



**Department of Teaching and Learning**  
**Family Life Education**

**GRADE: 5**

Lesson 1

**(Sex-separated- GIRLS ONLY)**

**TIME:**

One class period



**LESSON FOCUS:** Physical changes that occur during puberty

**STATE STANDARD:**

5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.

**DESCRIPTIVE STATEMENT:**

Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.



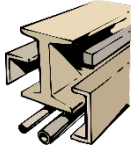
**LEARNING TARGET:**

I can recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.



**KEY TERMS:**

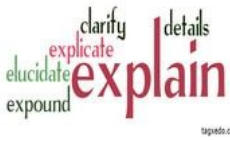
Oil  
Sweat glands  
Odor  
Pituitary glands  
Brain  
Sperm  
Menstruation



### MATERIALS NEEDED:

- 5.12 PowerPoint 5<sup>th</sup> Grade Lesson 1 *GIRLS ONLY*
- Sheet of notebook paper
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).

**Video** -*My Changing Life: Physical Changes for Girls* (located on The Stream)



### ENGAGE AND EXPLAIN:

1. **Think/Write/Pair/Share:** Ask students to list as many physical/emotional changes that take place during puberty before the teacher says stop. **(Slide 2) Note: if students are not comfortable sharing, they may just brainstorm independently.**



### ACTIVE LEARNING:

1. Distribute activity sheet, *Girl to Woman (Slide 3)*.
2. Have students watch the video, *My Changing Life: Girls*, in its entirety (accessible via The Stream) and answer the questions on the handout **(Slide 4)**.
3. Review answers with students at the conclusion of the video **(Slide 5)**.



### REFLECTION:

If you have a question that you do not feel comfortable asking out-loud, please write on the “I Have a Question” sheet and give to the teacher.



**LESSON CLOSURE:**

**3 - 2 - 1 (strategy):**

On a piece of paper,

- List under number one: 3 new things you learned today
- List under number two: 2 things that connected to you in some way
- List under number three: 1 question you have about anything in this lesson.

Collect the activity sheet.

**Think/Write/Pair/Share (strategy):**

1. In response to a teacher prompt or question, students THINK,
2. Then write a response,
3. Share ideas with someone next to them.

**3 - 2 - 1 (strategy):**

Students summarize some key ideas, rethink them in order to focus on a connection to their lives, and then pose a question that can reveal where their understanding is still uncertain.

Name \_\_\_\_\_

**3-2-1**

***3 New Things You Learned Today***

1.

2.

3.

***2 Things that Connected To You In This Lesson***

1.

2.

***1 Question You Have About Anything In This Lesson***

1.