

Grade: 6	Strand: Anatomy & Physiology, Puberty & Adolescent Development, Healthy Relationships	Lesson: Puberty
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<p><b>Materials Needed:</b></p> <p>Videos: Co-ed presentation</p> <ul style="list-style-type: none"> <li>• Straight Talk: <u>Puberty for Girls</u> 21:07</li> <li>• <u>Boys and Puberty</u> 13:50</li> <li>• <u>New Emotions, New Feelings</u> 16:36</li> </ul> <p>Web link:</p> <ul style="list-style-type: none"> <li>• <u>Decision Making Model Framework (from Melissa Mead)</u></li> <li>• Resource information about puberty  <a href="https://docs.google.com/document/d/1tsxVqWCoRgq17E1w2SaNvz5MsZZPrHBPgsAAGVCw6OU/edit">https://docs.google.com/document/d/1tsxVqWCoRgq17E1w2SaNvz5MsZZPrHBPgsAAGVCw6OU/edit</a></li> </ul>	<p><b>Other Notes:</b></p> <p>2-3 Day Lesson</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> <li>• AP.8.CC.1-I (4)</li> <li>• AP.12.CC.1-I (6)</li> <li>• PD.8.CC.1-I (14)</li> <li>• PD.8.INF.1/PD.12.INF.1-I (15)</li> <li>• PD.8.DM.1-I (17)</li> <li>• PD.8.CC.1-I (18)</li> <li>• PD.12.DM.1-I (19)</li> <li>• HR.8.CC.2-I (97)</li> <li>• HR.8.CC.2-I (98)</li> <li>• HR.8.CC.4-I (100)</li> <li>• HR.8.INF.1-D (102)</li> <li>• HR.8.INF.2-D (103)</li> <li>• HR.8.IC.1-I (104)</li> <li>• HR.8.IC.3-D (105)</li> <li>• HR.8.GS.1-D (106)</li> <li>• HR.8.IC.3-I (109)</li> <li>• HR.8.IC.4-I (110)</li> </ul>
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<p><b>Lesson Overview:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about issues surrounding male and female puberty</li> <li>• Physical, social, cognitive and emotional changes of adolescence</li> <li>• Male and female sexual and reproductive systems including body parts and their functions</li> <li>• The impact of outside influences (friends, family, media, society, culture)</li> <li>• Proactive ways students can prevent puberty issues like hygiene and acne, and reactive ways to cope with the pressures and challenges of puberty.</li> </ul>
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**Lesson Plan:**

- Three videos will drive the discussion, as well as having students submit anonymous questions or a Q&A the next day.

**Day 1: Intro/Expectations**

Maturity - might laugh, awkward smirk, etc - Push through it  
What is said here, stays here, don't joke or make fun, here to talk if you need to - Emphasize Respect

Show the two videos Straight Talk: [Puberty for Girls](#) 21:07, [Boys and Puberty](#) 13:50 in coed groups. Students can submit anonymous questions as they watch the videos-keeping in mind answers will be given in this science class at the end of the unit.

**Day 2: Show video [New Emotions, New Feelings](#) 16:36 +**

Students will submit anonymous questions as they watch the video  
Emphasize: Don't compare yourself to models or others, you are you, good parent advice.

Start answering submitted questions in co-ed groups.

**Day 3: Finish answering and discussing submitted questions in co-ed groups.****Essential Elements:**

- Not in the video - applying a decision-making model to various situations relating to sexual health (referring back to brain development and responsible decision making (prefrontal cortex)); Identifying medically accurate resources of information about puberty using the provided resource link; demonstrating effective skills to negotiate agreements about the use of technology in relationships; developing a plan to stay safe when using technology and social media; demonstrating effective ways to communicate personal boundaries and show respect for the boundaries of others;
- Included in the video - describing the male and female sexual and reproductive systems including body parts and their functions; describing the human sexual response cycle, including the role hormones play, describing the physical, social, cognitive and emotional changes of adolescence; analyzing how friends, family, media, society and culture can influence self-concept and body image; comparing/contrasting the characteristics of healthy and unhealthy relationships; describing the potential impacts of power differences such as age, status or position within relationships; describing a range of ways people interact within various types of relationships; analyzing the ways in which friends, family, media, society and culture can influence relationships; demonstrate communication skills that foster healthy relationships; and describing the normal evolution of friendships and the healthy strategies to manage any changes.

**Closure/Reflection:**

As many student questions will be openly and honestly answered during Q&As as possible, with an invitation for students who either thought of new questions, or whose questions were unanswered due to time to follow up with their science teachers (via email or in person).

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Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Reference Materials <input type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input checked="" type="checkbox"/> Other: Parent opt out

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# The Responsible Decision-Making Model™

1. Describe the situation that requires a decision.
2. List possible decisions you might make.
3. Share the list of possible decisions with a trusted adult.
4. Evaluate the consequences of each decision. Ask questions. Will this decision result in an action that:
  - ▶ is healthful;
  - ▶ is safe;
  - ▶ is legal;
  - ▶ shows respect for myself and others;
  - ▶ follows the guidelines of responsible adults, such as my parents or guardian;
  - ▶ demonstrates good character?
5. Decide which decision is responsible and most appropriate.
6. Act on your decision and evaluate the results.