LEARNER OUTCOME\(^1\) W-4.3:
Describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods.

MATERIALS:
1. HANDOUT 1: “They Tell Me I’m Going Through Puberty”
2. CARDS: Boys/Girls/Both
3. HANDOUT 2: Puberty Changes
4. ANSWER KEY: Puberty Changes

INTRODUCTION:
This lesson plan provides teachers with a quick and easy approach to puberty for elementary grade children. It may be used as an introduction to puberty or as a review of physical changes and practical coping strategies. Teachers may want to supplement this lesson with some of the more comprehensive plans available on the website.

Puberty is a time of change and growth that can be both exciting and frightening. This lesson will give students the opportunity to learn about the basic physical changes that occur during puberty. Students will learn that boys and girls have similar and different experiences during puberty. They will have the opportunity to discuss the changes that are similar and unique to each gender. Students will also learn to identify positive coping strategies during puberty.

Keep in mind that students with differing abilities are also going through physical, emotional, and social changes. They may have very different interpretations or concerns with regards to what is happening with their bodies. Please visit the differing abilities lesson plans to access a series of lessons you can adapt to meet the needs of students with differing abilities.
APPROACHES/STRATEGIES:

A. GROUND RULES (5 min)
Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. PUBERTY DISCUSSION QUESTIONS (5-10 min)

*These discussion questions will help students identify puberty as a time of change and development.*

1. What do we mean when we use the term puberty?
   - Changing from a child to a teenager is called “PUBERTY”. A teenager is sometimes called an “ADOLESCENT”.
   - Puberty happens to everyone.
   - You will begin to notice body changes, thought changes and relationship changes as you go through puberty.

2. Do boys and girls go through puberty at the same age?
   - The changes that you experience in puberty can happen to different people at different times, and can begin as early as 8 and continue until 18.
   - Girls usually experience puberty earlier than boys.
   - Each person has a body clock that is right for him/her. You can’t decide when you want to go through puberty and you can’t stop it happening. Everyone is different.

Girls usually begin puberty changes between the ages of 8 and 16. For boys this age range is 12-18. The changes are generally complete by the age of 18 for girls and 20 for boys. It is very important that you emphasize to students that everyone is different and there is no correct time for these changes to happen, their bodies will know when the changes should take place.

Students who notice signs of puberty earlier or later than their peers may feel embarrassed and uncomfortable with their changing bodies. This can be a difficult transition for some students, be sure to watch for and address signs of bullying with your students. For more information and support to help stop bullying please visit:

C. THEY TELL ME I’M GOING THROUGH PUBERTY (15-20 min)

_Students discover that puberty changes are similar between boys and girls._

1. Have students listen to “They Tell Me I’m Going Through Puberty” as you read Chris’s story aloud.
2. When you are done, ask students this question:
   - Do you think Chris is a boy or a girl, or are you unsure?
3. Have students share their answers with a nearby classmate and discuss their reasons for choosing boy, girl, unsure.

D. BOYS, GIRLS, BOTH (15 min)

_Students examine puberty changes and determine changes that are unique to boys and girls and changes that are common to both._

1. Post the following titles on the wall:
   - Boy
   - Girl
   - Both
2. Distribute the Boys/Girls/Both cards, one to each student, or have students take a card from a pile.
3. Students can work in pairs or alone to place each card under the title which best fits the puberty change described.
4. As a class, review the card placements, and make the necessary changes according to the Puberty Changes answer key. Explain changes that participants do not understand.
5. Refer back to Chris’s story (re-read if time) and ask students this question:
   - How many of you (raise your hands) think Chris is a boy? A girl? Can’t tell?
6. Follow up with a discussion emphasizing the flowing points:
   - No change indicates that Chris is a boy or a girl.
   - The changes happening to Chris are NORMAL and could happen to anyone.
   - The changes Chris is going through are all signs of puberty and will happen to different people at different times.

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Elementary Puberty Kit Contents & Discussion Points:

Active Living (Photo)
Physical and recreational activities such as sports, walking, having fun with friends outside, etc. improve energy, physical and mental wellbeing.

Antiperspirant and/or Deodorant (Product)/Baking Soda in Box (Photo)
Can be used as an inexpensive, absorbent foot powder.

Ball Cap (Product)
Hats or caps can become dirty. Wash them or change hats to keep dirt from the face or hair. Hats are good protection from the sun’s heat and damaging rays.

Healthy Nutrition (Photo)
Eating healthy food choices improves energy, physical and mental wellbeing. Work towards increasing fruits, vegetables, and whole grains while minimizing high fat and high sugar foods/drinks.

Hot Water Bottle (Photo)
Exercise and warmth may help with menstrual cramps.

Jockey Short Boy’s Cotton (Product)
Boys may choose to wear boxers or briefs. Cotton underwear allows the skin to “breathe” and keep moisture away from the body. Underwear should be comfortably loose. The scrotum moves close to or away from the body to adjust the temperature of the testicles, to promote the growth of healthy sperm. It is important to change underwear every day.

Bra (Product)
Girls can wear a bra for comfort as their breasts develop. Some boys develop breast tissue for a year or more, but this will go away.

Menstruation Supplies (Product X 5: Pad, Pad with “Wings”, Panty-liner, Cardboard Tampon, Plastic Tampon)
Pads are widely available at drug stores and grocery stores. They come in a variety of shapes and sizes. Choose pads that are unscented. Pads attach to the inside of underwear by sticky strips. The wings wrap around the leg openings of the underwear. Pads catch menstrual flow. Keep pads in a backpack, locker or bag. Change and dispose of used pads often (wrap in toilet paper and put in the garbage). Panty-liners are similar to pads and are used to catch light menstrual flow or vaginal discharge.
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Tampons are best not to use until you are a teenager. Tampons need to be changed often (at least every 4 – 6 hours) and come with either cardboard or plastic applicators, some come with no applicator. To dispose of used tampons, wrap them in toilet paper and throw them into the garbage. You may need parental support to help remind you to remove them. Avoid super-absorbent tampons. Choose unscented tampons. Using tampons incorrectly could result in Toxic Shock Syndrome, a rare but serious infection.

Razor (Product) *put the razor in a bag if using the actual product.
Some men shave their facial hair and some women shave the hair on their legs and underarms. Ask your parents what you should do.

Shampoo (Product)
Wash hair often to clean away the oil and dirt. Some people wash their hair every day, some less often.

Shaving Foam (Photo)
Shaving with moisture feels better. Some people use shaving foam, or soap and water.

Soap Unscented (Product)
A mild, unscented soap in bar or liquid form is used for showering or bathing daily and for washing the face twice daily. Scented, deodorant soaps can cause dry skin.

Sock (Product)
Wash feet and change socks every day. Occasionally, wash the insoles of shoes.

Toothbrush, Paste, and Floss (Product)
Brush and floss teeth at least twice a day. For fresh breath also brush the tongue.

T-Shirt Cotton (Product)
Natural fibres such as cotton allow the skin to “breathe”. Clothes made from these fabrics may be more comfortable to wear.
**Underwear Girl’s Cotton (Product)**
Cotton underwear is more comfortable as this natural fibre allows the skin to “breathe”. Synthetic underwear (e.g., nylon, polyester, rayon) may not allow the skin to “breathe”. Some synthetic underwear, pantyhose and tights, have cotton gussets (crotches) to allow moisture to leave the body. Trapped moisture could cause vaginal infections.

**Wash Cloth (Product)**
A clean washcloth or sponge can be to wash the face with warm water and mild soap. No other skin care products are necessary unless advised by a doctor or parents.

**Water Bottle (Product)**
Drinking water is important and especially during physical activities and in hot weather. Plain water is the easiest and least expensive and doesn’t cause tooth decay. Don’t share water bottles and other mouth objects like lip balm or lip gloss and straws even with close friends or family members as they can spread germs that could make you sick or give you an infection in or around your mouth.

**Procedure:**

1. Introduce the Puberty Kit. Tell the students that you are going to use it to teach them about the tools that they have to help them get through the challenging parts of puberty.

2. Have students brainstorm the changes that occur during puberty that could be challenging.

3. Have students (or pairs of students) choose an item from the kit. You may also give students items, which would allow you to be sensitive to student needs, or to cluster products (i.e., washing items such as shampoo, soap and washcloth could go together).

4. Have students brainstorm answers to these questions:
   - What is the item?
   - How would the item be used?
   - How does this item relate to puberty changes?

5. Inform students that each item in the kit relates to a puberty change, and that they will complete a handout after this activity that tests their knowledge about each item.

6. Students present each item to the class, with the teacher adding comments to the discussion. (Use comments from the slides and the discussion points to enhance the discussion about items in the kit.) Students who are unsure about what the item is or how it would be used can simply state that they do not know.
7. Allow students to pass the items around so that they have a chance to examine them.

8. Debrief this activity using the following questions:
   - What items from the kit are most helpful for shaving? Menstruation? Preventing acne? Smelling good? Looking good? Feeling good?
   - Where can you find or buy most of the items in the puberty kit?
   - Who can you talk to about getting items in this kit?

**QUESTION BOX (10min)**

Have students fill out questions and address them next class.

**SELF REFLECTION**

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

**STUDENT ASSESSMENT**

During the lesson, did students:

**Knowledge:**

- Identify various changes that occur during puberty?
- Categorize changes into those that happen to boys, girls or both?
- Describe ways to cope with physical and emotional changes?
- Identify who they can go to or where they can go to talk about puberty changes?

**Skills:**

- Demonstrate appropriate listening and speaking skills during class discussion?

**Attitudes:**

- Accept that change is a part of puberty?
- Anticipate the changes that will occur during puberty?
- Acknowledge that changes happen to everyone?
Hi, I'm Chris and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good. Like B.O., body odour. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Do you think Chris is a boy or a girl, or are you unsure?
GROW TALLER

SKIN GETS OILY

ACNE (PIMPLES)

VOICE CHANGES

HAIR GROWNS ON FACE

HAIR GETS OILY

HAIR GROWS IN ARMPITS

HAIR GROWS ON GENITALS (PUBIC HAIR)

SWEAT GLANDS DEVELOP
BREASTS DEVELOP

HIPS GET WIDER

SHOULDERS GET WIDER

START PRODUCING SPERM

PENIS GROWS BIGGER

TESTICLES GET BIGGER

BODY STARTS PRODUCING SEX HORMONES

NOCTURNAL EMMISSIONS (WET DREAMS)

ERECTIONS HAPPEN OUT OF THE BLUE (PENIS GETS HARD)
SPERM CAN BE RELEASED FROM PENIS (EJACULATION)

START RELEASING EGGS (OVULATION)

MENTRUATION BEGINS

MOOD SWINGS

START HAVING SEXUAL THOUGHTS

START HAVING SEXUAL FEELINGS

START PRODUCING VAGINAL DISCHARGE

CAN BECOME INTERESTED IN HAVING A BOYFRIEND OR GIRLFRIEND
FRIENDSHIPS BECOME MORE IMPORTANT

SOMETIMES FEEL LONELY AND CONFUSED

STRONGER FEELING OF WANTING TO BE LIKED AND “FIT IN”

WANT MORE INDEPENDENCE

THINKING ABOUT THE FUTURE

CONCERNED ABOUT APPEARANCE
Place an “X” in the correct column for each puberty change

<table>
<thead>
<tr>
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<th>BOYS</th>
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Adapted from: Canadian Federation for Sexual Health. (2005). *Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education* 2nd Ed.
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*Breast development is related to an increase in the estrogen hormone. Males normally produce some estrogen in the adrenal glands and testes. Nearly one in two boys experiences temporary enlargement of the breasts during puberty.

Adapted from: Canadian Federation for Sexual Health. (2005). *Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education*, p.69
A *time* of *Change*

- Every girl (& boy) will change!
- You will experience new feelings, & emotions.
- These changes will happen to everyone, but not at the same time.
- You are unique & special!!
- This is “normal!”
- Questions are normal, too.
Adolescence - what is it?

• **Adolescence** is a the word for the time between childhood and adulthood.

• You will begin the process now and it will continue until you become a grown up.

• The **changes** will begin for each of you at a different times.
  – New awareness, strong feelings & emotions
  – Older siblings might be tough to live with and self-centered.
  – You want more independence, but …

• The **beginning** depends on…
  – genetics
  – nutrition
  – gender
Who (or what) is in charge?

- The **pituitary gland** (in your brain) directs **what** happens and **when**.
- **Endocrine glands** produce **hormones** that **cause** your body to change in many ways.
- **Boys** change in unique ways, **girls** do too.
- Some changes are experienced by **both** boys and girls.
- Similarities and differences.
What do hormones do?

• **Hormones** are chemical substances in the body that cause something to happen somewhere else in your body.

• The **adrenal glands** produce hormones that cause acne, increased underarm sweating, body odor, underarm hair, hair on your legs, and pubic hair.
  - You may have noticed some of these changes.
  - You should begin to shower more often, & use deodorant

• **Growth** spurts!! Girls and boys grow taller, and sometimes experience growing pains.
Girls change in unique ways

- Hormones cause a change in the shape of young women’s bodies.
- Your body will become curvier.
  - (Your clothes may not fit the same way.)
- Hair will grow in new places.
  - you will see it begin to grow near your sexual organs and under your arms.
- Along with the new curves, you height, and weight will likely increase.
- These changes will be followed by another important change…
More changes!

- It is truly way too early to think about these little bundles of joy.
- However, your body prepares for the childbirth by producing egg cells.
- Each month, an egg cell moves from the ovary to the uterus
  - If the egg is not fertilized, the egg is shed along with the lining of the uterus
  - This monthly outflow is called menstruation.
  - It may begin for some girls around age ten, or much later.
  - Exercise and diet have an impact on the monthly flow.
You might have concerns about this process! It’s normal!

- Appearance
- Length
- Beginning
- The first time
  - home
  - school
  - sharing the information
What you can do now

- Calendar
- Be prepared
  - Small bag in your backpack
  - Observe emotions & physical changes (record them on a calendar)
- Talk with someone
  - Mom, aunt, or grandma
  - Your pediatrician
  - A trusted adult
  - Teacher
  - School nurse
Questionnaire

1. Have you noticed changes in your mood? Happy one minute, sad the next?
2. Is your body changing, are you gaining weight, growing taller?
3. Do your joints ache?
4. Do you notice that your hair becomes oily earlier than usual?
5. Have you noticed perspiration or body odor in yourself or your friends?
Vocabulary

1. Transition
2. Adolescence
3. Endocrine
4. Hormone
5. Growing pains
6. Acne
7. Menstruation
8. Young woman’s sexual organs (uterus, ovaries, & vagina.)
References

• [http://kidshealth.org/kid/grow/body_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)
When it comes to puberty, change is the name of the game! Thanks to the release of hormones, your students experience many physical and emotional changes during puberty. The following discussion questions and activities can help students figure out their changing bodies.

**Related KidsHealth Links**

**Articles for Kids:**

- All About Puberty
  [KidsHealth.org/kid/grow/body_stuff/puberty.html](http://KidsHealth.org/kid/grow/body_stuff/puberty.html)

- Boys and Puberty
  [KidsHealth.org/kid/grow/boy/boys_puberty.html](http://KidsHealth.org/kid/grow/boy/boys_puberty.html)

- All About Menstruation

**Articles for Teens:**

- Everything You Wanted to Know About Puberty

- All About Menstruation

- Is It Normal to Get Erections?

**Discussion Questions**

*Note: The following questions are written in language appropriate for sharing with your students.*

1. Hair growing in unexpected places? Smelling a little worse after gym class? Yup, that sounds like puberty! Brainstorm a list of changes that occur during puberty. What causes these changes? Which changes are the most difficult to deal with? Why do you think so?

2. Entering puberty means that your body is ready to function like an adult’s. What new responsibilities come with this development? How can you prepare yourself for these responsibilities?

3. Not all the changes of puberty are physical. Some of the changes are in your head! Puberty hormones can make you feel overly emotional. Discuss strategies for dealing with your emotions when they get out of hand.
Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Hormone Olympics

Objectives:
Students will:
• Learn about the role of hormones in puberty

Materials:
• Computer with Internet access
• Word processing program, or pen and paper

Class Time:
1 hour

Activity:
“This is a live report from the Human Body Olympics! The esophagus just placed first in Swallowing, and the quadriceps scored a bronze medal for the leg muscle team in Flexing. Up next ... the Puberty events! Stay tuned to find out which hormone is favored to win the gold!”

As a reporter for Human Body Radio, you've been selected to cover the world-famous Human Body Olympics. In your next news report, your boss wants you to speculate about which hormone might take the gold medal for the Puberty games, which include events like Voice Change and Growth Spurt. Before you get started, check out the articles on KidsHealth to find out about the role of hormones in causing the changes of puberty. Then select one hormone that you feel deserves to win the gold medal for contributing the most to the body’s development during puberty. Finally, write your news report about your prediction for the gold medal winner, including the following information:

• which hormone you’ve selected;
• how the hormone is released;
• what the hormone does;
• why you think this hormone should win the gold.

Extensions:
1. After your favored hormone wins the gold medal for its performance in the Olympic Puberty events, it is offered many endorsement deals for products related to the changes of puberty. Select one product (like nonacnegenic makeup or deodorant) that your hormone is going to endorse. Create a radio advertisement for Human Body Radio in which your medal-winning hormone endorses this product and explains its positive effects during puberty.

2. Hormones aren’t the only gold medal winners when it comes to puberty. You can be one, too! All of the hormones at work in your body can make you feel confused, emotional, or anxious. Set a goal for yourself about how you are going to deal with these new emotions. Are you going to write in a journal or discuss your feelings with a best friend? Describe this goal and the steps you are going to take to reach it.
You Can’t Embarrass Emily!

Objectives:
Students will:
• Explore the physical changes of puberty

Materials:
• Computer with Internet access
• You Can’t Embarrass Emily! handout (available at: KidsHealth.org/classroom/6to8/personal/growing/puberty_handout1.pdf)

Class Time:
1 hour

Activity:
Let’s face it, puberty can be pretty embarrassing, from strange bodily fluids to stinky smells! That’s why you’ve been hired to write an advice column called “You Can’t Embarrass Emily.” Kids can write to Emily to ask all of their awkward questions about puberty, and she refuses to be embarrassed! Before you start writing this week’s column, you need to open the mailbag! Check out the letters sent to Emily on the You Can’t Embarrass Emily! handout, and select which letter you will respond to. Then do some research about that topic on KidsHealth. Now you’re ready to respond as Emily! Your response letter should include the following information:

• an explanation of the changes the writer is experiencing
• what the writer can do about the changes

Remember, each letter written by Emily helps kids to feel like the changes they are experiencing are normal, so don’t forget to be reassuring!

Reproducible Materials

Handout: You Can’t Embarrass Emily!
KidsHealth.org/classroom/6to8/personal/growing/puberty_handout1.pdf

Quiz: Puberty
KidsHealth.org/classroom/6to8/personal/growing/puberty_quiz.pdf

Answer Key: Puberty
KidsHealth.org/classroom/6to8/personal/growing/puberty_quiz_answers.pdf
You Can’t Embarrass Emily!

Instructions: Imagine you’re “Dear Emily,” the greatest advice columnist ever to hit the newspapers. You’re witty, accurate, and you refuse to be embarrassed when kids write in with their awkward questions about puberty! Select one of the letters below, do some research at KidsHealth, and write a reassuring response. Be sure to include an explanation of the changes the writer is experiencing and what the writer can do about them!

DEAR EMILY

Dear Emily,
I’m so mortified. As if it wasn’t bad enough that my breasts have been sore for weeks, now they are two different sizes! I’m never going to be able to wear a bathing suit in the summer. What’s going on, and what can I do about it?
Sincerely,
Unbalanced Uma

Dear Emily,
I’m embarrassed to even leave the house these days. Not only do I have pimples all over my face, but they’re on my back and chest, too. Yuck! What causes these nasty bumps, and how can I get rid of them?
Sincerely,
Bumpy Bella

Dear Emily,
This puberty thing is so humiliating!
I woke up the other night with my underwear and my bed all wet! What in the world is going on, and is this going to keep happening to me?
Sincerely,
Wet Wayne

“This puberty thing is so humiliating!”

Dear Emily,
Wow, after I play basketball these days, I am stinking myself out! I’ve got a serious smell coming from my body. Why am I suddenly smelly, and what can I do to get rid of the odor?
Sincerely,
Stinky Stan

Dear Emily,
I finally got my period for the first time about 6 months ago, but it’s certainly NOT on a 28-day cycle! After I first got it, I missed a month and then I had two periods with hardly any time in between! Is something wrong with me? Will I ever be regular?
Sincerely,
Irregular Irene
Quiz

Instructions: Answer each question.

1. When your body reaches a certain age, your brain releases a special hormone that starts the changes of puberty, called:
   a. gonadotropin-releasing hormone
   b. luteinizing hormone
   c. follicle-stimulating hormone

2. The __________________________ gland is a pea-shaped gland that sits just under the brain and releases puberty hormones.

3. True or False: Estrogen is the hormone that causes most of the changes in a guy’s body during puberty.  T  F

4. _________________ is a condition of the skin that shows up as different types of bumps.

5. Why do teens develop body odor when they enter puberty?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. List four changes that occur during puberty:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. During the menstrual cycle, an egg comes out of an __________ and begins a trip through the fallopian tube to the uterus.

8. An _________________ is when the penis fills with blood and becomes hard.

9. True or False: Growth during puberty is the last time your body grows taller.  T  F

10. Which part of a guy’s body produces sperm?
    a. penis
    b. testes
    c. epididymis
    d. vas deferens
1. When your body reaches a certain age, your brain releases a special hormone that starts the changes of puberty, called:
   a. gonadotropin-releasing hormone
   b. luteinizing hormone
   c. follicle-stimulating hormone

2. The ________ pituitary______ gland is a pea-shaped gland that sits just under the brain and releases puberty hormones.

3. True or False: Estrogen is the hormone that causes most of the changes in a guy's body during puberty.  T F

4. ______Acne____ is a condition of the skin that shows up as different types of bumps.

5. Why do teens develop body odor when they enter puberty?
   *As you enter puberty, the puberty hormones affect glands in your skin, and the glands make chemicals that smell bad.*

6. List four changes that occur during puberty:
   Any four of the following: production of testosterone and sperm, production of estrogen, growth spurt, weight gain, guys become more muscular, guys' voices get deeper, lengthening and widening of penis, enlargement of testes, girls become curvier, girls gain weight on hips, breasts develop, menstruation starts, hair growth, acne, body odor, vaginal discharge, erections, nocturnal emissions

7. During the menstrual cycle, an egg comes out of an ______ ovary____ and begins a trip through the fallopian tube to the uterus.

8. An ______erection____ is when the penis fills with blood and becomes hard.

9. True or False: Growth during puberty is the last time your body grows taller.  T F

10. Which part of a guy's body produces sperm?
    a. penis
    b. testes
    c. epididymis
    d. vas deferens
Physical Changes During Puberty

Lesson Goals
• Review questions that students left in the question box from the last lesson
• Understand the physical changes experienced by both genders during puberty
• Describe the physical changes experienced by males during puberty
• Describe the physical changes experienced by females during puberty
• Express feelings associated with going through the changes of puberty
• Identify a parent/guardian or other trusted adult as a confidant
• Discuss puberty with a parent/guardian or other trusted adult
• Understand the importance of good hygiene during puberty and into adolescence

SEL Skills Addressed
Self-awareness
Social awareness
Self-management

Terms Used:
acne
antiperspirant/deodorant
hygiene
menstruation
perspiration
pubic hair

TIME: 45 minutes

Materials: Folders, Index Cards, Question Box and Handouts (Puberty: Physical Changes, Is Alex a Boy or a Girl?, Parent Interview)
**Activity 1 - What's in The Question Box**

Greet students and ask volunteers to pass out folders, index cards and handouts. Tell students that you really appreciate the quality and thoughtfulness that has gone into the questions that you found in the question box. Give them some examples by answering some of the better questions. You may also create a few “exemplar” questions and respond to them as if they were actual student questions. This should encourage students to be more forthcoming with their questions. It will also serve as an opportunity for you to use questions to review the social and emotional changes that occur during puberty before moving on the physical changes that occur during puberty.

**Activity 2 - Physical Changes During Puberty**

Pass out the *Puberty - Physical Changes* handout. Go over the changes for boys, girls, and for both sexes. Encourage students to ask any questions they have.

Note: If students begin to ask questions about the reproductive systems (sperm, menstruation) tell them that these will be covered in the next lesson.

**Activity 3 - My Thoughts About Puberty**

Pass out the *My Thoughts About Puberty* Handout. Ask students to complete each sentence.

1) I am looking forward to getting older because...

2) I am nervous about...

3) I want my parents to understand...

Remind students that they can refer to any of the changes that we have talked about (emotional - social - physical) or things they have seen their older brothers or sisters go through. Invite students to share their responses. You can start by providing some examples for each.
**Activity 4 - Hygiene**

Help students understand the importance of developing healthy habits at this time in their lives. Use the handout *What Should I Do to Take Care of Myself?* Have students look at the pictures and discuss all the different ways they should take care of themselves. Some examples are listed below.

**What Should I Do to Take Care of Myself**

- Bathe/Shower Daily
- Try deodorant or an antiperspirant (apply after washing)
- Change clothes daily (sometimes more than daily)
- Center for Disease Control (CDC) recommends 8.5-9.5 hours of sleep
- Proper nutrition is important
- Females use pads or tampons during menstruation
- Talk to an Adult About Your Feelings

**Activity 5 - Is Alex a Boy or a Girl?**

Pass out the handout - *Is Alex a Boy or a Girl?* This activity is designed to help students understand that puberty is a time of change for both boys and girls. Tell students that this is an article about someone’s experience with puberty. Have students read the letter and underline any evidence that they find that indicates that Alex is a boy - or any evidence that they find that indicates that Alex is a girl. In the end, they are to decide if Alex is a boy or a girl and support their decision with evidence. Follow-up with a class discussion that leads students to appreciate the experiences of both boys and girls.
**Activity 6 - Parent Interview**

Pass out the *Parent Homework Questionnaire*. Talk to students about the importance of having a trusted adult to talk to. For most, this would be a parent/guardian or other close family member. Older brothers and sisters can be helpful too, but it is important to always talk to a parent/guardian about your feelings and about all the changes you are going through. Keep in mind, that they went through the same changes when they were your age. This interview is designed to give students an opportunity to learn more about the experiences their parents had when they were in 5th grade.

Ask students to interview one parent (or both) using the 5 questions on the questionnaire. If interviewing both parents, they should plan to interview one parent at a time. This way, each parent will have their full attention. Students should do the interview privately, away from other brothers or sisters and at a time when the parent is not busy doing something else. They should ask their parent if they are willing to do this and assure them that what they share will remain confidential. Explain what this means.

Students are not expected to write the responses on their sheet. They should be good listeners. If they don’t understand a response, they should try to ask the question again in a different way.

**Activity 7 - Closure**

Collect folders and index cards. Have students put their index cards in the Anonymous Question Box. Inform students that our next lesson will focus more specifically on how the male body changes during puberty.
Puberty: Physical Changes

Boys and girls develop at different rates. Girls can begin to go through puberty as early as age 8 and as late as age 16. Boys can go through puberty as early as age 10 and as late as age 18. The average age for both sexes is 9 to 13.

Changes for Boys Only:
- Facial Hair (beards, mustaches)
- Body hair on legs, thighs, chest
- Shoulders become broader and thighs become more muscular
- Voice change

Changes for Girls Only:
- Breasts develop
- Hips widen and waist narrows
- Menstruation begins (getting your “period”)

Changes for Both Sexes:
- Develop underarm hair
- Sweat glands become more active (perspiration)
- Face complexion may change (pimples, acne)
- Develop pubic hair
- Reproductive organs begin to develop (males produce sperm and females begin to ovulate)
**My Thoughts About Puberty**

We have gone over the social, emotional, and physical changes that occur during puberty. Take a few moments to complete the following sentences.

1) I am looking forward to getting older because...

2) I am nervous about...

3) I want my parents to understand...
Is Alex a Boy or a Girl?

Hi, I’m Alex, and I’d like to tell you about what’s happening to me. It seems that every
day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going
through puberty.

One of the things that’s happening is this new hair that’s growing in places it has never
been before, like under my arms. I know this is normal and all, but it still takes getting
used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller
than I was last year; I’m almost as tall as my parents. I know I’m smarter just because
I’m able to think and write about what I’m going through now.

But, then there are some changes that aren’t so good. Like body odor (BO). The first
time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not
too bad if I wash and use a deodorant or antiperspirant.

A really dirty trick, though, is acne. I remember I was getting ready to go to a party,
washing up and stuff, when I looked in the mirror and saw this big zit staring back at me.
I held a hot washcloth on it for a long time. It went down, though not the whole way. I
went to the party anyway. I noticed that many other kids had the same or worse luck
with their zits. I wonder how common this is?

There’s one thing I get a little embarrassed about. It’s even hard for me to say this.
When I was at the party the other night, I was with someone I liked (and I’m not
mentioning any names) and I felt kind of funny on the inside. It was strange but kind of
nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits
and my B.O. But I am taller and smarter...I think I’ll survive. Don’t you?

Do you think Alex is a boy or girl?

_____ Boy  _____ Girl  _____ Not Sure

State your reason for your answer:______________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Page 7
Parent Interview

Directions: Use these five questions as a guide to interview a parent (or both parents)/guardian or other trusted adult about their experience with puberty. Feel free to add a question of your own. Do not write any answers on this paper. Have the person you interview sign at the bottom of the page to show that you have completed this assignment.

1. What do you (adult) remember most about puberty and growing up?

2. What did you (adult) enjoy doing when you were my age?

3. What did you (adult) like and dislike about growing up?

4. How did you get answers to your questions about puberty and about growing up?

5. What do you want me to know about growing up?

Parent or adult signature___________________________________________
LEARNER OUTCOME\(^1\) W-4.3:

Describe physical, emotional and social changes that occur during puberty; e.g., menstruation, secondary sexual characteristics, changing identity and moods.

MATERIALS:

1. HANDOUT: Three’s Company in the Body
2. HANDOUT: Ask an Adult

INTRODUCTION:

As children enter puberty, they can experience feelings ranging from excitement to dread. We can help students deal with these feelings by helping them to identify the changes that will occur and the tools they have to cope with these changes. We also can encourage students to seek an adult with whom they can communicate about sexuality. Honest, open communication between parents and children through childhood, the pre-teen years, adolescence, and young adulthood can help lay the foundation for people to mature into sexually healthy adults.\(^1\) This lesson helps students establish a comfort level with the topic and begin to examine puberty changes.

APPROACHES/STRATEGIES:

A. GROUND RULES (5-10 min)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
B. INTRODUCTION TO HUMAN SEXUALITY

_Students begin to think about and discuss the human body._

Have students complete the handout _Three’s Company in the Body_. Give them a few minutes to work individually, and have them move into progressively larger groups to share what they have learned and to try and complete the entire exercise.

**THREE’S COMPANY IN THE BODY ANSWER KEY:**

1. Lip  
2. Ear  
3. Eye  
4. Gum  
5. Jaw  
6. Leg  
7. Arm  
8. Rib  
9. Toe  
10. Hip

C. GROUP BRAINSTORM (5 min)

_Students work together to develop a list of changes they anticipate will happen during puberty._

1. Write three headings on the board: “Body Changes,” “Thought Changes,” and “Relationship Changes.”
2. Place students in small groups. Have groups choose three recorders, and give each one the responsibility of writing down one of the three headings.
3. Have groups brainstorm the changes that occur as a person grows up. Recorders write down the answers in the appropriate category.

D. NEWSPRINT DISPLAY (5 min)

Students share anticipated puberty changes.

1. Write the following titles on separate pages of newsprint, and post them on the wall:
   - The great things about growing up
   - The difficult things about growing up
2. As a class, come up with an example or two for each heading. An example of a difficult change could be period cramps. A great change could be more independence. Discuss that some changes may fit in both categories. For example, “more responsibility” can be seen as both great (I get to baby-sit!) or difficult (I have to baby-sit.).
3. Have students walk around the room writing remarks under each title. If they are struggling, encourage them to review the list of changes created during the group brainstorm.

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Keep in mind students with differing abilities are also going through physical, emotional and social changes. Interpretations and concerns about what is happening may vary. For example, a student in a wheelchair may need extra consideration during the time she is menstruating.
E. GROUP DISCUSSION (10 min)
Students begin to “normalize” the changes that will occur.
Discussion Questions/Points:
1. **Are there any changes listed on the two lists, “The Great Things About Growing Up” and “The Difficult Things About Growing Up”, that probably won’t happen to people when they are developing?**
   - For example, students may have listed a change such as “girls are more mature than boys”. This is a myth. Girls generally start puberty sooner than boys but are not necessarily more mature.
2. **Why do we develop?**
   - Puberty happens to everyone.
   - Changing from a child to a teenager is called “PUBERTY.” A teenager is also called an “ADOLESCENT.”
3. **Why are some changes difficult? Great?**
   - People react to change differently. Some changes may be listed as being both great and difficult. Feelings about change are personal.
   - A difficult change (as identified by the students) doesn’t have to be a problem. There are different ways to cope with change, and these are discussed in the next question.
4. **What can we do to make change easier?**
   - Focus on student strengths. Have students brainstorm things they are already good at (i.e., communication, self-advocacy, and independence) that will help them with puberty. Help students identify support systems (i.e., family, school, and community members) who can provide help/support.
F. ASK AN ADULT (5 min today, 30 min homework, 5 min next class)

Students begin to build a support network to help them cope with puberty.

1. Distribute the handout Ask an Adult for students to complete as a homework assignment.
2. Explain that students can complete this interview with any adult they trust.

Dedicate time to debrief this activity during the next lesson.

QUESTION BOX (10min)

Introduce the question box. You could have students fill out questions every lesson, or have students begin to think about questions that they might ask next lesson.

TAKE IT HOME

Students will complete the handout Ask an Adult.

Keep in mind that all students do not live in a “traditional” family nor do they have equal opportunities for open discussion within their “family.” Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.

SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?
STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:

- Identify various changes that occur during puberty?
- Describe ways to cope with change?
- Identify support systems that can help during puberty?

Skills:

- Work together to brainstorm examples of puberty change?
- Exemplify appropriate listening and speaking skills during class discussion?

Attitudes:

- Acknowledge that changes will occur during puberty?
- Accept that change is part of puberty?
- Establish comfort discussing sexuality?

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THREE’S COMPANY IN THE BODY

Can you name ten parts of the body that are common to both male and female that are spelled with only three letters?

No slang (e.g., "Bum") or shortened words (e.g., "lid" is a short form of "eyelid") are allowed.

1. ___________________
2. ___________________
3. ___________________
4. ___________________
5. ___________________
6. ___________________
7. ___________________
8. ___________________
9. ___________________
10. ___________________

Clue: Five parts are above the neck and 5 are below.
Puberty can be a challenge. It helps to have a parent or an adult you trust to talk to about your questions or concerns. All adults have gone through the changes of “growing up.” Having your parent or a supportive adult share his or her experience of growing up will help you during your own experience of puberty.

Take this handout home. Share it with a parent or a trusted adult, and ask that person if you can complete it together.

Schedule a time with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.

Interview the adult using the questions provided. Allow at least a half an hour.

Both you and the adult sign the tear-off slip at the bottom of the page when the interview is complete. This tear-off slip can be handed in to show that you have completed the activity.

PUBERTY QUESTIONS:

1. What was the first sign you noticed that you had started puberty? How old were you?
2. What was the best thing about puberty?
3. What was difficult about puberty?
4. How did you handle the difficult parts of puberty?

We completed the “Ask an Adult” interview.

Student Signature                        Adult Signature
Change can be difficult, and puberty is definitely a time of change! Thanks to the hormones swirling around in your students' bodies, they will experience all kinds of change at varying rates. The following discussion questions and activities will help students identify and understand the changes of puberty.

Related KidsHealth Links

Articles for Kids:

- All About Puberty
  KidsHealth.org/kid/grow/body_stuff/puberty.html
- Boys and Puberty
  KidsHealth.org/kid/grow/boy/boys_puberty.html
- All About Menstruation
  KidsHealth.org/kid/grow/girlstuff/menstruation.html
- Breasts and Bras
  KidsHealth.org/kid/grow/body_stuff/breasts bras.html
- Acne
  KidsHealth.org/kid/grow/body_stuff/acne.html
- Your Changing Voice
  KidsHealth.org/kid/grow/boy/changing_voice.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Puberty is a funny word to say. So what is it exactly? What changes happen during puberty? Why do we have to go through puberty anyway?

2. When does puberty usually start? Does everyone experience puberty in the same way? At the same time? Explain your answer.

3. Why are the changes that happen during puberty so hard to talk about? Why is it important to talk about them anyway? Where can you get information about puberty? Which sources are better than others?

4. With all of the changes happening during puberty, you need to take good care of yourself. What are some strategies you can use to handle the changes of puberty?
Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

A Memo From ... The Pituitary Gland!

Objectives:
Students will:
• Learn about the role of the pituitary gland and hormones in puberty
• Explore the changes of puberty

Materials:
• Computer with Internet access
• Word processing program, or pen and paper

Class Time:
1 hour

Activity:
Today you are a pituitary gland, and you’ve got an important job to do! You’re about to release hormones that will start puberty, and you want to prepare the rest of your body for the changes that are on the way. What better way to get the message out than to send a memo to your body explaining the process! First, check out the articles on KidsHealth to find out more about the pituitary gland, hormones, and puberty. Then decide if you are a pituitary gland in a girl’s or boy’s body. Now you’re ready to write that memo! Be sure to include the following information:

• A description of yourself as a pituitary gland (where you are in the body, and what you do)
• An explanation of what will happen to the body when you release your hormones (focus on the parts of the body that your hormones will target, and what takes place in those parts)

All of this information might be confusing to your body, so don’t forget to offer reassurance in your memo!

Extensions:
1. Boys and girls go through lots of different changes during puberty, but they experience some of the same things as well. Research the changes that occur during puberty, and create a Venn diagram that records the changes experienced by boys, by girls, and by both boys and girls. Based on your diagram, do boys and girls have more similar or different changes? Are you surprised by your results? Why or why not?

2. With all of the changes going on in your own body, it’s hard to understand what’s going on in someone else’s! Sometimes boys and girls just can’t figure out what’s happening to each others’ bodies. If you’re a girl, write a list of the top five things you’d like to tell boys about puberty. If you’re a boy, write a list of the top five things you’d like girls to know about what boys are going through.
Puberty Pete

Objectives:
Students will:
- Learn about changes resulting from puberty

Materials:
- Computer with Internet access
- Puberty Pete handout (available at: KidsHealth.org/classroom/3to5/personal/growing/puberty_handout1.pdf)

Class Time:
1 hour

Activity:
Let’s face it — the changes caused by puberty can be embarrassing, confusing, and downright smelly. But, adolescents, never fear — Puberty Pete is here! A local doctor wants you to design a character called Puberty Pete to help her young patients learn more about puberty. She wants to put Puberty Pete on a bookmark to give each of her patients when they come in for their next doctor’s visit. Before you get started on your design, select one change of puberty that you want to address on your bookmark. To find out more about this puberty change, take a look at the articles at KidsHealth. Then, using the Puberty Pete handout, design a bookmark that includes the following:

- A drawing of Puberty Pete
- At least three facts that Puberty Pete can provide about the change of puberty you selected

Extension:
1. Everyone develops differently during puberty. It can be hard to be the kid who develops before or after friends. Discuss how it might feel to be the first boy in class to have to shave or the last girl to get her period.

Reproducible Materials

Handout: Puberty Pete
KidsHealth.org/classroom/3to5/personal/growing/puberty_handout1.pdf

Quiz: Puberty
KidsHealth.org/classroom/3to5/personal/growing/puberty_quiz.pdf

Answer Key: Puberty
KidsHealth.org/classroom/3to5/personal/growing/puberty_quiz_answers.pdf
Puberty Pete

Instructions: It’s time to design a bookmark starring a character called Puberty Pete to help kids learn more about puberty. First, read the articles at KidsHealth and select one puberty change that you want to address. Then create a bookmark that includes the following: a drawing of Puberty Pete and at least three facts about the change of puberty you selected.
Quiz

Instructions: Answer each question.

1. _____________ is the time when you begin developing into an adult.

2. List three changes that happen to boys in puberty:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. List three changes that happen to girls in puberty:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. Which gland in your body releases the hormones that begin puberty?
   a. pineal
   b. adrenal
   c. pituitary
   d. thyroid

5. True or False: Estrogen is the hormone that causes most of the changes in a boy’s body during puberty.  T  F

6. During the menstrual cycle, what is released from a girl’s ovaries?
   a. an egg
   b. a fallopian tube
   c. a sperm cell
   d. blood and tissue

7. What’s an Adam’s apple?
   ___________________________________________________________
   ___________________________________________________________

8. _____________ is the name for those red bumps called pimples that a lot of kids and teenagers get on their skin.

9. Name two ways you can reduce body odor:
   ___________________________________________________________
   ___________________________________________________________

10. A girl can wear a ______________ to protect her breast tissue and keep her breasts supported.
Quiz Answer Key

1. _______ Puberty _______ is the time when you begin developing into an adult.

2. List three changes that happen to boys in puberty:
   any three of the following: body grows bigger, voice changes, body hair grows, muscles develop, testosterone increases, body odor, acne, erections, wet dreams, penis grows longer, testes get bigger, sexual thoughts, strong emotions

3. List three changes that happen to girls in puberty:
   any of the following: breasts develop, menstruation begins, body grows taller, body hair grows, body odor, estrogen increases, weight gain, body fat increases, vaginal discharge, sexual thoughts, strong emotions

4. Which gland in your body releases the hormones that begin puberty?
   a. pineal
   b. adrenal
   c. pituitary
   d. thyroid
   c. pituitary

5. True or False: Estrogen is the hormone that causes most of the changes in a boy’s body during puberty.  T

6. During the menstrual cycle, what is released from a girl’s ovaries?
   a. an egg
   b. a fallopian tube
   c. a sperm cell
   d. blood and tissue
   a. an egg

7. What’s an Adam’s apple?
   The Adam’s apple is the place on the front of the throat where the larynx sticks out.

8. _______ Acne _______ is the name for those red bumps called pimples that a lot of kids and teenagers get on their skin.

9. Name two ways you can reduce body odor:
   You can reduce body odor by taking a shower or bath regularly and using deodorant.

10. A girl can wear a _______ bra _______ to protect her breast tissue and keep her breasts supported.
Welcome to Manhood!
(aka: Where did all of this hair come from?)
Male Anatomy...

- Bladder
- Seminal vesicles
- Prostate
- Bulbourethral gland
- Vas deferens
- Epididymis
- Testes
- Penis
What is that??!!

• You will experience..
  • A voice change
  • A growth spurt
  • Hair in your armpits, on your chest, face and pubic area
  • Increase oil production
  • Roaring hormones!!
  • Erections and wet dreams
How to take care of your new manliness.

- Shower daily. Pay special attention to your armpits and genitals. USE SOAP!!
- Wear deodorant
- Change your socks and underwear. It gets stinky in there and germs love warm dark places.
- Learn to wash your sheets. Accidents happen, and your mother will thank you for it.
Why do I get an erection for no reason at all?

- Erections (hard on’s, boners, etc...) happen because of a release of hormones that forces blood to rush through the penis making it hard and erect.
- Erections are pretty random when you are going through the early parts of puberty.
- As you grow and mature erections will usually only happen when you are sexually aroused.
- Wet dreams will also happen less as you get older, but are very common in early puberty. They are nothing to be embarrassed about.
Lesson Goals
• Create a comfortable environment for 5th grade students
• Negotiate agreements and expectations for creating a safe and comfortable class climate for learning
• Introduce Question Box - Students may ask questions anonymously by putting their questions into the box
• Describe the life cycle to introduce puberty
• Define Puberty and explain why it occurs
• Introduce list of vocabulary used to describe both the male and female reproductive system
• Sort vocabulary words into male, female, or both

SEL Skills Addressed
Self-awareness
Social awareness

Terms Used:
- puberty
care adult
- sperm
- penis
- fallopian tubes
- vas deferens
- period
- ovulation
- breasts
cervix
urethra
egg
- testicles
- vagina
- scrotum
- progesterone
- ovaries
- testosterone
- menstruation
- uterus
- acne
- estrogen
- pubic hair

TIME: 45 minutes

Materials: Folders with Name Tabs, Index Cards, Question Box, Handouts (Life Cycle, Introduction to Adolescence, and Adolescent Vocabulary)
Activity 1: Creating a Respectful Learning Environment

Greet students and introduce the focus of the lesson. Remind students that in the beginning of the year we go over our rules and expectations for student behavior in our physical education classes. Today we will be sharing our rules and expectations for our health class.

Assign Duties: Designate student volunteers to pass out class materials (folders, index cards, handouts). You can have the same students do this each class, or you can assign new volunteers for each class.

Have student volunteers pass out materials. Ask students to print their names on the tab of their folders but do not put their names on the index cards.

Pass out the Creating a Respectful Learning Environment handout. Remind students that each, and every student in this class has a responsibility to contribute to making our classroom a safe and comfortable place to learn, ask questions, and participate in meaningful conversations. There are many ways to behave that will result in the creation of a safe learning environment. Ask students to take a few minutes to respond to the three questions listed on the handout on their own.

1. Students might feel embarrassed or get silly when the class discusses issues related to puberty because...

2. How do you think students should act so that everyone can feel comfortable and be more open to learning about puberty?

3. What are some classroom rules and routines we could create to help us all feel more emotionally safe and comfortable?

Once students have had an opportunity to write down some of their own thoughts, put them in small groups and ask them to agree on the three most important statements for categories 2 and 3. When students have finished, engage them in a conversation that allows them to share their thoughts. Conclude the conversation with a list of classroom guidelines that the entire group can agree upon. It would be helpful to post this list on cardboard or newsprint so you can bring it in to every class or leave it up on the classroom wall during the entire unit.
**Activity 2: Introduce the Anonymous Question Box**

Show students your “question box” and explain how it works. At the beginning of each class, each student will receive an index card. If students have a question that they don’t feel sure about, or don’t want to ask out loud, they can write it on the index card. They should not put their names on the card (for anonymity). At the end of each class, you will collect all the index cards and put them in the box. Beginning in the second class, the questions will be answered as frequently as the teacher determines.

NOTE: The teacher will also pose a question at the beginning of each class (e.g., What is your favorite television show?), which students should answer if they do not have a class-related question to write on their paper. Everyone will be expected to write something on their index card and place it in the box as they leave the room in order to preserve the anonymous nature of the activity. Any questions that the teacher feels are inappropriate (due to language or not pertaining to the content in class) will not be answered.

**Activity 3: Growing Towards Adulthood**

Pass out the *Growing Towards Adulthood* handout. Inform students that the pictures and descriptions represent stages of life -- some of which they have already gone through. Although we all progress through these stages, we do not go through them at the same time or same pace. This unit will focus on the beginning stages of adolescence. This is a time when both girls and boys go through puberty. Puberty is a universally experienced transition from childhood to adulthood characterized by physical and emotional changes. Puberty marks a time in our lives when we start to take more responsibility for taking care of ourselves -- physically, socially, emotionally.

**Activity 4 - Vocabulary Used in Conversations About Puberty**

Pass out the *Vocabulary Used in Conversations About Puberty* handout. The purpose of this handout is to let students see all the vocabulary words that will be used in this unit. When students first see these words, they may giggle or feel a bit embarrassed. This is a natural reaction. Students will become more comfortable as they work through this lesson.

Note: It is helpful for the teacher to read each of the vocabulary words out loud. This models the use of the proper terms for the male and female anatomy in a respectful tone and manner. It also provides students the correct pronunciation for each word.

Each vocabulary word is associated with either the male, female, or both males and females. Have students write each word in the column where they think it belongs.
If time permits, go over the correct responses and give students an opportunity to make changes and adjustments to their work so that they have all the words in the correct column. If time is running out, begin the next class with this as a review.

**Activity 5 - Closure**

Collect folders and have students put their index cards into the question box. Inform students that our next lesson will focus on the emotional changes people go through during puberty.
Creating a Respectful Learning Environment

Names

Please give 3 or more responses to the following:

1) Students might get embarrassed or silly when the class discusses issues related to puberty because...

2) How do you think students should act so that everyone can feel comfortable and be more open to learning about puberty?

3) What are some classroom rules and routines we could create to help us all feel more emotionally safe and comfortable?
Growing Towards Adulthood

Infant: birth to 11 months

Early Childhood (toddler): 1-3

Middle Childhood: 3-5

Late Childhood: 5-8 (ends at the onset of puberty)

Adolescence: Anywhere between 8-18

Adulthood: Begins between 18-20 (whenever Adolescence ends.)
Vocabulary Used in Conversations About Puberty

As we begin a study of puberty, it is interesting to see what it is you already think you know about our bodies and how they grow and change during puberty. Adolescence is the period of growth between being a child and becoming a young adult. An integral part of adolescence is a process called Puberty. See if you can identify and label the vocabulary we will be using as we study both the male and the female reproductive systems. Don’t worry if you don’t know all the answers, just give your best guess and we will go over these to make sure you now which is which. Just doing this activity will help introduce you to some of the vocabulary we will be using in this unit.

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<th>sperm</th>
<th>ovulation</th>
<th>pubic hair</th>
<th>facial hair</th>
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<td>period</td>
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Teacher Talking Points for Classroom Expectations and Protocols

**Classroom expectations** will be created in part, by students’ responses in the “Why Do We Act Silly When We Talk About Puberty” discussion.

Remind students that we are all coming into this class with different experiences and different degrees of knowledge, information and misinformation. The purpose of this unit is to make sure everyone has the same knowledge and information. Classroom expectations and protocols should be designed to ensure that all students feel emotionally safe talking about body changes and sexual health and to ensure that lessons run smoothly. Some examples may include (but not limited to) the following:

One person speaks at a time: This will ensure that all voices are heard.

Respect Different Ideas and Opinions: This will encourage students to share their thoughts and ideas.

Use Proper Scientific Language in Class: This will prevent students from using a variety of different slang terms when referring to body parts.

Confidentiality: No sharing of personal information outside the classroom. It is OK to share the concepts and ideas that are covered in class, but it is not OK to talk about who said what.

**Note to teacher**: Be sure to include confidentiality in the list of agreements and expectations and to explain your role as a trusted adult and mandated reporter. Students can expect confidentiality from a teacher only if the teacher has no concerns about the student’s safety. In the state of Massachusetts, it is a legal requirement to report suspected abuse and neglect on behalf of certain vulnerable groups of people, including people under the age of 18.

**Job Assignments**: Individual students are assigned to pass out folders, handouts, questions cards, etc. This will help the teacher get organized and started on time.

All Questions are welcome: This will encourage students to ask whatever is on their mind. Introduce the concept of the confidential questions. Each teacher will have a question box. All students will be given a note card at the beginning of each lesson. They can write their questions onto the note card. All note cards are collected at the end of each lesson and put into the box (whether they have a question written on them or not). The teacher will address the questions in the next class.