

# SEXUAL DEVELOPMENT

## Lesson 2

7  
GRADE

### LEARNER OUTCOME<sup>1</sup> W-7.3:

Examine the human reproductive process, and recognize misunderstandings associated with sexual development.



#### MATERIALS:

1. CARDS: Puberty Changes
2. HANDOUT: Puberty Plays
3. HANDOUT: Marking Guide for Puberty Plays



#### INTRODUCTION:

Puberty is a time of much change. This change can cause anxiety if it occurs without explanation or support. This lesson provides students with an opportunity to examine changes that occur during puberty, to identify misunderstandings associated with sexual development, and to identify sources of good information and support.



#### 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. “When I Was Your Age...” Follow-up

*Students debrief last class’ homework assignment reinforcing the importance of support systems during puberty.*

1. For those classes that completed the “When I Was Your Age...” activity, collect the tear-off slips.
2. Take some time to debrief. Emphasize respect for the privacy of the adults who were interviewed. Suggestions for debriefing questions include:
  - What did you learn about what life was like when the adults you interviewed went through puberty?
  - What do you look forward to during puberty?
  - Who are the people who can support you during puberty?

(5 min)



You may offer a draw-prize to one of the students who return a tear-off slip.

## C. Reviewing Puberty Changes

*Students review puberty changes and identify misunderstandings associated with sexual development.*

1. Write the following headings on the board or at the top of two pieces of newsprint:
  - Physical Changes
  - Social and Emotional Changes
2. Using the Puberty Changes cards, give one card per student until all are distributed.
3. Have students with cards (using tape or sticky tack) place them in the appropriate category of puberty change.
4. Review the placements with the class and make corrections if needed.
5. Ask the class to brainstorm any changes that are not included on these lists. Add them to the bottom.
6. Ask the class to brainstorm some misunderstandings people may have about puberty changes. Using a different colored pen or piece of chalk, write these up on the board under the appropriate category. Ensure that these comments are visibly identifiable as misunderstandings or myths.
7. Debrief this activity using the following questions:

### **Where or from whom do we learn about puberty change?**

- Friends
- Family
- School
- Media

### **Where do misunderstandings about puberty change come from?**

- Misinformed peers, etc.
- Misinformed media

### **Who can we ask for correct information if we have questions or concerns about puberty change?**

- Ensure that students list reliable sources such as parents, teachers, doctors or nurses.

(20 min)



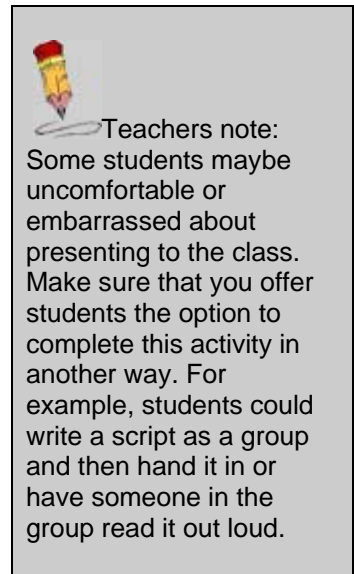
During this activity, students may identify masturbation as a puberty change. Discuss “personal values” with students and help them to understand that masturbation may or may not be right for all people. For students with developmental disabilities, it is important to emphasize public vs. private. Discuss the difference between public places and private places. Take a tour of public and private places with your students and discuss those things that occur in the different places. If a person shares a room with someone, role-play communicating, “I would like to be alone for a while.” Have students practice knocking on a closed door.<sup>2</sup>

## D. Sexual Development Role-Play

(40 min)

*The following role-play activity will help students examine sexual development and recognize some misunderstandings about sexual development.*

1. Explain that students will be required to dramatize the adolescent experience. In small groups, they will create and present a short role-play about puberty change using a guideline that you will hand out. During the presentations, audience members will be asked to watch the role-plays carefully to identify puberty changes and misunderstandings, and will use the marking guide to help evaluate each role-play.
2. Form student groups of 3-5. Ensure that there are at least two group members in each group who would be confident performing in front of their peers.
3. Distribute the handout Puberty Plays. Quickly review it to ensure the class understands the planning and rehearsal process.
4. Give groups time to plan and rehearse their role-plays. It is important to circulate amongst the groups and provide guidance when required.
5. Have groups present their role-plays to the class while audience members fill out the marking guide.
6. Collect the handouts after all presentations are complete.
7. Debrief this activity using the following questions:
  - What were your feelings as you watched these role-plays?
  - What did you feel toward each of the characters? Why?
  - Who were the best sources of correct information about puberty?
  - What stereotypes emerged?



## QUESTION BOX:

(10 min)

If time permits, address student questions.



## 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:**
- Recall the physical, social and emotional changes that occur during puberty?
  - Identify misunderstandings associated with sexual development?
  - Identify sources of good information and support to cope with puberty?

- Skills:**
- Seek good information about puberty from reliable sources?
  - Seek support?

- Attitudes:**
- Recognize the importance of support systems during puberty?



You may want to use the role-play demonstrations for formal evaluation.

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<sup>1</sup>Alberta Learning. (2002). Kindergarten to grade 9 health and life skills : Guide to implementation. Retrieved July 4, 2007, from: [http://www.education.gov.ab.ca/K\\_12/curriculum/bysubject/healthpls/healthgi.asp](http://www.education.gov.ab.ca/K_12/curriculum/bysubject/healthpls/healthgi.asp)

<sup>2</sup>Champagne, Walker & Hirsch. (1993). Circles: Intimacy and Relationships. James Stanfield Publishing. Santa Barbara, CA.