

# Lesson 6.6

## Puberty

### Connecting the Lessons

Builds on *Lesson 6.4: Anatomy and Reproduction: The Penis and Related Parts* and *Lesson 6.5: Anatomy and Reproduction: The Vagina and Related Parts*.

### Lesson Goals

- Identify emotional and physical changes of puberty.
- Identify impact of social awareness during puberty.
- Discuss links between anatomy and puberty.
- Discuss emerging sexual feelings and the difference between sexual feelings and sexual readiness.

### Preparation & Materials Checklist

- ☐ Review the information about the vagina and related anatomy in the Teacher's Guide pages.
- ☐ Review the prompt questions in the Teacher's Guide to ask your students during this lesson.
- ☐ Review student handouts:
  - Handout 6.6-3: They May Feel...
- ☐ Copy family letter and family activity.
- ☐ Have:
  - They May Feel... scenario cards
  - Puberty Changes cards
  - Male Assigned at Birth/Female Assigned at Birth/Most wall signs
  - Masking tape
  - Anonymous Questions Box
  - Slips of paper for anonymous questions

### Terms to Use

- |                            |                |
|----------------------------|----------------|
| ■ Puberty                  | ■ Pubic hair   |
| ■ Normal                   | ■ Body odor    |
| ■ Emerging sexual feelings | ■ Erections    |
| ■ Sexual readiness         | ■ Masturbation |
| ■ Pimples/acne             | ■ Wet dreams   |

### SEL Skills Addressed

Self-awareness, social awareness

### Logic Model Determinant(s)

Increase communication with parents and other caring adults.  
Increase self-efficacy of SEL skills to delay and/or refuse sex.

### → Teacher Note

When processing Activity 6.6-2, it's important to describe emerging sexual feelings as normal for some (though not all) people during puberty, and to emphasize that having sexual feelings does not equal sexual readiness. This is a good opportunity to discuss the difference between the two. Also, masturbation is brought up in Activity 6.6-3 as a healthy part of sexual activity that some (though not all) people choose to engage in. See the Teacher's Guide pages for further explanation.

Activity 6.6-1

5 minutes

## Process Family Activity

Process Family Activity from Lesson 6.5

### Process Questions

1. Did you do the activity with your parent or other caring adult?
2. Name some feelings you had while doing this activity.
3. Name something you learned or discovered during this conversation.
4. What might you do differently as a result of this conversation with your parent or other caring adult?

### *Get Real for Parents*

Remind students to have their parent/caring adult use the access code to log in to the mobile website.

Activity 6.6-2

20 minutes

## Experiences in Puberty

Identify emotional and physical changes of puberty

State that today's activity will help students learn and talk about the process of puberty and the different changes young people experience. Explain that you will be discussing bodily changes that occur within different human reproductive systems, as well as both the similarities and differences people may experience during puberty.

Ask what kind of changes young people can expect to go through during puberty. (*Possible responses: the way teen bodies look on the outside and inside, feelings, emotions, decisions, etc.*)

Highlight that puberty is a process and doesn't happen overnight. A lot of changes occur over time based on a gradual increase of sex hormones, which affect how people develop physically and emotionally. These changes are normal parts of puberty.

Distribute Puberty Changes cards and tape MALE ASSIGNED AT BIRTH, FEMALE ASSIGNED AT BIRTH, and MOST signs on the board with space for students to tape their cards underneath. Depending on the size of the class, some students may get more than one card.

Ask students to come up to the board one or two at a time and tape their change card(s) on the board in the appropriate MALE ASSIGNED AT BIRTH, FEMALE ASSIGNED AT BIRTH or MOST column. Encourage students to guess if they are unsure where to place the cards.

### → *Teacher Note*

#### **Consent and Sexual Readiness**

This conversation about puberty, feelings and sexual readiness can be an important opportunity to add in talking points about consent and the importance of respecting other people's boundaries. Teachers may also choose to remind students that in the context of *Get Real*, sexual behavior is being discussed as something all partners have agreed to. If someone has been in a sexual situation in which their choice was removed, they are never at fault and this is not the same as sexual activity. If needed, provide students with sexual assault resources, connect with a school counselor, and remind them of the caring adults they brainstormed in Lesson 6.1 as people they can talk to.

After students have placed all the cards, review the columns and ask students whether the cards are placed correctly. Encourage discussion about why a card might need to be moved. Move cards to the places outlined in the Teacher's Guide.

Once all cards have been moved to the correct column, highlight the cards that relate to feelings. Note that all young people, regardless of which body parts and hormones they have, may feel confused and moody, and may have sexual feelings. Explain the difference between sexual feelings and sexual readiness. Remind students that the most effective way to avoid STIs and unwanted pregnancy is not to have sex.

### Process Questions

1. What did you notice about the placement of most of the cards? *(There are more under MOST, which shows that young people are more alike than different when going through puberty.)*
2. How might this change the way you see other people who are experiencing puberty?
3. Which card placements surprised you?
4. What are some feelings people might have while going through puberty?
5. What age is normal for going through puberty? *(Between 9 and 16; but this isn't true for everyone)*
6. If young people have sexual feelings during puberty, does that mean they are ready to engage in sexual activity? What's the difference?
7. What skills from Social Emotional Learning does this activity make you think about? *(Self-awareness, self-management, social awareness)*

### → Teacher Note

#### Naming Feelings

If students are reluctant to name feelings, have them brainstorm in pairs quickly, then share their answers with the class.

### Activity 6.6-3

20 minutes

## They May Feel...

Explore the range of feelings about changes of puberty

State that exploring feelings during puberty is important and that everyone has different feelings about these physical changes. Some people might feel self-conscious or uncomfortable. Ask students how people can stand by their uniqueness in a time of change. What could they do to stay confident? Focus on the importance of self-awareness and social awareness during this time of change.

### → Teacher Note

#### It's Normal!

Puberty can be a confusing time! Be sure to normalize all these changes as part of the experience of growing older.

Explain that the next activity will give students a chance to discuss some of the normal feelings they may have about the changes puberty brings. Model this activity by reading aloud the first scenario and filling in the feelings bubbles. See the Teacher's Guide pages for helpful language to process the scenario.

Divide students into groups of 2 or 3. Ask students to turn to **Handout 6.6-3** in the Student Workbook, and give each group a They May Feel... scenario. Instruct groups to write the name of the person in their scenario in the box, and then fill in the bubbles with the feelings the person is having.

When students have completed the sheet, post the sheets on a classroom wall so everyone can see the images and read the scenarios. Have students tour the "art gallery," reading the scenarios and feelings.

When students complete their tour, have them return to their seats.

### Process Questions

1. Which feelings appear more than once in the gallery?
2. Are there any similarities you noticed among the situations? Any big differences?
3. Think for a minute about what feelings you might have if some of these scenarios were about you.
4. How might you deal with those feelings?
5. How might your feelings and reactions differ from others'? (*Be sure to connect this conversation to social awareness and acknowledge that different people may feel differently about puberty. It's important to always put oneself in someone else's place to understand how they might feel.*)
6. To whom might you turn to get help with understanding these changes and feelings? (*Remind students about the Caring Adults Brainstorm from lesson 6.1.*)

**Handout 6.6-3**  
**Student Workbook**  
**pages 25–26**

### → Teacher Note

#### Defining Masturbation

You will most likely need to define *masturbation* for the class and offer more information about it, as discussed in the Teacher's Guide pages.

## Activity 6.6-4

**Anonymous Questions Box**

## Review anonymous questions

Address student questions from the Anonymous Questions Box. Give students a new question prompt they can answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

## Activity 6.6-5

**Family Activity**

## Explain family activity

Review the Family Activity for this lesson.

*Get Real for Parents*

Remind students to have their parent/caring adult use the access code to log in to the mobile website.

**Family Activity 6.6**

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**The Time Machine**

**Student Instructions:** Imagine you are a journalist researching a story called "The Time Machine." Set up a time to interview a parent or other caring adult. You want to understand what middle school and puberty were like for this person. Lead them through a walk down memory lane by asking the questions below. Keep some notes as you can have a good picture of what life was like when this adult was your age.

1. Try to picture yourself as a teenager around the age of 11, 12, or 13. Describe where you lived. What did your room at home look like? Did you share a room with a sibling?
2. Describe your school. What was it like for you to walk down the hallway, enter a classroom, get dressed for school every day? Was school easy or hard for you? What were you interested in, sports, music, art?
3. Who was important to you? Did you have a big group of friends? Did you have friends who were girls or friends who were boys? What did you do together for fun? How did you feel around them? Did you have a crush on anyone? Did this person know, or was it a secret?
4. What was going on with your body? Were you the first to change in your class, or maybe the last? Did you want it to happen, or did you hope it didn't? Did anyone tell you about these changes or answer your questions? Did you understand what was happening?
5. Did your parents talk to you about this stuff? Were they easy to talk to? Did they tell you everything about your life—your friends, your body, and your feelings? Did they drive you crazy sometimes? Did you feel they understood you?
6. If you didn't talk to your parents, whom did you talk to—your friends? A sibling? An aunt or uncle?
7. Finally, how did you feel about life at that time?

Have one feeling word to describe this time in your life. Is there anything you would change about this time if you could?

**Tip for Parents**

The goal of this activity is to provide conversations between (or for) students and caring adults in their lives. Parents and adults should be aware of school policies in their research resources for additional information, and share your feelings and notes.

Notes: If it's embarrassing to discuss these topics with your student, you can discuss it on the way and do the exercise anyway. Give parent(s) 5 minutes to write down your answers and then read each other's answers. Laugh, giggle, shrug, and go right on talking.

Parent or Other Caring Adult Signature \_\_\_\_\_ Student Signature \_\_\_\_\_

GETREAL Grade 6 • Student Workbook 27

**Family Activity 6.6**  
**Student Workbook page 27**

**Wall Signs**

**Male  
Assigned at Birth**

**Female  
Assigned at Birth**

**Most**

## Puberty Changes

Most	
Skin & hair get more oily	Sweat more
Hands and feet get bigger	Shoulders get broader
Develop pubic hair	Voice gets deeper
Facial bones change	Breasts grow
Hair grows under arms	May feel confused
Grow very quickly	May feel moody

## Continued

Most	
Have sexual feelings/dreams	Become more mature
Begin to get hair on face, legs	Experience physical response to sexual feelings
Gain more responsibility	<b>Male Assigned at Birth</b>
	Testes begin to grow
<b>Female Assigned at Birth</b>	
Ovaries release eggs	Have wet dreams
Periods begin	Get erections
Vaginal discharge appears	Penis grows



## They May Feel...

<p><b>1.</b> Vincent overheard his older brother telling a friend that he masturbated. Vincent isn't sure what masturbation is.</p>	<p><b>8.</b> For the first time ever, Sasha's parents let Sasha stay home alone.</p>
<p><b>2.</b> Marc noticed something wet in his bed when he woke up this morning. He's afraid to ask anyone about it and wonders if there's something wrong with him.</p>	<p><b>9.</b> Susanna told her mom she got her period, and her mom made Susanna's favorite dinner to celebrate.</p>
<p><b>3.</b> Troy got an erection in math class today. He hopes no one saw it.</p>	<p><b>10.</b> Jamal has gym class today, which he normally likes. But lately he's been really smelly under his arms. He doesn't want the cute person he likes to be grossed out.</p>
<p><b>4.</b> Whenever Jose sees Whitney in the school halls, his palms get sweaty, his stomach flutters, his heart races, and he stutters when he tries to talk to her.</p>	<p><b>11.</b> Corey is nearly a foot taller than the rest of the students on the team, and scored the winning basket in this week's game.</p>
<p><b>5.</b> Anne is getting pimples on her face and back.</p>	<p><b>12.</b> Talia is the only one in her group of friends who wears a bra.</p>
<p><b>6.</b> While Martin was reading aloud today, his voice went crazy. It got all squeaky and he sounded like a girl. Everybody laughed.</p>	<p><b>13.</b> Judi and her friend Nikki have been flirting after class in the halls. Today Nikki worked up the courage to ask Judi on a date.</p>
<p><b>7.</b> Erica has always been really good at soccer, but lately her friends all want to do other things after school instead of playing on the soccer team.</p>	<p><b>14.</b> Chris has started binding their chest because they don't want people to see their developing breasts.</p>

# GET|REAL

## Comprehensive Sex Education That Works

Dear Parent or Other Caring Adult,

Many parents wait for their child to ask a question about puberty or sexuality rather than start the conversation themselves. But many children won't ask their parents about sexual topics, and parents may also avoid these conversations, because they feel uncomfortable with the subject. In fact, a study by the National Campaign to Prevent Teen Pregnancy (currently publishing as Power to Decide) found that 87% of U.S. teens said it would be easier to postpone sexual activity if they could talk more openly about sex with their parents, but 37% of teens had never had a single talk with their parents on this topic!

Open-ended questions can be a good way to begin talking about sexuality with your child in a comfortable way. Remember, it's your right and responsibility to be your child's primary sexuality educator. As much as you can, stay calm and relaxed, and keep in mind that you're talking because you care about your child's happiness and well-being. Try these conversation starters today!

### For Kids Who Don't Bring Up the Subject

- "I can't believe how tall you've grown already. Have you noticed other changes in your body? What do you like (or what don't you like) about the changes you're going through?"
- "When do you think a person is ready to be a parent?"

### Answering Tough Questions You Don't Feel Ready for

- "That's a really good question. It's normal to be curious about [fill in the topic]. I'd really like to talk about it with you, but I need some time to think about it first."
- "What have you heard or learned already about [fill in the topic], and where did you hear it?"

### Questions That Open the Door to Discussing Values

- "How do you think people know for sure whether they're ready to have sex?"
- "What do you think about how that couple on [fill in a favorite TV show] deal with each other when they get angry?"

*(See reverse side for more ideas)*

### Continued

#### Ways to Give the Facts and Clear Up Slang While Responding to the Question

**Q.** Why do we need to talk about this stuff? I'm not having sex.

**A.** I know it can be difficult to talk about this stuff, and I get embarrassed, too. But there are so many things you need to know about your body, and about human sexuality and reproductive anatomy, as you grow and mature. Your body is going to change, and some of those changes can seem scary or strange. I want you to have all the right information so you can stay safe and healthy.

**Q.** Where do girls pee from?

**A.** Another word to describe peeing is "urinating." All people have a urethra from which they urinate, which is connected to the bladder where urine is stored.

**Q.** Everyone is talking about "hooking up." What does that mean?

**A.** That's a great question. I think it means different things to different people. Some people might use it to describe going out or dating, but others might use it to describe having sexual contact in a casual way (not in a serious relationship with a partner). Here's what concerns me about that: *[Insert your personal and family values here]*. What do you think "hooking up" means?

## The Time Machine

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3. Who was important to you? Did you have a big group of friends? Did you have friends who were girls or friends who were boys? What did you do together for fun? How did you feel around them? Did you have a crush on anyone? Did this person know, or was it a secret?
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6. If you didn’t talk to your parents, whom did you talk to—your friends? A sibling? An aunt or uncle?
7. Finally, how did you feel about life at that time?  
Name one feeling word to describe this time in your life. Is there anything you would change about this time if you could?

### → *Tips for Parents*

The goal of this activity is to promote conversations between *Get Real* students and caring adults in their lives. It provides a great chance to review material covered in class, research resources for additional information, and share your feelings and values.

*Note:* If it’s embarrassing to discuss these issues with one another, you can decide to:

- Say so—and do the exercise anyway.
- Skip parts of it.
- Write down your answers and then read each other’s answers.
- Laugh, giggle, blush, and go right on talking.

\_\_\_\_\_  
Parent or Other Caring Adult Signature

\_\_\_\_\_  
Student Signature