

# Puberty

## *Lesson Plan*

**Resource:** H&PE Elementary Resources

**Unit:** Human Development and Sexual Health

**Grade(s):** 7

**Lesson:** 2 of 5

## H&PE Curriculum Expectations

**2019 H&PE Curriculum Expectations:** A1.1, A1.4, A1.5, D2.4, D3.3

## Materials

- Completed Mind Maps from Lesson 1
- **Teacher Resource: Checklist**

## Learning Goals

We are using our relationship and self-awareness skills to explain how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty.

## Overall Assessment

Use the Teacher Resource: Checklist to observe and provide written and verbal feedback of students' understanding of how relationships with others and sexual health may be affected by the physical and emotional changes associated with puberty.

## 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.

Remind students of general group rules/agreements including the importance of showing respect for others' ideas and opinions.

Have students reconvene into their Mind Map groups from Lesson 1. Have students use their Mind Map to recall their learning about the physical, emotional, social and cognitive factors that need to be considered when making decisions related to sexual health.

Lead a large group discussion to reinforce student understanding of the factors connected to making decisions related to their sexual health using the following teacher prompt.

**Teacher prompt:** "Recall what we discussed in Lesson 1. What are some physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health?"

## Action

Have students remain in their groups with access to their Mind Map. Explain to students that their relationship with others and their sexual health may also be affected by the physical and emotional changes that they might experience during puberty.

Have groups use their prior learning to recall and record some of the physical and emotional changes associated with puberty (e.g., voice changes, body growth, increased intense feelings, new interest in relationships). Have groups continue to make connections between the factors (physical, emotional, social, cognitive) they identified on their Mind Map during Lesson 1 and physical and emotional changes at puberty (e.g., increased intense feelings may be connected with a desire to form more intimate relationships with others; physical changes may affect their self-concept). Invite groups to share one physical and one emotional change they identified, and its connections to one or more of the factors. Encourage other groups to add any new ideas to their Mind Map.

Display the following questions for groups to reference and record in each of the four corners of their Mind Map.

- Question: How can the physical changes at puberty affect relationships with families/guardians/caregivers? *Student response:* need for greater privacy
- Question: How can the physical changes at puberty affect relationships with peers? *Student responses:* increased intimate feelings towards friends/peers, questions related to gender identity, gender expression, sexual orientation
- Question: How can the emotional changes at puberty affect relationships with families/guardians/caregivers? *Student Responses:* need for greater independence, need to be treated as an adult which may lead to conflict, wanting to make their own decisions, being away from the family more often
- Question: How can the emotional changes at puberty affect relationships with peers? *Student response:* interest in intimate relationships can affect peer relationships

Have groups generate and record their responses to the four questions. Once the group has responded to all four questions, invite groups to share their responses with the class, using the sharing to summarize the changes at puberty that impact relationships.

Have groups post their completed Mind Maps for other groups to view.

## Consolidation

Have students work individually or with an [Elbow Partner](#) to complete the following tasks:

- Summarize the impact of changes during puberty on relationships in a “tweet” of 140 characters.
- Identify one thing you learned today that can be considered a life lesson about relationships and why you think it is an important life lesson.

Invite students to share their tweets and life lessons with other pairs or with the class.

## Note to Teachers

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

- [Sexuality Education Resource Centre MB: Bodies](#)

- [Teen Health Source: Puberty & the body](#)