching Middle and High School Health” developed by the North Carolina School Health Training center and the North Carolina Center for the Advancement of Health Education*

## FILL IN THE CHART

Complete the following chart by placing each term below into the correct column. Decide if it is relevant to girls, boys, or both.

PUBIC HAIR    EMOTIONAL CHANGES    EGG RELEASED AWKWARDNESS    SPERM PRODUCED    BREASTS DEVELOP    GENITALS ENLARGE LARYNX ENLARGES    MENSTRUATION    DEEPER VOICE		
GIRLS	BOTH	BOYS
Starts ages	Pituitary gland sends out hormones	_____
_____	_____	Testes produce testosterone
_____	Underarm hair	_____
Hips widen	_____	Facial hair and body hair
_____	_____	_____
Growth spurt starts earlier and ends quickly	Puberty lasts several years	_____
		Muscles become more developed
		_____
		Growth spurt starts later but lasts longer

**FEELING GOOD!** Making plans for a healthier, happy me!

A healthy habit  
I plan to work on is...

To be successful with this plan I need to...

People that can support and encourage me are...

**Directions:** For each day that you do your healthy behavior draw a big smiley face 😊 and describe what you did.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	😊 Today I flossed my teeth.						
Week 2							
Week 3							
Week 4							
Week 5							

## Healthy and Unhealthy Practices during Puberty

Scenarios	KEY	Reasoning
1. Eat lots of fruits and vegetables	<b>HEALTHY</b>	The body is changing during puberty and it's especially important to eat nutrient-dense foods like fruits and veggies.
2. Yell at parents when in a bad mood	<b>UNHEALTHY</b>	Having mood swings is to be expected. There are more positive ways to deal with stressful emotions than to take them out on each other. Taking a walk or playing a game is healthier.
3. Getting enough sleep and rest	<b>HEALTHY</b>	Because the body is growing faster, boys and girls need adequate sleep. About 10 hours of sleep are needed.
4. Wash under arms and groin area	<b>HEALTHY</b>	During puberty, the sweat glands produce more perspiration and body odor. Daily bathing and use of deodorant under the arms are important for health and to be accepted by others.
5. Tease others about their bodies	<b>UNHEALTHY</b>	Being unkind or practicing bullying behavior is never acceptable. Boys and girls need to demonstrate acceptance and support of their classmates.
6. Being attracted to others	<b>HEALTHY</b>	Puberty is the time when young people begin to feel attraction and have rushes toward others.
7. Squeeze pimples	<b>UNHEALTHY</b>	The best way to take care of pimples is to keep the face clean, eat nutritiously, and drink lots of water. Never squeeze pimples as that might cause an infection or scarring. If pimples are severe, ask parents about going to a doctor.



[illegible]

# HEALTHY

## HEALTHY

# HEALTHY

# HEALTHY

# HEALTHY

## HEALTHY

<b>UNHEALTHY</b>	<b>UNHEALTHY</b>	<b>UNHEALTHY</b>
<b>UNHEALTHY</b>	<b>UNHEALTHY</b>	<b>UNHEALTHY</b>
<b>UNHEALTHY</b>	<b>UNHEALTHY</b>	<b>UNHEALTHY</b>
<b>UNHEALTHY</b>	<b>UNHEALTHY</b>	<b>UNHEALTHY</b>
<b>UNHEALTHY</b>	<b>UNHEALTHY</b>	<b>UNHEALTHY</b>
<b>UNHEALTHY</b>	<b>UNHEALTHY</b>	<b>UNHEALTHY</b>

Unhealthy Cards

## Puberty Scenarios

### Scenario 1:

Jeanne is the last person chosen for teams in physical education. She is not athletic and very short. Her nickname is "Shorty."

### Scenario 2:

Drew is the smallest boy in the 4th grade. Two guys picked Drew up and put him in the trash can.

### Scenario 3:

Alana is tall, heavy and has begun developing breasts. Kids do not like to be around her due to the way she smells. She sweats a lot and kids say she smells bad.

### Scenario 4:

Anthony has grown two shoe sizes since Christmas. As a result, he is clumsy and the kids laugh whenever he falls down.

### Scenario 5:

Kayla has a different crush every week. She wears makeup and a bra to school and is always talking about it. She texts boys using her cell phone. Kayla asks others girls to go with her to talk to boys.

### Scenario 6:

Jayden is very popular and has lots of friends. Recently girls have started texting him and sending him pictures. They are always asking Jayden's friends if he likes them. Jayden loves basketball and doesn't think about girls in 4th grade.

TEACHER NOTES:

### **What is Puberty?**

- Puberty is the period of time when children begin to mature biologically, psychologically, socially and cognitively. Girls start to grow into women and boys into men. The changes happen due to the release of chemicals called hormones. Hormones are chemicals in the body.
  - Male hormone: Testosterone
  - Female hormone: Estrogen
  - Girls usually start puberty first

### **Emotional Changes during Puberty**

Coping with a changing body:

- Mood swings
- Energy changes
- Frustration

### **Hygiene**

Someone says he or she smells?

As boys' and girls' bodies develop during puberty so too do their sweat glands.

These glands are to help control the body's temperature and result in more sweat being produced.

HOW CAN WE REDUCE THE RISK OF SMELLING AND IMPROVE OUR HYGIENE?

- Use deodorant under arms daily
- Wash clothes regularly
- Avoid wearing clothes repetitively if not washed.
- Brush teeth morning and night
- Shower daily with soap
- Use face wash or similar to remove excess oil on skin and face
- Wash hair when oily

### **Increase in Pimples**

Hormone-imbalance is common during puberty

Pimples during puberty are caused by hormones. Often an overload of testosterone in both girls and boys is to blame.

Most young people get pimples, blackheads and possibly acne around puberty.

- Eating less fatty foods (such as chips and chocolate)
- Drinking lots of water can help
- Washing your face with soap and water regularly
- Not touching your face with "dirty" hands