

Grade 5

Puberty Review



Learner Outcomes

Students connect puberty to the capacity for human reproduction.

The [Knowledge, Understanding, and Skills and Procedures](#) for this outcome that are covered in this lesson are listed at the end.

How To Use

This lesson plan is a brief review of puberty and the Grade 4 human sexuality outcomes. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C and E.

Classroom Activities & Timing

- A. Ground Rules (5-10 minutes)
- B. Language of Sexual Health (10-15 minutes)
- C. Puberty Changes Review (20-25 minutes)
- D. Puberty Changes Kahoot! Quiz (15-20 minutes)
- E. Question Box (5-10 minutes)

See also the [Differing Abilities](#) lesson plans on *Puberty*.

Required Materials

[KAHOOT! QUIZ](#) and ANSWER KEY: Puberty Changes

Background Information for Teachers

It is important to understand anatomy in order to understand the changes that occur during puberty, as well as understand reproduction. This lesson provides students with a review of the puberty changes they examined in grade 4, to ensure a solid foundation to begin learning reproductive

anatomy and physiology in the following lessons. For complete information on puberty changes, see the [Grade 4](#) lesson plans.

Inclusive Language

Language is complex, evolving and powerful. In these lessons, [inclusive language](#) is used to be inclusive of all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of ‘they’ as a singular gender-neutral pronoun.

A person’s sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual or genetic biology of a person is unclear, not exclusively male or female or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person’s internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For others, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term ‘trans’ is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

In these lessons, you will notice that body parts and processes are not labelled as male or female. While it is ok to use the terms boy/girl/male/female when talking to or about individuals, it is important not to assume that all boys or girls have certain anatomy, and to consistently use inclusive language. Learning to discuss anatomy without gendering people, parts or processes is a shift for many people. These lessons use language that can help you and your students make this shift, so that everyone, including people who are intersex and gender diverse, are included and feel seen.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Language of Sexual Health

In this activity, students become more familiar with terms for reproductive anatomy and become more comfortable with the terms in a classroom setting.

If a student uses a slang word, welcome the contribution and then introduce the scientific terminology. E.g. "Yes, pecker is a slang term for penis. Let's add penis to the list."

You may need to invest time to learn new words and find a balance between scientific and plain language that meets the developmental stage of your students.

1. Ask students to think of the real words for body parts that are not related to reproduction (elbow, foot, eyes, heart, kidneys etc.). Ask them to raise their hands and share these words. Write each word on the board under the heading **Other Body Parts**.
2. Ask students to think of the real words for body parts related to reproduction (penis, breast, vulva, scrotum, uterus, vas deferens etc.). Acknowledge that there are slang words, but for this activity the goal is to begin to use the scientific terms. Ask them to raise their hands and share these words. Write each word on the board under the heading **Reproductive Body Parts**.
3. Discuss the following questions and share the responses if they are not brought up by the class:

How did it feel to say/hear the words on the first list (other body parts)? Answers may include:

- Comfortable, easy, familiar

How did it feel to say/hear the words on the second list (sexual body parts)? Answers may include:

- Embarrassing, uncomfortable, uneasy, unfamiliar
- Private
- Afraid someone will laugh

Why do people use slang for body parts related to sexuality?

- To hide embarrassment
- Don't know the scientific word

What are the benefits of using scientific words instead of slang?

- Scientific words have an official agreed-upon definition, which reduces confusion and misunderstandings.
- Slang words can change meaning over time, or in different places. For example, in North America 'fanny' means 'bum', but in the UK and Australia fanny means vagina.
- Some slang terms are offensive or can perpetuate inequity or power imbalances.

C. Puberty Changes Review

Students demonstrate a basic understanding of the puberty changes experienced by people. This is a review of grade 4 Human Sexuality outcomes. If students are struggling to identify changes in puberty, using the [Puberty Kit](#) may help.

1. Write the following questions on separate pages of newsprint and post them on the walls around the room.

What is puberty?

How can people stay healthy during puberty?

What are some examples of social changes during puberty?

What are some examples of emotional changes during puberty?

What are some examples of physical changes during puberty?

2. Have students walk around the room writing ideas under each title. If they are struggling, encourage them to think about what they learned in grade 4 sexual health education.
3. Discuss each question and answers together. Consider adding the following information if it was not already shared:

What is puberty?

- Puberty is the period of growing and changing from a child to an adult.
- Puberty begins to prepare people for being capable of reproduction.
- Puberty generally begins sometime between age 8 and 16.
- Each person is different, and will start and go through puberty at their body's own rate.

How can people stay healthy during puberty?

- Positive health practices during puberty are the same as for other life stages: physical activity, adequate sleep, eating nutritious foods, and reducing stress can all help people stay healthy.

Social changes

- Friendships become more important
- Interested in dating
- Want more independence
- Taking on more responsibility at home or school
- Looking for new experiences
- Thinking about your identity

You may consider showing a video that discusses puberty in a general way. Videos can be found at LearnAlberta.ca or Curriculum.LearnAlberta.ca. Once the video is complete, have students add additional information under each title.

Students may have different views concerning nocturnal emissions (wet dreams). It is important to be sensitive to these views, but to reassure students that nocturnal emissions are a normal occurrence during puberty.

Emotional changes

- Concerned about appearance (looks)
- Mood swings
- Sexual thoughts
- Sexual feelings
- Sometimes feel lonely and confused
- Stronger feelings of wanting to be liked
- Stronger feelings of wanting to fit in

Physical changes

- Acne (pimples)
- Breasts develop*
- Erections (penis gets hard)
- Ejaculation (sperm released from penis)
- Grow taller
- Hair gets oily
- Hair grows in armpits
- Hair grows on face
- Hips get wider
- Menstruation (periods) begins
- Nocturnal emissions (wet dreams)
- Ovulation (eggs released from ovaries)
- Penis grows bigger
- Pubic hair grows on genitals
- Shoulders get wider
- Skin gets oily
- Start making sex hormones
- Start producing sperm
- Sweat glands develop
- Testicles grow bigger
- Vaginal discharge
- Voice changes

* Most people experience some breast changes during puberty because of the production of sex hormones. Many of these changes are temporary such as hard breast buds and tenderness. For people with ovaries, breast growth is typically permanent. For those with testicles, it is usually temporary.

You may wish to remind students that not every change on these lists will happen to every person. Some of the changes depend on anatomy (for example, only people with a uterus will menstruate). Not all social and emotional changes happen to everyone either. For example, there are people who never become concerned about their looks, have mood swings or become interested in dating.

D. Puberty Changes Kahoot! Quiz

This quiz reviews the physical, social and emotional changes experienced during puberty. It could be a fun introduction to the unit, a way to assess the student's learning of the previous year, or even an energizer between other activities. For more information on using Kahoot!, visit kahoot.com

1. Open the Kahoot! Quiz: [Grade 4 Puberty Changes](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

E. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- ground rules being followed?
- good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Learning Outcomes

This lesson addresses the following Grade 5 [Physical Education and Wellness curriculum](#) outcomes:

Knowledge

- Changes in puberty include
 - change in functioning of the testicles and ovaries
 - maturation of the reproductive organs
 - appearance of secondary sex characteristics
 - production of hormones
- Positive health practices during puberty include
 - engaging in physical activity
 - eating nutritious foods
 - reducing stress

Understanding

- Puberty signals changes in a person's reproductive capability.
- Positive health practices during puberty support a healthy reproductive system.
- Puberty is often associated with the process of menstruation and sperm production.

Skills and Procedures

- Describe how physical changes during puberty affect reproductive capability.
- Identify positive health practices during puberty.

ANSWER KEY: Grade 4 Puberty Changes Quiz

Correct answers are in bold text.

1. A physical change of puberty is:
 - Caring more about your appearance
 - **Growing taller**
 - Wanting to fit in
 - **Growing hair in new places**

Caring more about your appearance, and wanting to fit in, are emotional changes of puberty, not physical changes. All four are changes that can happen to anyone during puberty.

2. An emotional change of puberty is:
 - **Caring more about your appearance**
 - Growing taller
 - **Wanting to fit in**
 - Growing hair in new places

Growing taller, and growing hair in new places, are physical changes of puberty, not emotional changes. All four are changes that can happen to anyone during puberty.

3. What can you do about body odour?
 - **Use deodorant or antiperspirant**
 - **Shower or bathe every day**
 - Wear the same clothes all week
 - Nothing, just get used to being stinky

Washing clothes regularly and bathing more frequently are skills that may need to be taught.

4. Every boy has wet dreams every night during puberty.
 - True
 - **False**

Some people have frequent wet dreams, others do not. Wet dreams are usually defined as when semen is ejaculated from the penis when the person is sleeping. Girls or people assigned female also might notice they release some fluid from the genitals when they are sleeping. People of any gender can have an orgasm while sleeping.

5. Sexual thoughts and feelings only start after puberty is done.
 - True
 - **False**

Sexual thoughts and feelings commonly begin during puberty.

6. If you get acne during puberty, it might help to:
- stop eating chocolate
 - **gently wash your face every day**
 - **use a soap, lotion or cream made to fight acne**
 - pop your pimples

There is no link between chocolate and acne. Gently washing (not scrubbing) the face once or twice a day, with a mild soap or cleanser, can help. Products that contain benzoyl peroxide or salicylic acid are designed to reduce acne and are effective for many people. Popping pimples can make acne worse and lead to scarring.

7. Getting your period:
- means you are an adult now
 - **is one step in growing up**
 - means it is time to have a baby
 - **is nothing to be ashamed of**

Periods are normal and natural, and a part of growing up. Treating periods like something shameful or embarrassing is not healthy or helpful.

8. Feeling lonely and confused sometimes is common during puberty.
- **True**
 - False

It can be easy to focus on the physical changes of puberty, as they are so noticeable. But the emotional changes can be more stressful for many people, and they may need more support in navigating those changes.

9. Who grows shorter during puberty?
- Everyone
 - **No one**

Although some kids may wonder if they will ever grow, if they start puberty later than many of their friends, getting taller will eventually happen for everyone who goes through puberty.

10. Who becomes more interested in dating during puberty?
- Everyone
 - No one
 - **Some people**

Not everyone becomes interested in dating. For some people it may begin before puberty, for others after, or even never. For people who are interested, it is normal to be interested in dating people of any gender. Some people clearly know their sexual orientation at this age, and others do not.

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