

Building Confidence and Healthy Relationships During Adolescence

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 6

Lesson: 3 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.1, A1.4, A1.5, D2.5

Materials

- 30-40 sticky notes (paper or online interactive tool)
- **Teacher Resource: Anecdotal Recording Chart**

Learning Goals

We are learning to use our self-awareness skills to develop a clearer understanding of the physical, social, and emotional changes that we experience during adolescence, and how this knowledge helps us build our confidence and establish healthy relationships.

Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe and provide written and verbal feedback on students' ability to describe the changes they experience during adolescence and how this knowledge helps them build confidence and establish healthy relationships.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Review the ground rules/agreements established in Lesson 1. Have students identify why each ground rule/agreement is important and how it creates an emotionally safe and inclusive learning environment.

Write the following terms for students to view: “Physical Changes”, “Emotional Changes”, and “Social Changes”. Using a **Think, Pair, Share** strategy, have students identify some of the Physical Changes (e.g., voice changes, body growth), Emotional Changes (e.g., increased intense feelings, new interest in relationships, confusion and questions about changes), and Social Changes (e.g., changing social relationships, increasing influence of peers) people may experience during puberty.

Using Direct Instruction, explain that everyone experiences changes during puberty, although they may not be the same changes, or occur at the same time. By getting questions answered with factual information from reliable sources and understanding that questions and changes are normal, they will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build their confidence.

Divide students into groups of 3 and provide each student with 2 sticky notes. Use the following prompt for groups to generate questions they may have about puberty and adolescence. Have groups record their questions on their sticky notes, one per note.

Teacher prompt: “What are some questions that young people might have as changes happen during puberty and adolescence?”

Student responses:

- “Is how I am feeling normal?”
- “Why is my body different from everybody else’s?”
- “How do you tell someone you like them?”
- “Who can answer my questions about...?”

- "Why do adolescents sometimes feel self-conscious about their appearance?"
- "What is the best way to control acne?"
- "Why do I feel moody?"
- "How can you tell if someone likes you?"
- "Who can I talk to about my feelings?"

Have groups trade their sticky notes with another group. Groups sort their new set of questions into the three categories: Physical Changes, Emotional Changes and Social Changes and place them under the appropriate headings, grouping similar and duplicated questions together.

Action

Have students select one question from the category they are most interested in and then join with students who have selected a question from the same category, ensuring equal groups are created. Distribute the remaining questions to groups based on their category. Have students collaborate to find answers to their chosen questions using classroom and school resources. Consider reviewing criteria for selecting sources (e.g., current, relevant, authoritative, accurate) with students before they begin their research.

Have groups record their questions and answers and post for all students to view.

Consolidation

As a large group, remind students that when they learn more about their body and how it is changing, they are better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence.

Provide students with an [Exit Card](#) to reflect on how finding answers to their questions and learning more about the physical, social, and emotional changes at puberty helps them be more confident, relate to others, and respond to challenges and changes they experience as they mature.

Note to Teachers

For additional information about understanding of the physical, social, and emotional changes and establish healthy relationships, visit these websites:

- [Sexuality Education Resource Centre MB: Bodies](#)
- [Teen Health Source: Puberty & the body](#)