

COPING WITH DEVELOPMENT

Lesson 2

9
GRADE

LEARNER OUTCOME¹ W-9.3:

Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk.



MATERIALS:

1. CARDS: [Coping Strategies Scenarios](#)



INTRODUCTION:

The second lesson in this series focuses on identifying and applying healthy coping strategies when experiencing different rates of physical, emotional, sexual and social development.



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. Inside-Outside Collection Follow Up²

Students identify and share unique and special aspects of themselves.

1. Have students form small groups of 3-5.
2. Using the collection students completed for homework, ask students to volunteer to share with and explain their boxes to their small group, with as much or as little detail as they feel comfortable.
3. Debrief this activity using the following questions:
 - How did it feel to complete this activity?
 - What were some of the best things you learned about yourself or others through this activity?

(5-15 min)

C. Developing Healthy Coping Strategies

Students identify healthy coping strategies when experiencing different rates of physical, emotional, sexual and social development.

1. Ask students to provide examples of when young people experience difficulty as a result of different rates of development change. For example, students may identify the difficulty a person can experience when they receive romantic notes or emails from someone but don't feel ready to date yet. Write down the examples students provide on the board.
2. As a class, categorize each difficulty into physical change, emotional change, sexual change, and social change.
3. Form student groups of 2-3 students.
4. Assign each group a difficulty from the board.
5. Ask each group to identify different strategies a person experiencing this difficulty could use to cope with it.
6. Have a volunteer from each group share their responses with the class. Write down each response.
7. As a class, identify which of the coping strategies is healthy and which is unhealthy. Strike out the unhealthy coping strategies, so that you are left with a list of healthy coping strategies.

Healthy coping strategies can include:
 - Positive self-talk
 - Accessing support systems
 - Responding to negative influences
 - Becoming a peer leader
8. Debrief this activity using the following questions:
 - What skills are required to use each of the healthy strategies outlined by the class?
 - How can we develop these skills?

D. Healthy Coping Skills Role-Plays

Students develop skills to use healthy coping strategies when experiencing different rates of physical, emotional, sexual and social development.

(5-15 min)



Students who with differing abilities may experience the same physical changes as their friends, but may be much more delayed in their readiness to date or understand relationships. You may role play the examples in this activity to provide concrete examples of how to deal with the different rates of development.



Healthy coping strategies can include:

- Positive self-talk
- Accessing support systems
- Responding to negative influences
Becoming a peer leader

(30-35 min)

1. As a class, brainstorm some positive self-talk responses to the following negative thoughts:
 - I have no friends. (*I spend time with others at lunch*)
 - I will never be successful. (*With practice, I can do...*)
 - I hate the way I look. (*My best feature is my...*)
 - I'll never have a boy/girlfriend. (*I don't need a partner to be happy*)
2. As a class, brainstorm support systems students can turn to for help when experiencing different rates of puberty change.
 - Parents or guardians
 - School counsellors
 - Trusted adults such as school counsellors, teachers, coaches, or clergy
 - Medical professionals
3. Form small groups of 2-3 students.
4. Give each group a Coping Strategies Scenario card.³
5. Give each group time to plan and practice a role play presentation outlining the characters using a healthy strategy to address the difficulty outlined on the card.
6. Have each group present their role-play to the class.
7. After each role-play, have the class discuss the effectiveness of the coping strategy chosen, and suggest any other coping strategies the characters might use.
8. Debrief the entire activity using the following questions:
 - What are the most effective strategies to deal with puberty change?
 - What can we do to help others who may be experiencing difficulty with puberty change?



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?
 - Role-play activities handled appropriately by the students?

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 healthy coping strategies when experiencing different rates of development?
- Skills:**
- Use coping strategies to deal with development?
- Attitudes:**
- Acknowledge the need to help others feel positive about development?



You may want to use the Coping Strategies Scenario role-play presentations for formal evaluation.

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>

² Adapted from: Canadian Federation for Sexual Health. (2005). *Beyond the basics: A sourcebook on sexuality and reproductive health education*. Ottawa: Author