

Changing Bodies and Relationships

Essential Question

- How do I change during puberty?
- What are some challenges of being an adolescent?

Learning Intentions

- I can describe the emotional, social, and physical changes that people experience during puberty
- I understand that everyone grows and develops at different rates and times

Introduction

Puberty is a time of rapid growth and development. Every adolescent experiences puberty at a unique rate. Often, the differences between students in the same classroom can be striking. It's important to help students recognize and accept that these differences are expected and normal, and to encourage them to accept their own rate of development.

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 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
CA Health Standards 7th-8th Grade	1.1 Explain physical, social, and emotional changes associated with adolescence. 1.8 Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.	

	<p>2.1 Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p> <p>2.5 Recognize that there are individual, family, and cultural differences in relationships</p>
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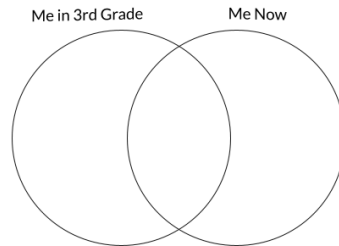
Changing Bodies and Relationships

Physical, Emotional, and Social Changes during Adolescence & Puberty



Then and Now

1. In each circle, add details about yourself. These can include:
 - a. Your height
 - b. Your shoe size
 - c. The things you enjoy doing
 - d. The things you enjoy eating
 - e. Or anything else that describes who you are
2. And details about how you are the same in the middle



Invite students to do the following activity to get them thinking about the concept of human change over time:

Allow time for students to individually and then share with a partner.

Optional to have some pairs share out with the whole group

Essential Questions

- How do I change during puberty?
- What are some challenges of being an adolescent?

Share the Essential Questions for this lesson with students. Clarify any information

Introduce the salmon colored box with information on where students should go if they need additional resources for their sexual health. Let students know that this information is also on the last page of their workbook for each lesson.

- Talk to a parent/guardian or other trusted adult
- Call 2-1-1
- Visit 211sandiego.org

Learning Intentions

- I can describe the emotional, social, and physical changes that people experience during puberty
- I understand that everyone grows and develops at different rates and times

Share the Learning Intentions for this lesson with students. Clarify any information.

Teaching Agreement

It's important to know that...

1. I am a mandated reporter, which means I'm required to report suspected abuse or neglect.
2. We will be examining sexual health through research, evidence, and scientific facts.
3. We will be learning and using accurate scientific terms for systems, processes, and anatomy that comes directly from the California Health Standards for 7th and 8th grade.
4. We will not be discussing our personal values or opinions about any of the topics.
5. **We will ensure a safe environment that is inclusive for all students**
6. We will focus on questions that relate to the science we are learning and encourage you to talk to your parent/guardian at home about your values and opinions when it comes to making choices.

Teaching agreement is shared in each lesson. Introduce students to the requirements of being a “mandated reporter”

It is critical for the teacher to demonstrate that they will be keeping agreements as well as the students during each Sexual Health lesson. This helps the teacher model fairness and accountability for students.



**Questions
to
Discuss**

What could be the impact of comparing myself to others?

What makes people feel good about themselves?

What can people do to feel better about themselves?

What can people do to help others feel better
about themselves?



Review these questions with students, then lead a discussion. Discussion format could be in whole class, small group, or in pairs.

What are some changes kids go through during puberty?

Know Your Terms: Puberty and Adolescence

Puberty

- is a time of rapid growth and development.
- includes social changes, emotional changes, and physical changes.
- is experienced by every individual at a unique rate.

Adolescence

- is the phase of life starting at the beginning of puberty .
- is the time between childhood and adulthood.









A person going through puberty is called an **adolescent**.

Introduce students to the terms for this lesson. Have students “fill-in-the blanks” on their worksheet for these terms. Remind students that these terms will be used throughout the lesson.

What Changes do Adolescents Experience in Puberty?

Physical Changes How does the body change?	Social Changes How do relationships change?	Emotional Changes How do our feelings change?

Have students work in pairs to identify all the changes they are aware of... and to place them in each of the categories of physical, social, or emotional changes.

<p style="text-align: center;">Physical Changes</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Breasts develop</p> <p>Hips get wider</p> <p>Menstruation begins (periods)</p> <p>Ovulation (eggs released from ovaries)</p> <p>Vaginal discharge</p> </div> <div style="width: 45%; text-align: right;"> <p>Voice changes</p> <p>Acne (pimples)</p> <p>Hair and skin get oily</p> <p>Sweat glands develop, more sweat and body odor</p> <p>Grow taller</p> <p>Hair grows in armpits, groin, and other areas</p> <p>Shoulders get wider</p> <p>Start making sex hormones (estrogen and testosterone)</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;">   </div>	<p>Share the examples of physical changes human bodies go through during puberty. Have students add any terms they did not previously identify to their worksheet. Clarify examples as needed.</p>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Social Changes</p>  <p>Friendships become more important</p> <p>Interested in dating</p> <p>Wanting more independence</p> <p>Taking on more responsibility at home or school</p> <p>Looking for new experiences</p> <p>Thinking about your identity</p> </div> <div style="width: 45%;"> <p>Emotional Changes</p>  <p>Shifts in mood</p> <p>Sometimes feeling lonely and confused</p> <p>Stronger feelings of wanting to be liked</p> <p>Stronger feelings of wanting to fit in</p> <p>Concerned about appearance</p> <p>Sexual thoughts and feelings</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;">   </div>	<p>Share the examples of social and emotional changes human bodies go through during puberty. Have students add any terms they did not previously identify to their worksheet. Clarify examples as needed.</p>

Identifying Changes

In small groups:

1. Discuss the scenario on your card
2. Use the 3-column chart you created to describe the changes this student is experiencing
3. Be ready to share and discuss your answers

Introduce the activity “Identifying Changes” to students. Have students form small groups, and let them know that they will be reading a scenario. Students will use their notes from the three column chart to identify which physical, social, and/or emotional changes the student in the scenario is experiencing.

Optional ways to facilitate this activity:

- Students in pairs, rather than small group
- Assign each group or pair a single scenario, and then discuss as a whole class
- Analyze each scenario as a whole class, with the teacher projecting and reading the scenario, and then allowing time for pairs, or small groups, to discuss before sharing out.

Michelle



Michelle started puberty in 4th grade and very quickly was the tallest girl in class. She would often slouch so that she didn't look as tall. Michelle would also wear loose sweatshirts to hide her growing breasts. Michelle felt angry some days, and felt weird and different from everyone else.

Now that she's an 8th grader, Michelle is still the tallest girl in class, but she's noticed that there are a lot of other kids who are almost as tall as her. Because of her height and size, Michelle has always been good at sports. She has always liked participating in sports, but now she's realized that her height is a good thing, and she is planning on trying out for the volleyball team.

Responses could include:

Physical	Social	Emotional
Grow Taller	Looking for new experiences	Shifts in mood, feeling lonely, wanting to fit in

Marcus



Marcus is a 7th grader who is friends with a girl in his class. Marcus has realized that he's interested in being more than just friends with this girl. He isn't sure what to do though, because he hasn't felt these feelings before about someone else.

Marcus finds himself taking much longer than he used to get ready each morning before school – he showers thoroughly because he always feels sweaty, makes sure his hair looks just right, spends time carefully selecting the right clothes and shoes, and even started shaving. Marcus wants to tell his friend that he likes her, but doesn't know what to say. He's embarrassed, feels like he doesn't know who to talk to about it, and is afraid if he does tell her, that she will say she doesn't feel the same way.

Responses could include:

Physical	Social	Emotional
Hair and skin get oily More sweat and body odor	Interested in dating	Lonely and confused Wanting to be liked Concerned about appearance Sexual thoughts and feelings.

Alondra



Alondra is an 8th grader. Recently, she's noticed that she wants to spend more time than she used to with her friends after school. She likes spending time talking with her two best friends online, but also hanging out at one of their houses together. They talk about all sorts of subjects, like people they're interested in and why, and what it's going to be like going to high school next year.

This is causing a problem for Alondra. Her parents want her to spend more time at home. They expect her to help clean the house and watch her younger siblings. Alondra is frustrated and angry about this. She doesn't think it's fair, and is sure that none of her friends are going through this. They all just seem to have more fun than she does.

Responses could include:

Physical	Social	Emotional
	Friendships become more important Wanting more independence Looking for new experiences	Stronger feelings of wanting to fit in

Exit Slip

What are some of the changes that adolescents experience during puberty that you think are the most challenging?

Why is it important to understand that everyone grows and develops at different rates and times?



Have students complete the exit slip, answering the questions:

- What are some of the changes during adolescence that you think are the most challenging?
- Why is it important to understand that everyone grows and develops at different rates and time?

At Home

Interview a parent or guardian, an older sibling, or other trusted adult about some of the experiences they had when they were your age. Ask them questions like:

- What year were you in 8th grade?
- What age do you remember being worried about what your friends thought of you?
- What was your most embarrassing moment in school?
- What do you feel pressured you in school?
- What made you feel good about yourself?
- Does our culture or family have any traditions that celebrate adolescence, or becoming an adult?

Think about other questions you have about adolescence and puberty that weren't answered today to share with your parents/guardians or other trusted adults

Remind students to engage with parents/guardians, or other trusted adults at home, by interviewing them about their experiences during adolescence using the provided questions as starting points.

Sources

[WHO: Adolescent health](#)

[The Growing Child: Adolescent 13 to 18 Years | Johns Hopkins Medicine](#)

[Puberty, Developmental Processes, and Health Interventions - Child and Adolescent Health and Development - NCBI Bookshelf](#)