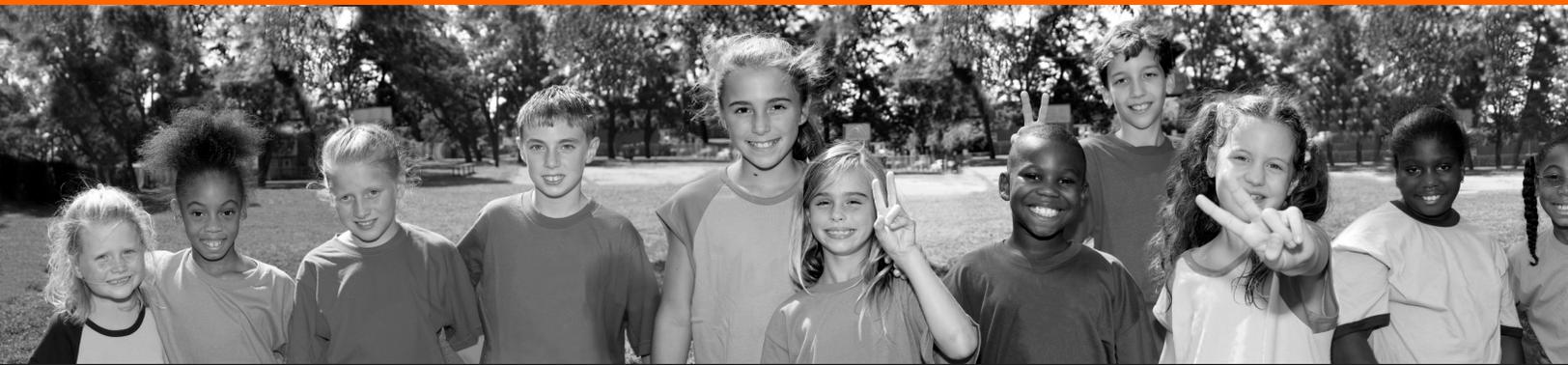


# Puberty Happens

building a healthy foundation



Newly Updated for Today's Classroom



**Family Planning Association of Maine**  
*advancing reproductive health and rights since 1971*

# Puberty Happens

building a healthy foundation

Developed by the Family Planning Association's  
Prevention Program staff:

- Christine Letcher
- Vicki Preston
- Lynette Johnson

***Puberty Happens*** is a publication of the Family Planning Association of Maine and is made possible by a grant from the Department of Health and Human Services/Maine Center for Disease Control and Prevention.

© 2013 Family Planning Association of Maine  
P.O. Box 587, Augusta ME 04332-0587  
[www.mainefamilyplanning.org](http://www.mainefamilyplanning.org)  
[www.maineteenhealth.org](http://www.maineteenhealth.org)

maine  
teen  
health  
.org

# Puberty Happens

building a healthy foundation

Dear Educator,

We believe that puberty provides a foundation for young people to grow, mature and make healthy decisions around their sexual health. With a better understanding of their changing bodies, students build the confidence and comfort to make healthy decisions in the years to come. While much has changed in our world, we know young people are still going through puberty and they need the information to understand and the skills to negotiate successfully through those changes. We hope that this curriculum will provide you—as educators—the tools you need to inform, guide and support your students through this time of change.

In updating *Puberty Happens*, we were fortunate to build on the cumulative experience and wisdom of Family Life Educators from across Maine. Their contributions over the years in identifying the essential elements of comprehensive puberty education are the foundation of this curriculum. We would also like to acknowledge the Public Health Department of Seattle and King County, authors of the Family Life and Sexual Health (FLASH) curriculum. Years ago they gave us permission to reprint several of their lessons in our *Promoting Healthy Sexuality* resource guides. In *Puberty Happens*, we have built upon several of those lessons. While much of the content is similar to puberty lessons of the past, updates to address the educational realities of this millennium include:

- Activities that include the challenges and opportunities of the web, social networking and communication in the cyber world,
- A format and layout that is easily accessible to educators,
- Three essential UNITS of one-hour each, recognizing the limited classroom time available for this topic,
- Supplemental lessons on additional topics important and age-appropriate,
- Alignment with the *Maine Learning Results* and the *2012 National Sexual Education Standards* for core content and skills identified for this age group.

Finally, thanks to YOU for taking on puberty education, as it is often undervalued as a vital part of young people's education. By using this curriculum with your students, you are giving them powerful tools for understanding themselves and their world and providing them with the skills they need to be healthy individuals as they grow and mature.

*Happy teaching!*

*~ Lynette Johnson, Vicki Preston, Christine Letcher*

# Puberty Happens: Table of Contents

## Introduction

Puberty – A Vital Part of Education.....	1
Puberty Education and Maine Law .....	2
Goals and Philosophy.....	2
Linking Puberty Happens to the Maine Learning Results.....	3
How to Use this Curriculum .....	4
Creating a Positive Learning Environment.....	6
Parent/Guardian Participation.....	8

## Unit 1 – Puberty Changes

Overview .....	9
Activity A: Puberty Changes Match-Up.....	10
Activity B: Puberty: Truth or Myth?.....	19
Activity C: Handling Challenges during Puberty.....	25
Activity D: Introducing Anonymous Questions.....	28
Supplemental Home Activity .....	30

## Unit 2 – Reproductive Anatomy and Physiology

Overview .....	32
Activity A: Our Body Parts.....	33
Activity B: Anonymous Questions.....	43
Supplemental Activity: Reproductive Model Making .....	44

## Unit 3 – Changing Relationships

Overview .....	49
Activity A: Between Friends.....	50
Activity B: Rumors.....	53
Activity C: Being a Good Digital Citizen.....	56
Supplemental Activity: Making Decisions.....	60

## Supplemental Activities

Overview .....	66
Gender Roles.....	67
Where Can I Go? Health Resources .....	72
HIV/AIDS.....	78

## Appendices

Appendix A: Setting a Safe Tone: Group Agreements.....	84
Appendix B: Answering Students’ Puberty Questions.....	87
Appendix C: Puberty Glossary.....	95
Appendix D: Controversial Issues Policy .....	100
Appendix E: Resources.....	103
Appendix F: Student Assessments .....	106

# Introduction

## Puberty: A Vital Part of Education

Information about puberty is a fundamental part of sexuality education. Sexuality, more broadly defined, involves the whole person throughout the life span, encompassing a wide range of issues including relationships, growth and development, reproductive health, intimacy, body image and gender roles. **Puberty education provides a foundation for healthy sexuality and further age-appropriate learning.**

According to the new *2012 National Sexuality Education Standards*, studies have repeatedly found that health programs in school can help young people succeed academically. In fact, programs that included health education have a **positive effect on overall academic outcomes**, including reading and math scores.

There is no other time that the human body changes more than during puberty, except during the first year of life. Puberty can be a very exciting topic to teach, even though teachers may have some reservations. Students are curious, ready, and eager to learn about how their bodies work and they are already beginning to hear both facts and myths about these changes. Many parents are recognizing early changes in their children and are relieved to receive support with this topic.

### Puberty Education is important because it:

- helps students understand and appreciate the changes that happen during puberty
- develops respect for the uniqueness of each individual's puberty timeline
- allays students' fears about the physical changes of puberty
- enhances students' communication skills
- balances the sexuality messages coming from other sources, including the media
- helps to prevent sexual abuse by providing students with information and vocabulary
- raises students' self-esteem and empowers them towards self-care
- ensures *all* students have a similar foundation in sexuality education
- encourages children to talk with their parents about puberty
- supports parents as the primary sexuality educators of their children
- creates healthier communities as a result of young people making more responsible life choices into adulthood

In addition, puberty education:

- supports the Maine Department of Education’s comprehensive, sequential approach to family life education
- supports the Maine Learning Results related to human growth and development, risk reduction, decision-making and communication

## Puberty Education and Maine Law

The importance of puberty education was confirmed by lawmakers when they passed into Maine law a requirement for comprehensive family life education in 2002. The Maine State Law states:

---

“Comprehensive family life education” means education in kindergarten to grade 12 regarding human development and sexuality, including education on family planning and sexually transmitted diseases, that is medically accurate and age appropriate; that respects community values and encourages parental communication; that develops skills in communication, decision making and conflict resolution; that contributes to healthy relationships; that promotes responsible sexual behavior with an emphasis on abstinence; that addresses the use of contraception; that promotes individual responsibility and involvement regarding sexuality; and that teaches skills for responsible decision making regarding sexuality. (Sec. 1. 22 MRSA §1902, sub - §1-A)

---

## Goals and Philosophy

The goals of puberty education are to:

- help young people become knowledgeable about how they are growing and developing
- provide a healthy, safe environment for students to learn about sexuality as a positive aspect of being human
- equip young people with the knowledge, skills, and attitudes they will need to protect themselves against sexual exploitation, unintended pregnancy and disease

It is our philosophy that all students deserve a safe and neutral space to learn about this topic, to receive honest and respectful answers to their questions, and to be exposed to the wide range of community views. It is incumbent upon the teacher to consistently uphold universal values, such as “It is wrong to pressure or exploit another person”, but also to point out different viewpoints on certain conflicting issues, and to encourage students to discuss these issues at home. Learning in this fashion will help young people develop their own values which will inform their choices throughout their lives.

## Linking *Puberty Happens* to the *Maine Learning Results*

Puberty Happens	Maine Learning Results	Key Concepts
Unit 1: Puberty Changes	A1 Healthy Behaviors and Personal Health A2 Dimensions of Health A5 Growth and Development B2 Locating Health Resources C1 Healthy Practices and Behaviors E2 Advocacy Skills	Family Life Education Growth and Development
Unit 2: Reproductive Anatomy and Physiology	A4 Environment and Personal Health A5 Growth and Development A6 Basic Health Concepts	Family Life Education Growth and Development
Unit 3: Changing Relationships	A4 Environment and Personal Health A6 Basic Health Concepts C2 Avoiding/Reducing Health Risks C3 Self-Management D1 Influences on Health Practices/Behaviors E1 Interpersonal Communication Skills E2 Advocacy Skills F1 Decision-Making	Family Life Education Growth and Development Mental Health
Supplemental Activity: Gender Roles	A4 Environment and Personal Health D1 Influences on Health Practices/Behavior	Family Life Education
Supplemental Activity: Health Resources	B1 Validity of Resources B2 Locating Health Resources D2 Technology and Health	Family Life Education Growth and Development
Supplemental Activity: HIV/AIDS	A3 Diseases/Other Health Problems A6 Basic Health Concepts C1 Healthy Practices and Behaviors C2 Avoiding/Reducing Health Risks	HIV Prevention

## How to Use this Curriculum

*Puberty Happens* is a three-hour puberty curriculum designed to be taught, ideally, in 5<sup>th</sup> grade. Recognizing that puberty may be included at other grade levels, depending on a district's curriculum, this content is appropriate for students at any time from 4<sup>th</sup> through 6<sup>th</sup> grades. Within each of the three, one-hour units, interactive activities provide students with a solid foundation of information, skill-building, reflection and guidance as they enter their puberty years. The units include:

### **Unit 1: Puberty Changes**

### **Unit 2: Reproductive Anatomy and Physiology**

### **Unit 3: Changing Relationships**

The overview page for each Unit explains the rationale, learning objectives, instructional time, materials needed and advanced preparation needed for each activity. Each Unit is approximately one-hour of instruction time and includes activities deemed essential for meeting the learning objectives for each Unit. Procedures walk the facilitator step by step through each activity. Estimated times are included with each activity, but length may vary due to class structure and make up. If time is available, more time can be spent in discussion and answering student questions.

In addition to the three Units listed above, three **Supplemental Activities** are included, meeting the age level recommendations of the [National Sexuality Education Standards](#) as well as the Maine Health Standards for Growth and Development and Family Life Education. Ideally, all of the activities in *Puberty Happens* are taught sequentially to provide a comprehensive sexuality curriculum for the 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> grade age group.

## facilitator preparation

Prior to implementing the curriculum, read through the introduction and appendices for content information and for steps to create a safe and supportive environment for teaching puberty. Before beginning each Unit, read through all of the activities to gain a sense of the flow and order. When preparing for each unit, follow these steps:

1. Review the Units and Activities in advance.
2. Review and prepare material(s) in advance and make sure you have everything in place.
3. Consider your class make up and anticipate any issues that may come up when implementing the lessons—adjust the activities accordingly.

## facilitator dialog boxes

Within each lesson you will find suggested dialogue for the facilitator to use in introducing an activity, explaining directions or facilitating discussion. These can be found in the shaded text boxes.

When you first start to use the curriculum it may be easier to use them almost verbatim. Once you become familiar with the lessons, you may feel more comfortable using your own words, keeping with the tone and content provided.

The facilitator dialog will also include possible answers to questions asked of students so that, if awkward silences follow, the facilitator will be able to prompt students by giving examples of how the questions might be answered. These are only possible responses, and should not take the place of the responses the students give.

## facilitator notes

Throughout the curriculum, notes to the facilitator appear at different points in the lessons-- where certain information is needed or special teaching suggestions are provided. These facilitator notes appear throughout the activities, such as:

### facilitator note

You may need to remind students to think of social and emotional changes as well as physical changes. Use the following chart as a guide for this activity.

## separate boys and girls or teach them together?

One of the most common questions asked by teachers when embarking on puberty education is whether the class should be separated by gender. Classes may be taught with both genders together or separated. Since teachers tend not to separate students for other classes, segregation may create a sense of secrecy around the topic. Students may wonder what the other has learned even when teachers tell them that the content was the same. This could lead to questions between students about puberty outside the classroom and potentially to misinformation. When students learn about puberty together, both boys and girls hear the same information and observe the same reactions of their peers. Facilitators can be certain all students are hearing the same explanations and responses to questions. When all students are together they can experience each other's curiosity in a safe classroom setting. Learning together also engenders respect for each other's shared and varied changes as well as modeling open and honest communication between girls and boys. These qualities and skills may help them to make better choices in the future.

If a school does not wish to have a mixed gender grouping for the entire unit, there are other options. A majority of the puberty lessons may be provided together with an opportunity for each gender to have separate time at the end to ask more questions. Some students may feel more comfortable asking questions if they are with their own gender group. **If a school does choose to separate by gender for the entire unit, it is essential that each group learn the same information.**

## Creating a Positive Learning Environment

A successful puberty program is one that is supported by parents, school staff and administration, and the community. Having the proper systems in place *before* implementing a program will ensure that everyone feels involved and included in the decision-making process. This will ultimately lead to a positive and supported puberty program for years to come.

### preparing yourself

As a teacher or facilitator of *Puberty Happens*, make sure that you are prepared to deliver the curriculum. Read through all of the material so you are familiar with the content. Acknowledge any areas where you feel discomfort and explore ways to become more comfortable with those topics. This may include:

- getting additional information from websites or other resources
- talking over areas of discomfort with other school staff (nurse, guidance counselor, principal) or an outside resource (health care provider, sexuality educator, etc.)
- asking another staff person to co-facilitate activities

### preparing your classroom

You can set a safe tone in your classroom by using **group agreements**. You may already have rules in your classroom about being respectful, not talking out of turn, etc. Given the level of discomfort many of your students may feel when covering the topics in *Puberty Happens*, we recommend developing a specific set of group agreements before you start the curriculum. These group agreements provide safety and structure for implementing a program and also provide for a comfortable classroom atmosphere. Group agreements help students develop some guiding principles for discussion and enable everyone to participate freely and safely. Specific guidelines for establishing group agreements can be found in **Appendix A**. Please take time to go over this information and set group agreements with your class before beginning *Puberty Happens*.

## anonymous questions

An important part of puberty education is providing a safe venue for students to ask questions. Some children will be comfortable asking questions aloud. For those who are not, providing an opportunity to ask questions anonymously is critical. An anonymous question box, in an accessible location within the classroom, allows students to write their questions at any time during the *Puberty Happens* curriculum. Refer to **Unit 1, Activity D** for information on how to introduce the anonymous question box to your students. After collecting the anonymous questions, take time to review and categorize the questions and prepare thoughtful responses. Giving yourself this extra time allows you to formulate answers to any surprises, seek more information if needed, redirect values questions, and inform the school counselor or social worker about questions that raise concerns. For detailed information on how to answer student questions, please see **Appendix B**.

## preparing your school and administrators

No one likes surprises—therefore it is important to let your building principal or other administrators know when you plan to teach *Puberty Happens*. Many school districts have procedures in place for approving new curricula or materials. Find out from your administrator how that process works and, if necessary, have this curriculum approved through that process. *Puberty Happens* aligns with both the *National Sexuality Education Standards* as well as the *Maine Learning Results*—so that is a good starting point for advocating for puberty education. You can also use the bullet points on Page 1 of this Introduction for explaining why puberty education is so important!

All relevant school staff—including the nurse, guidance counselor and/or social worker—should be made aware of the days that *Puberty Happens* will be taught. If any personal issues for students arise, staff will be better prepared to assist them. Your school should have Mandated Reporting procedures if students divulge personal information that raises concern about their personal safety. Be sure you know your district’s policies and procedures and where in your school to turn if the information shared rises to a mandated reporting situation.

If you are the school nurse or guidance counselor delivering *Puberty Happens* in the classroom, make sure the classroom teacher(s) are involved. Ideally, the classroom teacher should be in the room to show their support, hear what the students are learning and listen to the kinds of questions or reactions they have. Just as puberty changes are a process that can take months and years, your students will continue to have questions beyond the short timeframe when *Puberty Happens* is taught. Students need supportive adults in all aspects of their life—so even if the classroom teacher is not teaching the puberty lessons, he or she could be someone a student turns to when faced with challenges related to puberty down the road.

## Parent/Guardian Participation

Engaging parents and other significant adults is essential for a successful puberty program. Involving parents creates an opportunity to share specific information about the program, which will enhance family communication, clarify classroom goals, and give parents the opportunity to reinforce messages at home. This can lead to an overall supportive environment for school-based sexuality education.

Before beginning *Puberty Happens*, send a parent information letter home to communicate with parents about what their child will be learning and give them an opportunity to address any concerns in advance. Check to see if your school has a Controversial Issues Policy in place with options for parents who may object to any of the curriculum content. For more information about Controversial Issues Policies, how to communicate with parents about teaching puberty education, and to see an example of a parent information letter, please refer to **Appendix D**.

We also suggest that you implement a parent information night to give parents an opportunity to preview the materials and to learn more about how they can support their child during puberty. Perhaps this information can be shared during a school open house, especially if it coincides with the timing of when you will deliver the curriculum.

Parents are the most influential teachers of sexuality information throughout their children's lives. However, many parents struggle with how and when to discuss these issues with their kids. At the same time, many children are reluctant to hear this information from their parents. There are many useful resources for parents on how to talk to their children about sexuality. Refer to the resources in **Appendix E** for a list of resources you can share with your students' parents. Children excel when they are supported by their family, their school and their community.

# Puberty Happens

## Puberty Changes

### Rationale

Learning about the physical and emotional changes expected during puberty helps young people improve their self-confidence and enhances their ability to make healthy decisions. They will also understand that each person's body changes at its own pace and that a wide range of development is normal.

### Learning Objectives

After completing Unit 1, students will be able to:

- Identify the physical, social and emotional changes of puberty
- Distinguish between the truth and myths of puberty
- Identify ways they can handle the challenges of puberty
- Ask questions anonymously in a safe environment

### Instructional Time: One hour

### Materials Needed

- White board or chart paper and markers
- *Truth or Myth Game* statements
- *Handling Challenges during Puberty* handout
- Index cards or small pieces of paper
- Optional DVD for Activity 1 (see Appendix E for DVD resources)

### Activities

- A. Puberty Changes Match-Up—15 minutes (add time if using DVD)
- B. Puberty: Truth or Myth?—25 minutes
- C. Handling Challenges during Puberty —15 minutes
- D. Introducing Anonymous Questions—5 minutes

### Advance Preparation

- A: Read through *Puberty Changes Teacher Notes*. Copy and cut out *Puberty Change Match-Up* responses into strips. Prepare board/chart paper. Select and view Puberty DVD (optional).
- B: Prepare *Truth or Myth* statements and prepare board/chart paper. Read through *Truth or Myth Teacher Notes*.
- C: Make copies of *Handling Challenges during Puberty* handout.
- D: Prepare *Anonymous Question* box and notecards.  
Supplemental Home activity: make copies for each student.

**Be sure to go over the Group Agreements before starting the Unit!**

## Activity

# A

# Puberty Changes Match-Up

## Preparing for the activity

### Rationale

Learning about the physical and emotional changes expected during puberty:

- helps participants improve their self-confidence
- enhances their ability to make healthy decisions
- increases their understanding that each person's body changes at its own pace and that a wide range of development is normal

### Preparation

- Read through *Puberty Changes Teacher Notes*.
- Prepare board/chart paper.
- Copy *Puberty Changes* onto paper or cardstock and cut out.

### Materials needed

- White board or chart paper
- Masking tape

**Time** -- 15 minutes  
(add time if using a DVD)

### Procedure

1. Introduce the activity by saying:

**Today we are going to talk about Puberty.** Puberty is the time when a person's body, feelings and relationships start to change from a child's into an adult's. During puberty, your body will grow faster than any other time in your life, except for when you were an baby. Everybody goes through it, but usually not at the same time.

2. If you are using a DVD, show it now. If not, continue by saying:

#### What's happening physically?

Your body is experiencing a major growth spurt. It lasts for about two to three years and during that time some people grow four or more inches. Both boys and girls will gain weight.

Boys' shoulders will grow wider and their bodies will become more muscular. Their voices will become deeper.

Girls' bodies usually become curvier as their hips and their breasts develop. Usually about 2 to 2 ½ years after girls' breasts start to develop they get their first menstrual period.

Both boys' and girls' genitals will enlarge: lengthening and widening of the penis and the enlargement of the testes for boys and the vulva (labia and clitoris) for girls.

One of the first signs of puberty is hair growing where it didn't grow before. Boys and girls both begin to grow hair under their arms and in their pubic areas (on and around the genitals).

Something else that comes with puberty is acne or pimples. Pimples usually start around the beginning of puberty.

3. Continue with the following:

**Putting the P.U. in Puberty!**

A lot of pre-teens notice that they have a new smell under their arms and elsewhere on their bodies. The smell is body odor and everyone gets it. Keeping clean and using deodorant every day is a good way to lessen the smell.

**Not only are you changing physically....feelings and relationships change too.**

You may experience sudden mood swings, or sometimes you may just want to be alone for no particular reason. You may also develop a crush on someone. It is the feeling of really liking someone and wanting them to like you back.

4. Ask the students **“So when does puberty happen?”** After giving the students a chance to answer, remind them:

**It’s important to know that puberty begins at different times for different people.** Girls generally begin noticing the changes of puberty earlier than boys. Puberty can begin as early as age 8 or 9 or as late as 16. Whenever you begin puberty will be what is normal for you! Puberty is not an overnight process; it can take several years to complete.

5. Write on the board or chart paper: **Boys Only, Girls Only, Both**, then say:

Next we will go over some of the changes that occur during puberty. Some changes happen only to boys, some happen only to girls, but many happen to both boys and girls. In small groups you will read through some of these changes that are written on pieces of paper. I will pass out several changes to each group.

Your group will go over each of the changes you receive and discuss whether it is a change experienced by **Boys Only, Girls Only, or Both**. When I tell you, you will tape your pieces of paper under the headings I have written on the board/chart paper.

Don’t worry if you don’t know all of the correct answers. We will go over them together.

6. Divide the class into small groups (2-4 per group depending on the class size). Pass out the *Puberty Changes* evenly among the groups. Give the groups 3-5 minutes to discuss, as needed. When they appear finished, ask each group to tape the changes under the correct headings. Go over the answers with the entire class.

## facilitator note

You may use the following chart as a guide for this activity:

### Boys only

- Shoulders broaden
- Muscles develop
- Facial hair develops
- Voice changes or gets deeper
- Start producing sperm and ejaculation begins
- Wet dreams can happen (nocturnal emissions)

### Girls only

- Breasts develop
- Hips develop
- Start releasing eggs (ovulation)
- Period begins (menstruation)

### Both Boys and Girls

- Grow taller
- Acne (pimples) may begin
- Sweat glands more active
- Hair grows in pubic area and underarms
- Genitals get bigger
- Crushes and attractions more common
- More concerned about appearance
- More concerned about what others think
- Sudden mood changes
- May argue more with parents or guardians
- Want more freedom to make decisions

# Puberty Changes Teacher Notes

Use this information as a resource, as needed, to answer student questions and provide information during Activity A: Puberty Changes Match-Up.

## Boys:

- **Shoulders broaden** –This is a skeletal change, not something you can speed up through strength-training, although strength-training is certainly okay.
- **Muscles develop** – Boys’ muscles will develop during puberty due to increases in the hormone called testosterone. Everyone grows in different ways, but it’s important to stay physically active for your muscles to continue to grow and be healthy.
- **Facial hair develops and body hair may thicken (mostly boys and, to some extent, many girls)** –The *amount* of hair a person gets on their face and body is genetic (inherited from a person’s biological family). It isn’t unusual for girls to notice new hair too, either on the face or around the nipples. Both boys and girls may feel self-conscious about this new and different hair.
- **Voice changes or gets deeper** - The depth of the voice is a matter of air passing through the vocal chords. The vocal chords thicken during puberty, no matter what sex you are. On average, boys’ vocal chords will get thicker than girls’ as they mature. Sometimes when this happens, the voice will sound like its cracking. This is because the vocal chords don’t always thicken evenly.
- **Sperm production and ejaculation begin** –Sperm are the microscopic cells produced by a man’s body. Sperm can start a pregnancy when they combine with a woman’s egg cell. Ejaculation is what you call it when the sperm come out of his penis (in a fluid called “semen”).
- **Erections happen more frequently** -- An erection happens when the penis fills up with blood and gets harder and bigger. [This happens with the clitoris too but is less noticeable.] Everyone gets erections, even babies. Erections are perfectly healthy and they happen sometimes when you are thinking of something sexual or of someone you like. It can also happen, especially at puberty, for no apparent reason. It may be embarrassing when an erection happens in public, but if it does, just carry something in front of you or sit down until it passes.
- **Nocturnal emissions begin** – A common term for a nocturnal emission is a “wet dream”. Some boys – not all – will ejaculate during their sleep. They may or may not have been dreaming at all. It can be their body’s response to the higher level of hormones in their bloodstream during a growth spurt. Not everyone has nocturnal emissions and there’s nothing to worry about whether they do or don’t.

## Girls:

- **Breasts develop** – As girls’ breasts develop they may begin to wear a bra. Girls’ breasts develop primarily to nourish a baby. It’s normal for one breast to be smaller than the other, just like some people have one foot bigger than the other. Many boys experience some breast development too, but it usually disappears within six months or a year.

- **Hips develop** –The pelvic bones will widen and change to form sort of a bowl, in ORDER to support a pregnancy if she ever decides to have a biological child.
- **Ovulation (releasing eggs) and menstruation (getting period) begins** –About once a month, starting at puberty, one or the other of a girl’s ovaries will allow an egg to mature and pop out. That’s called ovulating. If the egg comes into contact with sperm through sexual intercourse, it is possible for a pregnancy to happen. If not, the egg will be reabsorbed by her body in the uterus. After a couple of weeks, the lining of the uterus will come out in the form of blood through her vagina. The shedding of the uterus lining is called menstruating or “having your period”.

### **Both:**

- **Growing taller** – During puberty, both boys and girls experience growth spurts at different rates. Often girls go through these changes earlier and quicker than boys, although in the long run many boys tend to grow taller. This growing can be very uneven, so don’t get worried. Your body grows most when you sleep, so it’s important to get lots of rest!
- **Acne (pimples) may begin** –Acne is caused by a combination of thicker skin than when you were younger and producing more oils, along with bacteria. Sometimes the new, thicker layer of skin blocks the pores or openings where the oils are supposed to flow, causing a pimple. People should wash gently with mild soap twice a day, but washing will not prevent acne altogether. Scrubbing hard can actually make acne worse. Teens can use over-the-counter medications for acne or see a doctor for serious cases.
- **Sweat glands more active** –During puberty, sweat glands start to produce sweat more actively, causing your body to have a strong odor. People often bathe or shower more often and many use deodorant or antiperspirant to lessen body odor.
- **Pubic and underarm hair develops** – Pubic hair grows around a person’s genitals (around the labia or penis). Pubic and underarm hair is often coarser than the hair on the person’s head.
- **Genitals get bigger** – This is more obvious for a boy, since boys can see their penis and scrotum every time they go to the bathroom. A girl is less likely to notice, but her vulva (external genitals including the labia and clitoris) gets bigger during puberty, too.
- **Crushes and attractions may begin** – Although younger children can get crushes, too, they may feel more intense at puberty. Crushes are the feeling of really liking someone and wanting them to like you too. Most people will have crushes eventually--some people have crushes during puberty while others may not notice those kinds of feelings until later on in middle school, high school or even later. A person may have crushes on people of their own sex, the other sex or both. It may or may not predict how they will feel when they’re grown. That is, really liking someone of a different sex doesn’t necessarily mean you will eventually figure out that you are heterosexual (straight). And, likewise, really liking someone of your own sex doesn’t necessarily mean you will eventually figure out that you are gay or lesbian. It can often take time to understand these feelings.

- **More concerned about appearance and what others think of you** – Everybody goes through a time of worrying what other people think of them. Students with older brothers and sisters may have noticed that they may be spending longer in front of the mirror getting ready for school or picking out what clothes to wear. It’s okay. Adults worry about what other people think, too. But it usually gets less worrisome as you mature.
- **Sudden mood changes** – Feeling happy one minute and in tears the next, sometimes for no apparent reason, isn’t at all unusual at puberty. Hormones influence how you feel.
- **May argue more with parents or guardians**– A preteen or teen and a parent or guardian probably both want the same thing in the long run ... for the teen to grow up and become more independent. Sometimes you may feel like a little kid and want to get taken care of and other times you prefer to think for yourself. The adults in your life may sometimes want to make decisions for you because they’re afraid you’ll get hurt and other times may be ready to let you be more independent. If you aren’t on the same page at the same time, there can be a struggle. That doesn’t mean you don’t love each other. Most families get through it eventually.
- **Want more freedom to make decisions**– During this time, parents and guardians often trust their kids to make more of their own choices, especially as they take on more responsibilities. Adults may have greater expectations for you as well—both in contributing around the house and being more responsible for your school work and your actions.

---

### **When might you want to see a doctor or counselor about the changes you are going through?**

Being a teenager is hard. You're under stress to be liked, do well in school, get along with your family and make big decisions. You can't avoid most of these pressures, and worrying about them is normal. But feeling very sad, hopeless or worthless could be warning signs of a mental health problem. You might need help if you have the signs mentioned above, or if you:

- Often feel very angry or very worried
- Feel grief for a long time after a loss or death
- Think your mind is controlled or out of control
- Use alcohol or drugs
- Exercise, diet and/or binge-eat obsessively
- Hurt other people or destroy property
- Do reckless things that could harm you or others

To find help, talk to your parents, school counselor or health care provider or visit:

[www.nlm.nih.gov/medlineplus/teenmentalhealth.html](http://www.nlm.nih.gov/medlineplus/teenmentalhealth.html)

Adapted from **Family Life and Sexual Health, Grades 4, 5 and 6, Lesson 9**, Seattle & King County Dept. of Public Health © 1986, revised 2009

---

**Shoulders broaden**

---

**Breasts develop**

---

**Grow taller**

---

**Muscles develop**

---

**Hips develop**

---

**Acne (pimples) begins**

---

**Facial hair develops**

---

**Start releasing eggs  
(ovulation)**

---

---

**Sweat glands more active**

---

**Voice changes or deepens**

---

**Hair grows in pubic area  
and underarms**

---

**Start producing sperm  
and ejaculation begins**

---

**Period begins (menstruation)**

---

**Genitals get bigger**

---

**Crushes and attractions  
more common**

---

---

**Want more freedom to  
make decisions**

---

**More concerned about  
what others think**

---

**More concerned about  
appearance**

---

**Wet dreams (nocturnal  
emissions)**

---

**Sudden mood changes**

---

**May argue more with  
parents or guardians**

---

## Activity

# B

# Puberty: Truth or Myth?

## Preparing for the activity

### Rationale

Distinguishing between the truths and myths of puberty will help students better understand the correct information about puberty changes.

### Preparation

- Copy the *Truth or Myth* statements onto paper or cardstock and cut into individual pieces.
- On a white board or chart paper make two columns and write *Truth* at the top of one and *Myth* at the top of the other.
- Read through *Truth or Myth Teacher Notes*.

### Materials needed

- Copied and cut out *Truth or Myth* statements
- Masking tape

**Time** -- 25 minutes

### Procedure

1. Introduce the activity by saying:

Now that we have talked about the changes of puberty, we are going to do an activity that looks at some truths and some myths about puberty. A myth is something which people think is true, but it is really false.

2. Divide the class into small groups of 2-4 students (depending on the class size). Evenly divide up the copied and cut Truth and Myth statements. Explain:

Each group must work together to decide if the statements your group received are **Truth** or **Myth**. Discuss why. You will be sharing the information with the class. It doesn't matter if you are right or wrong—we will go over the answers together at the end.

3. Give the students 5-8 minutes to go over their statements. Walk around to see how they are doing and if they have questions. Don't tell them the answers, but help guide them if they are having trouble or to explain terms they don't understand.

### facilitator note

Students may not know if the statement is a truth or myth so tell them to do their best at guessing and that the class is learning together, so it's okay if they are unsure of the answer.

4. When the groups have had time to discuss and make their decisions, ask each group to read their statements aloud, post the statements under the Truth or Myth columns, and explain to the class why the statement is placed where it is. Be sure to correct any statements that are incorrect and explain why, using the Truth or Myth teacher notes as a guide.
5. Ask the students the following discussion questions:

- How did the group come to a decision on whether their statements were truths or myths?
- What happened when you disagreed?
- Which statement did your group have the most discussion about?
- How do myths get started?

**Possible answers include \* rumors \* people talking about personal experiences \* media \* texts, etc.**

- Why do you think there are so many myths about puberty?

**Possible answers include: \*lack of education \* it can be an embarrassing subject so someone may be afraid to ask a parent or other trusted adult for the true information**

- If a person has a question about puberty, where can they go to get more information?

**Possible answers include: \* a parent or guardian \* the school nurse or social worker \* an older sibling \* a valid website like [kidshealth.org](http://kidshealth.org)**

**Puberty Truth or Myth Statements– copy and cut out along dotted lines for the activity. You can also laminate these for use in future classes.**

## **Myths**

Wet dreams are when a boy urinates while he is asleep.

A girl should not take part in sports, especially swimming, when she has her period.

Once a boy gets an erection, he must ejaculate or it will be harmful to him.

During puberty, everyone will have a crush on someone.

Eating chocolate will cause a person to have pimples.

Once a girl starts having her period she will get it on the same day every month.

Everyone starts to go through puberty at the same age.

A boy who has been circumcised will have a smaller penis than a boy who has not been circumcised.

## Truths

---

For both boys and girls, there are changes in weight and height during puberty.

---

Girls start having their period during puberty.

---

It is normal for both boys and girls to daydream and think sexual thoughts during adolescence.

---

Hormones cause the changes in boys' and girls' bodies during puberty.

---

During puberty it is common for a boy to have erections when he doesn't expect them.

---

Once the ovaries begin to release ova (egg cells), it is possible for a girl to become pregnant.

---

One of the first changes of puberty that boys will notice is that their testicles start to become larger.

---

The size of a man's penis does not affect his ability to father a child.

---

# Truth or Myth Teacher Notes

## Myths

**Wet dreams are when a boy urinates while he is asleep.** Myth—a wet dream is when a boy ejaculates or releases semen while he is asleep.

**A girl should not take part in sports, especially swimming, when she has her period.** Myth—a girl's period shouldn't stop her from participating in any activities. She can use pads or tampons to collect the blood and an over-the-counter medication (an NSAID, like Aleve or Advil) if she has cramps.

**Once a boy gets an erection, he must ejaculate or it will be harmful to him.** Myth—a boy will not be harmed if he doesn't ejaculate after having an erection. If he feels discomfort, it will go away in a few minutes.

**During puberty, everyone will have a crush on someone.** Myth—even though crushes may start or feel more intense at puberty, it doesn't mean everyone will have crushes. Some people notice those feelings at this age and others may not notice those kinds of feelings until middle school, high school or even later. A person may have crushes on people of their own sex, the other sex or both. It may or may not predict how they will feel when they're grown. It often takes time to figure out. There's no rush!

**Eating chocolate will cause a person to have pimples.** Myth—Eating chocolate does not cause pimples. Acne is not caused by any specific food. The real acne causes are a buildup of dead skin cells within the pore, an excess of skin oil (called sebum), and an increase of acne-causing bacteria. None of these factors are triggered by the foods we eat, although it is important to have healthy eating habits during puberty and beyond.

**Once a girl starts having her period she will get it on the same day every month.** Myth—a girl's period will generally come between 21-28 days after her last period, but it's not usually exact, especially during the first few years of menstruation.

**Everyone starts to go through puberty at the same age.** Myth—there is a wide range of ages when people start puberty. It can be anywhere from when you are 8 years old to when you are 16 years old. And the changes of puberty last for several years. In fact, a young person's brain isn't fully developed until their mid-twenties.

**A boy who has been circumcised will have a smaller penis than a boy who has not been circumcised.** Myth—Circumcision, (the removal of the foreskin on the tip of the penis, usually done for cultural or religious reasons) does not change the size of a boy's penis.

# Truth or Myth Teacher Notes

## Truths

**For both boys and girls, there are changes in weight and height during puberty.** True—both boys and girls grow taller during puberty. Boys will notice that their shoulders will broaden and girls will notice that their hips will widen.

**Girls start having their period during puberty.** True—some girls will get their period as early as 8 or 9 but others may not get their period until they are a teenager.

**It is normal for both boys and girls to daydream and think sexual thoughts during adolescence.** True—most people begin to have these feelings during puberty, but for others, it may not happen until later.

**Hormones cause the changes in boys' and girls' bodies during puberty.** True— at the start of puberty, the pituitary gland (at the base of your brain) signals the body to start releasing testosterone for boys and estrogen for girls.

**During puberty it is common for a boy to have erections when he doesn't expect them.** True—this can cause some anxiety but the erections will go away after a few minutes.

**Once the ovaries begin to release ova (egg cells), it is possible for a girl to become pregnant.** True—if the egg comes into contact with sperm through sexual contact, it is possible for a pregnancy to happen.

**One of the first changes of puberty that boys will notice is that their testicles start to become larger.** True—boys will notice their testicles will enlarge and their penis will lengthen and girls will notice that their vulva (the external genitalia including the labia and clitoris) will enlarge and darken.

**The size of a man's penis does not affect his ability to father a child.** True—any time sperm and an egg meet, a pregnancy can occur.

## Activity

# C

# Handling Challenges during Puberty

## Preparing for the activity

### Rationale

Physical changes are only one part of puberty. Students also need to know about the social and emotional changes of puberty, how they can cope with these changes, and where to find help if they need it.

### Preparation

- Make copies of the handout *Handling Challenges during Puberty* for each student.

### Materials needed

Copies of the handout *Handling Challenges during Puberty*

**Time --** 15 minutes

## Procedure

1. Introduce the activity by asking the students:

Now we're going to brainstorm a list of your responsibilities. What are you expected to do now that you are getting older that you were not expected to do before?

**Possible answers might include: \* chores \* babysit younger siblings \* more homework**

2. Then ask the students:

How are you feeling about these responsibilities? What are the *benefits* of added responsibilities? What are the *challenges*?

**Possible answers include:**

**Benefits: \* being trusted \* learning and doing new things \* feeling more grown up**

**Challenges: \* feeling stressed or under pressure \* having less time for play/fun \* not wanting to mess up**

3. Explain:

Many young people feel overwhelmed at times with the increased responsibility, upcoming decisions or expectations that adults have for them.

4. Ask the students:

What are some examples of decisions or responsibilities that might cause concern or frustration for people as they grow up?

**Possible examples:**

**\* I want to be able to ride my bike alone with my friends, but my parents want to watch over us.**

**\* I just want to watch TV, why do I have to walk the dog?**

5. Distribute the handout, *Handling Challenges during Puberty* to students. Read the handout aloud.

6. Summarize the unit by saying:

Today we learned a lot of about the physical and emotional changes that you may experience over the next few years. It is important to remember that no one's experience is exactly like another's and that puberty doesn't happen at the same time for everyone.

Remember, if you have questions or concerns about your body or how you are feeling, there are people you can go to for help—like a parent, another trusted adult, the school nurse or an older sibling.

# Handling Challenges during Puberty

As you grow into adolescence, you may be expected to be more responsible for yourself and your decisions. Sometimes a situation can seem frustrating and difficult to work through. It is normal to feel overwhelmed at times with all the new expectations. Here are some suggestions for coping with these types of situations.

- Talk to other people. Don't pull away from others.
- Understand there are times when everyone is depressed or lonely.
- Cry or experience feelings. It is healthy to allow tears, rather than stuffing feelings down inside. It is not a sign of weakness to cry.
- Look at the facts. Ask what is wrong. Is there something that can be done to fix it? Is there something someone else can do to help?
- Don't turn to alcohol or other drugs for help. They will not make the problem go away and will usually make it worse in the long run since the problem remains.
- Try to be calm and do not go off in many different directions at once. (It helps to focus energy, rather than allowing it to be scattered.)
- Work toward achieving balance in life between school, activities that are enjoyable, doing things with friends and family and getting enough rest, sleep, and exercise.
- Ask for help. There are adults who will provide assistance if they know it is needed, such as parents, a counselor, a member of the clergy, teacher or school nurse.
- Allow time to heal. Things don't stay the same, no matter how bad they may seem at the moment.

Formerly called "What to do in a Crisis", adapted with permission from *Into Adolescence: A Time of Change*, ETR Associates, 1989, Santa Cruz, CA. For more information about related materials, call 1-800-321-4407.

## Activity

# D

# Introducing Anonymous Questions

## Preparing for the activity

### Rationale

It is important to provide a safe venue for students to ask questions. Some students will be comfortable asking questions aloud. For those who are not, providing an opportunity to ask questions anonymously is critical.

An anonymous question box should be easily accessible throughout the entire puberty program, allowing students to write their questions at any time.

### Preparation

- Prepare a box or container for anonymous questions.

### Materials needed

- Index cards or other small pieces of paper
- Shoe box or other container with opening at the top for inserting index cards

**Time** – 5 minutes

### Procedure

1. Introduce the Anonymous Question box:

Today we've been learning about puberty. You may have more questions now than when class started! It's okay to raise your hand and ask me a question out loud at any time. But sometimes a person might have a question that is difficult to ask in front of others. This is perfectly normal.

So, this is what we are going to do: I will pass out an index card to all of you. Please write any question(s) you have about puberty. If you don't have a question, write "I don't have a question" or "have a nice day". You do not have to put your name on the card.

### facilitator note

Be sure that the index cards are the same color and that each student writes something, even if it's not a question in order to keep those students who do have questions anonymous.

2. Pass out 3"x5" index cards or pieces of paper; give students a couple of minutes to write their questions or comment.
3. Collect the cards, and say:

Thank you for writing down your questions. I will spend a few minutes at the next class to go over the answers to these questions.

4. Review and categorize the questions and comments. This is an opportunity to formulate answers to the questions, to seek more information if the question is beyond your current knowledge and to inform the school counselor or social worker about questions that raise concerns.

For detailed information on how to answer student questions, refer to **Appendix B** in the back of this book.

# Supplemental Home Activity

## Preparing for the activity

### Rationale

When children are able to talk with a parent or trusted adult about puberty, it normalizes the experience for both parties. This can lead to further communication about puberty and/or sexuality issues.

### Preparation

Make copies of the *Home Activity Worksheet*.

### Materials needed

Copies of *Home Activity worksheet* for each student

### Time -- 20 minutes

(5 minutes to introduce the activity and 15 minutes to process the activity during the following class)

## Procedure

1. Introduce the home activity by saying:

It is important to develop a relationship with a trusted adult, preferably a parent or caregiver, so that you always have someone to go to with puberty questions. Remember, all adults have gone through puberty, so you don't need to feel embarrassed asking them these questions.

2. Hand out a copy of the *Home Activity Worksheet* to each student. Review the worksheet directions and assign for homework.
3. Use the following discussion questions when students return to class the following day. Remind them not to share their answers—this worksheet is for them only.

- How easy or difficult was it to complete this assignment?
- What things made it easy to complete?
- What things made it difficult to complete?
- Did you learn anything new about the person you interviewed?

4. Process the activity by encouraging students to continue talking to their parents, caregivers or other trusted adults when they have questions about puberty.

# Home Activity Worksheet

**Directions:** As if you were a reporter, interview your parent or another trusted adult about their experience and memory of going through puberty. Do not write down any answers. You do not need to hand this in to your teacher.

1. What do you remember most about puberty and growing up?
2. What did you enjoy doing when you were my age?
3. What did you like and dislike about growing up?
4. How did you get answers to your questions about growing up?
5. What do you want me to know about growing up?

# Puberty Happens

## Reproductive Anatomy and Physiology

### Rationale

Learning the medically-accurate names and functions of the reproductive system is the foundation upon which other sexuality topics are built. This unit clarifies myths and uncertainties, empowers young people to take control over and care of their bodies, increases self-awareness and self-esteem, decreases the possibility of sexual exploitation, and enables informed decision-making. Unlike other body systems that students learn about, the reproductive system is different for males and females. It is important that educators teach these body systems in a similar manner as the other body systems.

### Learning Objectives

After completing Unit 2, participants will be able to:

- Identify and understand the male and female anatomy and functions of the reproductive system.
- Distinguish myths from facts regarding reproductive health and functions.

### Instructional Time: One hour

### Materials Needed

- Male and female anatomy worksheets
- Index cards or small pieces of paper
- Materials for supplemental model making activity

### Activities

- Our Body Parts—45 minutes
  - Anonymous Questions—15 minutes
- Supplemental Activity: Reproductive System Model Making—45 minutes

### Advance Preparation

- Review male and female reproductive anatomy and functions and photocopy worksheets.
  - Review and prepare responses to Anonymous Questions from Unit 1 and collect questions from Unit 2.
- Supplemental Activity: Collect materials for optional model making activity

**Be sure to go over the Group Agreements before starting the Unit!**

## Activity

# A

# Our Body Parts

## Preparing for the activity

### Rationale

Learning the medically accurate names and functions of the reproductive system is the foundation upon which other sexuality topics are built. Having this information empowers students to care for and protect themselves as they grow and mature.

### Preparation

- Review male and female reproductive anatomy and functions.
- If doing supplemental model making activity, collect and prepare materials.

### Materials needed

- Poster board, chart paper or document projector to show anatomy worksheets
- Materials for Supplemental Activity

**Time** – 45 minutes

### Procedure

1. Introduce the activity by saying:

We talked in the last unit about the changes that happen during puberty. Now we're going to talk more in depth about what's happening inside your bodies.

To begin puberty, your **pituitary gland** (a pea-shaped gland located at the base of your brain) releases special hormones. Depending on whether you are a boy or girl, these hormones go to work on different parts of the body.

For boys, the hormones travel through the blood and tell the **testicles** to make testosterone and sperm. Testicles are the two egg-shaped glands in the scrotum (the sac that hangs under the penis). **Testosterone** is the hormone that causes most of the changes in a boy's body during puberty.

For girls, the pituitary gland signals the two **ovaries**, which contain eggs, to begin making **estrogen** and **progesterone**. Together these hormones cause the changes in a girl's body during puberty.

2. Project the anatomy images on a screen or reproduce the images on poster or white board for the class to view as a group.

**Alternatively:** Make copies of the worksheets so students can write in the parts as you describe them; or use an interactive anatomy presentation from TeenHealth.org. On this website, click on Sexual Health, Your Changing Body, and choose either the Female or Male Reproductive System.

3. Start with the **male reproductive system**. Use the script below to name each part and explain its function. The parts in **bold** text are labeled on each diagram. Write in the names in the blanks as you go, or use the PowerPoint presentation. If students have their own worksheets, have them label the parts as you go.

Let's look at pictures of the **male anatomy** and talk about the way the reproductive system works.

This is a side view of the male reproductive system. On the outside there are two parts: the **penis** and the **scrotum**, located just underneath the penis.

The **penis** is the male reproductive organ where urine and sperm exit the body. The penis is made up of spongy tissue and may become erect. This is called an erection and happens when the penis fills with blood. During puberty, boys may get an involuntary or spontaneous erection for no reason at all. If this happens, he should just act normal; the erection may not be noticeable and it will go away. Some boys also have wet dreams. This is when sperm exits the body, called an ejaculation, during sleep. It is totally normal and is the body's way of adjusting to the process of making sperm.

The job of the **scrotum** is to hold the testicles at the proper temperature for making sperm. The scrotum will move closer or away from the body to keep it at the correct temperature.

The **testicles**, also called the **testes**, are two oval-shaped organs in the scrotum. In addition to producing sperm, the **testicles** make the male hormone testosterone which gives males a deeper voice, broader shoulders, and all the other characteristics of an adult male body.

**The path of sperm:** Sperm are made in the testicles and then move into the **epididymis** which is a long tube tightly coiled into the back of the scrotum. The sperm stay there for 2-3 months while they mature. Then they travel up into the body through a tube called the **vas deferens**. A male has two, one leading from each epididymis. The sperm travel through the vas deferens, past the **bladder** (where urine or "pee" is stored), and into a tube called the **urethra** that will carry them out of the body.

The **urethra** is the tube that runs through the penis and has two jobs: carrying urine (pee) and semen out of the body—but not at the same time. Semen is a white, milky liquid that contains sperm.

A man has two openings in the genital region; the urethra is one and the other is the **anus**, where a bowel movement (feces or "poop") comes out.

#### 4. Repeat this process with the **female reproductive system**:

Now we will discuss the **female reproductive system** starting with the front view of the internal parts.

The **vagina** is a tube-like organ that connects the **uterus** to the outside of the body. The vagina is where menstrual flow leaves the body and where a baby comes out when it is born.

Eggs and female hormones come from the two **ovaries**. Once a month, starting at puberty, one of the ovaries will release an egg, also known as ovum. This process is called ovulation. When an egg leaves an ovary, it goes into the **fallopian tubes**. If a woman has had sexual intercourse and there is sperm in that fallopian tube, it may fertilize the egg. A fertilized egg will travel the rest of the way down the fallopian tube and it will nest, or “implant,” in the **uterus** and grow into a fetus.

If the egg is not fertilized by sperm, then the lining of the uterus, called the endometrium, is shed in the form of blood through the **vagina**. This is called menstruation (having a period) and lasts 3-7 days. A woman usually loses  $\frac{1}{4}$  to  $\frac{1}{2}$  cup of blood and tissue during a period. A pad or a tampon is used to soak up this blood and tissue. If a girl doesn't have one, she can get one from the school nurse. Many girls start carrying supplies in their backpacks or purses when they reach the start of puberty, just in case. Also, beginning in puberty, girls might see and feel a white or yellowish mucous-like discharge from the vagina. This is normal and is the vagina's way to stay healthy.

The bottom part of the uterus, or the neck of the uterus, is called the **cervix**. This small opening allows menstrual flow to leave the body and sperm to enter during sexual intercourse.

5. Next we will look at the **external view of the female anatomy**:

The outside of a female's reproductive system is called the **vulva**, which includes the **clitoris**, the **labia**, and the openings to the **urethra**, the **vagina**, and the **anus**.

A woman has three openings in her vulva. In the front, is the opening of the **urethra**. The urethra is the tube that urine ("pee") goes through to leave the body. Both males and females have a urethra. It is attached to the bladder, the organ where urine is stored.

In the middle of the vulva is the opening to the **vagina** where the menstrual flow, or a period, leaves the body. Around the opening of the vagina is the **hymen**, a ring of tissue that circles around or partly covers the vaginal opening.

The third opening is the **anus**, where a bowel movement comes out.

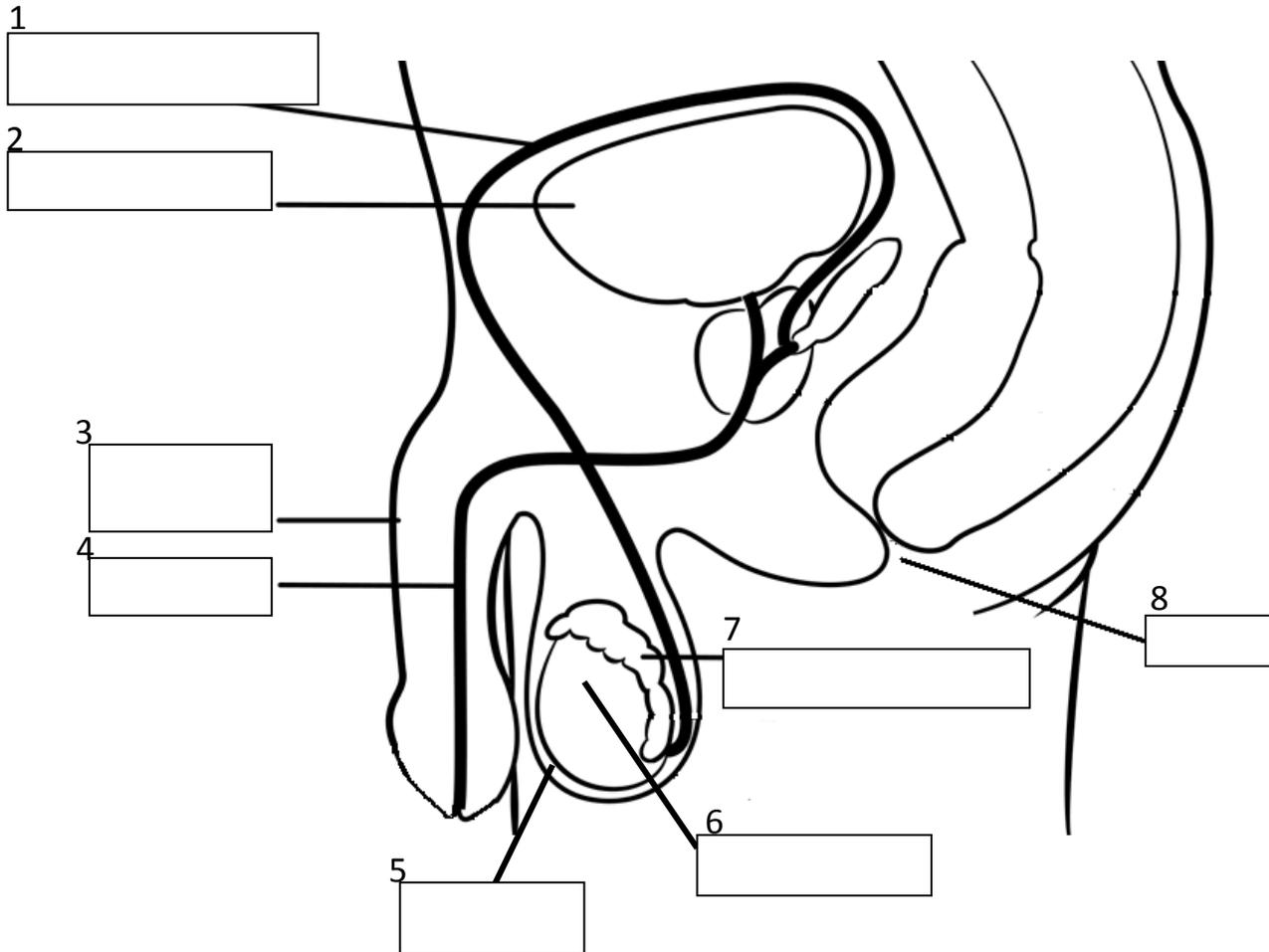
The **vulva** has two folds of skin that protect the openings to the urethra and the vagina, called her **labia**. In the front, where the two folds of the labia meet, is the **clitoris**, which has many nerve endings and is sensitive to touch.

6. After going over all the body parts and functions, use the following discussion questions to wrap up the activity.

1. Why do you think people are uncomfortable using the correct names for the reproductive parts? **Possible answer: \* they may not know the correct words \* they may not be used to hearing people talk about or use the correct words**
2. Why do you think understanding the reproductive system is important? **Possible answer: \* it helps us understand how our body parts work and how male and female parts are similar and different**
3. How will knowing the correct names and functions of these parts benefit you now or in the future? **Possible answer: \* if you have a concern, you can tell a doctor exactly where the problem is \* it is important for us to understand all parts of our body**
4. What similarities do you notice between the male and female reproductive systems? **Possible answers: \*both have hormones that start puberty, \* ovaries store eggs and testicles make sperm \*sperm travel through the vas deferens, eggs travel through the fallopian tubes \***

We just learned about our bodies, the names of our body parts and how they function. It's important to know this information so that you can make healthy decisions and choices in the future. If you have any concerns about your body, you can use the proper medical words when you can talk to a parent, a nurse or doctor, or another trusted adult.

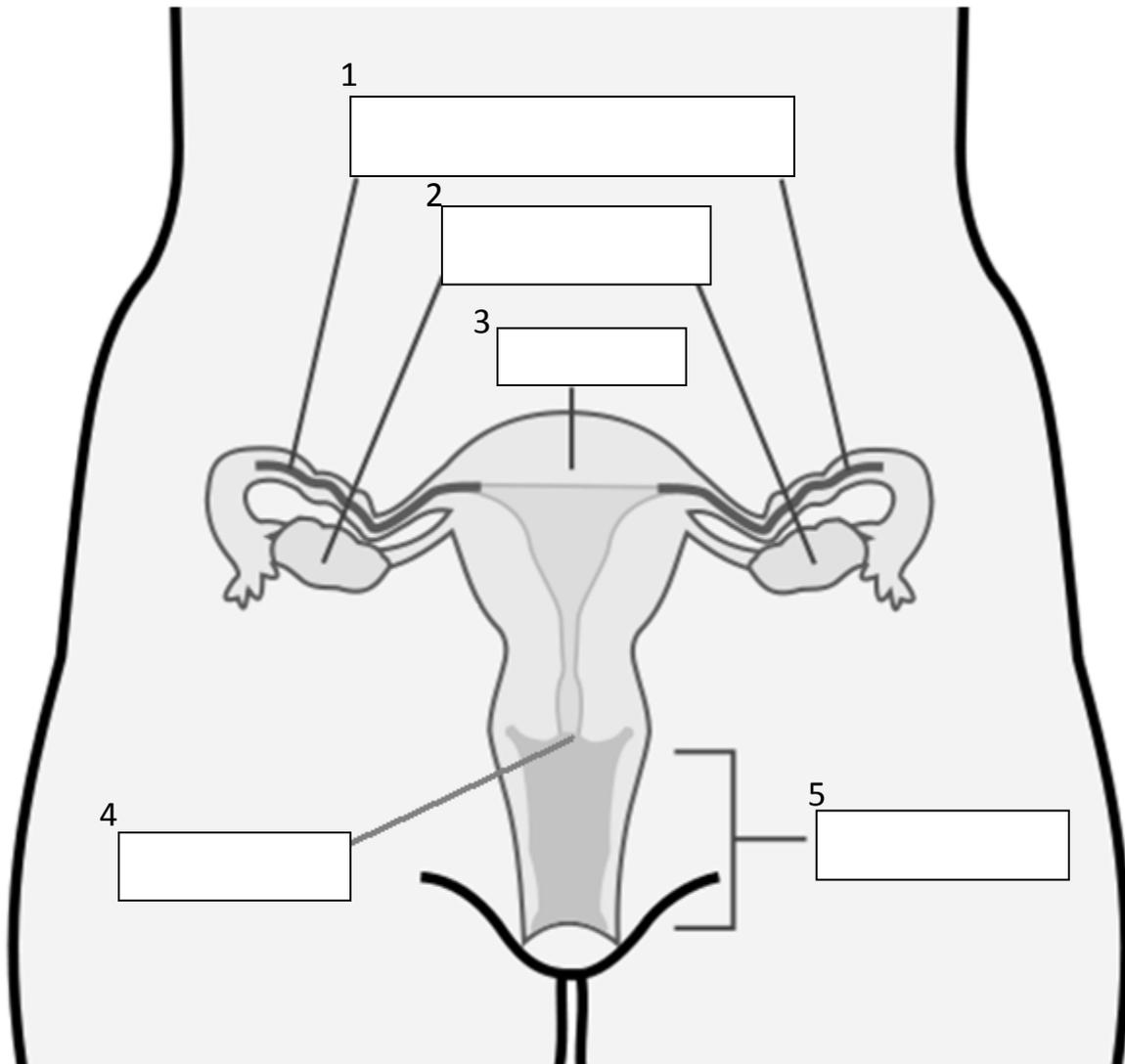
# Male Anatomy Worksheet (side view)



Match these words to the blanks above.

Anus, Bladder, Epididymus Penis, Scrotum, Testicle, Urethra, Vas Deferens

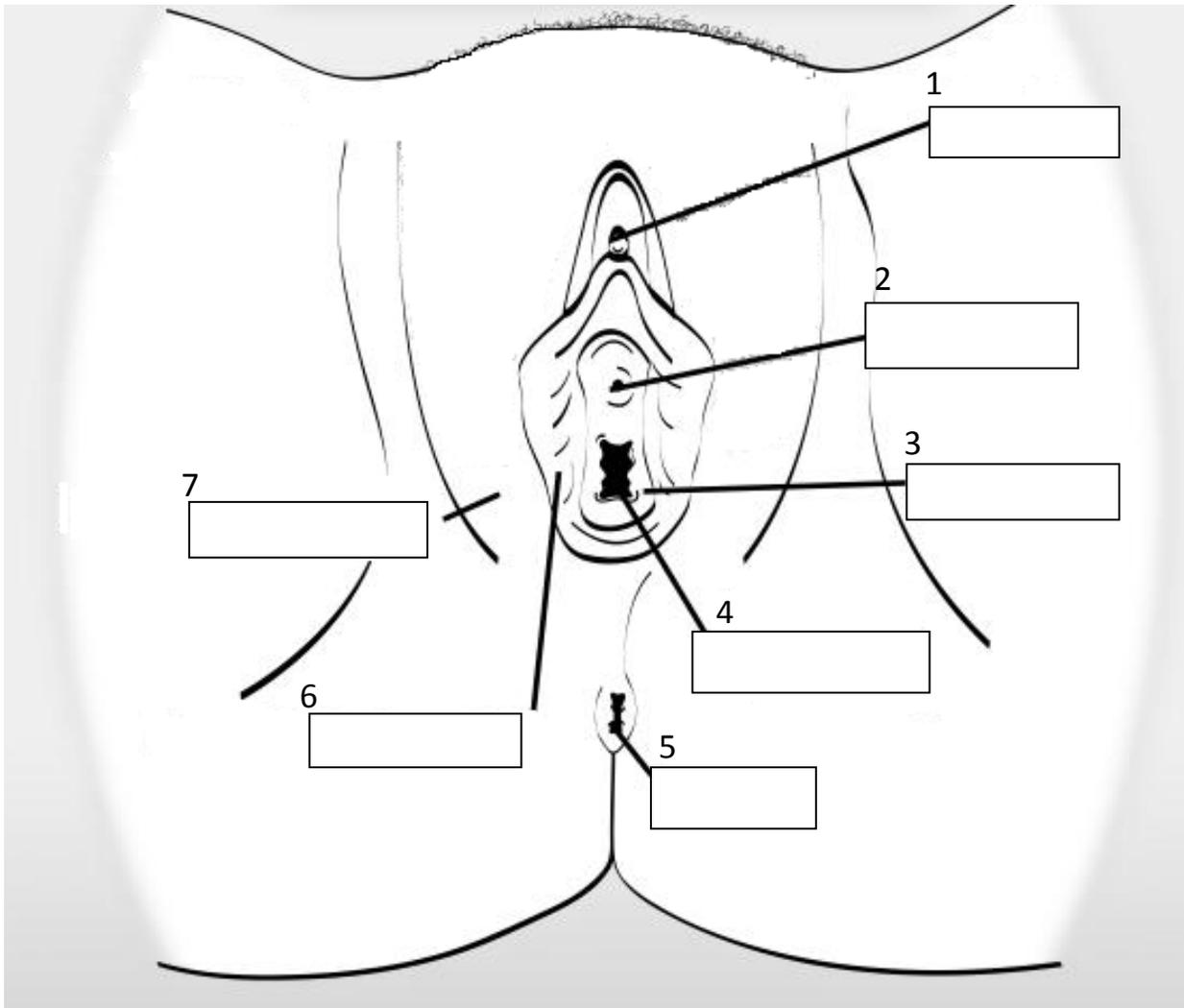
# Female Anatomy Worksheet (internal view)



Match these words to the blanks above.

Cervix, Fallopian Tube, Ovary, Uterus, Vagina

# Female Anatomy Worksheet (external view--the vulva)

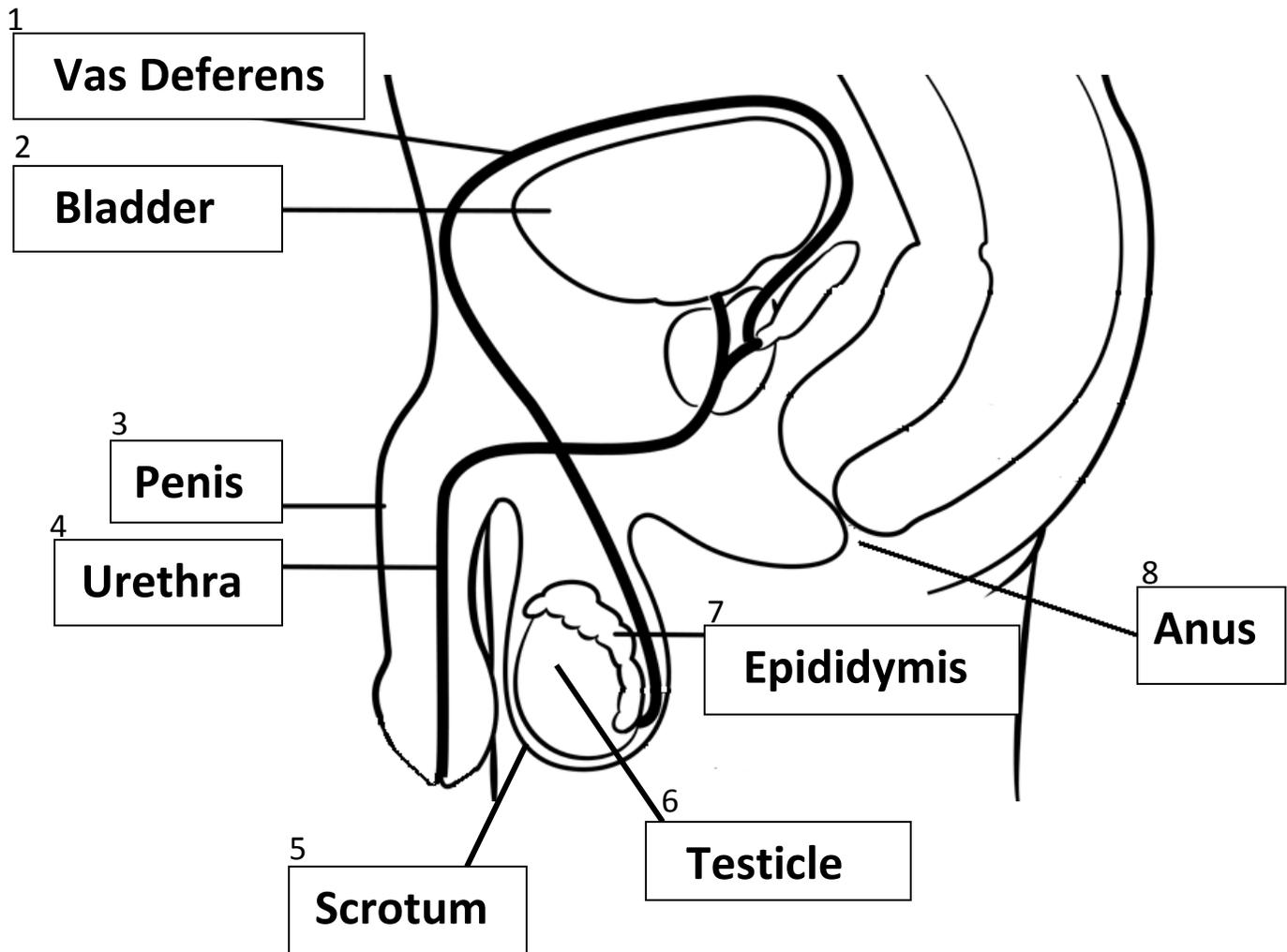


Match these words to the blanks above.

Anus, Clitoris, Hymen, Inner Labia, Outer Labia, Opening to the Urethra, Vaginal opening

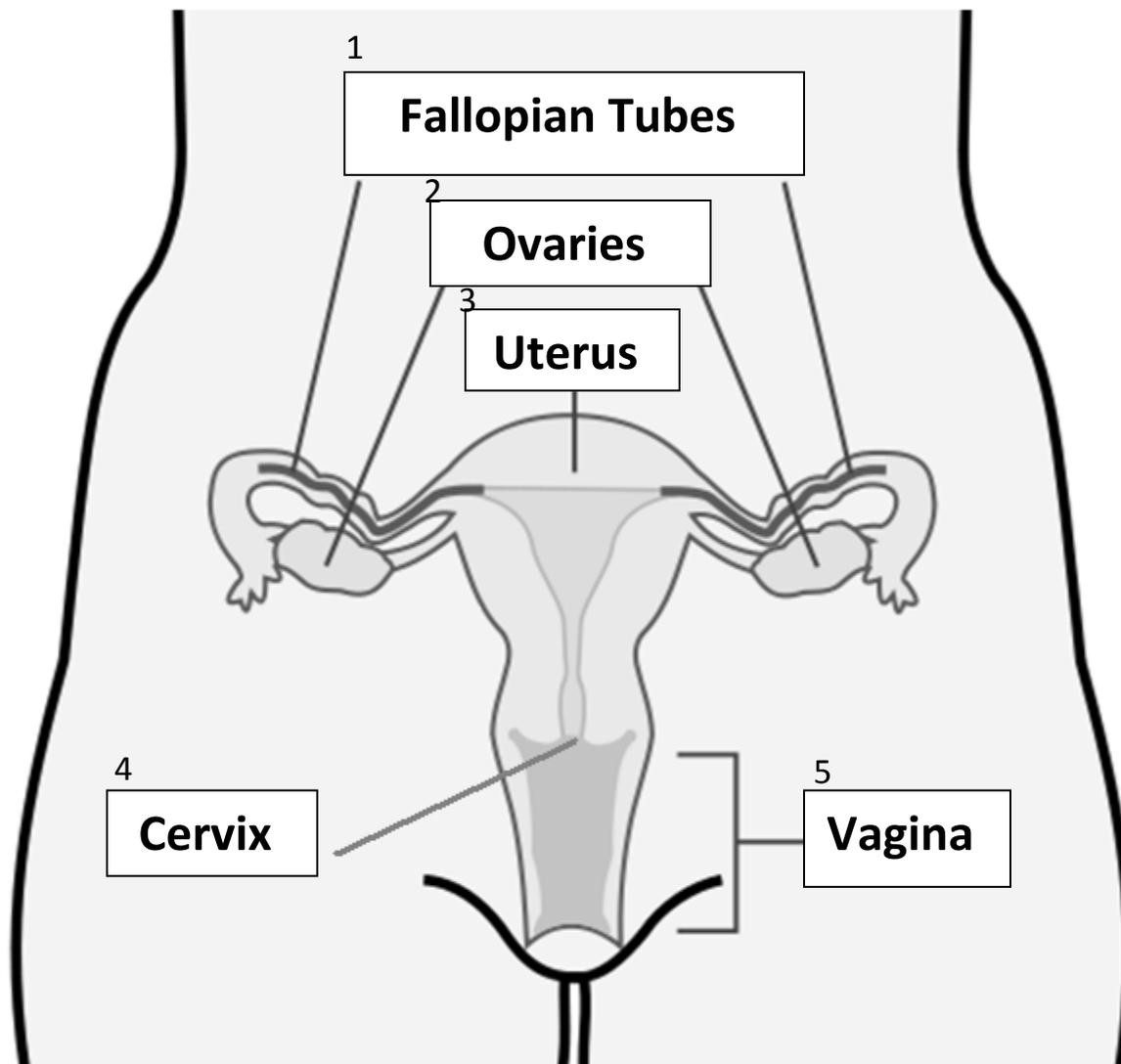
# Answer Key

## Male Anatomy (side view)



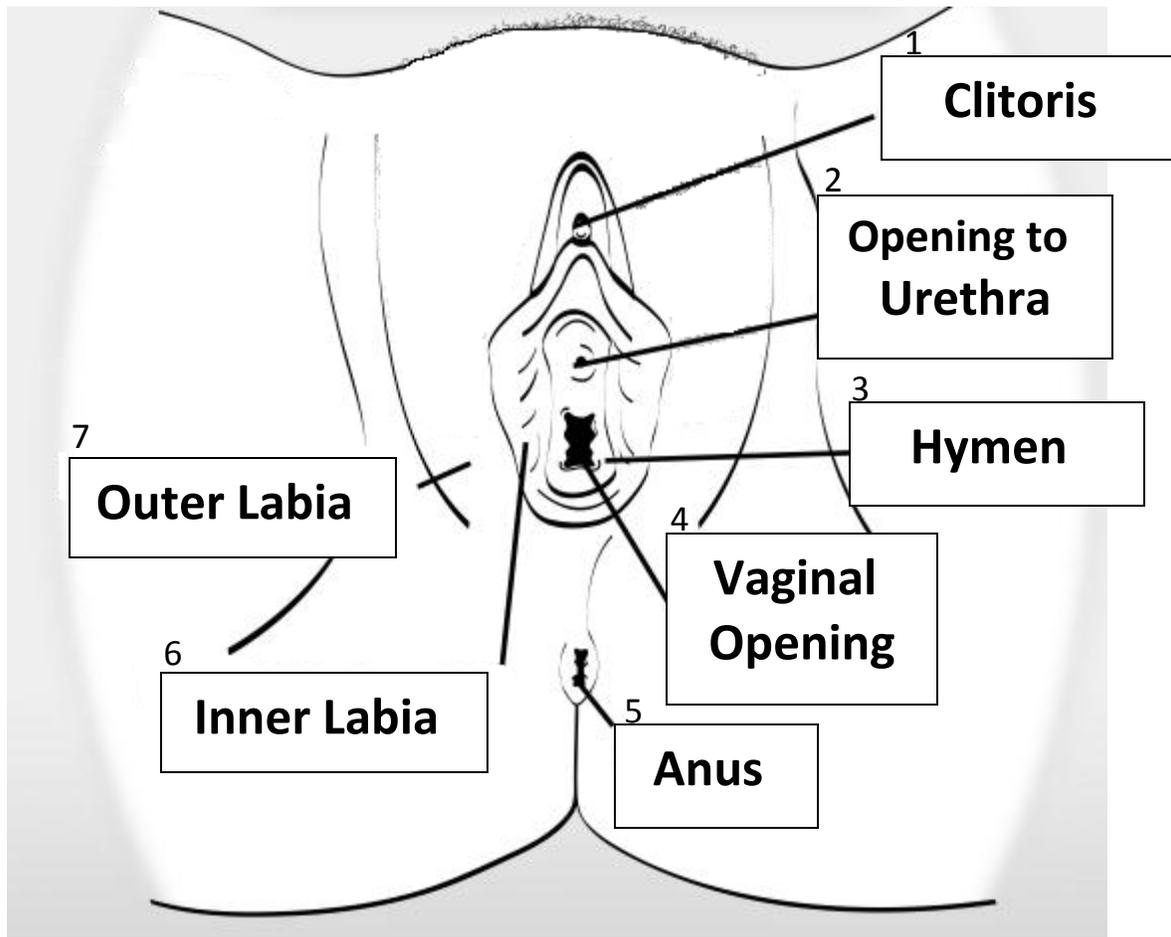
# Answer Key

## Female Anatomy (internal view)



# Answer Key

## Female Anatomy (The Vulva)



## Activity

# B

# Anonymous Questions

## Preparing for the activity

### Rationale

It is important to provide a safe venue for students to ask questions. Some students will be comfortable asking questions aloud. For those who are not, providing an opportunity to ask questions anonymously is critical.

Students should have the opportunity to write questions and put them in the anonymous question box after each unit.

### Preparation

- Review and prepare responses to anonymous questions from Unit 1.
- Review Appendix B for tips on answering anonymous questions.

### Materials needed

- Index cards or other small pieces of paper

**Time** – 15 minutes

### Procedure

1. Wrap up the unit and remind the students of the anonymous question box by saying:

Today we learned a lot of information about your bodies and how the reproductive system works. You may have questions or want more information about something we learned. I will pass out an index card to all of you. Please write any question(s) you have. If you don't have a question, write, "I don't have a question", or "have a nice day". You do not have to put your name on the card.

### facilitator note

Be sure that the index cards are the same color and that each student writes something, even if it's not a question, in order to keep those students who do have questions anonymous.

2. Pass out index cards and give students a couple of minutes to write their questions.
3. Collect the cards, and say:

Thank you for writing down your questions. Now I will spend a few minutes answering questions from our last class.

4. Read the questions and provide answers. Follow tips in **Appendix B** on answering students' questions.
5. After class, follow the same process that you used in **Unit 1** for reviewing, categorizing and formulating responses for the new questions.

# Supplemental Activity: Reproductive Model Making

## Preparing for the activity

### Rationale

By constructing models of the male and female reproductive systems, students increase their knowledge and comfort with how their bodies work.

### Preparation

Collect and organize a variety of materials listed in this activity and divide them up equally for several small groups within your class.

### Materials needed

- Supplies listed in this activity for model making
- Copies of the male and female reproductive anatomy diagrams from Activity A for each group

**Time** – 45 minutes

### facilitator note

This model making activity should be done after **Activity A: Our Body Parts**. This activity can also be integrated into a science curriculum to highlight the reproductive system when covering body systems.

### Procedure

1. Divide the class into small, mixed gender groups (2-4 students per group, depending on the class size). Introduce the activity by saying:

Now that you've learned about the male and female reproductive systems, you will have a chance to create your own models using a variety of materials.

I will divide you into groups and you will need to use your creativity and team work skills to build a model of the reproductive system.

### facilitator note

If you have time, you can have each group create models of the female and male anatomy systems. If you have limited time, have some groups create models of the female system and others create the male system.

2. Hand out the male and female reproductive anatomy worksheets and explain to students:

Now is your chance to be creative. Your group may use any of the materials provided to create a model of your assigned reproductive system (male or female).

Work together and share ideas of how to best represent your body system(s). There is no right or wrong way to use the materials to build your models. Use whatever materials your group thinks most closely resemble the different parts of the reproductive system.

3. Circulate around the room and help students as they create their models. Answer questions and assist students as needed.
4. When students have created the model, have them present back to the class what materials they used to create each part of the anatomy.
5. Use some or all of the following discussion questions to process the activity:

1. How did it feel to be making the models?
2. What did you learn?
3. What have you learned about the male reproductive system that you didn't know before?
4. What have you learned about the female reproductive system?
5. What was difficult about this process?
6. Did you like working in small groups or would you rather have worked alone? Why? Why not?
7. How will knowledge about anatomy help in the future?

# Model Making Materials

**Materials:** Provide a variety of materials that allow your students to be creative and use their ingenuity to design their models. Examples of materials that can be used include:

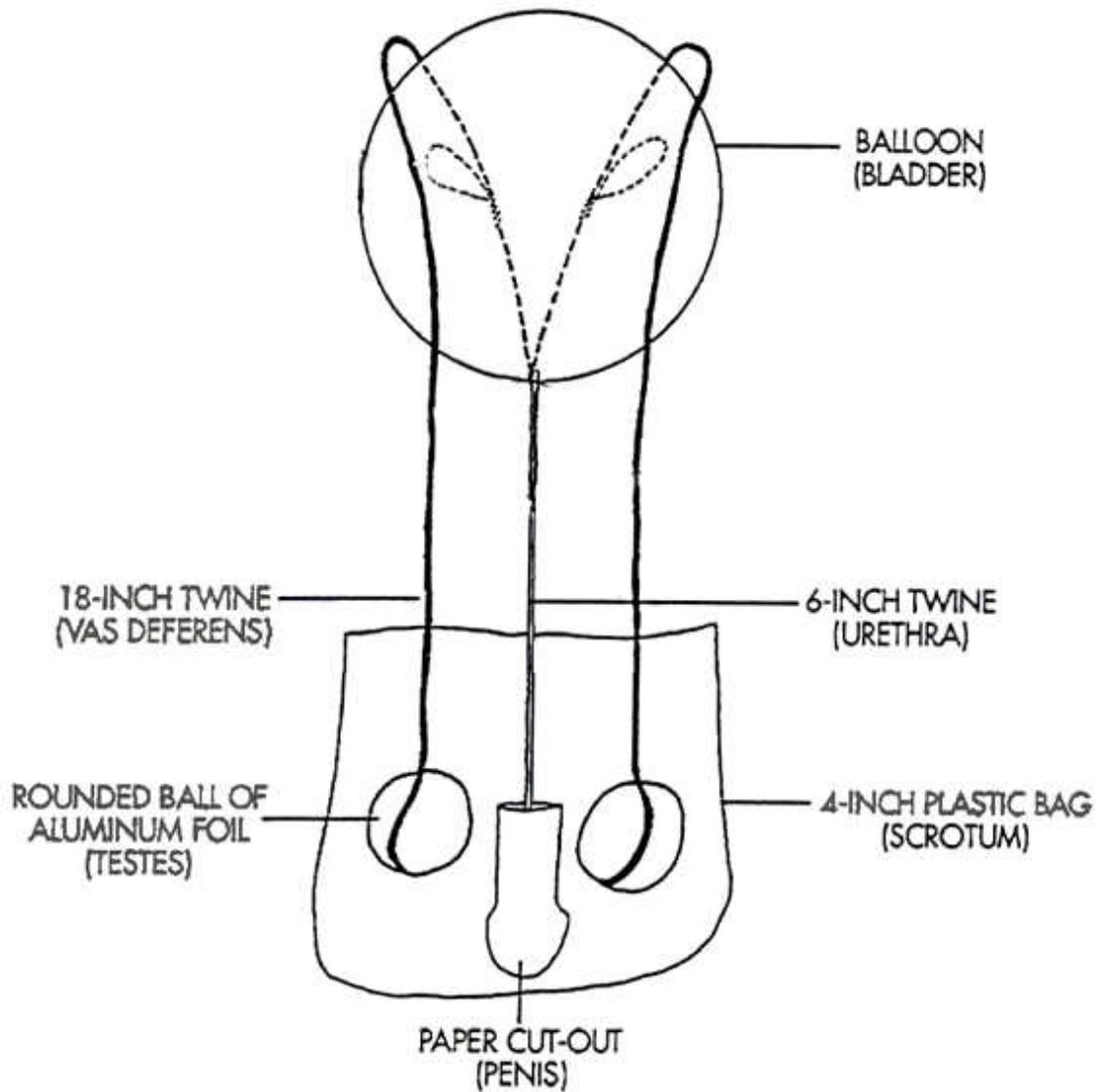
balloons  
sandwich bags  
aluminum foil  
pipe cleaners  
rope/string  
twist ties  
paper  
tape  
glue  
straws  
rubber bands

small toys  
paper towel tubes  
egg cartons  
pom-poms  
beads  
yarn  
fabric  
foam  
ribbon  
wire  
candy

Teachers have been very creative in materials they have used to construct models. Some have used fruit, play dough, modeling clay or other materials. Feel free to improvise with any materials you may have on hand.

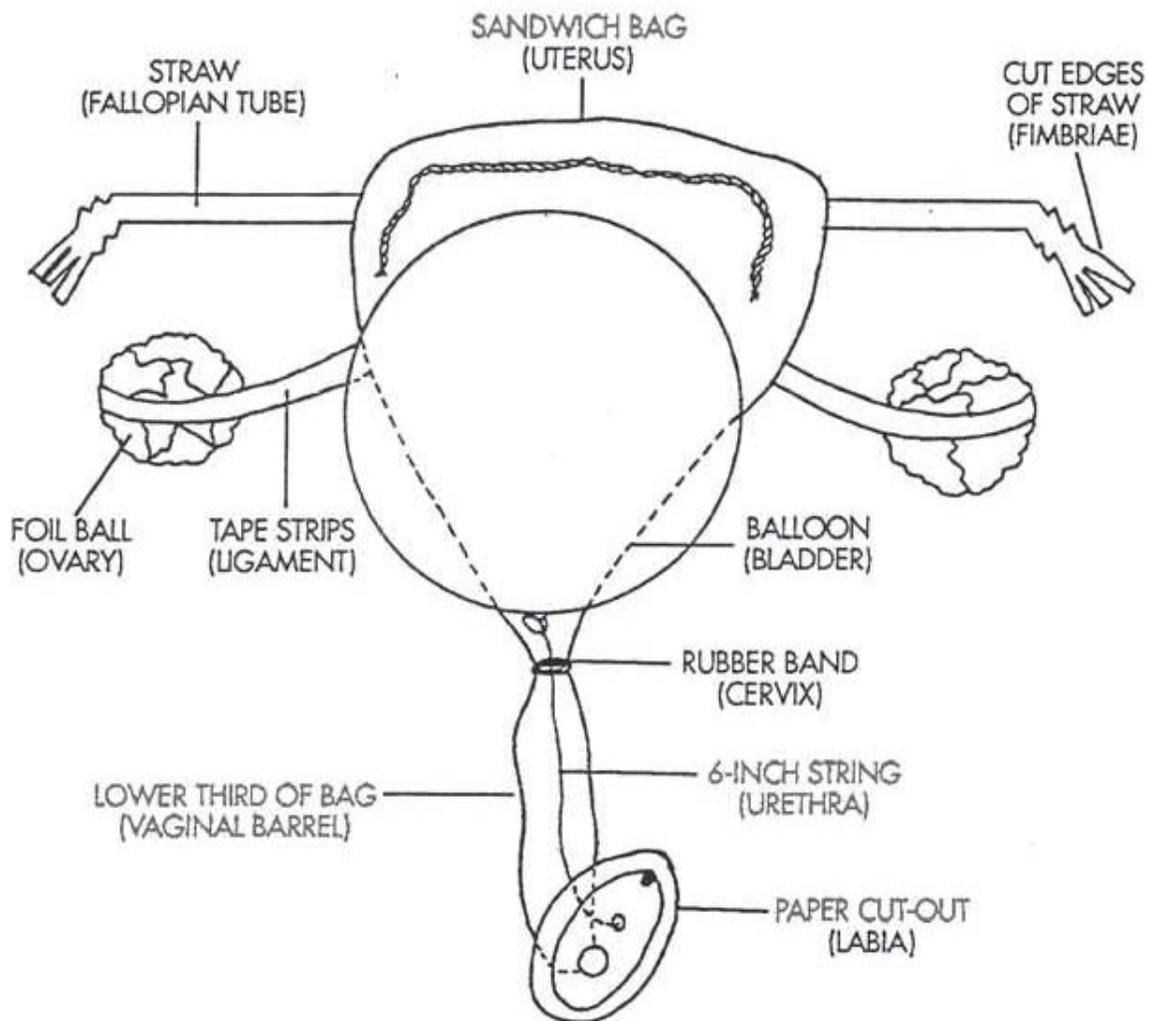
*Adapted by permission from New Methods for Puberty Education, Planned Parenthood of Greater Northern New Jersey.*

# Male Model Example



*Adapted by permission from New Methods for Puberty Education, Planned Parenthood of Greater Northern New Jersey.*

# Female Model Example



*Adapted by permission from New Methods for Puberty Education, Planned Parenthood of Greater Northern New Jersey.*

# Changing Relationships

## Rationale

During puberty, peer and family relationships can become more complicated. By learning communication and decision-making skills, students will enhance their ability to form healthy relationships both in person and within the cyber world.

## Learning Objectives

After completing Unit 3, participants will be able to:

- Understand how friendships may grow or change during puberty.
- Demonstrate how to communicate effectively and avoid rumors and misinformation.
- Understand how to be responsible for their actions in cyberspace and recognize what is private and public communication.

## Instructional Time: One hour

## Materials Needed

- *Between Friends* Worksheet
- Chart paper and markers

## Activities

- A. *Between Friends* —20 minutes
  - B. *Rumors*—20 minutes
  - C. *Being a Good Digital Citizen*—20 minutes
- Supplemental Lesson: *Making Decisions* – 30 minutes

## Advance Preparation

- A: Make copies of *Between Friends* worksheet
  - B: Create a ‘Rumor’ message or use the one included in the activity
  - C: Print on board or chart paper two columns titled *Do* and *Don’t*
- Supplemental Lesson: Make copies of *Making Decisions* worksheet

**Be sure to go over the Group Agreements before starting the Unit!**

## Activity

# A

# Between Friends

## Preparing for the activity

### Rationale

As students grow physically, they also change emotionally and socially. It is important for students to recognize the changing nature of relationships and to discuss common challenges experienced among friends.

### Preparation

- Photocopy the *Between Friends* worksheet so that you have one for each student in the class.

### Materials needed

- *Between Friends* worksheet

**Time** -- 20 minutes

### Procedure

1. Introduce the activity by saying:

Today we will be discussing how friendships can change during puberty. Many people assume that because someone is a friend, the relationship will stay the same even as you grow and change. The truth is that friendships can sometimes experience challenges.

2. Hand out *Between Friends* worksheets and say:

Please do not write your name on the worksheet. Answer the questions privately. Do not share your answers with anyone else.

3. After giving the students a few minutes to complete the worksheets, collect them from the students. Make sure there are no names on the papers. Shuffle the papers and redistribute them to the class.

**Alternatively:** Instead of collecting the papers and redistributing, have students move into groups with their own worksheets. Choose and assign one or two situations to each group.

4. Divide the class into small groups (3-4 students (depending on the size of the class)). Appoint a recorder for each group. Give the groups the following instructions:

As a group, from the worksheets, pick one situation to discuss. You may want to choose a situation that many have checked. As a group, after reading the situation you have chosen, answer the following questions:

- How would you feel in that situation?
- How could the problem be solved?

Remember to have someone write down your answers so you can share with the rest of the class.

5. After a few minutes of discussion, reconvene the class and have the recorders of each group share their situation and their answers.
6. Then, ask the students the following questions:

1. What are some of the reasons that relationships change?

**Possible answers: \*relationships could change because people no longer like the same things \*someone may move away or move into your school \*you may get involved in different types of activities**

2. What other factors might influence friendships?

**Possible answers: \*you are in the same activities like a sports team \*parents may have different schedules or rules \* you may have more or less time to spend with friends depending on after-school activities**

7. Summarize the activity by saying:

We've talked about how friendships may grow or change and what you might expect when friendships change. Next we will explore how communication and choices can affect both our friendships and our well-being.

# Between Friends Worksheet

Below is a list of some of the problems that can happen between friends. Put a check next to the problems you have experienced. **Do not put your name on this paper.**

1. \_\_\_\_\_ Your parents don't approve of your friend and don't like you to spend time together or your friend's parents don't approve of you.
2. \_\_\_\_\_ Your best friend is someone of the other gender. People act as if you're weird for having a best friend of the other sex. Or people tease you and won't believe that you're "just friends."
3. \_\_\_\_\_ Your friend acts one way when you're alone together and another way when you're in a group of people.
4. \_\_\_\_\_ Your friend is sometimes thoughtless and makes rude remarks, criticizes you or does other things that hurt your feelings.
5. \_\_\_\_\_ Your friendship is changing. You just aren't as close as you used to be.
6. \_\_\_\_\_ Your best friend is jealous or possessive and gets hurt if you have other close friends or you get hurt when your best friend has other close friends.
7. \_\_\_\_\_ Your best friend is too changeable. One day you're best friends; the next day you're not.
8. \_\_\_\_\_ You have two best friends who don't get along with each other. You feel pulled between them.
9. \_\_\_\_\_ Your friend shares personal information you've told him or her with others.
10. \_\_\_\_\_ You feel really close to your best friend, but hardly anybody else likes him or her. People around you wonder why you're friends with such a weird person.

## Activity

# B

# Rumors

## Preparing for the activity

### Rationale

Recognizing how easily communication can break down will help students prevent misunderstandings between friends and potential bullying situations.

### Preparation

- Read the message in the activity or come up with one of your own.
- Write this message on a large piece of chart paper, but do not show your students.
- Arrange the room, if needed, so there is room for two lines of students.

### Materials needed

- Chart paper or board

**Time** – 20 minutes

### Procedure

1. Introduce the activity by saying:

Next, to show how easily rumors can be spread, we are going to play a game. To play this game, I'm going to have you line up into two rows.

2. Divide the class into two groups of an equal number of students and ask them to form two lines. If you have a very small class, you may need to have them form just one line.
3. Explain the directions to the game, making sure everyone understands the rules.

Have you ever played the game Telephone before? This game is played the same way. The first person in each line will come to the front of the room to listen to a message that I will whisper to them.

The first person will then repeat the message to the second person in their line who will repeat it to the next person. Your team will continue to pass on the message down the line until everyone has heard the message.

The message should be whispered so others in the line do not hear it until it is relayed to them. You may only repeat the message once, so try to be clear when you are passing the message along. Are there any questions before we begin?

### facilitator note

You may use the following message or create one of your own. If you create your own, make sure that it is the same length and level of detail. It is better to not use the names of anyone in the class so please change the name in the message if needed.

4. When the students are ready, call up the first person in each line. Whisper the following message to them.

**'Chris' is having a birthday party on Thursday night. After the party, four of us will be spending the night, having pizza and watching a movie. Don't tell anyone, in case they weren't asked to stay.**

5. After the message has been relayed to the last person in each line, ask the last person in each line to repeat the message that they heard.
6. Now show the original message to the class. Ask the following questions:

- What happened to the communication?

**Possible answers include: \* we didn't listen carefully or couldn't hear what the person said \* the message could only be repeated once so I had to guess what was said \* I couldn't ask for clarification \* the person relaying the message forgot what they heard**

- Did anyone distort the facts on purpose?

**Possible answers include: \*I wanted the last person to have to repeat something funny in front of the class or \*I did it as a joke**

### facilitator note

If it turns out the message repeated is the same as the original, discuss listening and communicating skills used and how those skills enabled the message to be communicated accurately all the way down the line.

7. Communication has become more complicated because of texting and social networking. Even if all of your students don't use this technology, they likely know about it or have seen others use it. Ask the students the following:

- How is communicating by texting or emailing different from talking face-to-face?

**Possible answers include:** \* you might say things in a text you wouldn't be brave enough to say in person \*you don't have to use as many words-you can shorten a message

- What can happen to the meaning of a message if you are not talking face-to-face?

**Possible answers include:** \* accidentally using capital letters might make the other person think you are angry \* you can't always tell if someone is joking \* you can't see body language \* using wrong punctuation can change the meaning (show example: "Eat here and get gas." and "Eat here, and get gas.")

- When might it be easier to text a message to someone instead of saying it face-to-face?

**Possible answers include:** \* when you want to say something quickly or get a quick answer, \*when you don't want to hurt the person's feelings \* when you aren't sure what the other person will say, it's easier to read their answer than hear it face-to-face \* when you're embarrassed about asking them something.

8. Wrap up the activity by saying:

It's important to communicate to others in a clear way. This activity was meant to be fun, but rumors are spread in the same way. Sometimes when you hear information about other people, it might not be the whole story. When people forward messages from one person to the next, it can easily lead to misinformation and rumors. Make sure you don't repeat information you aren't sure about—get the facts and remember that other people's feelings might be hurt if you repeat things about them that aren't true.

Think before you speak! And if you are texting or putting things on social networking sites like Facebook, ask yourself if you would be willing to say the same message face-to-face to the person. If not, you may not want to send the message!

## Activity

# C

# Being a Good Digital Citizen

## Preparing for the activity

### Rationale

In this digital world, it is important for students to learn online communication skills to stay safe and to be responsible for their actions.

### Preparation

- Read through the activity and familiarize yourself with the Do's and Don'ts brainstorm and scenarios.

### Materials needed

- Chart paper or white board and markers. Make two columns--one labeled **Do** and the other **Don't**

**Time** -- 20 minutes

## Procedure

1. Introduce the activity by saying:

We have now covered ways that communication can lead to rumors and how messages can be misunderstood. We are now going to talk more about cyberspace and the differences between face-to-face communication and texting, tweeting, or using social networking sites.

As we learned in the rumor activity, it's easy to get a message mixed up even when communicating face-to-face. In cyberspace, it can be even easier to be misunderstood. When you communicate in cyberspace, people have only two ways to judge what you are thinking: by the words you choose and by the manners you use. So choose both wisely!

2. Next the students will brainstorm do's and don'ts when communicating online or by text. Ask for clarification as needed. Start by saying:

Now I'd like you to share some of your thoughts about what you should do and not do when communicating with others in cyberspace. By this I mean texting, chatting online, using Facebook, etc.

What are some things you want to **do** when you are communicating with others this way?

What are some of the things you want to avoid doing?

3. Write down student responses. Below are some important do's and don'ts. You may want to mention these if students do not come up with them.

DO	DON'T
Get right to the point-make it clear and understandable.	Typing in UPPERCASE might be interpreted as anger or shouting.
Check your spelling, grammar, and punctuation.	Don't use slang or rude language.
Think twice about sarcasm. Without hearing your tone of voice, or seeing your facial expression, it's impossible to know that a message is sarcastic.	If you get a rude message, don't respond in an angry way. Going back and forth with angry words can cause further problems.
Use smileys or emoticons to express whether you are happy, sad, teasing, etc. They can make your message clearer.	Write things about other people you know are not true.
Tell an adult if you get a message where someone says they will hurt themselves or someone else.	Share or joke about things you know could hurt someone's feelings.

4. Next tell the students you will read two scenarios. Ask them to listen carefully because you will be asking them some questions about the stories afterwards.

**Scenario 1:** While on vacation, Susan sends a text message to her friend, Elisa. She tells Elisa how a big ocean wave knocked her down and made her look stupid. She attached a photo that her mother had taken. Laughing, Elisa forwards a copy of the photo to four more of their friends. When Susan gets home, her friends tease her about the photo.

Now think about the brainstorm list of do's and don'ts we just made. Should Elisa have shared the text and photo with other friends?

**Possible answer:** Susan only sent the picture to Elisa, she did not give her permission to forward the photo to other people. Elisa sent the photo without thinking about whether it might make Susan feel bad.

**Scenario 2:** One night, good friends, Samantha and Jared, are sending instant messages to each other. Suddenly, Samantha stops answering Jared’s message. Wondering why, Jared sends the message, “Are you there!?” several times. Jared’s friend Tom comes over and Jared tells him that Samantha is not answering his messages and he doesn’t know why. Tom asks to see the chat so that maybe he can figure out why Samantha is not replying.

- Should Jared show Tom the chat? : **Since it was an instant chat, Samantha could have considered the conversation to only be between her and Jared.**
- What might be some of the reasons Samantha is not replying?

**Possible answers:** \* she no longer had time to chat \* her parents told her to do something else \* she needed to get to her homework \* the Internet connection was down

5. Next tell the students:

Here are a couple of points to remember when messaging:

- Only forward e-mails, texts, or posts if you have the person’s permission.
- Let your friends know if you want your conversation to remain private.
- If the person doesn’t respond, don’t keep sending messages—there might be a good reason they aren’t responding. If you have a concern, it’s better to ask them face-to-face.

6. Next explain cyber-bullying. Tell the class:

Now we are going to discuss cyber-bullying.

When people are intentionally and repeatedly mean to one another using cell phones or the Internet, it’s called cyber-bullying. Some kids do not get too upset when it happens. Other times, it can make kids feel angry, frustrated, sad or afraid. Just as it’s wrong to bully someone in person, it’s also wrong to bully in cyberspace.

I am going to read you a scenario about cyber-bullying and then I will ask you some questions.

7. Read the following scenario to the class and have them respond to the following questions:

Jolene and Kim are friends at Superstar Elementary School. One day Kim tells Jolene that she doesn't want to hang out with her any more. Jolene is angry and upset. She uploads a photo of Kim from her cell phone that was taken at a slumber party two weeks earlier. Jolene sends the photo to everyone on her friend list with a message attached: "Kim is a \*\*\*\*".

- How do you think Kim felt?

**Possible answers: \* hurt \* angry \* embarrassed**

- What might the friends who received the email think or do?

**Possible answers: \* they may forward the email to more people \* they might think Kim did something bad to Jolene \* they could be angry or concerned that Jolene sent such a terrible email**

- What should Kim do?

**Possible answers: \* she could just ignore the email and what kids might be saying \* she could tell her parents and they could speak with Jolene's parents \* she could tell her teacher or guidance counselor**

8. Wrap up this activity by saying:

Here are some simple rules to follow when communicating with others in cyberspace:

- Think before you act.
- Think about who may see the information that you are sending.
- If you are writing something about someone else, think how you would feel if you were the other person.

These steps will help you do the right thing. You should always talk to a trusted adult if you feel like you have questions or concerns about what is happening in your online communication with others.

# Supplemental Activity: Making Decisions

## Preparing for the activity

### Rationale

Students are becoming more independent and need to make more decisions on their own. Therefore, it's important for students to develop the skills to evaluate the difference between healthy and unhealthy choices.

### Preparation

- Make copies of the *Making Decisions* worksheet—one for each student.

### Materials needed

- Copies of the *Making Decisions* worksheet

**Time** -- 30 minutes

### Procedure

1. Introduce the activity by saying:

Today we are going to talk about healthy and unhealthy decisions. A healthy decision is a choice that benefits your well-being both physically and emotionally. It makes you feel like you have done the right thing. It is in your best interest as well as the best interest of other people involved. An unhealthy decision may look or sound okay at first, but in the long run it is not in anyone's best interest.

2. Now ask the class:

What happens when you're in a situation and you make a choice that is unhealthy?

**Possible answers:** \*you can get in trouble with parents or a teacher \* you may feel disappointed with yourself

Sometimes people have to make a decision when they don't like any of the choices.

For instance, you may not like to clean your room, but you may end up choosing to do it because even though it's not something you really want to do--in the long run it may be the best choice. In a clean room you can find things more easily and you won't trip over things when it's picked up. Plus, you may not want your parents to keep nagging you to clean up your room! In fact, your parents might give you more privileges when they see you are being responsible.

- Hand out the *Making Decisions* worksheets and read the directions to the class. Give the students quiet time to read the scenarios and write down their responses. *This could also be done in pairs or in small groups.* After 10 minutes, go through each of the scenarios and ask students to share their responses. Use the teacher's version, if needed, to prompt students with possible responses to the questions after each scenario.
- Ask the class:

What does someone need to make healthy decisions?

**Possible answers: \*more information \*a friend or a parent to support your decision \*to understand and be prepared for the outcome \*confidence to make the right decision for you**

What could a person do if he or she makes an unhealthy decision or a decision that doesn't work out as planned?

**Possible answers: \*make a new decision \*own up to their mistake and apologize if needed \*talk to a parent or other trusted adult**

What resources might a person use to help make a healthy decision?

**Possible answers: \*parent \*friend \*older sibling \*teacher \*guidance counselor \*school nurse \*another trusted adult (aunt, uncle, grandparent, etc.)**

- Summarize the activity:

As you grow up, you may find that your parents or guardians and teachers begin to trust you to make decisions on your own. It's a big responsibility and it's easy to make mistakes. Just remember that it is important to use the resources around you to help you make healthy choices.

# Making Decisions Worksheet

**Directions:** Read the situations below. Circle whether you think the person made a healthy or unhealthy decision. Write your reasons. Give some suggestions about what the person could do.

1. Sarah is at the mall with her friend, Jessica. Sarah sees Jessica put a lip gloss in her bag and then leave the store without paying for it. She thought about saying something to Jessica, but they are new friends and she was not sure what her reaction would be. Sarah's parents pick them up and drop Jessica off at her house. Sarah does not say anything to her parents.

Later in the week, Jessica calls to invite her to go to the mall. Sarah decides to say that she is not feeling well and does not go. She tries to avoid Jessica at school. Sarah's parents are concerned because she is not returning any of Jessica's calls and has told them that she does not want Jessica to come to her house. They keep asking her what is wrong, but she has decided not to tell.

I think Sarah decision was:    **Healthy**      **Unhealthy**

Your reasons:

---

---

What else could Sarah do about the situation?

---

---

2. Jerry asked his mom if he could spend an hour at the basketball court. His mom agreed, but told him that he had to go directly to the court and then come directly home. Jerry met his best friend Derek at the court. Derek was on his way home to play a new video game and asked Jerry to come with him. Jerry really wanted to be with his best friend and check out the cool new game, but remembered what he promised his mom. Jerry decides to stay at the basketball court like he promised.

I think Jerry's decision was:    **Healthy**      **Unhealthy**

**Your reasons:**

---

---

**What else could Jerry do about the situation?**

---

---

3. Margie is at Dana's house. She and Dana are texting other friends. Margie tells Dana that she thinks it would be fun to make up a message to Bill that their other friend, Sandy, wants to go out with him. They send it, but afterwards Dana feels bad and she decides to tell Bill and Sandy the truth. Now Margie, Bill and Sandy are all mad at her.

**I think Dana's decision was:**    **Healthy**    **Unhealthy**

**Your reasons:**

---

---

**What else could Dana do about the situation?**

---

---

# Making Decisions Worksheet—Teacher Version

**Directions:** Read the situations below. Circle whether you think the person made a healthy or unhealthy decision. Write your reasons. Give some suggestions about what the person could do.

1. Sarah is at the mall with her friend, Jessica. Sarah sees Jessica putting a lip gloss in her bag and then leave the store without paying for it. She thought about saying something to Jessica, but they are new friends and she was not sure what her reaction would be. Sarah's parents pick them up and drop Jessica off at her house. Sarah does not say anything to her parents.

Later in the week, Jessica calls to invite her to go to the mall. Sarah decides to say that she is not feeling well and does not go. She tries to avoid Jessica at school. Sarah's parents are concerned because she is not returning any of Jessica's calls and has told them that she does not want Jessica to come to her house. They keep asking her what is wrong, but she has decided not to tell.

I think Sarah decision was:   Healthy    Unhealthy

Reasons might include:

Although Sarah was right not to go to the mall with Jessica if she thought she would shoplift again, Sarah is avoiding the situation by not talking to either Jessica or her parents.

What else could Sarah could do about the situation?

She could be up front with Jessica to say that what Jessica did was wrong and that she won't go to the mall again with her because she might shoplift again, getting both of them in trouble. She could also talk to her parents and ask them for help in how to deal with the situation.

2. Jerry asked his mom if he could spend an hour at the basketball court. His mom agreed, but told him that he had to go directly to the court and then come directly home. Jerry met his best friend Derek at the court. Derek was on his way home to play a new video game and asked Jerry to come with him. Jerry really wanted to be with his best friend and check out the cool new game, but remembered what he promised his mom. Jerry decides to stay at the basketball court like he promised.

I think Jerry's decision was:   Healthy    Unhealthy

**Your reasons:**

Jerry was being trustworthy and responsible by following what his mom asked.

**What else could Jerry do about the situation?**

Jerry could ask Derek if he had time to play some basketball with him, or tell Derek he could come over another time. If he had a phone, he could call his mom to ask if he could go to Derek's house instead.

3. Margie is at Dana's house. She and Dana are texting other friends. Margie tells Dana that she thinks it would be fun to make up a message to Bill that their other friend, Sandy, wants to go out with him. They send it, but afterwards Dana feels bad and she decides to tell Bill and Sandy the truth. Now Margie, Bill and Sandy are all mad at her.

**I think Dana's decision was:** Healthy      Unhealthy

**Your reasons:**

Even though she knew it might make Margie mad, Dana owned up to what she had done and told the truth. She felt it was the right thing to do.

**What else could Dana do about the situation?**

She could tell her friends how sorry she is and let them know she won't do this again. Sometimes we make decisions that have lasting consequences. But hopefully over time Dana will make better decisions with her friends and they will learn to trust her again. She can learn from her mistakes and think about what her actions (like texting that message) might have on other people.

# Supplemental Activities

## Puberty Happens

Each Unit in *Puberty Happens* is a minimum one-hour lesson addressing critical topics related to the physical, social and emotional changes that accompany puberty.

At the same time, we know that students need additional information to understand their changing bodies and the world around them while giving them the skills to make healthy decisions.

We created a puberty curriculum that could fit into a realistic time frame available within most schools for this subject. If time allows, we encourage the use of these supplemental lessons, which are considered important in addressing the needs of puberty age children.

These supplemental activities include:

- Additional content areas that align with the *2012 National Sexuality Education Standards* for grades 4-6
- Areas of knowledge and skill development pre-teens need as a foundation for making healthy sexual decisions
- Lessons we know students need and teachers often request for their pre-teen students

Include these supplemental activities during any stage of the *Puberty Happens* curriculum.

### Activities

Gender Roles—30 minutes

Where Can I Go? Health Resources—30 minutes

HIV/AIDS—45 minutes

# Supplemental Activity: Gender Roles

## Preparing for the activity

### Rationale

Society has many stated and unstated expectations around gender. Acknowledging these expectations can help students recognize that a person's beliefs about roles can influence his or her decisions.

### Preparation

- Read through the *Gender Scenarios* at the end of this activity.
- Draw two boxes on white board or chart paper and label one **Boy** and the other **Girl**.
- Think about some of the gender characteristics you see in your group of students every day to use as examples.

### Materials needed

- Each student should have a plain piece of paper and pencil
- White board or chart paper with markers

**Time** -- 30 minutes

## Procedure

1. Introduce the activity:

From the moment of birth, children receive strong messages from family, peers, religion, schools, the media, and society about what it means to be male or female. These are known as **gender roles**. We are going to talk about how your beliefs about gender roles can affect how you see yourself and the decisions you make.

2. Ask your students to get out a piece of paper and pencil. Have the *Gender Scenarios* in front of you and say:

I would like you to number your paper from 1 to 5. I am going to read five scenarios. As I read each scenario, think about the first image that comes to your mind. Write down if the person in the scenario is a boy or a girl.

3. After completing the *Gender Scenarios*, say:

Even though you may have heard the stories and painted a picture of either a boy or a girl in your head, you now see that in each case it could have been a boy or girl speaking.

Next we are going to do an activity which will help you look at what society tells us about what it means to be male or female.

4. Draw a box on the board or piece of chart paper and label it **Boys**. Ask the following and write their answers inside the box:

What kinds of messages does our society say about what it means to be a boy?

**possible answers:** \*tough \*doesn't cry \*takes charge \*is athletic or likes sports  
\*good at math and science \*likes to play with cars, trucks and action figures  
\*wears dark or neutral colors (no pink, purple, etc.)

### facilitator note

You may need to define what society is. Society is the community and culture we live in. It is influenced by our peers, our family, our leaders, our media, and our laws.

5. Now ask the students:

What are some of the characteristics that would go outside of the **Boy** box?

**possible answers:** \*quiet or soft-spoken \*likes to sit and read quietly \*likes arts and crafts \*wears pink or other pastel colors, etc.

6. Repeat steps 4 and 5 for girls. Draw a box and label it **Girls**.

What kinds of messages does our society say about what it means to be a girl?

**possible answers:** \*nice \*emotional \*likes to play with dolls \*likes to dress up \*cares about their clothes, hair, appearance, etc.

Characteristics that may be outside of the **Girl** box:

**possible answers:** \*tough \*athletic \*likes to get dirty \*isn't afraid of creepy crawly things \*is a tomboy, etc.

7. Process the **Boy** and **Girl** boxes by saying:

For both boys and girls, there can be a lot of pressure from friends, family and the broader society to remain inside the box.

Ask the following questions:

- a. How might other people treat you if you go outside of the box?

**Possible answers: \*people may make fun of you \*parents or teachers may try to get you to change**

- b. How can the box limit your choices or your happiness?

**Possible answers: \*you may not try things that you really like because you think or are told it's a "girl" thing or a "boy" thing \*you may worry too much about what others think about you**

- c. What are some ways we can be more accepting of people's differences?

**Possible answers: \*don't judge people \*accept that people like different things \*don't assume people are going to act in a certain way or like certain things just because they are a boy or a girl \*accept that it's okay to not be like everyone else**

8. Summarize the activity by saying:

You may know people who have characteristics that fall outside of the **Boy** or **Girl** box. Too often going outside of the box becomes a reason for others to bully or put down others.

It's important that we recognize and respect that everyone is unique and that differences are something to celebrate. It's what makes us a diverse society.

# Gender Scenarios

**Directions:** Read aloud to the class each of the five scenarios, one at a time. After each scenario ask your students to write down if the person in the scenario is a boy or a girl. After they have written down their responses, give them the answers below. Explain that in any of these scenarios the answer could be boy or girl..so it is important we don't make assumptions about gender roles.

---

**Scenario 1:** I love music and the way dancers on stage leap in the air, up on their toes. I couldn't wait for my first dance lesson. I wore my new dance shoes to break them in so my toes wouldn't hurt. My dance instructor said I had real talent and if I practiced, I could be in the front line of our first performance. Am I a boy or a girl?

**Answer:** I am a boy that loves to dance. Someday I want to be in a Broadway show.

---

**Scenario 2:** From the time I was little, my dad took me out in the woods to hunt. I love going with him. He would brag to his friends that someday I would get a triple—meaning I'd tag a turkey, a deer, and a moose—all in the same year. Well, when I was 15, it happened. There was even a write-up in our local newspaper. Am I a boy or a girl?

**Answer:** I am a girl who loves to hunt.

---

**Scenario 3:** Moms and Dads are always calling me to babysit for their children. I love kids and while I am there, I often cook with them. We do art projects, watch movies, and one little girl even wanted me to paint her fingernails. Am I a boy or a girl?

**Answer:** I am a boy that loves little kids. Getting paid to hang out and play with kids—it's a pretty good deal for me!

---

**Scenario 4:** What a thrill it is to be in center court cheering for my school team. I like being a part of the cheerleading squad. The routines can be a little difficult to learn, but after a lot of practice I think that I have them all down and ready to go! I love my school and being a part of the squad gives me the chance to help my team win! Am I a boy or a girl?

**Answer:** I am a boy that has always loved gymnastics and being a leader in my school.

---

**Scenario 5:** I love anything to do with sports, all sports. But, I really love soccer and car racing I never pass up the chance to watch the New England Patriots and when the Daytona 500 is on television, you can believe that I am right in front of it. Someday, my dream is to be a racecar driver or a sports' reporter. Am I a boy or a girl?

**Answer:** I am a girl that has always loved sports and I don't like being called a tomboy! Just call me a girl that likes sports!

# Gender Glossary

Although the previous activity does not delve into definitions of Gender, questions may come up during this activity or afterwards. Below are definitions that may help if questions arise.

---

## **Biological Sex**

Our sex is determined by our chromosomes (such as XX or XY), our hormones and our internal and external anatomy. Typically, we are assigned the sex of male or female at birth. Those whose chromosomes are different from XX or XY at birth are referred to as “intersex.”

---

## **Gender**

The emotional, behavioral and cultural characteristics attached to a person’s assigned biological sex. Gender can be understood to have several components, including gender identity, gender expression and gender role (see below).

---

## **Gender Expression**

The manner in which people outwardly expresses their gender.

---

## **Gender Identity**

People’s inner sense of their gender. Most people develop a gender identity that corresponds to their biological sex, but some do not.

---

## **Gender Roles**

The social expectations of how people should act, think and/or feel based on their assigned biological sex.

---

## **Sexuality**

A person’s gender, gender role, gender identity, sexual orientation, sexual preference, and the way they affect emotional, physical, social, and spiritual life. Sexuality is shaped by family and the social norms of the community.

---

## **Sexual Orientation**

Romantic and sexual attraction to people of one’s same and/or other genders. Current terms for sexual orientation include gay, lesbian, bisexual, heterosexual and others.

---

## **Transgender**

A gender identity in which a person’s inner sense of their gender does not correspond to their assigned biological sex.

---

# Supplemental Activity:

## Where Can I Go? Health Resources

### Preparing for the activity

#### Rationale

People sometimes feel lost and worried when they have a problem and don't know how to get help. Students will be more confident if they know who or where to go to find out answers to their problems or concerns.

#### Preparation

- Review the websites in the *Health Website Worksheet*.
- Copy and cut out the *Resource Cards*.
- Plan for computer and internet use, if possible. Bookmark resource websites you plan to share with the students.
- Invite the school nurse, guidance counselor, social worker, etc. to share how they can be a resource to students.

#### Materials needed

- Copied and cut out *Resources Cards* and copies of the *Health Website Worksheet*
- Computers and Internet access

**Time** -- 30 minutes

#### Procedure

1. Introduce the activity:

We've been talking about the changes you can expect during puberty. Sometimes when you learn something new, you start to have more questions. In this activity we are going to talk about where you can go to get answers.

2. Put students into small groups and pass out a set of *Resource Cards* to each group. Explain:

I am going to read some different situations and I would like you to discuss with your group which resource you could use to help with this situation. There are no wrong answers and there may be more than one answer for each.

3. Read each situation, giving the groups a few minutes to choose a resource. Ask the groups to hold up the card(s) they chose and explain why.

- a. A girl gets her period for the first time at school.
- b. You hear a slang word and don't know what it means.
- c. Your friends seem to be going through puberty, but your body hasn't changed and you're worried that something is wrong.
- d. Some kids have been teasing you or another classmate.
- e. You have a question about puberty but are too embarrassed to ask someone.

**Use different situations or add to this list, as appropriate.**

4. Recap this activity by explaining that students have many trusted adults they can go to with their questions. Even if they feel embarrassed to ask, these resource people will be glad to help.

5. Then explain:

Next we are going to use our computers to look at a few reliable health websites that are recommended for young people. The Internet can be a great place to look for information, but some sites may be misleading or inaccurate, or even unsafe. That's why it's important to know what sites are the most accurate and reliable.

6. Use the Internet on school computers (working in pairs or groups of 3) so students can practice locating resources using the *Health Website Worksheet*.

#### facilitator note

Remind students of school policies on Internet searching. You can have your technology specialist or librarian bookmark the web pages before students do this activity.

7. If available, have a school nurse, guidance counselor, or social worker come in to the class to talk about what they do within the school and how they can help students. If not available, talk about those individuals with your class so they know what resources are available to them in the school.

8. Close by saying:

It's important for you to find answers to your questions so you don't feel lost or worried unnecessarily. You can also help a friend who needs help by letting them know where they can get accurate information. We came up with lots of people or places someone can go to in order to get help or correct medical information.

Remember, if you need help or have a question, go to a trusted adult, or come to me.

# Resource Cards

**Directions:** Cut out these Resource Cards along the dotted lines and make copies so each group of students has a set of cards from which to choose for help in each situation. If possible, laminate them for future use.

**Parent**

**Older Brother  
or Sister**

**Teacher**

**School Nurse**

**Guidance Counselor  
or Social Worker**

# **Anonymous Question Box**

**A Reliable  
Health Website**

**Doctor**

# Health Website Worksheet

**Directions:** Look up the following websites and answer the corresponding questions.

## **Kidshealth.org**

What topics are covered?

---

---

---

Who is the target audience:    kids/teens    parents    both

## **TeenHealth.org**

What topics are covered?

---

---

---

Who is the target audience:    kids/teens    parents    both

## **BAM.gov (Body and Mind—CDC)**

What topics are covered?

---

---

---

Who is the target audience:    kids/teens    parents    both

## **pacerkidsagainstbullying.org**

What topics are covered?

---

---

---

Who is the target audience:    kids/teens    parents    both

# Supplemental Activity: HIV/AIDS

## Preparing for the activity

### Rationale

As students learn more about how diseases are spread, they may start to hear both facts and myths about HIV/AIDS. This lesson introduces HIV and some ways it can and cannot be transmitted. The objective is to give students the facts and show that they do not need to be scared of HIV.

This activity may also be integrated into a science unit on disease transmission and prevention.

### Preparation

- Make copies of the *HIV/AIDS Crossword Puzzle*.
- Prepare white board or chart paper.

### Materials needed

- White board or chart paper and markers
- Copies of HIV/AIDS Crossword Puzzle Worksheet for each student

**Time** -- 45 minutes

## Procedure

1. Introduce the activity by saying:

Today we are going to talk about HIV, the virus that causes AIDS. You may hear about HIV and AIDS on TV or from other people because it is a very serious disease that affects many people in the United States and around the world. Does anyone know some of the reasons why HIV and AIDS is such a serious topic?

**Possible answers may include: \* there is no cure  
\* people die from it \* people of all different ages  
can get it \*some people are afraid of it.**

Because some people are afraid of HIV and AIDS, it is important for you to know the facts about HIV and how it is passed and how it is not passed from one person to another.

2. Next explain:

Many diseases are passed from one person to another. Sicknesses that can be passed from person to person are called **communicable** or **contagious** diseases.

Some diseases are spread through **direct** contact such as kissing and others are spread through **indirect** contact like breathing or sneezing on or around other people. Indirect contact might also be touching things that have been used by an infected person like their toothbrush or silverware.

3. On the board or flip chart paper, make two columns with headings at the top that say **Germs** and **Illnesses**. Fill in the column under Germs as shown below: Bacteria, Virus, Parasite. Next say to the class:

I would like you to think of some communicable or contagious diseases that you know about--illnesses that people can catch from each other. I'll write them on the board (or flip chart) next to kind of germ that brings it into our body.

<b>Germs</b>	<b>Illnesses</b>
<b>Bacteria</b>	Pneumonia, strep throat
<b>Virus</b>	Cold, flu, measles, chicken pox, mumps, pneumonia, herpes, HIV
<b>Parasite (insects, etc.)</b>	Lyme disease, fleas, lice

#### facilitator note

You may need to explain that some diseases—like heart disease, diabetes and cancer—are not contagious or caused by germs. While your students may know many people affected by non-communicable diseases like these, you should explain that today you are talking specifically about HIV, which is a communicable disease.

4. Explain:

HIV is a virus that is contagious and AIDS is a disease that is caused by the HIV virus. But HIV/ AIDS is also different from other communicable diseases like strep throat, the cold or the flu because it is very hard to catch and can be prevented. HIV does not pass through the air and you cannot get it from being near or by just touching someone who has HIV. There are basically three ways that most people get HIV:

- By having sex with someone who is infected
- By sharing needles (and blood) with an infected person
- From an infected woman to her baby during pregnancy

5. On the board or chart paper make two columns, with headings at the top that say **Safe** and **Unsafe**. Explain to the class:

Next I'm going to read to you different behaviors. I want you to tell me which behaviors are **Safe**, meaning you cannot get HIV from them, and which are **Unsafe**, which means they could put you at risk of getting HIV.

6. Fill in the two columns as the students indicate whether the behavior is **safe** or **unsafe**, using the *Safe and Unsafe Behaviors Teacher Guide*. Ask them additional questions if they are unsure or if they get some of the answers wrong, referring back to the three HIV risk behaviors you explained earlier.
7. Next pass out the HIV crossword puzzle. Have students work in small groups to fill out their puzzles. Walk around the room and answer questions as needed.
8. Process or close the activity by saying:

You can now see why very few children your age, at least in the United States, have HIV. Even though there is no cure for HIV and no vaccine to help prevent HIV, here are some other things you should know:

- Now doctors can treat women infected with HIV so they are less likely to pass it to their children.
- Medical offices always use new, sterile needles every time.
- Now all blood is tested so when people need blood transfusions (like when they have surgery or an illness that requires a transfusion) they do not have to worry about getting blood that is infected with HIV.
- Most people your age do not have sex or share needles for shooting drugs or getting tattoos. These are behaviors that put people at risk of getting HIV and AIDS. Avoiding these behaviors keep a person safe from getting HIV.

While I want you to know that HIV and AIDS is a very serious disease, you do not need to be afraid of it. You can avoid getting HIV if you practice safe behaviors.

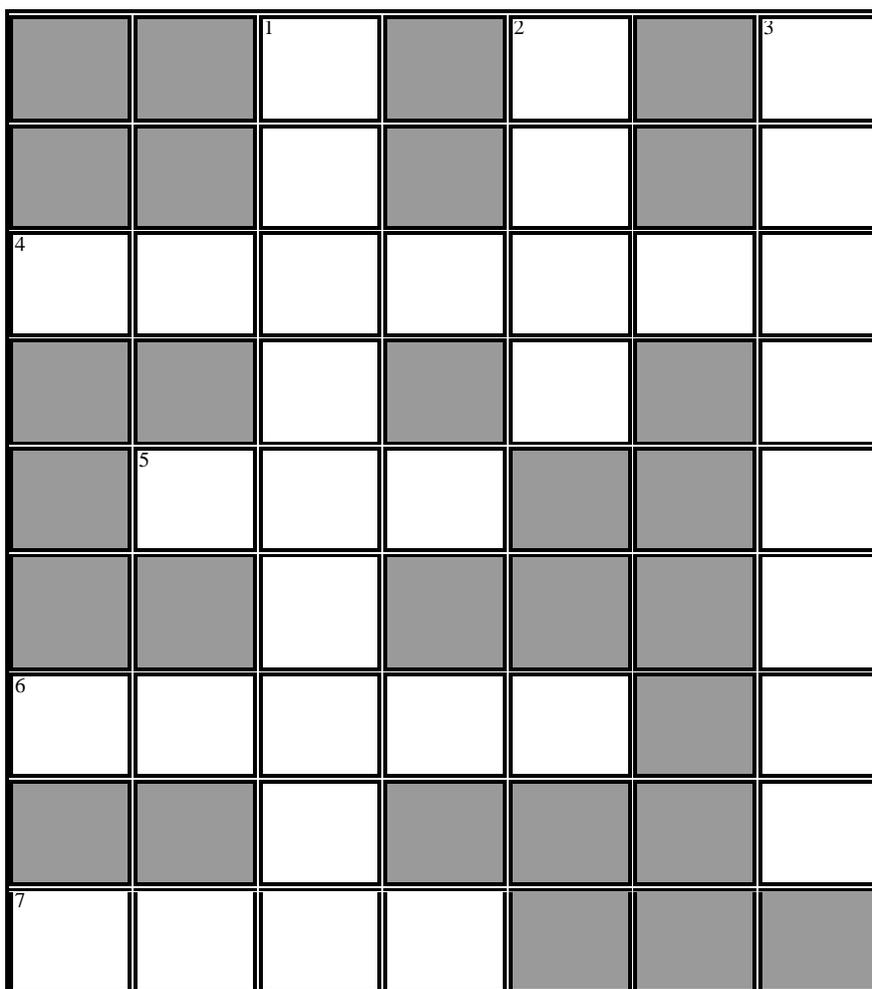
# Safe and Unsafe Behaviors

## Teacher Guide

**Directions:** Now that you have explained some ways that a person can get HIV, read off a list of behaviors and ask the students to tell you which behaviors are **Safe** (meaning you can't get HIV) and **Unsafe** (which means you could be at risk of getting HIV).

Safe	Unsafe
Hugging	Using drugs with needles
Shaking Hands	Sexual intercourse
Playing with pets	Using <u>unclean</u> needles for tattoos or piercings
Sharing food and dishes	
Playing contact sports	
Sitting next to someone	
Kissing	

# HIV/AIDS Crossword Puzzle



## DOWN

1. HIV can't be cured but it can be \_\_\_\_.
2. A \_\_\_\_ can be passed through a sneeze, but HIV cannot.
3. A vaccine protects healthy people from getting certain \_\_\_\_.

## ACROSS

4. People can get HIV if they share \_\_\_\_ (s) with an infected person.
5. A person can get HIV if they have \_\_\_\_ with an infected person.
6. A communicable disease is one you can \_\_\_\_ from another person.
7. HIV is the virus that causes \_\_\_\_.

# HIV/AIDS Crossword Puzzle Key

		<sup>1</sup> P		<sup>2</sup> C		<sup>3</sup> D
		R		O		I
<sup>4</sup> N	E	E	D	L	E	S
		V		D		E
	<sup>5</sup> S	E	X			A
		N				S
<sup>6</sup> C	A	T	C	H		E
		E				S
<sup>7</sup> A	I	D	S			

## Setting a Safe Tone: Group Agreements

Before starting *Puberty Happens* we recommend that you set and go over group agreements with your class. With a subject like puberty, which can be an unfamiliar topic of formal classroom discussion, it's important to set a safe tone and go over your expectations for student behavior. Additionally, group agreements will likely ease any anxiety that your students may feel by telling them what to expect, what behavior is okay and what behavior is not acceptable. We recommend that you have these group agreements written on the board or on a poster that is visible during the entire *Puberty Happens* curriculum.

Here's a sample list of group agreements you may want to use:

- All questions are welcome and okay
- Respect others
- Nothing personal
- It's okay to pass
- It's okay to laugh
- Be confidential

See the next steps under **Procedure** on how to introduce these group agreements in your classroom. Add others to your list as needed to create a safe learning environment for your students.

## Procedure

1. Write Group Agreements on chart paper or a poster board in big letters.

Before we begin our puberty lessons, it is important for the class to have some guidelines or group agreements to make sure that we have a classroom where it is safe to ask questions, learn information and share our ideas.

I have come up with some group agreements or class rules we will follow as we learn more about puberty together.

2. Read the Group Agreements with the following suggested explanation:

- **All questions are welcome and okay**

I will try to answer any questions you have as we go through this unit. If you don't know the correct terms to use, ask the question the best way you know how.

You can raise your hand to ask a question, or you will each have an opportunity to write a question down later when we do anonymous questions—meaning, you can ask a question without putting your name on it or asking in front of the class.

- **Respect others**

Each person here has different opinions and ideas that we want to respect. There should be no put-downs of anyone. Think before making a comment. If you think your comment could hurt someone's feelings, do not say it.

- **Nothing personal**

*Nothing personal* means we shouldn't ask personal questions of me or other class members. It also means not telling about something that has happened to someone outside of the classroom unless it can be done so that the identity of the person is completely protected. We don't want anyone to be put on the spot and embarrassed in front of others.

- **It's okay to pass**

We want everyone to participate in the activities in class, but if a student feels uncomfortable or embarrassed about an activity or question, he or she can say "pass." Other students should respect that person's right to pass.

- **It's okay to laugh**

Some of the information in the activities may be topics we don't usually talk about in class. It is fine to laugh if something is funny or embarrassing. It is not okay to laugh at someone or to say anything that would embarrass someone or make others laugh at someone.

- **Be confidential**

Everything said here should remain in this classroom. It is not fair to repeat other students' comments outside of the classroom.

The confidentiality ground rule will be respected by me as well—that means I won't repeat things you say in this classroom to others. The only exception is if something is shared that is dangerous, or illegal, or could cause harm to you.

3. Ask students if they have any questions or would like to add any other group agreements to the list. Make sure you have the group agreements in a visible place in the room throughout the puberty curriculum and refer to them whenever needed.

# Answering Students' Puberty Questions

In a classroom setting, you are bound to have students ask questions on a regular basis. When addressing issues regarding puberty, kids are curious about what is happening to their bodies. It's important to address these concerns with the correct information.

Although students should always be encouraged to discuss sensitive issues with a trusted adult, many students feel they have no one in whom to confide or who will answer their questions. This leaves them to search for information from a variety of sources, including friends and the media, which can often be misleading.

Questions will usually come in two forms:

- written—if using an anonymous question box
- verbal—either during class or in a one-on-one setting

While knowing who asked the question can often be helpful, it isn't necessary in order to answer. Most anonymous questions wouldn't have been asked if a student had to ask the question individually or in front of their peers. Most questions asked can also be a benefit to the entire class when answered in an age-appropriate way.

The following guidelines are important to follow when answering questions:

- Legitimize the question.
- React positively.
- Don't make jokes or laugh about the question.
- If you don't know the answer, admit it.
- If you can't answer the question, refer the child to someone who can and urge the child to ask a family member.

The following pages provide more information about the types of questions students may ask and examples for how you might answer them.

## Types of questions

In order to feel more comfortable about answering questions in the classroom, it may be helpful to identify the types of questions being asked. The following are some general categories of the types of questions that you may be asked.

- ? fact questions
- ? “am I normal ?” questions
- ? slang questions
- ? questions you don't understand or know the answer to
- ? personal questions
- ? value questions

The anonymous question box is recommended in *Puberty Happens* as a great opportunity for students to get information they need during puberty. If you feel the question being asked is beyond the scope of the class, it is okay to refer that individual to their family.

For example—if you are asked a question like the one below:

**Q:** What is 69?

**A:** I assume you are asking me because you are curious, which is normal. However, that is a question about sexual behavior. We are here to talk about puberty and body changes, not sexual behavior. That is a great question you might ask a parent or another trusted adult.

The following pages include examples of each type of question and suggestions for how you might answer.

## ? fact questions

Fact questions are relatively easy to answer. You are not being asked your opinion, so you can answer with basic information. You should use your professional judgment to determine how much detail you need to provide.

Examples of **fact** questions:

**Q:** What is an erection?

**A:** An erection is when the penis fills with blood and becomes larger and harder.

**Q:** All of my friends have gotten their period. I haven't, should I be worried?

**A:** Girls begin to get their period at different ages, usually anywhere from age 8 to 16. If a girl hasn't started her period by the time she's 16 years old, she should probably talk to someone in her family or a doctor or nurse.

**Q:** What is sperm?

**A:** The cell from a man's body that can fertilize the egg to start a pregnancy.

## ? “am I normal?” questions

These questions are often about something a person is concerned about. While the question may be a factual question, it is important to offer reassurance that these changes are normal. Puberty brings about many changes, which may lead to feelings of insecurity. It can be helpful to know that everyone goes through these changes and there is variation in the timing of these changes.

Example of an “**am I normal**” question:

**Q:** Why is one of my breasts bigger than the other?

**A:** That is a great question. Most of us have small differences on the right and left sides of our bodies. For example, many of us have one foot that is slightly bigger than the other. The same can be true of breasts; one breast might be a little larger than the other.

## ? slang questions

You should always convey, through your tone and willingness to read most questions, your respect for the person asking the question. Assume they are asking the question with good intent, because they are curious. Trust your professional judgment and personal comfort as guides.

### **Slang Question Protocol:**

1. Read the question verbatim unless it makes you too uncomfortable. You can reword the question, making sure it's still identifiable to its author.
2. Identify the slang as such, in a non-judgmental way. If it is a derogatory or demeaning word, identify it as a put-down whether it was meant to be or not.
3. Translate into medical or standard terms, or in the case of demeaning slang, use more respectful or sensitive language.
4. Write the translated term on the board.
5. Answer the question - if it's also a value question (for example, "Is it ok to jack off?"), use the value question format below.
6. Check to see if you answered the question.

Even if the term is uncomfortable to say in class, the advantages of reading the question as written include:

- not confusing the author of the question
- communicating your respect for the students and your trust in their sincerity
- communicating that you are relatively unflappable and accepting
- diffusing the need for students to test you

Example of a **slang** question (this is also a fact question):

**Q:** How does a dick get big?

**A:** A lot of people wonder that. "Dick" is a slang term for penis (write "penis" on the board). The penis is full of blood vessels and veins. When the blood vessels and veins fill with blood, the penis gets harder and larger. That's called an erection. The penis also grows when a boy's body grows. I hope I answered the question -- if I didn't, please let me know or put another question in the box.

## ? questions you don't understand or you don't know the answer to

It's important to acknowledge your limits and admit you don't know or don't understand the question. When you don't know the answer, share with your class that even adults don't know all there is to know about puberty. Admitting you don't know is not a failure but a vital opportunity to model this concept.

The skill of finding answers is more crucial than the answer itself. When you don't understand the question, it is important to acknowledge your responsibility for not understanding (as opposed to blaming the author of the question).

Example of a question **you might not know the answer to:**

**Q:** What causes PMS?

**A:** That's a great question, but I'm not sure I know the answer. PMS stands for premenstrual syndrome. It's the word for the symptoms some women feel before they get their periods. PMS may be caused by hormone changes during a woman's menstrual cycle. I'll do some research and see what I can find out and get back to you in a few days.

Example of a question **you might not understand:**

**Q:** If you got zix do you fell sick?

**A:** I'm not sure I understand this question. I'm not always up to date on words students like to use! Does anyone know what this student might have meant? If not, I'll guess at what they might have meant. There are some illnesses that people can get where they don't feel sick. If I didn't answer the question, whoever wrote it can reword it and ask again.

## ? personal questions

Some students may ask personal questions. Whether to self-disclose is a decision that must be based on both professional judgment and comfort. In general, it is not appropriate to share your personal experiences.

You can:

- Decline to self-disclose and explain why (your experiences are not relevant to this class or to them).
- Generalize when you answer the question -- speak of what people do, instead of what you have done.

Example of a **personal** question (this is also a value question):

**Q:** How old were you when you first had sex?

**A:** I know a lot of kids wonder about decisions adults have made, but I'm not comfortable answering a personal question. Remember our ground rule about not giving personal information? The decision about when to have sex for the first time is an important one and people have different beliefs about when it should happen.

## ? value questions

Questions that have a value component must be answered with care. Expressing your own personal values might hurt or offend a child and his or her family. With some values, it is perfectly appropriate to express your opinion. Relatively universal values are those shared by the majority of families, which the teacher should feel comfortable, and in fact, should always teach.

Examples of relatively **universal values**:

- Taking care of your reproductive health is important.
- It is safest and healthiest for school-age kids not to have sex.
- Treating someone badly or bullying is wrong.
- Pressuring someone to do something they don't want to do is wrong.
- Sex between children and adults is wrong.

Values that are controversial are those without consensus in the community, which the teacher should never teach or express a particular belief. Providing information or facilitating discussion about the issues is fine. Individual schools have policies about controversial issues and what needs to happen in their school when the subject matter is going to be addressed.

**Examples of controversial issues that have a wide range of values in the community could include:**

- abortion
- birth control
- masturbation
- homosexuality
- sex outside of marriage
- what age/under what circumstances it's okay to start having sex

However, just because it is inappropriate in a public school setting to teach particular values on controversial issues, that doesn't mean one can't teach about the issues. It just means that it must be done with respect for the diversity of opinions within your community. For example, you can discuss a value question: what it is, the range of beliefs about it, but *not* your personal beliefs. When answering a value question, it helps to follow this format.

1. Read or listen to the question carefully.
2. Legitimize the question.
3. Identify it as a values question.
4. Answer the factual part, if there is one.
5. Help the class describe the community's range of beliefs.
6. Refer to family or other trusted adult.
7. Check to see if you answered the question.
8. Leave the door open.

Example of a **value** question:

**Q:** Is it ok to masturbate?

**A:** A lot of kids wonder about masturbation. Masturbation is when a person touches his or her genitals because it feels good. Some families believe it is okay as long as you're in a private place. Other families believe it's not okay. Some people masturbate and other people do not, but it will not cause you any harm.

Example of a **slang/value** question:

**Q:** What if you're a boy and you really like boys, does that make you're a faggot?

**A:** That's an interesting question. The term *faggot* is a put-down word for a person who is gay, or homosexual. A person who is gay is someone who is attracted to people of the same sex. Another term is *lesbian* if it's a woman. Many boys have really close friendships with other boys and it doesn't mean they are gay. Families have different beliefs about homosexuality. Whatever your family believes, it's never acceptable to hurt or tease someone because you think they might be gay or lesbian.

You will eventually tailor your use of the value question format, only using every step the first time that particular question comes up. For now, you should practice the format step by step, until it becomes a natural part of your teaching.

*-Reprinted and adapted with permission by Seattle - King County Department of Public Health*

# Puberty Glossary

## A

**Acne:** very bad pimples and blackheads that are difficult to get rid of.

**AIDS:** Acquired Immune Deficiency Syndrome.

**Anus:** the opening through which stool (feces) leaves the body in both males and females. It is the end of the digestive tract.

## B

**Bisexual:** a person who is emotionally and sexually attracted to both males and females.

**Bladder:** the hollow, sac-like organ inside the body that holds urine, which was produced by the kidney. Both males and females have one.

## C

**Cervix:** the lower part of the uterus that “sits” at the top of the vagina. The opening of the cervix allows semen to swim up into the uterus and fallopian tubes, allows menstrual fluid to flow out and is the part of the body that dilates to let the baby out during birth.

**Circumcision:** a surgical procedure to remove the foreskin of the penis. Whether or not a penis is circumcised usually depends on a family’s preference, culture or religious beliefs.

**Clitoris:** a small, sensitive organ found above the urethra, where the two inner labia meet. It is part of the vulva. When the clitoris is stimulated, or when a girl has sexual thoughts or feelings, it can get bigger and more sensitive. It can be pleasurable and can lead to sexual arousal and orgasm when touched.

**Cyber-bullying:** bullying that takes place using electronic technology (includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites). Examples of cyber-bullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

## E

**Egg:** (also known as an ovum) released once a month after puberty begins. The ovum travels down the fallopian tube to reach the uterus. If the ovum is not fertilized in a day or so, it dissolves.

**Ejaculation:** when semen comes out of the penis as a result of muscular contraction in the reproductive glands and tissues of the penis. Ejaculation is generally accompanied by a pleasurable sensation for males.

**Endometrium:** the spongy, blood-filled mucous membrane that lines the uterus. The endometrium thickens during the menstrual cycle to prepare for the arrival of a fertilized egg.

**Epididymis:** a small organ above each testicle which helps to mature the sperm.

**Erection:** occurs when the blood vessels in the penis fill with blood which makes the penis become hard.

**Estrogen:** one of the female sex hormones made by the ovaries. It causes body changes in girls during puberty. The other female hormone is called progesterone.

## F

**Fallopian tubes:** narrow tubes that connect the ovaries and uterus, providing a passageway for the ovum (egg) to travel from the ovary to the uterus. Fertilization of the egg occurs within the fallopian tube.

**Fertilization:** the joining of a female egg (ovum) and male sperm to form an embryo.

**Foreskin:** the fold of skin over the head of the penis.

## G

**Gay:** a person who is emotionally and sexually attracted to people of the same sex.

**Gender:** your thoughts and feelings about being male or female. Gender can also be about the kinds of behavior a society or culture defines as masculine or feminine.

**Gender Identity:** your inner feeling that you are male, female, both, neither or somewhere in between.

**Genitals:** the reproductive organs in both males and females. Refers to both inner and outer organs, but commonly used for the outer reproductive organs only.

**Gland:** any organ that makes a substance used in the body. Many glands make hormones.

## H

**HIV:** Human Immunodeficiency Virus -- the virus that causes AIDS.

**Hormones:** chemical messengers produced by different glands in the body, which give 'instructions' to other organs. The hormones responsible for the body changes during puberty are testosterone (boys) and estrogen and progesterone (girls).

**Hymen:** a ring of elastic tissue that circles around or partly covers the vaginal opening.

## L

**Labia:** the folds of skin around the vaginal and urethral openings.

**Lesbian:** a female who is emotionally and sexually attracted to other women.

## M

**Masturbation:** self-pleasure by touching the genitals. Masturbation often begins with self-discovery as a baby or child.

**Menstrual cycle:** the female cycle that starts with menstruation and then continues as the lining of the uterus builds up and then breaks down again. It usually takes around 28 days.

**Menstruation:** the shedding of the lining of the uterus each month. It occurs if the egg released from an ovary has not been fertilized.

## N

**Nocturnal emission:** (also called a *wet dream*) an ejaculation that occurs during sleep.

## O

**Orgasm:** an intense sensation that happens at the peak of sexual arousal for both males and females. This is sometimes called a "climax".

**Ovary:** the female ovum (egg) producing gland. The ovaries contain all of the eggs from birth and start releasing them once puberty starts.

## P

**Penis:** in males, it is the sensitive, tube-shaped external organ through which the urethra carries urine or semen to the outside of the body.

**Pituitary gland:** the small, pea-shaped organ at the base of the brain. The pituitary gland is responsible for growth, and for producing the hormones that communicate with other glands. During puberty, it causes the testes and ovaries to produce the hormones responsible for the developmental changes that occur during puberty.

**Progesterone:** one of the two female sex hormones produced by the ovaries-the other hormone is estrogen.

**Puberty:** the period of change and development when boys and girls start to mature and become adults.

## R

**Rectum:** a hollow, muscular tube through which feces passes from the bowel/large intestine to the anus to be passed outside the body.

## S

**Scrotum:** the soft sac of skin that holds the testicles. The function of the scrotum is to keep the temperature of the testes stable. The testicles have to be kept just below body temperature in order to produce healthy sperm. The scrotum pulls the testicles closer to the body if it is cold and lowers away from the body if it is hot.

**Semen:** the thick, whitish and sperm-containing fluid that comes out of the urethra during ejaculation.

**Seminal Vesicles:** a pair of small glands that make and store seminal fluid. This fluid mixed with sperm and other fluid to help produce semen.

**Sexual Intercourse:** also known as sex and can refer to vaginal sex (penis in vagina), anal sex (penis in anus) and oral sex (penis in mouth or mouth on vulva).

**Sexual Orientation:** your feelings of sexual attraction toward others. Your sexual orientation could be gay or lesbian (attraction to the same gender); straight (attraction to the opposite gender); or bisexual (attraction to both genders).

**Sperm:** the male sex (reproductive) cell produced in the testicles. The sperm fertilizes the egg (ovum). The sperm is also the cell that decides the sex of the baby. Millions are made every day in the testicles. If they are not used, they are simply absorbed by the body.

## T

**Testicle:** (also known as testes) the male sex gland held in the scrotum. The testes have two functions; they produce sperm and produce testosterone responsible for male development during puberty and throughout his life.

**Testosterone:** the male sex hormone that is made by the testicles and causes body changes in boys.

**Transgender:** When a person's gender identity conflicts with their sexual anatomy.

## U

**Urethra:** a small, narrow tube descending from the bladder that passes urine to the outside of the body. In males, the urethra also carried the semen from the prostate to the outside of the body. The two fluids never leave the body at the same time.

**Uterus:** a pear-shaped, muscular organ in the lower abdomen of the female. It is the place where a fertilized egg (ovum) attaches itself for a fetus to develop and grow.

## V

**Vagina:** the muscular tube that connects the uterus (cervix) to the outside of the female body. Blood from the uterus passes down the vagina during menstruation. The vagina is also the passageway through which a baby travels during birth. It is not used for urination. The opening just above the vagina, the urethra, is used for this purpose.

**Vas Deferens:** two small tubes on either side of the penis in the scrotum that connect the testicles to the urethra. It carries the sperm from the testicles to the urethra.

**Vulva:** the external sex organs of the female (include the inner and outer labia and the clitoris). The vulva protects the entrance to the vagina and the opening to the urethra.

# Controversial Issues Policy

## Sample Controversial Issues Policy

One of the roles of the school is to introduce and discuss issues of concern to the community. These issues may be labeled controversial because of the diversity of religious, moral, and ethical views present in our community. The School Committee supports the discussion of controversial issues in an atmosphere of respect and appreciation of all sides of an issue.

In our society, a person is exposed to a wide range of ideas and values. It is important that the school help students realize that, although people may have differing sentiments and convictions, not all attitudes and beliefs are equally acceptable within the framework of community living.

There are ideas, beliefs, and customs so cherished in our culture that they are known as values. Parents are society's most important avenues for conveying values. As children become older, this societal role is shared by the school. It is not the function of the school to shape the individual child's values, but rather to help students identify values and their impact on people's decisions and actions.

While cognitive information is important in planning curriculum and instruction, it is also necessary to consider matters subjectively, i.e., what do we think about the information and how might we use it? Students are faced with a confusing array of choices, opportunities, and responsibilities. They must be encouraged to realize their responsibility to contribute and function within society. They must also look within themselves to discover and develop their own uniqueness as individuals. Teachers help students by presenting different points of view. Academic inquiries into controversial topics or issues call for this kind of balanced presentation.

To promote the fair and appropriate consideration of controversial issues in the instructional setting, the School Committee has established the following principles:

The School Committee acknowledges the need to protect employees from censorship or restraint that might interfere with their professional obligation in the implementation of the approved curriculum. The School Committee has full trust and confidence in the professional judgment of its employees.

1. Teachers will establish an atmosphere of respect and appreciation of differing opinions during any discussion of controversial issues.
2. Discussion of controversial issues in the classroom should be free from the assumption that there is only one correct opinion, in order for students to see, as fully as possible, the many sides of the question, thus developing their own skills in considering controversial issues.
3. A controversial issue should be handled in an appropriate setting by a teacher who is prepared for the responsibility. The teacher should feel comfortable and confident about discussing the issue and must be prepared to deal successfully with the topic. In addition to the planned discussion of controversial issues, a controversial topic may arise unexpectedly. In an educational setting, all children's questions should be respected and answered at an age-appropriate level, simply and honestly. In such cases, the teacher is trusted to use appropriate judgment in handling questions, or any incidental, situational teaching in accordance with this policy.
4. The School Committee affirms and supports parents as the first and most important educators of their children and encourages parent involvement. Parents may have the opportunity to review curriculum and materials used in implementing the curriculum. Reviews may be initiated by contacting the classroom teacher.
5. Parents have the option of limiting their child's participation, in part or in whole, in any discussion or course of a controversial nature. It is the responsibility of the parents, through prior written notice to the Principal, to restrict their child's participation in a particular class discussion or assignment and to suggest an appropriate alternate assignment for their child. It is the responsibility of the teacher to communicate with parents regarding topics or themes to be covered in the approved curriculum in a particular trimester.
6. The wishes of one child's parent to restrict their child's participation will not infringe on the right of other parents to permit their children to participate.

### **Opt-Out Options within a Controversial Issues Policy**

There are many ways that school districts choose to address the opt-out option. In some cases students are completely excused from the class and all materials covered. Some schools provide materials for parents to share with their child at their discretion. Other schools will specifically require the student to review all materials and complete all assignments with a parent or caregiver and return the assignments to the school for class credit. When developing your district's Controversial Issues Policy, it is important to determine how your policy will address the opt-out option. This ensures that expectations are the same for all children who do not participate in the class.

## Sample Parent Letter

Dear Parents/Guardians:

In accordance with the state approved health guidelines, students in this school will be receiving education on topics discussing puberty and health concepts.

Topics that will be included in this unit are: anatomy and physiology of the reproductive systems, physical changes that occur during puberty, social and emotional changes during puberty, including strategies to manage these changes, as well as bodily process of ovulation, menstruation, sperm production, and fertilization. These health concepts will help students evaluate how health is influenced by the interaction of body systems. This unit of health education will promote the importance of assuming responsibility for personal health and negotiating the changing relationships with family and friends during the time of puberty.

Parental requests are required for a student to be released from instruction that infringes upon his or her beliefs. In the case that select portions of the health curriculum material do not align with your beliefs, please return a signed note of release prior to the first day of classroom education. If the school does *not* receive a release letter prior to the scheduled health class, it will be noted that your child may attend these classes. If you have any questions or would like to review the materials that will be taught during this unit, please do not hesitate to contact the school.

---

Return this form to the teacher to opt-out your student from this material.

**I do not wish for my child to participate in the puberty unit offered by the school.**

**Signed (parent/guardian):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

## Resources for Teachers

### **Advocates for Youth ([advocatesforyouth.org](http://advocatesforyouth.org))**

Advocates for Youth is a national organization dedicated to creating programs and advocating for policies that help young people make informed and responsible decisions about their reproductive and sexual health. [Advocates for Youth](http://advocatesforyouth.org)

### **Family Planning Association of Maine ([mainefamilyplanning.org](http://mainefamilyplanning.org))**

FPA offers webinars, in-person trainings, an annual sexuality education conference and resource guides for grades K-12. Our goal is to provide sexuality educators with the resources to teach comprehensive sexuality education. [Family Planning Association of Maine](http://mainefamilyplanning.org)

The Teen Pregnancy Prevention Program provides training, technical assistance and resources to staff and educators in Maine schools and youth-serving organizations.

Teachers can find answers to questions posed by teens, and local clinics, at [Maineteenhealth.org](http://Maineteenhealth.org).

### **The Maine HIV Prevention Education Program ([maine.gov/education/hiv](http://maine.gov/education/hiv))**

The HIV Prevention Education Program provides support and training around a variety of HIV curricula. [Maine Education - HIV](http://maine.gov/education/hiv)

## Resources for Parents

### **Advocates for Youth ([advocatesforyouth.org](http://advocatesforyouth.org))**

This site contains a link to their Parents' Sex Ed Center and contains information on tips for talking with your children, growth and development, columns by experts, and activities to complete with your children. [Advocates for Youth](http://advocatesforyouth.org)

### **KidsHealth ([kidshealth.org](http://kidshealth.org))**

This site contains a link to a parents' section with information on a variety of health topics. [KidsHealth](http://kidshealth.org)

### **Family Planning Association of Maine ([mainefamilyplanning.org](http://mainefamilyplanning.org))**

This site has a link for Parents and Teachers. The FACTS (Families and Children Talking) Magazine is located on this website and gives parents tips on talking with their children.

## **The Simple FACTS of Life (in printable pdf format)**

[Facts for parents of children birth to age 4](#)

[Facts for parents of children ages 5-10](#)

[Facts for parents of children ages 11-14](#)

### **Parents, Families and Friends of Lesbians and Gays (pflag.org)**

This site has a link for families that contains information on supporting gay and lesbian youth. [PFLAG: Parents, Families, & Friends of Lesbians and Gays](#)

### **Talking with Kids about Tough Issues (talkwithkids.org)**

This site contains links for talking with kids about a variety of issues, including sexuality.

[Talking With Kids About Tough Issues](#)

## **Resources for Young People**

### **KidsHealth.org and TeenHealth.org**

These sites contain important health information in separate kids and teens sections.

[KidsHealth](#) and [TeensHealth.org](#)

### **MaineTeenHealth.org**

Created with input from Maine teens, this website offers medically accurate sexual health information and a place for teens to anonymously ask their sexual health questions. The website also has information about Maine's family planning clinics. [MaineTeenHealth.org](#)

Along with the teen website, maineteenhealth.org also offer a text messaging service specifically for teens. By texting **AskMTH** to 66746, young people can use their cell phones to ask their sexual health questions anonymously, knowing they will receive answers from a family planning professional.

### **Body and Mind (bam.gov)**

This CDC site is for kids aged 10 to 13. The focus of this site is on physical and emotional health and covers topics such as healthy eating, exercise, peer pressure, bullying and media literacy. [BAM! Body and Mind](#)

## **Books for Young People**

*What's Happening to Me?: Boys Edition.* Alex Firth, Susan Meredith (Editor), Adam Larkum (Illustrator). This book describes what will happen to your body in a straightforward, easy-to-understand way, and it explains feelings too.

*It's Perfectly Normal: Changing Bodies, Growing Up, Sex and Sexual Health.* Robie Harris. This book uses graphics to cover everything from conception and puberty to birth control and AIDS. The book provides a thorough presentation of the facts of sex - both biological and psychological.

*The Period Book: Everything You Don't Want to Ask (But Need to Know).* Karen and Jennifer Gravelle. This book explains the external and internal changes of puberty. Girls are given practical details to know what to expect and how to cope with periods.

*What's Happening to My Body? Book for Boys: The New Growing-Up Guide for Parents and Sons, Third Edition.* Lynda Madaras. This book discusses the changes that take place in a boy's body during puberty: the body's changing size and shape, the growth spurt, reproductive organs, pubic hair, beards, pimples, voice changes, wet dreams, and puberty in girls.

*What's Happening to My Body? Book for Girls: The New Growing-Up Guide for Parents and Daughters, Third Edition.* Lynda Madaras. This book discusses the changes that take place in a girl's body during puberty: the body's changing size and shape, pubic hair, breasts, the reproductive organs, the menstrual cycle, and puberty in boys.

## **Puberty Videos\*\***

A video clip or DVD may be used to introduce or review puberty information. They can also be used to make information more meaningful to students' lives, as children their age are shown dealing with puberty issues. Using a DVD or video clip is optional. Whatever DVD you choose, please remember to preview it first to ensure that the topics covered in the video coincide with topics you will be covering in the puberty unit. Here are a few suggestions—new material is developed regularly, so feel free to do your own search.

### **You, Your Body and Puberty, Human Relations Media (hrmvideo.com)**

Four friends who have been friends since kindergarten begin to observe and understand puberty. These boys and girls notice changes in themselves and each other--physical changes, emotional changes and changes in how they react to one another. In school, their health teacher leads them in their study of puberty. This program presents a gentle, curriculum-based introduction to puberty. The DVD includes three versions: girls only, boys only, and co-ed. The alternate version ends with one of the female characters telling the boys that she got her period. In the standard version, that part is omitted.

### **Always Changing® Program (pgschoolprograms.com)**

This DVD provides an age appropriate overview of growth and development at puberty. The DVD includes three versions: girls only, boys only, and co-ed.

**\*\*Disclaimer: This is a suggested but not exhaustive list of puberty DVDs. We have not received any financial endorsements from either of the above companies.**

# Student Assessments

Student assessments may be helpful to reinforce and review the material presented in *Puberty Happens* at the end of your unit. An assessment can be done individually as a test or discussed by the whole class as a review.

The following pages include sample questions that could be used. The first 14 questions pertain to Units 1-3. Questions 15-20 pertain to the supplemental lessons. Feel free to use these questions or develop your own to assess your students' knowledge after they have received the *Puberty Happens* content.

## **Student Assessment** for *Puberty Happens*, Units 1-3.

For each of the statements below, select the best answer from the choices given.

1. Puberty involves both physical and emotional changes.  
True / False
2. Puberty happens at the same age for all people.  
True / False
3. Puberty begins when \_\_\_\_\_ are released by the brain.
4. The changes that happen to you during puberty usually happen:
  - a. overnight
  - b. gradually, over a few years
  - c. on your 11th birthday
  - d. in two weeks
5. During puberty, girls:
  - a. develop breasts
  - b. begin having their periods
  - c. grow hair under their arms and in their pubic area
  - d. vulva (labia and clitoris) grows larger
  - e. all of the above
6. Ovulation is the process in which an \_\_\_\_\_ is released by the ovary.
7. A girl can participate in any activities when she has her period.  
True / False
8. A wet dream (nocturnal emission) is when the penis releases semen while a boy is asleep.  
True / False

9. For most boys, during puberty:

- a. voice deepens
- b. body grows taller and more muscular
- c. hair grows under arms, on the face and in the pubic area
- d. penis and testicles grow larger
- e. all of the above

10. One change that happens to both boys and girls during puberty is:

- a. you may develop crushes
- b. you sweat more and develop body odor
- c. you may have acne
- d. you may have mood swings
- e. all of the above

11. Examples of trusted adults I can go to if I have a problem are a teacher, school nurse and a parent.

True / False

12. It's okay to say something mean to a person if it's done by text instead of face-to-face.

True / False

13. Cyber-bullying is when a person is intentionally and repeatedly mean to another person using \_\_\_\_\_.

14. An example of being a Good Digital Citizen is to:

- a. forward someone's text on to all your friends
- b. write things about other people you know are not true
- c. tell an adult if you get a message where someone says they will hurt themselves
- d. make your text message clear and understandable
- e. a & b
- f. c & d

## Student Assessment for *Puberty Happens*: Supplemental Lessons

15. Gender roles are messages set by society (family, peers, media, religion) about what it means to be a \_\_\_\_\_ or a \_\_\_\_\_.
16. Making a healthy decision is easier if you have all but one of the following. Choose the one that doesn't belong:
- more information
  - a friend or parent to support your decision
  - confidence
  - a feeling that you might get in trouble
17. If you see a classmate being bullied, a possible resource person you can go to is:
- a teacher
  - a parent
  - a guidance counselor
  - all of the above
18. Check all of the places you can get reliable answers to any questions about puberty or another health topic:
- parent
  - teacher
  - school Nurse
  - doctor
  - kidshealth.org
  - a website you're not sure about
19. You can catch HIV, the virus that causes AIDS, by shaking hands or sharing a cup with someone who is infected.
- True / False
20. Even though HIV has no cure, it can be \_\_\_\_\_.

**Answer Key Student Assessment** for *Puberty Happens*, Units 1-3.

For each of the statements below, select the best answer from the choices given.

1. Puberty involves both physical and emotional changes.  
 True /  False
2. Puberty happens at the same age for all people.  
True /  False
3. Puberty begins when hormones are released by the brain.
4. The changes that happen to you during puberty usually happen:
  - a. overnight
  - b. gradually, over a few years
  - c. on your 11th birthday
  - d. in two weeks
5. During puberty, girls:
  - a. develop breasts
  - b. begin having their periods
  - c. grow hair under their arms and in their pubic area
  - d. vulva (labia and clitoris) grows larger
  - e. all of the above
6. Ovulation is the process in which an egg (or ovum) is released by the ovary.
7. A girl can participate in any activities when she has her period.  
 True /  False
8. A wet dream (nocturnal emission) is when the penis releases semen while a boy is asleep.  
 True /  False

9. For most boys, during puberty:

- a. voice deepens
- b. body grows taller and more muscular
- c. hair grows under arms, on the face and in the pubic area
- d. penis and testicles grow larger
- e. all of the above

10. One change that happens to both boys and girls during puberty is:

- a. you may develop crushes
- b. you sweat more and develop body odor
- c. you may have acne
- d. you may have mood swings
- e. all of the above

11. Examples of trusted adults I can go to if I have a problem are a teacher, school nurse and a parent.

True  False

12. It's okay to say something mean to a person if it's done by text instead of face-to-face.

True  False

13. Cyber-bullying is when a person is intentionally and repeatedly mean to another person using **a cell phone, the Internet, Facebook, etc.**.

14. An example of being a Good Digital Citizen is to:

- a. forward someone's text on to all your friends
- b. write things about other people you know are not true
- c. tell an adult if you get a message where someone says they will hurt themselves
- d. make your text message clear and understandable
- e. a & b
- f. c & d

**Answer Key Student Assessment** for *Puberty Happens*: Supplemental Lessons

15. Gender roles are messages set by society (family, peers, media, religion) about what it means to be a girl or a boy.
16. Making a healthy decision is easier if you have all but one of the following. Choose the one that doesn't belong:
- a. more information
  - b. a friend or parent to support your decision
  - c. confidence
  - d. a feeling that you might get in trouble
17. If you see a classmate being bullied, a possible resource person you can go to is:
- a. a teacher
  - b. a parent
  - c. a guidance counselor
  - d. all of the above
18. Check all of the places you can get reliable answers to any questions about puberty or another health topic:
- parent
  - teacher
  - school Nurse
  - doctor
  - kidshealth.org
  - a website you're not sure about
19. You can catch HIV, the virus that causes AIDS, by shaking hands or sharing a cup with someone who is infected.
- True  False
20. Even though HIV has no cure, it can be prevented.