

# RATES OF PUBERTY CHANGE

## Lesson 2

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### LEARNER OUTCOME<sup>1</sup> W-8.3:

Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development.



#### MATERIALS:

1. HANDOUT: [How Appearance Changes in Puberty](#)
2. ANSWER KEY: [How Appearance Changes in Puberty](#)
3. SLIDE: [Different Rates of Growth](#)



#### INTRODUCTION:

The second lesson plan in this series provides students with an opportunity to closely examine the physical, emotional, sexual and social changes that will occur during puberty, and to recognize and accept that these changes may occur at different rates for different people.



#### APPROACHES:

#### NOTES:

##### A. Feeling Good at Home Follow Up

(5 min)

*Students may share their discoveries about handling the emotions covered in the handout.*

1. Teachers can verify that students completed one of the assignments by visually checking to ensure that the student either collected the signature of a parent or guardian or that the student completed a journal entry. You may consider collecting completed handouts and awarding a prize to one student by picking one out of the pile of signed forms.
2. Use the following questions to debrief the handout: Feeling Good at Home.
  - What did you learn about handling difficult emotions between people?
  - What did you learn about the impact of a sincere

compliment?

## B. How Appearance Changes in Puberty<sup>2</sup>

*Students will identify what kind of physical changes to expect during puberty and to understand these changes happen at different rates for different people and this is perfectly normal.*

*This activity is meant to generate discussion about different body types and to ensure that students are not to judge each other based on appearances. Puberty is something that everyone goes through but our individual experiences may be different from one another. It is important that students are sensitive to these changes and always treat others with respect. We have no control over how puberty will change our bodies and the misinterpretation of these body changes can contribute to issues with body image and self esteem.*

1. Distribute the handout How Appearance Changes in Puberty.
2. Give students time to complete the handout. You may choose to have them work in pairs or in small groups to encourage discussion. Encourage the use of critical thinking skills versus guessing.
3. As a class, review the handout using the key: How Appearance Changes in Puberty. As you review, allow students to fill in words or answers that they missed in their handout. Allow time for questions and discussion. Emphasize the following themes as you discuss the material:
  - The age range for puberty changes is extremely varied. All are normal. Use the slide Different Rates of Growth to illustrate this.
  - Differences are not “good” or “bad.” They are simply different.
4. Debrief this activity using the following questions:
  - What did you learn that surprised you during this activity?
  - What did you learn that could help you feel good about yourself during this activity?
  - How can we help people around us to feel good about themselves?

(40 - 45 min)



You may choose to provide students with a list of words used to fill in the blanks to simplify or speed up this step.



### 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:**
- Identify what makes them feel good/bad/better about themselves?
  - List ways that they can help others feel better about themselves?
  - List ways that they can recognize self-worth?
- Attitudes:**
- Understand the impact of a sincere compliment?
  - Understand that it is normal for teens to have different rates of puberty development?

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

<sup>2</sup>Adapted from Canadian Federation for Sexual Health. (2005). Beyond the basics: A sourcebook on sexuality and reproductive health education. Ottawa. Retrieved from [http://www.cfsh.ca/About\\_CFSH/Publications/Beyond-the-Basic-Sourcebook.aspx](http://www.cfsh.ca/About_CFSH/Publications/Beyond-the-Basic-Sourcebook.aspx)