



4th- 5th Grade Puberty and Hygiene Lesson: Teacher's Guide

Statement of Objectives

By the end of today's lesson students will be able to:

- 4.ICR.2: Understand the changes that occur during puberty and adolescence.
 - 4.ICR.2.1: Summarize physical and emotional changes during puberty
 - 4.ICR.2.2: Recognize that individuals experience puberty at different rates (early, average, late)
- 5.ICR.2: Analyze the changes and influences that occur during puberty and adolescence.
 - 5.ICR.2.1: Recall that puberty is characterized by the development of secondary sex characteristics and onset of reproductive capacity.
 - 5.ICR.2.2: Differentiate between accurate source of information about puberty and development
 - 5.ICR.2.3: Summarize the functions of the male and female reproductive systems.
 - 5.ICR.2.4: Illustrate how social influences can impact behavioral choices and feelings regarding one's reproductive health.

** Chatham County Schools follows the North Carolina Essential Standards. The NC Essential Standards outline the skills and knowledge that students should receive each year in school. The above standards represent the Interpersonal Communication and Relationships standards for 4th and 5th grade that relate to puberty and hygiene. The knowledge encompassed by each standard builds yearly, so it is vital that students receive instruction aligning with the standards each year.*

Time: 60-90 minutes (varies depending on activities chosen)

Materials:

- Projector
- Slides ("4th-5th Puberty and Hygiene Presentation")
- Materials for any selected activities (pg 4)
- (Optional) Examples of tampons and pads for menstruation slides
- (Optional) Examples of personal hygiene products (deodorant, shaving cream, face wash, spot treatment)

A few notes on this lesson:

- The presentation includes optional slides (slides 20-23) on menstruation, pads and tampons. These were designed because we frequently received questions on menstruation from female students during this presentation.
- Sometimes students can get uncomfortable and fidgety during this presentation. If this is the case, it is sometimes helpful to stop and have a physical activity break. This can be as simple as having the students “shake” out their discomfort and having them stand for a full body shake. More in-depth physical activity breaks can be found on the North Carolina Healthy Schools Department of Public Instruction Website at <http://www.nchealthyschools.org/energizers/>.
- Many times students have a lot of questions on these topics, however; there are some challenges in taking questions directly from students. Some students might feel uncomfortable asking questions in front of their peers. Some students may also ask questions that you are uncomfortable answering, or unprepared to answer on the spot. Doing anonymous questions can help with both of the scenarios. Provide students with slips of paper and explain that students can use the sheets to ask questions that they would like to ask in private. At the end of the class, everyone will put a sheet in the box, that way we have no idea who asked what question. You can either choose to 1) draw questions directly from the box and answer them in class, 2) have another question session at a later date, or 3) create an “answer sheet” that students can take home with all the answers on it. Options two and three offer you the most flexibility in answering the questions and preparing your responses.

Warm-Up: Puberty Walk

Time: 7-10 minutes

Materials Needed: None

Directions:

- Ask students to move to one area of the room.
- Tell them that you when you tap them on the shoulder they should walk (not run) to a designated location on the opposite side of the room.
Note: If you have a large group or would like the activity to take less time, ask for a smaller group of volunteers.
- Tap students on the shoulder, starting with one student. Let the first student walk to the other side of the room, then tap another student. Continue tapping students, first slowly, then and speeding up and tapping groups and individuals. Toward the end, slow down, again tapping individuals. Leave a few students to walk across alone at the end.
- When all students have walked to the other side of the room, ask students:
 - How did it feel to be the first one to walk?
 - How did it feel to be the last one to walk?
 - Did it feel better to walk alone or in a group? Why?
- Lead a discussion using the students' answers to make the transition that this walk is very much like puberty- Just like everyone eventually walked across the room, eventually everyone will go through puberty. Some people start earlier and will finish before their peers, others will start later. And just like everyone walked at a different pace across the room, everyone moves through puberty differently.
 - **Puberty** is defined as development of secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to become a parent).
 - **Adolescence** is the transition from childhood to adulthood. These changes are exciting and fun, but at other times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember each person goes through puberty and adolescence at his/her own pace.
- Transition by telling students that we will now discuss the physical and emotional changes that happen during puberty.

Slide Presentation

Time: 45 minutes

Directions: See speaker notes on individual slides for additional information

- **Slides 1-2:** Introduction and warm-up (puberty walk)
- **Slides 3:** Definition of puberty
- **Slides 4-5:** Introduction to changes during puberty
- **Slide 6:** Male reproductive system
- **Slide 7:** Female reproductive system
- **Slide 8:** Venn diagram of male and female physical changes during puberty
- **Slide 9:** Emotional changes during puberty
- **Slide 10:** Summary of main points
- **Slides 11-14:** Self care and hygiene
- **Slides 15-16:** Summary and closing

Activity and Optional Menstruation Slides:

- **Slide 17:** Activity: Healthy or Unhealthy
- **Slide 18:** Puberty Scenarios
- **Slide 19:** Planning for Health
- **Slides 20-23:** Menstruation slides (What to do about your period and explanation of pads, tampons)

Note: If using, insert after slide #8.

Wrap-Up:

Time: Varies based on activity/activities chosen.

Directions:

- Select one or more of the activities starting on page 5 to wrap up the lesson. Corresponding slides can be found on slides 17-19 of the “4th-5th Grade Puberty and Hygiene Presentation.”

Activity: Healthy or Unhealthy

Time: 5-7 minutes

Materials Needed: Teachers copy of “Healthy and Unhealthy Practices during Puberty” (pg 5), Copies of healthy and unhealthy cards for each student (pg 6-8)

Directions:

- Before class, copy onto two different colors of cardstock and cut apart the Healthy-Unhealthy cards for each student.
- Read each statement from “Healthy and Unhealthy Practices during Puberty,” and ask students to hold up the appropriate card.
- Clarify any incorrect responses using the information provided.

Activity: Puberty Scenarios

Time: 15 minutes

Materials Needed: Puberty scenarios (pg 9), Marker/paper or white board to write on

Directions:

- Divide students into small groups and provide each group one of the Puberty Scenarios .
- Instruct groups to read their scenario and answer the following questions together:
 - How does the main character feel about growing up?
 - What steps can you take to be a respectful friend to him or her?
- Have each group report out their answers, making sure to highlight puberty and hygiene lessons as they come up:
 - Everyone experiences puberty differently
 - Be a respectful friend to everyone
 - Healthy practices that the individual could use to stay healthy
- Transition by telling students that we have reviewed many of the emotional and physical changes that occur during puberty. It is an exciting time with lots of change, but can often make us nervous or scared as these changes happen. Remember that the changes happening are normal, and that you can also plan for some wonderful changes in life! We are going to talk about some of them now.

Activity: Planning for Health

Time: 5-7 minutes

Materials Needed: Copies of “My Plan to Stay Healthy and Feel Good! Worksheet” (pages 10-11)

Directions:

- Tell students that now they have all the knowledge to practice good personal hygiene and be happy and healthy!
- Distribute handouts.
- Instruct students to select one health behavior that they will work on to improve their health.
- Give students 5 minutes to complete the hand out.
- If there is time, allow students to volunteer to share their plans.
- To conclude, tell students to take home the worksheet to share with their families. If they would like, they can track their progress with their behavior on the back of the worksheet.

Healthy and Unhealthy Practices during Puberty

1. Eat lots of fruits and vegetables-- HEALTHY	The body is changing during puberty and it's especially important to eat nutrient-dense foods like fruits and veggies.
2. Yell at parents when in a bad mood – UNHEALTHY	Having mood swings is to be expected. There are more positive ways to deal with stressful emotions than to take them out on each other. Taking a walk or playing a game is healthier.
3. Getting enough sleep and rest – HEALTHY	Because the body is growing faster, boys and girls need adequate sleep. About 10 hours of sleep are needed.
4. Wash under arms and groin area – HEALTHY	During puberty, the sweat glands produce more perspiration and body odor. Daily bathing and use of deodorant under the arms is important for health and to be accepted by others.
5. Having a nocturnal emission (wet dream) – HEALTHY	Nocturnal emissions are normal. The body is practicing for reproduction. Boys do not need to feel guilty or ashamed; they can simply clean up and change bedding.
6. Tease others about their bodies – UNHEALTHY	Being unkind or practicing bullying behavior is never acceptable. Boys and girls need to demonstrate acceptance and support of their classmates.
7. Being attracted to others – HEALTHY	Puberty is the time when young people begin to feel attraction and have rushes toward others.
8. Squeeze pimples – UNHEALTHY	The best way to take care of pimples is to keep the face clean, eat nutritiously, and drink lots of water. Never squeeze pimples as that might cause an infection or scarring. If pimples are severe, ask parents about going to a doctor.

Healthy Cards

Healthy	Healthy	Healthy
Healthy	Healthy	Healthy
Healthy	Healthy	Healthy
Healthy	Healthy	Healthy
Healthy	Healthy	Healthy

Unhealthy Cards

Unhealthy	Unhealthy	Unhealthy
Unhealthy	Unhealthy	Unhealthy
Unhealthy	Unhealthy	Unhealthy
Unhealthy	Unhealthy	Unhealthy
Unhealthy	Unhealthy	Unhealthy

Puberty Scenarios

Scenario 1: Jeanne is the last person chosen for teams in physical education. She is not athletic and very short. Her nickname is “Shorty.”

Scenario 2: Drew is the smallest boy in the 4th grade. Two guys picked Drew up and put him in the trash can.

Scenario 3: Alana is tall, heavy and has begun developing breasts. Kids do not like to be around her due to the way she smells. She sweats a lot and kids say she smells bad.

Scenario 4: Anthony has grown two shoe sizes since Christmas. As a result, he is clumsy and the kids laugh whenever he falls down.

Scenario 5: Kayla has a different crush every week. She wears makeup and a bra to school and is always talking about it. She texts boys using her cell phone. Kayla asks others girls to go with her to talk to boys.

Scenario 6: Jayden is very popular and has lots of friends. Recently girls have started texting him and sending him pictures. They are always asking Jayden’s friends if he likes them. Jayden loves basketball and doesn’t think about girls in 4th grade.

My Plan to Stay Healthy and Feel Good!

One healthy behavior I will work on is:

I will do this by:

People that can help me with this are:

Directions: For each day that you do your healthy behavior draw a big smiley face (☺) and describe what you did.

	Sun	Mon	Tues	Weds	Thurs	Fri	Sat
Week 1	☺ <i>Today I flossed my teeth.</i>						
Week 2							
Week 3							
Week 4							
Week 5							