

Change Is Good!

Advocates for Youth; A Lesson Plan from Rights, Respect, Responsibility

Lesson 1

OVERVIEW & PURPOSE

A K-12 Curriculum Fostering responsibility by respecting young people's rights to honest sexuality education. **Target:** Grade 7 Lesson 1 **Time:** 50 minutes

EDUCATION STANDARDS: NSES ALIGNMENT: By the end of 8th grade, students will be able to:

1. **PD.8.CC.1 – Describe the physical, social, cognitive and emotional changes of adolescence.**
2. **PD.8.AI.1 – Identify medically accurate sources of information about puberty, adolescent development and sexuality.**

OBJECTIVES: By the end of this lesson, students will be able to:

1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge]
2. Identify at least two websites that contain additional medically- accurate information about puberty and adolescence for young people their age. [Knowledge]

MATERIALS NEEDED

1. Print out the “Change is Good” cards and cut them up. (Enough for half of the students in the class as they will be working in partner groups.)
2. Mix the cards up and place an entire set in an individual envelope. Be sure each group has a set of four header sheets, Physical, Social, Mental/Cognitive & Emotional
3. Letter-sized envelopes in which to place the sets of change cards.

4. Homework: “Where Can I Learn More about Me?” – one per student
5. Exit Tickets (One sheet copied per every 4 students; approximately 8 sheets.)
6. Teacher Resource: “Change is Good Answer Key” - one copy for teacher

VERIFICATION

Steps to check for student understanding

1. Teachers will assess understanding through the large group activity which achieves the first learning objective.
2. For a more individualized assessment, students can put their names on the envelope they received, place their sheets/cards in the envelope, and hand them in at the end of class.
3. The individual homework assignments will help assess the achievement of the second learning objective.
4. Through use of exit ticket tasks.

ACTIVITY

STEP 1: Introduce the class by saying, *“You are all at a time in your lives where your body is going through some amazing changes. For some of you, this may have started already; for others, these changes may not start for a few years yet. Some of these changes will make you feel really good about yourselves; it’s exciting to see yourself growing up! Other changes may feel weird, like you’re body’s a bit out of control at times. As we go through the lesson, and as you experience these changes, try to always remember that all of these changes are normal. They are all important parts of growing up that everyone goes through. This time of growth is called ‘puberty’ and it’s started by the natural chemicals in our bodies, called ‘hormones.’”* (5 minutes)

STEP 2: On the board, write the words, “physical, social, cognitive, emotional” in a vertical line, one beneath the next. Say, *“Although a great deal of emphasis tends to be placed on the physical changes of puberty, the changes we go through during this time are not simply physical, they are also social, cognitive/mental and emotional. Social changes have to do with how we interact with others. Cognitive or Mental changes have to do with how we think, process information and learn. Emotional changes have to do with feelings, and our awareness of what may or may not cause us to feel certain things.”* Ask the students if anyone can give you an example of a **physical** change of puberty. Write that on the board next to the word “physical.” Ask what they think might change **socially** when you start adolescence/going through puberty. If they cannot think of one, say, *“You may end up spending – or wanting to spend – more time with your friends than with your family.”* Next, ask what they think might change cognitively/mentally when they start adolescence/going through puberty. If they cannot think of an example, tell the class that **an example of a cognitive change** might be some temporary foggy in how

they think – followed by a clearing of that fogginess as they get older. Explain that an example of this fogginess might include forgetting to bring things with them when they go to or from school. Finally, ask for an example of an emotional change. If they cannot think of one, tell them that **they may end up feeling very strong emotions out of nowhere, both positive and negative**. Say, *“While there’s a stereotype that only girls feel these strong emotions, students of all genders usually experience this at different times during adolescence.”* (12 minutes)

STEP 3: Tell the class that you will now be doing an activity in which they will be given a number of changes people go through during adolescence and puberty and they will work with their partner to decide which category of change they are. Divide the class into partner groups, and provide each set of partners with an envelope containing a complete set of “Change is Good” cards. In each set will be four header sheets: physical, social, cognitive and emotional. Ask the students to spread the header sheets on the desk space (or floor) in front of them. They should then take out the remaining cards, read through them together and decide which kind of change each is. Tell them that once they agree, they should place each card under the corresponding header sheet. Remind them to look up at the board if they forget the definitions of any of the header terms. Tell them they will have about 8 minutes in which to do this work. (10 minutes)

Note to the Teacher: The physical change header will have the most responses attached to it.

STEP 4: After about 10 minutes, stop the students and ask for a group to volunteer to report back what was on the “physical” changes sheets. Make corrections as necessary using the teacher resource **“Change is Good Answer Key”** Have a second group read their responses to what was on their “cognitive” changes sheets, making corrections as necessary. Ask a third group to go through their responses on their “emotional” changes sheets, making corrections as needed. Ask a fourth group to go through their responses on the “social” changes sheet, also making corrections as necessary. (10 minutes)

STEP 5: Distribute the homework sheet, “Where Can I Learn More about Me?” and tell the students they each need to complete this sheet with a parent or caregiver and bring it in for the next class. (2 minutes)

<u>Physical</u>	<u>Emotional</u>	<u>Cognitive</u>	<u>Social</u>
• Grow taller (growth spurt)	• Anxiety and stress can increase	• May want to try different, sometimes risky things	Peer pressure increases
• Grow hair under arms, on legs, around genitals	• Feel self-conscious about how your body looks	• Might have a hard time making up your mind/feel unsure	• More interested in being with friends
• Feel hungrier/eat more	• Experience more intense feelings – happy one minute, upset the next	• Might have a hard time understanding instructions the first time they’re told to you	• Start to become interested in others as more than friends/ finding a boyfriend or girlfriend

• Get acne	• Feel “paranoid” – “Everyone’s looking at/talking about me!”	• Feel like you forget things people told you just a few minutes before	• May have more conflict with parents
• Hair texture may change	• May feel really strong/powerful because of how your body looks		• Might start thinking, “Who Am I?” – try to start defining yourself as a person
• Hormone surges can make your moods go up and down			
• Wet dreams			
• Hips widen			
• Grow breasts			
• Weight gain			
• Voice deepens			
• Menstruation			
• Voice cracks			
• Muscle growth			
• Sweat starts to smell			

Homework: Where Can I Learn More About Me?

Name: _____ **Team:** _____

Instructions:

With a parent or guardian, visit http://kidshealth.org/kid/grow/body_stuff/puberty.html and click on a few links there that look interesting to you. Then please answer the following questions:

1. Do you think what you found there reinforces what we talked about in class

today? Why or why not?

2. How can you tell this is a reliable website for information about puberty?

Parent/Guardian Signature:
