

CURRICULUM UNIT: Family Life and Human Sexuality**LESSON TITLE:** Puberty and Hygiene**MSC:**

Standard 1c.5.3: Describe the physical, social, and emotional changes that occur during puberty.
Standard 1c.5.4: Summarize that the onset and progression of puberty varies considerably.

OBJECTIVE: Students will describe the physical, social, and emotional changes that occur during puberty and the impact these changes have on overall wellness.

PROCEDURES:

MATERIALS: Puberty and Hygiene PPT, Things Change handout (optional: one per student), Puberty and Hygiene Notes (optional: one per student)

VOCABULARY: Adolescence, Puberty, Hygiene

1. Begin class by explaining to students that they will learn about the changes that take place during puberty for individuals. Remind students of the boundaries/rules that have been set in place for this unit. Also remind students the appropriate ways to ask questions during this unit.
2. **MOTIVATION:** Ask students to think about the things that interest them. Encourage students to think about their favorite: activities outside of school, toys, tv show, game, etc. Explain to students during this activity, they will compare their interests and responsibilities they have now to the interests and responsibilities they had in kindergarten.
 - a. Provide students access to the “Things Change” handout to complete and then hold a class discussion surrounding students’ answers.
 - b. During the class discussion, please select a few topics to discuss from the “Things Change” chart – there will not be time to discuss all topics.
3. Tell students that as they get older a lot of things are going to change. Today’s lesson will focus on some of the changes that occur during puberty. Review the definition of puberty and adolescence with students.
4. Use the PowerPoint to discuss social, emotional, and physical changes that occur during puberty. Use the information in the notes section of the PowerPoint to help facilitate the class discussion and to assist in explaining concepts.
 - a. Social
 - Becoming more independent
 - Having more responsibilities
 - Wanting to spend more time with friends and less time with family
 - Wanting more privacy
 - Conflicts with friends because of changing interests
 - b. Emotional
 - Mood Changes (irritated, angry, upset)
 - Feeling awkward and insecure

- Feelings of embarrassment
 - Feeling overwhelmed
 - Feeling alone and insecure
- c. Physical
- i. For All Individuals
 - Grow taller
 - Gain weight
 - Sweat glands become more active (perspiration)
 - Face complexion may change (pimples, acne)
 - Develop pubic hair, underarm, and leg hair
 - Reproductive organs begin to develop
 - ii. For Boys
 - Facial Hair (beards, mustaches)
 - Body hair chest
 - Shoulders become broader
 - Thighs become more muscular
 - Voice changes
 - iii. For Girls
 - Breasts develop
 - Hips widen
 - Waist narrows
 - Menstruation begins (getting your “period”)
5. Explain to students that hygiene becomes more important as they go through puberty because of the physical changes their body goes through.
6. Have students brainstorm activities they should do to take care of themselves. Sample responses could include: bathe/shower daily, use deodorant, change clothes daily, wear clean clothes, brush teeth, brush hair, get enough sleep, eat healthy, etc.

CLOSURE: Have students complete the three closure questions independently. The closure should be set in a way to provide students a space to share their ideas with their teacher, without peers seeing their responses. This may be in the format of a Microsoft Forms, “Quiz” on itslearning, handout to turn in as an assignment, piece of paper to give to teacher, etc. Have students share something they are looking forward to as they get older.

FORMATIVE ASSESSMENT: Class discussion responses, Closure questions/assignment

EXTENSION ACTIVITIES:

Students can create posters using the activities they do to take care of themselves.