

Grade 7

Puberty Review



Learner Outcomes

W-7.3 Examine the human reproductive process, and recognize misunderstandings associated with sexual development

W-7.2 Examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices

W-7.10 Identify and examine potential sources of physical/emotional/social support

This lesson addresses all of the specific outcomes listed above. Instruction in human sexuality (***bolded and italicized*** outcomes) requires schools to provide notice to parents about the learning outcomes, topics and resources.

How To Use

This lesson plan contains several activities to achieve the learner outcomes above. 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, B and G.

Classroom Activities & Timing

See also [Differing Abilities](#) lesson plans on Puberty, Menstruation, and Reproduction.

- A. Ground Rules (5-10 minutes)
- B. Reviewing Puberty Changes (20-30 minutes)
- C. Coping with Puberty (30-45 minutes)
- D. Puberty Role Play (40-60 minutes)
- E. Puberty Changes Kahoot! Quiz (15-20 minutes)
- F. When You Were My Age Interview
- G. Question Box (5-10 minutes)

Required Materials

CARDS: Puberty Changes

HANDOUT: Puberty Plays

[KAHOOT QUIZ](#) and ANSWER KEY: Grade 7 Puberty Changes

HANDOUT: When You Were My Age

Advertisements for grooming/cosmetic products

Background Information for Teachers

Puberty is a time of many changes. These changes can cause anxiety if they occur without explanation or support. Puberty is covered in detail in grade 4,5 and 6 Physical Education & Wellness outcomes, but students may benefit from a review of the concepts. Additionally, understanding the changes associated with puberty is an excellent base for understanding sexual reproduction, self-esteem, positive body image, sexual decision-making and abstinence, sexually transmitted infections and birth control.

More detailed background information on puberty changes can be found in the [Grade 4](#) lesson plans.

Students are surrounded by advertising messages throughout their lives. This lesson can help them become more aware of the language and techniques used by advertisers and the effects on their own decisions.

Advertising Methods

You may wish to introduce some of the following advertising techniques into the discussion in Activity C:

Bandwagon: everyone is doing it/buying it/using it.

Testimonial: a famous person claims to use the product or recommends it.

Association: a product is associated with certain people, activities, or places. The message implies an association with wealth, attractiveness, enjoyment, adventure, etc, to evoke an emotional response in the target audience.

Omission: certain facts about the product are left out.

Repetition: saying a message over and over.

Scale: making a product bigger or smaller than it actually is.

Name-calling: making the product seem better by criticizing the competition.

Weasel: a promise implied by using words like 'fights', 'helps', 'usually', 'chances are' and 'virtually'.

Promotions: encouraging purchase by using coupons, games with prizes, or gifts with purchase.

Magic ingredients: the suggestion that some special discovery or ingredient makes the product exceptionally effective or better than the competitor's product.

Avant garde: the suggestion that using this product makes the consumer a leader or ahead of the times.

Compliments: the ad compliments the customer, e.g. cosmetic ads that say 'Because you're worth it!'

Plain folk: appeals to the desire to fit in, by showing that regular people use the product.

Facts and statistics: using numbers, real examples and statistics to make claims about the products e.g. Three out of four dentists agree.

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to include 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 as inclusive as possible.

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. Reviewing Puberty Changes

Students review puberty changes and identify misunderstandings associated with sexual development. For a version of the Puberty Changes cards with pictures as well as words, see the [Differing Abilities lesson on Puberty](#).

- Write the following headings on the board:
 - Social Changes
 - Emotional Changes
 - Physical Changes
- Distribute the **Puberty Changes** cards to students.
- Give students a few moments to discuss their card with their neighbour.
- Ask students to place their card(s) in the appropriate category of puberty change.
- Review the placements with the class and make corrections if needed.

Answer Key

Type of Change	Change
Social	Friendships become more important Interested in dating Wanting more independence Taking on more responsibility at home or school Looking for new experiences Thinking about your identity
Emotional	Mood swings Sometimes feel lonely and confused Stronger feelings of wanting to be liked Stronger feelings of wanting to fit in Concerned about appearance (looks) Sexual thoughts Sexual feelings
Physical	Acne (pimples) Breasts develop* Erections (penis gets hard)

	Ejaculation (sperm released from the penis) Grow taller Hair gets oily Hair grows in armpits Hair grows on the 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
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* Most people experience some breast changes during puberty because of the production of sex hormones. Many of these changes, such as hard breast buds and tenderness, are temporary. For females/people with ovaries, breast growth is typically permanent. For males/those with testicles, it is typically temporary.

6. Ask the class to brainstorm any changes not included on these lists. Add them to the list. If any of the ideas the class suggests are myths or inaccurate information, be sure to correct the misunderstanding.

7. Debrief this activity using the following questions:

Where or from whom do we learn about puberty changes?

- Friends
- Family
- School
- Media (e.g. internet, magazines, TV)

Where do misunderstandings about puberty change come from?

- Misinformed peers, siblings
- Misinformed media

Who can we ask for correct information if we have questions or concerns about puberty changes?

- Ensure that students list reliable sources such as parents, teachers, supportive adults, school counsellor, or health care providers.

C. Coping with Puberty

This activity encourages students to identify tools they can use to help with some of the more challenging aspects of puberty. The second part of this activity requires extra preparation time to gather advertisements for products in the puberty kit. These could be print ads found in magazines, newspapers or flyers, online advertisements or TV commercials.

1. Gather the items for a Puberty Kit using the list [here](#), or print out the pictures for the [Pictorial Puberty Kit](#).
2. Hand the items/pictures around the class, and ask each student to explain what they think the item has to do with coping with puberty.
3. Add information or correct any misconceptions regarding the items as needed.
4. Show the students some advertisements for products found in the puberty kit, such as deodorant, menstruation supplies and shampoo.
5. Ask students to discuss:
 - What message is being directly said in the ad?
 - What is not being said about the product?
 - What does the ad imply about the product or people who use the product?
 - Who is the ad aimed at?
 - Is the ad truthfully representing the product and how it is used?
 - How do these ads influence the products you choose?

Some students may be uncomfortable or embarrassed about presenting to the class. You may wish to offer students an alternative, such as writing a complete script and handing it in, or having one member of the group read the script aloud to the class.

D. Puberty Role Play

The following role-play activity will help students examine sexual development and recognize some misunderstandings about sexual development.

1. If you have **not** just completed Activity B, post a list of puberty changes, or brainstorm a list as a class.
2. Explain that students will be required to create and present a short role play about puberty changes.
3. Form small groups of 3-5 students.
4. Distribute the handout **Puberty Plays**. Quickly review it to ensure the class understands the planning and rehearsal process.
5. Give groups time to plan and rehearse their role plays. Circulate amongst the groups and provide guidance when required.

6. You may wish to have each group perform their role-play for the rest of the class or simply have each group present to you while the others practice.
7. Debrief this activity using the following questions:
 - What were your feelings as you watched/planned/performed these role plays?
 - What did you feel toward each of the characters? Why?
 - What stereotypes emerged?

E. Puberty Changes Kahoot! Quiz

This quiz can be a great review, a wrap-up of the unit, or a fun energizer between other activities. For more information on using Kahoot!, visit [kahoot.com](https://www.kahoot.com)

1. Open the Kahoot! Quiz: [Grade 7 Puberty Changes](#)
2. As a class, answer the quiz questions and discuss the answers together.

F. When You Were My Age Interview

Although young people challenge their parents' ideas, they want to hear their parents' opinions and values. Studies show that teens see their parents, not celebrities, as role models for sexuality and sexual health. Many personal values are learned and reinforced at home. This activity invites students to discuss these topics with their family and encourages open dialogue.

1. Distribute the **When You Were My Age** handout for students to complete at home.
2. Explain that students can complete this interview with a parent, guardian or supportive adult.
3. Explain that this is not a graded assignment and there are no right or wrong answers.
4. Allow students to work in partners or small groups to brainstorm a list of questions they would like to ask a supportive adult regarding the adolescent experience. Choose the three best questions to use as interview questions. If time permits, groups could share their chosen questions with the rest of the class.
5. Dedicate time to debrief this activity during the next lesson.

Keep in mind that not all students have equal opportunities for open discussion with family or other adults in their life. Although it is best for

students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.

Due to the sensitive nature of human sexuality topics, it is recommended that homework is reviewed or discussed but not graded.

G. 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?

Student Assessment

During the lesson, did students:

Knowledge:

- recall the physical, social and emotional changes that occur during puberty?
- identify misunderstandings associated with sexual development?
- identify sources of good information and support to cope with puberty?
- identify the impact of advertisements on personal choices?

Skills:

- seek good information about puberty from reliable sources?
- seek support?
- participate in class discussion and exhibit appropriate listening and speaking skills?

Attitudes:

- recognize the importance of support systems during puberty?
- accept the need for personal hygiene, grooming and cleanliness?

Puberty Plays

As a group, you will plan, practice and present a play about puberty. Use the following guidelines to help you.

- Choose one of the following scenarios, or makeup one of your own:
 - Two friends discussing puberty
 - A visit to the doctor
 - A sexual health class
 - Other: _____
- Choose a title for your play.
Title: _____
- Each group member must choose a role to play. Everyone must perform. If your group has a member who dislikes giving presentations, create a role that requires little or no talking (i.e., the nurse that puts a patient in the examining room). Remember that your group is graded on group effort, not individual performances! Write the cast list here:

Student Name	Role	Short Description

Name: _____

- From the lists of puberty changes on the board, choose five puberty changes and a source of support or help for dealing with puberty, to include as part of your play. Write them here:

Puberty Change 1	
Puberty Change 2	
Puberty Change 3	
Puberty Change 4	
Puberty Change 5	
Source of support	

- Work together to plan the play. You do not need to write a complete script, just an outline of the main events that take place and the dialogue that has to be included.
- Practice your play at least three times.
- Present your play.

ANSWER KEY: Grade 7 Puberty Changes Quiz

Correct answers are in bold text.

1. Three physical changes that happen in puberty are:

- **hair growth, growing taller, voice changes**
- **breast development, wet dreams, wider hips**
- wanting to fit in, oily skin, looking for new experiences,
- **menstruation, ovulation, ejaculation**

Wanting to fit in is an emotional change of puberty. Looking for new experiences is a social change.

2. An emotional change that happens in puberty is:

- **caring more about your appearance**
- voice changes
- growth of pubic hair
- **stronger feelings of wanting to be liked and fit in**

Voice changes and growth of pubic hair are physical changes, not emotional changes.

3. Who experiences voice changes, acne and mood swings during puberty?

- Everyone
- **Some people**
- No one

Often people believe that voice changes happen only to boys, and mood swings happen only to girls. In fact, both can happen to anyone. Not everyone experiences all of the physical, social and emotional changes during puberty.

4. People with penises get erections because they are always thinking about sex.

- True
- **False**

Erections can happen for several reasons, only some erections are caused by sexual thoughts or feelings.

5. Teens get acne because they don't wash often enough.

- True
- **False**

Acne is prominent in children and teens because puberty causes the body to produce more oil that can block the pores.

Name: _____

6. Wearing deodorant and washing clothes regularly helps control body odour.

- **True**
- False

Body odour is part of puberty for everyone, because of the development of sweat glands.

7. Having sexual thoughts & feelings means you should start dating.

- True
- **False**

Having sexual thoughts and feelings is a normal part of going through puberty, but not everyone decides to act on those feelings. People are ready for romantic relationships at different times, just like they start to have the physical changes of puberty at different times.

8. A person who has gone through puberty is ready to have sex.

- True
- **False**

Becoming sexually active is a big decision and being ready for sexual activity is about a lot more than being physically developed. A person's values, their relationship with their partner, and understanding the risks and consequences of sexual activity all contribute to readiness for sexual activity.

9. TV shows and movies show a realistic picture of puberty.

- I agree
- I disagree
- I agree and disagree
- I have no idea

No points are awarded for this question, as it is meant to stimulate discussion and all answers could be correct.

When You Were My Age

At times, you may feel like you're the only one who feels the way you do. It may help to remember that everyone has gone or will go through puberty. Although every generation of young people has its own special set of concerns, some feelings and experiences are the same for people of every generation. Do you ever wonder what puberty was like for your parent, guardian, or other supportive adults in your life?

In class

1. Work with a partner or small group to brainstorm a list of questions to ask a parent, guardian or other supportive adults about what life was like when they were your age.
2. Choose the three best questions from your list – the ones you are most interested in and the ones most likely to encourage the adult to open up.
3. Write these three questions in the blanks provided. Have your teacher review the questions before you go home.

At home

1. Share this handout with a parent, guardian, or other supportive adult and ask that person if you can complete it together.
2. Schedule about a half an hour with the adult for the interview. Give the adult this handout so that they can think about the answers before the interview.
3. Interview the adult using the questions provided.

Question 1:

Question 2:

Question 3:

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair grows on face

Hair gets oily

Hair grows in armpits

**Pubic hair grows on
genitals**

Sweat glands develop

Breasts develop

Hips grow wider

Shoulders get wider

Start producing sperm

Penis grows bigger

Testicles grow bigger

**Start making sex
hormones**

Nocturnal emissions

(wet dreams)

Erections

(penis gets hard)

Ejaculation

(sperm released from penis)

Ovulation

(eggs released from ovaries)

**Menstruation (periods)
begins**

Mood swings

Sexual thoughts

Sexual feelings

Vaginal discharge

Interested in dating

**Friendships become
more important**

**Sometimes feel lonely
and confused**

**Stronger feelings of
wanting to be liked**

**Stronger feelings of
wanting to fit in**

**Want more
independence**

**Thinking about your
identity**

**Concerned about
appearance (looks)**

**Looking for new
experiences**

**Taking on more
responsibility at home
or school**
