

Grade 5 – 7: Health

Next Stop, Puberty!

This resource can be used to plan an individual health lesson or a unit of study. The suggested activities can be used in the order presented here, or they can be adapted for your lesson plan and classroom.

CURRICULUM OBJECTIVES

VIDEO AND TEACHER PACK OUTCOMES

Health / Core Health Concepts

- Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- Describe ways to reduce or prevent adolescent health problems and injuries.
- Describe the benefits of and barriers to practicing a variety of healthy behaviors.

Health / Accessing Resources

- Investigate the validity of health information, products, and services.
- Access valid health information from home, school, and community.
- Describe situations that may require professional health services.
- Locate valid and reliable health products and services that enhance health.

Health / Communication Skills

- Demonstrate healthy ways to express needs, wants, and feelings.
- Practice ways to communicate care, consideration, and respect for self and others.

Social and Emotional Learning / Self-Awareness

- Continue to build emotional vocabulary.
- Continue to learn about their body and its connection to emotions, learning, and relationships.
- Begin to understand how their personal strengths connect to social, emotional, behavioral, and academic learning.

Social and Emotional Learning / Self-Management

- Apply various stress-reducing coping strategies when faced with challenging situations.
- Recognize the different stressors and common stress responses.

Social and Emotional Learning / Social Awareness

- Demonstrate an increasing awareness of the needs and rights of others.
- Demonstrate an understanding of different cultural practices and others' worldviews.

Activity	Resources	Outcomes
<p>Activity 1: Setting the Ground Rules Timeframe: 15 minutes Lesson overview: Students will be involved with coming up with ground rules to ensure their learning experiences about puberty are positive and no one will be hurt or offended.</p> <hr/> <p>Introduce to students that puberty is the gradual process when your body goes through many changes that take you from being a child to being an adult. Puberty develops the male and female sexual organs so that—if and when they choose—most people will be able to reproduce.</p> <p>► Teacher tip: Look at the wording of the sentence above. Notice the use of "male" and "female" to refer to biological organs but not to the people who own them; not everyone will identify with their biological sex. Also notice the use of "if" and "most". Not all people want to reproduce, and some are unable. During your discussions of puberty, using inclusive language and language that is not absolute can help to ensure that no experience is excluded.</p> <p>Other examples include:</p> <ul style="list-style-type: none"> • Most people will have started puberty by 16. • Some people will develop intimate feelings for the opposite sex, some for the same sex, some for both and others not at all. <p>Now is the time to establish discussion guidelines and to let students know that only respectful comments and questions will be taken seriously. As a class, come up with a series of rules or guidelines for your discussions and write them on a large poster. Here are some you might like to consider with your students:</p> <ul style="list-style-type: none"> • Everyone will be treated with respect. • We will use the proper names for body parts. • We will not ask personal questions to embarrass someone. • Giggling about puberty is okay, but laughing at others, their questions or views, is not. • Some discomfort or embarrassment about discussing puberty is okay, making fun of this is not. <p>Establish a question box (an empty tissue box, or other box with a slit cut in the top) where students can post their anonymous questions about puberty. Allow time at the end of each of each lesson for students to write down their questions, ready to answer at the beginning of the next lesson.</p> <p>► Teacher tip: Be mindful that some cultural, religious or family traditions dissuade discussions about puberty, sexuality and sexual health. The anonymous question box may be the only way that some students participate, and that is okay.</p> <p>► Teacher tip: Affirm the anonymous student who is asking a question, with a comment like “this is a good question” or “lots of other people asked a similar question about this topic”.</p>	<p>Smartboard / Digital display</p> <p>Butcher's paper</p> <p>Writing materials</p> <p>Empty tissue box or cardboard box</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate healthy ways to express needs, wants, and feelings. • Practice ways to communicate care, consideration, and respect for self and others. • Demonstrate an increasing awareness of the needs and rights of others. • Demonstrate an understanding of different cultural practices and others' worldviews.

Activity	Resources	Outcomes
<p><u>Activity 2: An Introduction to Changes in Puberty</u> Timeframe: 25 minutes Lesson overview: Students are encouraged to reflect on the physical and mental growth milestones they have reached between birth and childhood. They are then introduced to puberty as the next stage in their development and some of the many physical, emotional and social changes it brings.</p> <hr/> <p>Ease into puberty discussions by reminding students about how much they have already grown and changed since they were babies. You may like to have students bring in a baby photo of themselves to play a short ice-breaker guessing game by sticking four baby photos to the whiteboard and have the same four students stand underneath a photo, but in the wrong order. Have the rest of the class rearrange the students until they believe they have positioned them under the right photos. Repeat with different students.</p> <p>Remind students that puberty is just one stage of life and a normal part of growing up, just like all the stages they have lived through already.</p> <p>Distribute a copy of the <i>Student Workbook</i> to each student. Have students fill in <i>Task 1: The Story of Me... So Far</i> to remember some of the ages and stages that have come before.</p> <p>Now ask students if they know any of the changes people experience when they go through female or male puberty. Students will likely come up with primarily physical changes. Remind students that humans go through social and emotional changes too, and see if the class can add to the list.</p> <p>Discuss that the changes you have listed happen to different people at different times.</p> <p>Watch the ClickView Miniclip <i>Jump Onboard</i> as a class.</p> <p>Have students fill in <i>Task 2: Jump Onboard</i> after they watch the Miniclip.</p> <p>Allow time for students to write their anonymous questions for the question box, for you to answer at the beginning of the next lesson.</p>	<p>Smartboard / Digital display</p> <p>Baby photos collected by students</p> <p><i>Student Workbook</i> for each student</p> <p><i>Task 1: The Story of Me... So Far</i> (page 1 in student workbook)</p> <p>ClickView Miniclip – <i>Jump Onboard</i></p> <p><i>Task 2: Jump Onboard</i> (pages 2-3 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. Continue to learn about their body and its connection to emotions, learning, and relationships. Recognize the different stressors and common stress responses.

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<p><u>Activity 3: Puberty Concerns</u> Timeframe: 30 minutes Lesson overview: Students will learn about common concerns associated with puberty and begin to recognise the concerns that they hold themselves and how these may be the same or different to students of the opposite sex.</p> <hr/> <p>Discuss that puberty is a confronting time for many young people. Myths and misunderstandings can lead to young people feeling concerned about the changes they are going through or will go through.</p> <p>Divide the class into small groups of 4-6 students. Students are to open the <i>Task 3: Puberty Concerns</i> group task.</p> <p>► Teacher tip: If in a co-ed learning environment, you may like to have some all-female groups, some all-male groups and some mixed groups to encourage comparison about how boys and girls differ in their concerns.</p> <p>Ask each group to order the concerns in the activity from most concerning to least concerning.</p> <p>After an allotted amount of time, ask a representative from each group to share their order of concerns with the class.</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> • Did the same concerns rank highly in each group? • Did boys and girls have different ideas about the order of concerns? • How did groups containing both boys and girls come to a compromise about their order? <p>Ask students if they have any other concerns that were not on the handout. Remind them that if they would prefer to share their concerns anonymously, they can do so in the question box (from Activity 1: Setting the Ground Rules).</p>	<p>Smartboard / Digital display</p> <p><i>Task 3: Puberty Concerns</i> group task (page 4 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • Continue to learn about their body and its connection to emotions, learning, and relationships. • Recognize the different stressors and common stress responses.

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<p>Activity 4: Getting Help Timeframe: 30 minutes Lesson overview: Students will build a list of trusted sources (both offline and online) that they can go to with questions about puberty, and will begin to learn about the dangers of looking for information online.</p> <hr/> <p>Reflect back on Activity 3: Puberty Concerns. Ask students who or what they would turn to for help if they were experiencing any of the concerns that were discussed. When the suggestion of the Internet is raised, discuss the potential dangers of using unofficial websites, chatrooms and social media for information about puberty.</p> <p>Brainstorm what to do and what not to do if a friend came to you with a question about puberty in confidence.</p> <p>Ask students to complete <i>Task 4: A Helping Hand</i>.</p> <p>Revisit how the Internet can be both a helpful resource and a harmful one. Write the words "Accurate", "Reputable", "Confidential" on the whiteboard and ask for students to help come up with a definition for each. Discuss that websites should only be used for finding information about puberty if they meet those three definitions.</p> <p>Introduce students to the Childline website: Childline.co.uk. Discuss whether the website meets the accurate, reputable and confidential criteria.</p> <p>Students are then to complete <i>Task 5: Body Talk Scavenger Hunt</i>. You might even like to make it a class race.</p> <p>Allow students five minutes to browse the site themselves, or look for other accurate, reputable and confidential websites about puberty.</p>	<p>Smartboard / Digital display</p> <p><i>Task 4: A Helping Hand</i> (page 5 in student workbook)</p> <p><i>Task 5: Body Talk Scavenger Hunt</i> (page 6 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> Investigate the validity of health information, products, and services. Access valid health information from home, school, and community. Describe situations that may require professional health services. Locate valid and reliable health products and services that enhance health.

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<p><u>Activity 5: Female and Male Changes</u> Timeframe: 30 minutes Lesson overview: Students will learn about the various changes brought on by puberty and consider if boys or girls hold an unfair advantage when it comes to the changes they go through.</p> <hr/> <p>If necessary, refresh students about your classroom guidelines about puberty discussions from Activity 1: Setting the Ground Rules. You may also like to take some time to address any outstanding anonymous questions in the question box.</p> <p>Play a short game to get students moving and thinking. Designate three distinct areas of the classroom: one for female changes, one for male changes and one for changes affecting both. Ask students to each silently think of a change that puberty brings, and to move to the area of the classroom that relates to whether the change they are thinking of happens to males, females or both. Call on one student to reveal the change they were thinking of. They can sit down in place. Record their answer on the whiteboard. Tell students that anyone else thinking of the same change must now think of a different one and move spaces if necessary. Continue until all students are sitting, or until the remaining students can no longer think of a change that has not already been said.</p> <p>Based on the number of students sitting in the designated female or male areas, can we definitively say who gets the raw end of the puberty deal?</p> <p>► Teacher tip: While students will have opinions on this, eventually steer the conversation to the conclusion that everyone experiences puberty differently and some may have a really tough time with their physical, emotional or social changes (or all three!) regardless of whether they are a boy or a girl.</p> <p>Watch the ClickView Miniclip <i>All the Changes</i> as a class.</p> <p>Have students fill in <i>Task 6A: All the Changes</i> after they watch the Miniclip.</p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>All the Changes</i></p> <p><i>Task 6A: All the Changes</i> (page 7 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. Continue to learn about their body and its connection to emotions, learning, and relationships.

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<p><u>Activity 6: Period Positivity - Female Puberty</u> Timeframe: 25 minutes Lesson overview: Students will learn about changes during puberty specific to females, with an emphasis on menstruation. Students will be able to examine products that assist people on their period.</p> <hr/> <p>Periods can be tricky to talk about. Period. In fact, in a 2017 survey of over 10,000 teenagers from a number of Western countries revealed that 56% would rather be bullied at school than talk to their parents about periods^[1]. Ask students why they think people find it so uncomfortable to talk about periods. (Remind the class about your puberty discussion guidelines, if necessary.)</p> <p>Watch the ClickView Miniclip <i>All the Changes: Females</i> as a class.</p> <p>Have students complete <i>Task 6B: All the Changes: Females</i> after they watch the Miniclip.</p> <p>Divide the class into small groups of 4–5 students and present each group with a selection of feminine hygiene products. Encourage students to open any packaging, hold and feel the products and look at any instructional material they come with. Encourage the groups to talk about the features of each product, how it is used and how effective it seems. Make your way around to each group to answer questions and ensure students are engaging with the activity tactfully.</p> <p>► Teacher tip: Feminine hygiene brands will often have a form on their website to be sent free samples of their products. Note that some may take at least a few weeks to arrive, so advance preparation is key to do this activity at no cost.</p> <p>► Teacher tip: If possible, you might like to divide the students into all-girl and all-boy groups. Girls are more likely to have sensitive questions about the products which they may not feel as comfortable sharing in a mixed group.</p> <p>Source some examples of print or television advertisements for feminine hygiene products to share with the class on the board. Discuss how the advertisement wants the audience to feel, and whether students think that they are effective. Discuss how advertising is making periods less taboo and making girls feel more positive about their period.</p> <p><small>^[1] Essity Femcare Hero II Brand Campaign Survey, 2017. Essity commissioned an online survey among 10,017 men and women aged 13 to 50 living in the UK, France, Netherlands, Sweden, Russia, Mexico, Argentina, South Africa, China, and Malaysia. Survey interviews took place between 18 April and 9 May 2017. The margin of error for this study is +/- 0.98%. The survey was administered by Bilendi, a global research and survey company. https://www.essity.com/company/essentials-initiative/stories-and-videos/slices-of-life/slice5-time-to-talk/its-time-we-talk-about-periods/</small></p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>All the Changes: Females</i></p> <p><i>Task 6B: All the Changes: Females</i> (pages 8-9 in student workbook)</p> <p>Writing materials</p> <p>A selection of feminine hygiene product samples</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • Continue to learn about their body and its connection to emotions, learning, and relationships. • Locate valid and reliable health products and services that enhance health.

Activity	Resources	Outcomes
<p><u>Activity 7: Hairy and Hard - Male Puberty</u> Timeframe: 25 minutes Lesson overview: Students will learn about changes during puberty specific to males and will think about if any products exist to support boys at this time, or if there should be.</p> <hr/> <p>Watch the ClickView Miniclip <i>All the Changes: Males</i> as a class.</p> <p>Have students complete <i>Task 6C: All the Changes: Males</i> after they watch the Miniclip.</p> <p>Split the class into small groups of 4–5.</p> <p>Remind students that females have many feminine hygiene products to assist them with menstruation and bras for their growing breasts. But are there any products that specifically assist boys with any of the changes that they go through? Provide each group with a sheet of butcher's paper and writing materials, and instruct them to think about a potential product that might help boys with a particular change or event that they experience during puberty. They should come up with a name and slogan for their product and, after an allotted time, each group should "pitch" their product to the class.</p> <p>After all groups have pitched their product, discuss whether any are really necessary. Would they be truly effective, or are they maybe just there to hide something that boys shouldn't need to be ashamed of in the first place?</p> <p>Turn instead to commonplace items currently available at supermarkets. Ask students what they could put into a "Puberty Preparedness Kit" for males. For example: deodorant, body wash, a razor, shaving gel/cream.</p>	<p>ClickView Miniclip – <i>All the Changes: Males</i></p> <p><i>Task 6C: All the Changes: Males</i> (pages 10–11 in student workbook)</p> <p>Butcher's paper</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • Continue to learn about their body and its connection to emotions, learning, and relationships. • Locate valid and reliable health products and services that enhance health.

Activity	Resources	Outcomes
<p><u>Activity 8: Ask the Puberty Pro</u> Timeframe: 30 minutes Lesson overview: Students will continue to consider the implications of getting information about puberty from online sources before attempting to accurately and tactfully answer some puberty questions themselves.</p> <hr/> <p>Tell students that in times past, magazines were a source of information for tweens and teens about their changing bodies, emotions and relationships. Many magazines offered readers the opportunity to write in with questions that would be answered by experts and printed in the next issue. Today, the Internet and social media have become the places where many tweens and teens find answers to their puberty questions.</p> <p>Discuss the pros and cons of the Internet and social media as the places to find information and answers about puberty compared to magazines. Write students' thoughts on a pros and cons table on the whiteboard. Pros may include getting answers much quicker than waiting for your question to be printed in a magazine. Cons may include not knowing the credentials of the person or people "answering" your question.</p> <p>Have students turn to <i>Task 7: Ask the Puberty Pro</i>. Tell them that Ask the Puberty Pro is a fictional Instagram account where tweens and teens can ask their questions via direct message and the account administrator will share their expert advice on the platform for others who may have a similar concern.</p> <p>As a class, read the questions submitted by each fictional tween. Discuss whether it is possible from the information given to tell if each person is a male or a female.</p> <p>Provide students with time to choose one question and answer it as a guest expert on the Ask the Puberty Pro account.</p> <p>Remind students that the question box is always open to accept their anonymous puberty questions.</p>	<p>Smartboard / Digital display</p> <p><i>Task 7: Ask the Puberty Pro</i> (pages 12-13 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> Investigate the validity of health information, products, and services. Access valid health information from home, school, and community.

Activity	Resources	Outcomes
<p><u>Activity 9: Managing BIG Feelings</u> Timeframe: 25 minutes Lesson overview: Students will develop their understanding of how puberty affects emotions and relationships.</p> <hr/> <p>As you move from the physical to the emotional and social changes that puberty brings, now is a good time to address any last anonymous questions about physical changes from the question box.</p> <p>Remind students that puberty comes with social and emotional changes, not just physical ones.</p> <p>Visit the playground to act out a mood swing! While one student swings on a swing set, have another student stand in front of the swing and another behind the swing (at a safe distance). As the swinging student reaches the peak of their forward swing, the student at the front must call out an emotion (i.e. "Happy!"). As the swinging student swings back to the peak of their backward swing, the student at the back must call out a different or opposing emotion (i.e. "Annoyed!"). Continue for a few rounds, then swap the students involved. Tell students that mood swings during puberty can be just as extreme (although maybe not quite so fast!)</p> <p>Being at the playground is also a good opportunity to tell students that one of the best ways to manage your mood is with exercise. Ask students if they can think of any other ways.</p> <p>Watch the ClickView Miniclip <i>All the Feels</i> as a class.</p> <p>Have students fill in <i>Task 8: All the Feels</i> after they watch the Miniclip.</p> <p>Discuss that having sexual or romantic feelings is a normal part of puberty, but that acting on those feelings isn't always appropriate. For example, developing a crush on someone is totally normal and okay. But acting on those feelings when the other person doesn't feel the same or doesn't want your attention at that particular time or place is not okay. Likewise, exploring your own body and sensations through masturbation is totally okay. But doing so anywhere other than in a very private location is not okay.</p> <p>Emotional and social changes can often be more confusing for students than physical ones, so let students know that the anonymous question box is there for any questions that have arisen.</p> <p>Students should complete <i>Task 8: Lessons from a Puberty Survivor</i> as homework.</p>	<p>School playground</p> <p>ClickView Miniclip – <i>All the Feels</i></p> <p><i>Task 8: All the Feels</i> (pages 14-15 in student workbook)</p> <p><i>Task 9: Lessons from a Puberty Survivor</i> (pages 16-17 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe ways to reduce or prevent adolescent health problems and injuries. • Describe the benefits of and barriers to practicing a variety of healthy behaviors. • Demonstrate healthy ways to express needs, wants, and feelings. • Continue to learn about their body and its connection to emotions, learning, and relationships. • Apply various stress-reducing coping strategies when faced with challenging situations. • Recognize the different stressors and common stress

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<p><u>Activity 10: Just Like Old You, Only Better</u> Timeframe: 20 minutes Lesson overview: Students will conclude the puberty topic by coming to the understanding that, while puberty is hard, confusing and sometimes embarrassing, it makes them into even better versions of themselves!</p> <hr/> <p>Address any unanswered anonymous questions from the question box.</p> <p>► Teacher tip: Based on the previous activity, you may like to prepare in advance for how you'll respond to questions about sexual feelings and masturbation so you're not caught off guard.</p> <p>Ask students to share any interesting information or anecdotes that came out of their interview with a puberty survivor from Task 9: Lessons from a Puberty Survivor in the student workbook.</p> <p>Watch the ClickView Miniclip <i>Who Are You?</i> as a class.</p> <p>Have students complete <i>Task 10: Who Are You?</i> after they watch the Miniclip.</p> <p>As a concluding activity, reiterate to students that after puberty, they will still be themselves - just better! Have students create an acrostic poem using the letters of a positive strength or trait that puberty will bring out in them to start words that signify the changes that they'll go through. Some strengths mentioned in the Miniclip are loyal, accepting, kind and compassionate. For example:</p> <p style="margin-left: 40px;"> Taller and Rounder, Understanding new Sexual feelings, Trying to ride this Emotional rollercoaster, Deodorant will help </p> <p>You've done it! Congratulate the class on handling this topic with maturity and respect. Puberty is nothing to be ashamed of. Next stop, puberty. Be there and grow hair!</p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>Who Are You?</i></p> <p><i>Task 10: Who Are You?</i> (page 18 in student workbook)</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Continue to build emotional vocabulary. • Continue to learn about their body and its connection to emotions, learning, and relationships. • Begin to understand how their personal strengths connect to social, emotional, behavioral, and academic learning.

Activity	Resources	Outcomes
<p><u>Activity 11: Interactive Video</u> Timeframe: 15 minutes Lesson overview: Students will watch each ClickView Miniclip from the series <i>Next Stop, Puberty!</i> and answer the interactive questions to show their understanding of puberty.</p> <hr/> <p>ClickView has created interactive video lessons to accompany the ClickView Miniclips series <i>Next Stop, Puberty!</i> They include a range of question types such as multiple choice, missing word, and true or false.</p> <p>You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the premade questions to suit your students or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> 1. Search for the Miniclips series <i>Next Stop, Puberty!</i> 2. Click to view each video that has the interactive logo (Interactive). 3. Click on the "Interactive videos" tab beneath the video. 4. Click the "Print as Worksheet" OR "Save to Workspace" button on the interactive video. 5. If you click "Save to Workspace", you can either click "Share with your students" or access it via your Workspace. <ul style="list-style-type: none"> • If you choose "Share with your students", copy the link and send it to your students. • Otherwise go to your Workspace, select the "Interactive videos" folder, and click "Share" to access the link and send to students. <p>Students can watch and answer the interactive questions either in class or at home. Their results will be collated for you to view from your Workspace.</p> <p>The following guides are available if you require assistance:</p> <p>Creating an interactive video www.clickviewsupport.com/hc/en-us/articles/115005656528-PB202</p> <p>How do I share an interactive video? www.clickviewsupport.com/hc/en-us/articles/115005496667-PB208</p> <p>How do I make my interactive video private/public? www.clickviewsupport.com/hc/en-us/articles/115005494867-PB206</p>	<p>Smartboard / Digital display</p> <p>Interactive videos for the ClickView Miniclips series – <i>Next Stop, Puberty!</i></p>	<p>Assessment</p>