

**GRADE 7
PUBERTY & ADOLESCENT DEVELOPMENT**

TODAY'S OBJECTIVE

- Describe the physical, social, cognitive, emotional changes of adolescence.
- Identify medically accurate sources of information about adolescent development.
- Develop a decision-making model and evaluate outcomes.
- Analyze the influences of self-concept and body image

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
- Activate Prior Knowledge/Engage
 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

Teacher Notes: Puberty

Estimated Time: 20 minutes

1. Teacher begins the discussion by defining puberty and why it occurs
2. Group Brainstorm
 - a. On the whiteboard/chalkboard/poster paper, write 'Things That Change' and 'Things That Stay the Same'
 - b. Students can share out what they already know about Puberty and the things that may happen to their bodies
3. Define Hormones
4. Students complete Brain Pop Worksheet in small groups

Possible List for Things That Change

- Hair growth in places like our legs, armpits, genitals (pubic hair) and for some people, the face
 - More active oil glands, which can lead to oily hair and oily faces (acne)
 - More active sweat glands, which can lead to body odour
 - Growth spurts
 - Growth of the penis, testicles and breasts
 - Wider hips and shoulders
 - Nocturnal emissions (wet dreams)
 - More frequent erections (these are very common when waking up, sometimes called morning wood)
 - Vaginal discharge (clear or whitish liquid that comes out of the vagina)
 - Menstruation
- Mood swings
 - May become interested in romantic partnerships or develop crushes
 - Might begin to have sexual feelings
 - May want more independence and privacy

WHAT IS PUBERTY?

Puberty is when our bodies change into adult bodies.

Why does puberty occur?

To prepare our bodies to reproduce and create new life.

Teacher Notes: Brain Pop Video

Watch this video:

[https://www.brainpop.com/health/geneticsgrowt
handdevelopment/puberty/](https://www.brainpop.com/health/geneticsgrowt
handdevelopment/puberty/)

GROUP BRAINSTORM

Make a list of things that...

- *Change* during puberty
- *Stay the same* during puberty



TEACHER NOTES: Physical & Emotional Changes

- Estimated Time: 10 minutes
- 1. Teacher leads the discussion about puberty by helping students to categorize their 'Change' list into physical and emotional changes

PHYSICAL CHANGES

Growth spurts

Active oil glands

Hair growth

Wider shoulders

Menstruation

Wider hips

Active sweat glands

EMOTIONAL CHANGES

Mood swings

Sexual feelings

Romantic interests

Want independence

Want privacy

TEACHER NOTES: Hormones

Tell students that these changes are caused by hormonal changes in the body. Everyone has hormones called *testosterone*, *estrogen*, and *progesterone*. Most of the time, but not always, boys will begin to produce more testosterone and girls will begin to produce more estrogen during puberty. These hormonal changes are what cause the other changes we experience.

HORMONES

- Testosterone
- Estrogen
- Progesterone

Puberty Symptoms Sort



Puberty Worksheet

Date: _____

Name: _____

Class: _____

Investigate the symptoms of puberty listed in the box. Then decide if it is a symptom shown in girls, boys, or both.

When you are finished check with a partner and see if you both agree.

Fill in the Chart

Decide if each term is relevant to girls, boys, or both. Then place it in the correct column.

pubic hair emotional changes starts ages 12-13 eggs released awkwardness sperm produced breasts develop
genitals enlarge larynx enlarges menstruation deeper voice starts ages 10-11 testes produce testosterone
underarm hair hips widen hormones released facial hair

Girls	Both	Boys
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

TEACHER NOTES: TRUE OR FALSE GAME

- Estimated Time: 10 minutes
- ELL & SpEd Strategy: Mixed-Ability Partners

6. Next, to review the information, play a short True or False game with the class (see True or False Handout).

TEACHER NOTES: TRUE OR FALSE GAME (CONT.)

7. Remind the students that puberty is something that almost everyone experiences, so they are not alone. Also remind that students that everyone is different, so everyone will experience puberty differently. Because of these changes, students need to take extra care with bathing and keeping themselves clean.
8. Discuss some strategies that can help the students cope with the changes they experience during puberty. Ask them what they do if they have bruises or muscle aches and connect these to growing pains and menstrual cramps. Offer examples like asking for painkillers, lying down, stretches, and exercise. Ask the students to describe activities they do to calm down or feel happier. Offer examples such as writing in a journal, taking a walk, drawing, talking with a trusted friend or parent, etc...

TRUE OR
FALSE

1. If all of my friends have started puberty except me, I'm way behind. **True False**
2. I will start to notice more hair grow in places like my genitals and armpits. **True False**
3. Puberty is the process through which our bodies become adults. **True False**
4. We only experience physical changes during puberty. **True False**
5. Puberty is caused by hormonal changes in the body. **True False**
6. Everyone goes through puberty at the same speed. **True False**

Tell if the answer is True or False.
Explain why.

TEACHER NOTES: MY BODY IMAGE

3. Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body or things that you like about yourself in general can make you feel better about going through puberty.

Teacher Notes: Influences on body image

1. Before class, collect a selection of highly sexualized advertisements from magazines or printed from the internet. Try to have about one per student. If you can, try to find ads that are directed at teens, not just adults.
4. Explain that the class is going to examine the advertising industry and study the messages about sexuality that this industry sends to kids and teens.
5. Divide the class into groups of 3-5 students.
6. Distribute the handout **Media and Body Image** to each group.
7. Provide the class with the selection of printed advertisements and have each group choose one advertisement to analyze.
8. Give groups time to analyze their advertisement based on the handout.

Media Influence



Body Image

Class discussion:

What are some ways we can combat negative perceptions we have of ourselves?

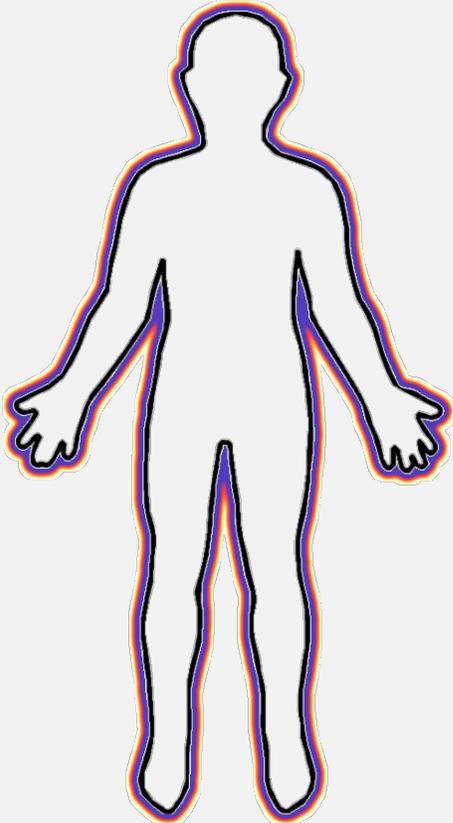
- Be mindful of the media you consume and the messages sent by media about body image.
- Remember that everyone has challenges with their body image at times. Use positive self-talk when you find yourself being critical or judging yourself.

- Treat your body with respect by keeping it strong and healthy.
- Eat well-balanced meals and exercise to feel strong and able, not to change your body's size or shape to fit someone else's ideal.
- Dress in clothes that fit the body you have and make you feel good about yourself.
- Spend time with friends and family who are positive and like you for who you are as a person.
- Write a list of the positive benefits of a body part or feature that you don't like. Focus on what your body can do.
- Write a short message that helps you feel good about yourself. Post it around your house or room, make it your screensaver or wallpaper on a device, or ask a friend to text you the message regularly.
- Be aware of how you talk about bodies with other people. Try to focus on positive attributes that aren't related to physical appearance.

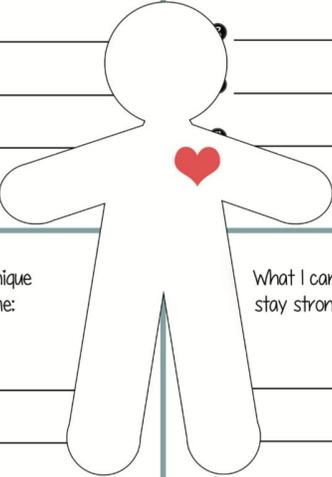
TEACHER NOTES: MY BODY IMAGE (CONT.)

4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the "My Body Image" printouts instead.
5. Ask students to use markers to draw or write down positive characteristics they have. Tell them these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they're proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don't have to include anything that they're uncomfortable with or that feels private.
6. Put up the drawings in a "My Body Image" gallery. Invite students to briefly present why they are special and what they are proud of.
7. Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

WHAT MAKES YOU SPECIAL?



<p>What my body does for me:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>	<p>What I love about my body:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>
<p>What's unique about me:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>	<p>What I can do to help it stay strong and healthy:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> <p>5 _____</p>



For personal use only. Not for sale. ©plantlovegrow 2014. All rights reserved. www.plantlovegrow.com

YOU ARE NOT ALONE!!!!

There are lots of people who have gone through this before you. Think about the trusted adults in your life that you can talk to about the physical and emotional changes of puberty and adolescence.

TEACHER NOTES: ASK AN ADULT

- Estimated Time: Homework

2) Ask the students to select an adult they know and trust, such as a parent, grandparent or family friend, and have them interview that person about their experiences with puberty (see Ask an Adult! Handout).

NAME _____

DATE _____

Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?

Bibliography

Chang, Yu Hsuan. "Advertising between Men and Women." *YuHsuans PSU009*, WordPress, 10 Feb. 2016, <https://sites.psu.edu/yuhluan/2016/02/10/advertising-between-men-and-women/>. (Accessed October 8, 2019)

Goldwert, Lindsay. "Sofia Vergara Lends Curves to 'Skinny' Diet Pepsi Campaign; 'Modern Family' Star Is New Brand Face." *Nydailynews.com*, New York Daily News, 13 Jan. 2019, <https://www.nydailynews.com/life-style/sofia-vergara-lends-curves-skinny-diet-pepsi-campaign-modern-family-star-new-brand-face-article-1.133665>. (Accessed October 8, 2019)

"Puberty." *Puberty- BrainPOP*, BrainPOP, 2019, <https://www.brainpop.com/health/geneticsgrowthanddevelopment/puberty/>. (Accessed October 8, 2019)

"SGBI-E6: Adopting a Positive Attitude towards Body Image." *Sexuality Education Toolkit*, ACCM, 2018, <https://sexedtoolkit.com/lesson-plans/sexual-growth-and-body-image/sgbi-e6-adopting-positive-attitude-towards-body-image/>. (Accessed October 8, 2019)

NAME _____

DATE _____

Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?

Name _____ Date _____

Media & Body Image

Look at the advertisement you have received. As a group, use these questions to discuss the ad you are analyzing. You may take notes on this page to share with the class during discussion.

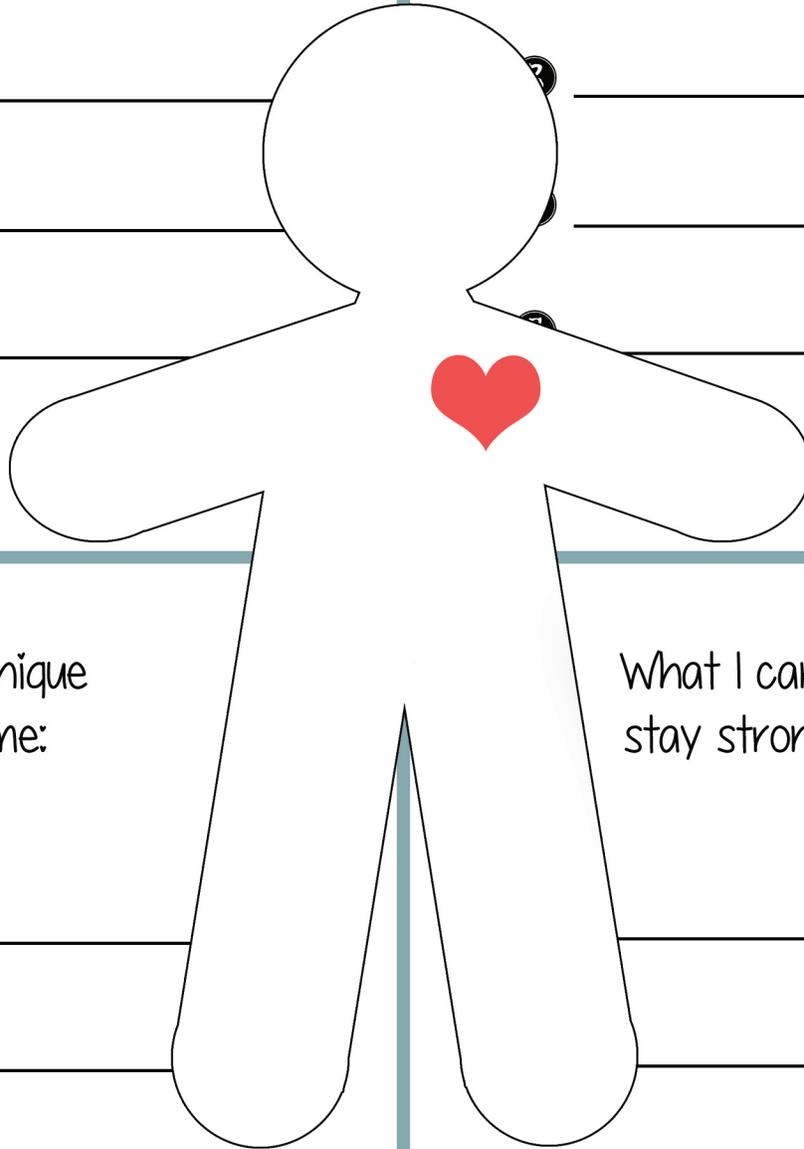
1. What product or service is the ad selling?
2. Who is the target audience for this ad? (Include age range, culture, gender, race, socio-economic level)
3. What can the product or service actually do vs. what does it promise to do?
4. What underlying message or value is being sold by the ad? Is it obvious or subliminal?
5. What do people in the ad look like?
6. What is this ad saying about beauty and body image?
7. Is this a positive or negative message about body image?

What my body does for me:

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

What I love about my body:

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____



What's unique about me:

- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____

What I can do to help it stay strong and healthy:

- ③ _____
- ④ _____
- ⑤ _____

TRUE OR FALSE

1. If all of my friends have started puberty except me, I'm way behind. **True False**
2. I will start to notice more hair grow in places like my genitals and armpits. **True False**
3. Puberty is the process through which our bodies become adults. **True False**
4. We only experience physical changes during puberty. **True False**
5. Puberty is caused by hormonal changes in the body. **True False**
6. Everyone goes through puberty at the same speed. **True False**

TRUE OR FALSE (ANSWER KEY)

1. If all of my friends have started puberty except me, I'm way behind. (False) Everyone's bodies are different! Different people start puberty at different times, and it's okay to start later.

2. I will start to notice more hair grow in places like my genitals and armpits. (True) Most people experience hair growth in these places during puberty.

3. Puberty is the process through which our bodies become adults. (True) The hormones released during puberty target our reproductive systems and trigger them to begin functioning so that our bodies can reproduce.

4. We only experience physical changes during puberty. (False) During puberty, we experience both physical and emotional changes. Puberty can often come with mood swings, sexual feelings, and a desire for more independence.

5. Puberty is caused by hormonal changes in the body. (True) The brain releases hormones during puberty that cause the changes people go through during puberty.

6. Everyone experiences puberty at the same rate.
(False) Everyone's body is different, so people will go through changes at a different rate, and some people may not experience them at all.

Elementary 6: Sexual Growth and Body Image

Lesson 1: Adopting a Positive Attitude toward Body Image

Aim/Rationale

Students will learn about the physical and emotional changes that often happen during puberty and will be encouraged to adopt a positive attitude toward their own body image and diverse body types.

Learning Content

Learning Content in Sexuality Education

- 1) Adopt a positive attitude toward diverse body types
 - a. Identify physical and emotional changes during puberty
 - b. Understand and appreciate diverse body types

Cross-Curricular Competencies

- 1) To use creativity
- 2) To construct identity
- 3) To cooperate with others

Purpose

Children aged 10 to 12 have often started maturing physically. The first signs of development can appear at this age. Children at this age are often curious about their bodily changes and are becoming aware of simultaneous emotional changes. Therefore, an important task for teachers is to equip students with the appropriate knowledge of these changes, including how their body may change, why it changes, and how to adopt a positive attitude toward diverse body types. Doing so is

an important part of building children’s self-esteem and helping them maintain a positive body image throughout puberty.

Relevant to:

- Promoting a healthy body image

Lesson

Materials

- Projector and laptop or interactive white board
- A large roll of paper (each student needs a piece of paper large enough to trace themselves on) [QR](#) “My Body Image” printouts (1 per student)
- Construction paper or other thick paper (1 per student)
- Markers
- Video Option 1, “The Girl with the World in Her Hair” (3 mins)
 - <https://www.youtube.com/watch?v=EC-v30Ds92E>
- Video Option 2, “Girls Ages 5-18 Talk About What Beauty Means to Them”
 - <https://www.youtube.com/watch?v=j541ShtTSJU>
- A CD player or computer with speakers
- “Adult-Kid Communicator” handouts (1 per student)

Essential Questions

- What does it mean to go through puberty?
- What are the physical and emotional changes that can happen during puberty?
- Why do we need to adopt a positive attitude toward our own body and how we feel about it?
- How can we respect diverse body types?

Using Gender Inclusive Language

Avoid gendering people with certain anatomy or making assumptions about someone’s body based on their gender. The assumption that all people with penises are boys, for example, can make trans or intersex students feel excluded. Separating anatomy and gender is a way to make sure that all students feel included.

A way to do this is by referring to anatomy rather than someone’s gender. For example, instead of saying, “men grow facial hair”, say, “facial hair grows”. Another way to avoid gendering body parts is using phrases like, “people with penises” and “bodies that menstruate”. Similarly, it’s better to use nouns for body functions rather than verbs, for example, by saying “ejaculation can happen during sleep” instead of “boys can ejaculate during sleep”.

It is understandable that some students might feel shy when talking about sex organs. Students at this age are sometimes uncomfortable talking about the changes that they are experiencing. However, it is important to use accurate names for sex organs rather than euphemisms. When children are taught using inaccurate language, it is possible for them to misunderstand. Using proper terminology is the first step to teaching about sex accurately and accessibly. It can help them talk about these changes or health issues with doctors. It is also beneficial for the development of children’s healthy, positive body image.

Terms

- Puberty
- Body image

Development [60 minutes]

1. Tell students that today they are going to learn about their bodies and discuss how to feel good about them. Start by showing students the movie “The Girl with the World in Her Hair” or “Girls Ages 5-18 Talk About What Beauty Means to Them”.
 - a. “The Girl with the World in Her Hair”: Encourage students to discuss what they think about Jasmine and her attitude toward her hair. Ask questions to stimulate a discussion, for example, why does Jasmine feel she’s got the world in her hair? Is it good that she can laugh about it? Do you have similar experiences or feelings about a part of your own body that you feel comfortable sharing? Invite students to share and talk.
Conclude by saying that Jasmine’s curly hair is just one of her unique characteristics, and it is part of what makes her who she is. Though taking care of her hair can sometimes be a nuisance and other people may have their opinions about it, it’s important that Jasmine feels like she can appreciate and celebrate her curly hair as part of her unique identity. We will also change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. During this time, it is especially important to do things that can help you feel positive and confident about your body.
 - b. “Girls Ages 5-18 Talk About What Beauty Means to Them”: Encourage students to list some well-known people they think are beautiful and discuss how they define beauty. Ask questions to inspire them, for example, does everyone on the list look the same or make you feel the same? Does everyone have the same definition of beauty? Is it good that there are different ideas about beauty? How can we accept and appreciate people’s differences? In the video, Joelle says becoming beautiful is “learning all the lessons of life, and you go from here to there, and you start to blossom.” Do you agree with her?
Conclude that everyone has different types of beauty because everyone is unique. Tell the students that we all have our own specific characteristics, and we are all different. There is nothing wrong with our uniqueness. We will change and become different as we grow up. Tell the students that when someone starts puberty, their body and body image (i.e. how they see and feel about their body) can change a lot. Just as Joelle said, it is also a kind of beauty because you are growing from a kid to an adult, and you are blossoming. During this time, it is especially important to do things that can help you feel positive and confident about your body.
2. Review the changes that can happen during puberty. Ask students to list some of the physical and emotional changes that can happen during puberty and write them on the board. Some examples include:
 - Pubic hair grows.
 - Menstruation begins.
 - People get taller.
 - Body hair grows.
 - Testicles get bigger and start making sperm.

- The voice can change and facial hair begins to grow.
 - People can start developing romantic or sexual feelings for others.
 - People’s moods can change. Sometimes people feel emotions more strongly or feel self-conscious or confused.
3. Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about your body. Thinking about things that you like about your body, what you can do with your body or things that you like about yourself in general can make you feel better about going through puberty.
 4. Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner’s silhouette on the paper with a marker. If this isn’t feasible, use the “My Body Image” printouts instead.
 5. Ask students to use markers to draw or write down positive characteristics they have. Tell them these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they’re proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don’t have to include anything that they’re uncomfortable with or that feels private.
 6. Put up the drawings in a “My Body Image” gallery. Invite students to briefly present why they are special and what they are proud of.
 7. Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It’s important to respect and appreciate all body types.

Culmination [20 minutes]

1. Tape a piece of construction paper onto each student’s back and give them a marker.
2. Turn music on. Have students mingle and walk around the room until the music stops.
3. When the music stops, have each student write something positive about other another student onto their piece of paper (ex. You have a nice smile; you are in great shape; you are funny).
4. Repeat step 2 until students’ papers are full.
5. Allow them to take off their paper, read, and enjoy! Encourage them to keep it somewhere they’ll remember and take it out if they’re feeling low or insecure about their bodies or themselves.

Performance Objectives

By the end of this lesson, students will be able to:

- Become aware of the physical and mental changes that occur during their puberty

- Gain knowledge and accept changes that are or potentially will be taking place in their bodies
- Adopt a positive attitude toward their changing body and diverse body types
- Identify things they like about their bodies and themselves

Assessment Ideas

1. Give each student the “Adult-Kid Communicator” handout as a take-home assignment. Encourage students to complete it as an interview with an adult they feel comfortable talking with. Afterwards, have students share their thoughts and discuss what they could do to teach kids to adopt a positive attitude toward their body when they become adults.



Tel 514-527-0928 Fax 514-527-0701
2075 Plessis, Ground Level, Montréal (Québec) H2L 2Y4
info@accmontreal.org

Elementary 4: Sexual Growth and Body Image

Lesson 1: Introducing and Understanding Puberty

Aim/Rationale

Students will learn about the physical and emotional changes that occur during puberty as well as healthy strategies to cope with these changes.

Competencies

Learning Content in Sexuality Education

- 1) *Learn how the main changes associated with puberty are part of the process of growing up*
- 2) *Share your feelings about growing up*

Broad Areas of Learning

- 1) *Health and well-being*
- 2) *Citizenship and community life*

Purpose

Learning about one's body and appreciating that body is an essential developmental task for children and adolescents. Puberty is a natural stage of development characterized by physical, emotional and social changes that can start young people on a path that can include romantic and sexual attractions, romantic relationships, sex, and having children.

Children at this age level are likely to begin experiencing the physical and emotional changes that occur during puberty and require accurate information that will help them understand the transformations their bodies are experiencing.

Relevant to:

- Promoting egalitarian relationships
- Promoting a healthy body image

Lesson

Materials

1. Worksheets
 - True or False Handout
 - Advice Column Handout
 - Ask an Adult! Handout

Essential Questions

- What is puberty? What does it mean to, “go through puberty?”
- What kinds of changes will my body undergo?
- What are some healthy responses to feelings I may have during puberty?

Using Gender Inclusive Language

Consider discussing puberty with terms such as “can,” “may,” or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming (e.g. “People with a penis may also grow hair on their face” or “Some people with a vagina may also develop breasts”). It may be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts.

When talking about sexual feelings, it also helps to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. In order to include youth who may grow up to be asexual (someone who does not experience sexual attraction) or aromantic (someone who does not experience romantic attraction or crushes) it’s also good to use “can,” “may,” or “might” when you talk about people developing romantic and/or sexual feelings.

Terms

- Puberty
- Hormones (testosterone, estrogen and progesterone)

Development/Teaching Methods [30 min]

1. Start the lesson with a brainstorm activity. Ask the students to break into groups of two or three people. Within their group, have the students come up with a list of things that change during puberty and things that stay the same. This introductory activity can help the teacher gauge what the students already know and dispel any myths they may believe.

2. Ask the students, “What does puberty mean?” Write some of the responses on the board. Create a definition the class agrees on, or give them one similar to this: “Puberty is when our bodies change to adult bodies.”
3. Explain that our bodies experience many changes during puberty, both physically and emotionally. Some of the physical changes that students may notice include:
 - Hair growth in places like our legs, armpits, genitals (pubic hair) and for some people, the face
 - More active oil glands, which can lead to oily hair and oily faces (acne)
 - More active sweat glands, which can lead to body odour
 - Growth spurts
 - Growth of the penis, testicles and breasts
 - Wider hips and shoulders
 - Nocturnal emissions (wet dreams)
 - More frequent erections (these are very common when waking up, sometimes called morning wood)
 - Vaginal discharge (clear or whitish liquid that comes out of the vagina)
 - Menstruation
4. Next describe the types of changes that can occur to our emotions, including:
 - Mood swings
 - May become interested in romantic partnerships or develop crushes
 - Might begin to have sexual feelings
 - May want more independence and privacy
5. Tell students that these changes are caused by hormonal changes in the body. Everyone has hormones called *testosterone*, *estrogen*, and *progesterone*. Most of the time, but not always, boys will begin to produce more testosterone and girls will begin to produce more estrogen during puberty. These hormonal changes are what cause the other changes we experience.
6. Next, to review the information, play a short True or False game with the class (see True or False Handout).
7. Remind the students that puberty is something that almost everyone experiences, so they are not alone. Also remind that students that everyone is different, so everyone will experience puberty differently. Because of these changes, students need to take extra care with bathing and keeping themselves clean.
8. Discuss some strategies that can help the students cope with the changes they experience during puberty. Ask them what they do if they have bruises or muscle aches and connect these to growing pains and menstrual cramps. Offer examples like asking for painkillers, lying down, stretches, and exercise. Ask the students to describe activities they do to calm down or feel happier. Offer examples such as writing in a journal, taking a walk, drawing, talking with a trusted friend or parent, etc...

Culmination [5 min]

To end the lesson, ask the students to brainstorm things they are looking forward to about growing up (e.g. driving a car, having more freedom, staying up later, dating, etc.). Have the students write their responses on the board. Remind the students that experiencing puberty is one of the first steps towards becoming an adult.

Performance Objectives

By the end of this lesson, students will be able to:

- Identify and describe the physical and emotional changes associated with puberty.
- Identify strategies to help manage these changes.

Assessment Ideas

- 1) Have the students pretend that they are an advice columnist and “give advice” to those with questions about puberty (see Advice Column Handout). Ask the students to write short paragraph responses that provide accurate information.
- 2) Ask the students to select an adult they know and trust, such as a parent, grandparent or family friend, and have them interview that person about their experiences with puberty (see Ask an Adult! Handout).



Tel 514-527-0928 Fax 514-527-0701
2075 Plessis, Ground Level, Montréal (Québec) H2L 2Y4
info@accmontreal.org