

PUBERTY CHANGES

Lesson 6

4
GRADE

LEARNER OUTCOME¹ 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. MATERIALS for collage projects
2. SLIDE: [The Me to Be](#)



INTRODUCTION:

Sharing about ourselves is a good way to encourage self confidence. This lesson helps ensure students are comfortable with puberty changes, and celebrates the person each student will become as they experience the changes of puberty.



APPROACHES/STRATEGIES:

NOTES:

A. Ground Rules

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.

(5 min)

B. The Me to Be – Part 2

Students celebrate the person they will become during puberty. See Lesson 5 for Part 1.

1. Display the slide [The Me to Be](#).
2. Have students make a collage about themselves using the materials they bring and materials on hand in the classroom.
3. When the students are finished, display the collages throughout the classroom.

(30 min)



You may even complete a collage yourself!

You may consider numbering displayed collages and asking students to guess who they think each collage belongs to. A prize may be given to the student with the highest number of correct guesses.

C. Conclusion to the unit

(10 min)

Ensure students are comfortable with puberty.

Final debrief questions can include:

1. Who are the people you can ask for help during puberty?
 - It is important to identify two types of supports: social supports (family and friends), support services available at the school (guidance counselors, principals, teachers, etc.), and community supports (religious institutions, health clinics, nurses, doctors, etc.).
2. What are you responsible for while you grow up?
 - Taking care of yourself
 - Supporting others
3. What can we do to make growing up easier?
 - Focus on strengths.



QUESTION BOX:

(10 min)

Conclude the unit on sexuality by ensuring all questions from the question box have been answered.



TAKE IT HOME:

Leaving collages up for a parent night at the school is a wonderful way for you to open up discussion with parents about the learning that took place during this unit. Have students encourage their parent(s) try to guess which collage belongs to them.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding 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:** • Develop a picture of a future self?
- Skills:** • Exemplify appropriate listening and speaking skills during class discussion?
- Attitudes:** • Acknowledge the positive aspects of puberty?



You may assign a mark for the collage.

¹ Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://www.education.alberta.ca/media/352993/pos.pdf>