



Family Life Education

GRADE: 6

Lesson 2 (Female)

(Sex-separated)

NOTE: This lesson contains information about sensitive topics about which students may have questions. Please use the script for each slide and encourage students to seek a trusted adult if they have specific questions related to sexuality and sexual identity.

TIME:

One class period



LESSON FOCUS: Puberty growth and development

STATE STANDARD:

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

DESCRIPTIVE STATEMENT:

The following topics are discussed in relation to female changes during puberty: menstruation, instability of emotions and ways of expressing these emotions appropriately, and approaches to developing a positive attitude toward one's sexuality.



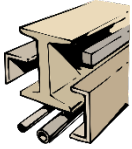
LEARNING TARGET:

I can identify the physical and emotional changes that occur during puberty.



KEY TERMS:

- Menstruation
- Physical changes
- Emotional changes
- Social changes
- Sexuality
- Endocrine system
- Estrogen (Female) Testosterone (Male)
- Ovaries (Female) Testes (Males)



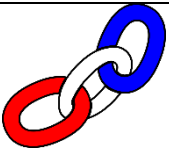
MATERIALS NEEDED:

- 6.3 PowerPoint
- Always Changing-Girls (18:45 min)
- Cornell Notes- (See attached)
- Strategies for lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan)

Video Links: The following link will be found within the PowerPoint presentation.

Always Changing girl version:

https://www.youtube.com/watch?v=OR1XJZ0xRSo&list=PLRyQfUYbMgkcDFrBl_HVmTuLS_ut-MykU&index=2



LINK (activate prior knowledge/lesson intro.)

6.3 Power Point- Open the PowerPoint presentation- The lesson will be taught using the presentation with the lesson strategies, video directions, and activities embedded within the PowerPoint.



1. **Bell Ringer:** Write some of the changes you think occur during puberty. (There is no **discussion needed**) (Slide 2)



ENGAGE AND EXPLAIN (direct instruction/guided practice):

1. **Cornell Notes (strategy)** - (teacher can pass out the **Cornell Note pages they develop or have students develop their own based on the strategy instructions listed at the bottom of the lesson**)
Students will complete Cornell Notes throughout the PowerPoint lesson as well as video.
2. Present video, "Always changing-Girls". Click on the link within the Power Point. (Slide 3)
3. Present the definition of Puberty. (Slide 4)
4. Present the timeline of Growth and Development from birth to adulthood. (Slides 5-6)
5. Read and explain the Hormones and the Endocrine System. (Slides 7-8)
6. Describe the Hormones responsible for Puberty. (Slide 9)
7. Review Physical changes that occur during Puberty chart. (Slide 10)

8. Introduction of social, emotional and mental health effects from Puberty. **(Slide 11)**
9. Present emotional changes that occur during Puberty. **(Slides 12-13)**
10. Present mental changes that occur during Puberty. **(Slide 14)**
11. Present social changes that occur during Puberty **(Slide 15)**
12. Present information about Sexuality. **(Slide 16)**
13. Reflection: Students should revisit their “Bell Ringer” question and make any necessary changes.



ACTIVE LEARNING (collaborative learning/work):

- Due to the nature of the lesson, there is no collaborative work.



REFLECTION (individual work):

- Students should return to their Cornell Notes sheet and complete the summary statement using the **Power Paragraph strategy**, adding any additional important facts that were in their notes. This activity will be used for lesson closure, and students who do not finish at the end of class should complete before the next lesson.



LESSON CLOSURE:

See Reflection

Students should be encouraged to discuss the changes that occur during Puberty with their parents or guardians.

Instructions for strategies within lessons:

Cornell Notes: (strategy)

1. **Prepare your notepaper** by creating a two-column table. The left hand column should take up about 1/3 of your writing space, leaving the remaining 2/3 for recording information. Use only one side of each sheet of notepaper.
2. **Summarize and paraphrase** (restate in your own words) the facts and ideas presented.
3. **Record** definitions as stated or written.
4. **Indicate changes in topic** with headings or by leaving a space between topics
5. **Number, indent or bullet** key ideas presented with each topic.
6. Aim for **telegraphic (brief) sentences, abbreviations and symbols**. This will increase your note-taking speed.
7. **Write legibly** so your notes make sense to you later.

Power Paragraph: (strategy)

1. A **power paragraph** is a grammatically correct **paragraph** structure that consists of a topic sentence, detail (proof) sentence, a sentence to support the detail sentence and a conclusion. There can be more than one detail and supporting sentence.