

Grade 5

Unit: Growth & Development

Number of Classes: 3

Lesson #1: My How We've Changed?

Procedure:

Quick Write: Write a short one to two paragraph autobiographies? How have you grown and changed?

1. Students will have been asked to bring in a baby picture and a recent picture of themselves. Jumble up the pictures and have the class try and guess who's who (in small groups).
2. Then in small groups have student read the autobiographies and match the pictures with the writing.
3. Read front cover of The Great Body Shop.
4. Discussion of how students have changed.

Materials: The Great Body Shop, Infant/Recent Photos of students

Time: 45 minutes

Lesson #2: Growing Up Male & Female

Procedure:

Quick Write: What is puberty?

1. Go over quick write.
 - a. When your body will start changing to look like an adult's.
2. Read pages 2 & 3 in The Great Body Shop

Materials: The Great Body Shop

Time: 45 minutes

Lesson #3: Hygiene

Procedure:

Quick Write: What are ways we can take care of our body?

1. Go over quick write.
2. Read page 4 in The Great Body Shop
3. Discussion on proper hygiene
4. Good Hygiene Poster
 - a. Have each students or small group design a poster that stresses the importance of proper hygiene. Posters can focus on one aspect of hygiene such as skin care, dental care, or on cleanliness in general. Student can draw, cut out magazine pictures, or use any other type of medium.
 - b. You can present them to the class if time allows.
5. Anonymous questions.
 - a. Hand out a blank index card and tell all students to write a question that they still have in regards to the unit.
 - i. If they do not have any questions tell them to write Hi or a note on the card and pass it in.
 - b. Read only cards that are age appropriate and discard others.

Materials: The Great Body Shop, Poster paper, magazines, colored pencils, crayons

Time: 45 minutes

Grade 6

Unit: Growth and Development

Number of classes: 3

Lesson #1: A Time of Change

Procedure:

Quick Write: Think about ways your body has changed in the past few years. Make a list of some of these changes.

1. Go over quick write by discussing how all of these changes are normal and that everyone experiences changes at different times and in different ways.
 - a. Since this will be a sensitive subject students should not have to share their quick write.
2. Read Lesson 1 Adolescence: A Time of Change starting on page 204 in the red Teen Health book.

Extension: Remind students that all teens feel awkward at some point during adolescence. Have students write a persuasive paragraph explaining why it is important to treat other with respect, especially those who are growing and developing at a different rate than their classmates.

Materials: Teen Health Course 1 book, lined paper, writing utensil

Time: 45 minutes

Lesson #2: Human Reproduction

Procedure:

Quick Write: What are ways we can make sure our bodies stay healthy?

1. Go over quick write.
 - a. Answers may be more towards fitness and nutrition so then you can move the discussion into taking care of our reproductive system as well or how their answers benefit their reproductive systems as well.
2. Read Lesson 2 Human Reproduction starting on page 206 in the red Teen Health book.
3. Go over Male & Female hygiene
 - a. Female- tampons, pads, taking care of the body (showering, perspiration/deodorant, etc.), shaving of legs and underarms.
 - b. Male- Taking care of the body (showering, perspiration/deodorant, etc.)
 - i. Can use Activity 4: It's a Matter of Hygiene as a reference.

Materials: Teen Health Course 1 book, Activity 4: It's a Matter of Hygiene as a reference.

Time: 45 minutes

Lesson #3: Girls & Boys

Procedure:

Quick Write: Would you want to live in a world where everyone was the same?
Why or why not?

1. Go over quick write.
 - a. Discuss what life would be like if everyone was the same. Talk about the importance of being respectful of people's differences (gender, race, religion, etc.)
2. Complete Activity 7: Girls & Boys
3. Anonymous questions.
 - a. Hand out a blank index card and tell all students to write a question that they still have in regards to the unit.
 - i. If they do not have any questions tell them to write Hi or a note on the card and pass it in.
 - b. Read only cards that are age appropriate and discard others.

Materials: Activity 7: Girls & Boys pg. 15

Time: 45 minutes

Grade 7

Unit: Growth and Development

Number of Classes: 3

Lesson #1: Changes During Adolescence

Procedure:

Quick Write: Make a list of four ways that you are different now than you were five years ago.

1. Go over quick write.
 - a. Emotionally, Socially, Physically (If they are willing to share with appropriate examples)
 - b. Compare activities students did in primary grades to activities they like to do now.
2. Read Lesson 1 in the blue Teen Health 2 book page 364.

Materials: Blue Teen Health 2

Time: 45 minutes

Lesson #2: Male & Female Reproductive System

Procedure:

Quick Write: How do you picture your family life when you are older?

1. Go over quick write.
 - a. Why is learning about the reproductive system important?
 - b. Do students plan on having children?
 - c. Go over the importance of learning about the reproductive system even if they do not plan on having children.

2. Read Lessons 3 &4 in the blue Teen Health 2 book page 374-382.

Materials: Blue Teen Health 2

Time: 45 minutes

Lesson #3: Heredity & Human Development

Procedure:

Quick Write: Do you know people who look like their family members? Which traits do they have in common?

1. Go over quick write.
2. Read Lesson 5 in the blue Teen Health 2 book page 383.
3. Anonymous questions.
 - a. Hand out a blank index card and tell all students to write a question that they still have in regards to the unit.
 - i. If they do not have any questions tell them to write Hi or a note on the card and pass it in.
 - b. Read only cards that are age appropriate and discard others.

Materials: Blue Teen Health 2

Time: 45 minutes

Grade 8

Unit: Growth and Development

Number of Classes: 4

Lesson #1: Male & Female Reproductive Systems

Procedure:

Quick Write: Write what you think are the single most important thing teens can do to care for their reproductive system?

3. Go over quick write.
4. Hand out Male and Female Packets
 - a. Includes diagrams of both male and female reproductive systems
 - b. Discussing Function of male and female reproductive systems
5. Go over the female reproductive system and have students label pg. 11 accordingly.
 - a. Pg. 12- The Menstrual Cycle
 - i. Ovulation- make sure to mention that although it usually happens around days 13 to 15 everyone is different (could be earlier or later)
 - b. Pg. 13- The Female Reproductive System
 - i. Have students, with a partner, try and fill in the blanks for the female reproductive system paragraph.
 - ii. Go over as a class and discuss.
6. Go over the male reproductive system and have students label pg. 14 accordingly.
 - a. Pg. 15- The Male Reproductive System
 - i. Have students, with a partner, try and fill in the blanks for the male reproductive system paragraph.
 - ii. Go over as a class and discuss.
7. Can reference Lesson 1 pg. 450 in green Teen Health book if needed.

Materials: Male & Female Packets pgs. 10-15, Green Teen Health Book 3

Time: 45 minutes

Lesson #2: STDs & Abstinence

Procedure:

Quick Write: Write a short paragraph about why it is important for teens to avoid sexual activity?

3. Go over quick write.
4. Read Lesson 4 pg. 492 in the green book.
 - a. Key Points:
 - i. Abstinence
 - ii. If not abstinent discuss barrier & hormonal methods for contraception
 1. Barrier- prevents sperm from getting to egg
 2. Hormonal- regulates hormones and prevents ovulation from happening

Materials: Green Teen Health Book

Time: 45 minutes

Lesson #3: The Beginning of Life

Procedure:

1. Discuss with students common reasons often given for engaging in sexual activity prematurely.
 - a. Can list reasons on the board.
 - b. Consider: pressure from boy/girl friend, media influences, to rebel, curiosity, to be emotionally close, to not be rejected, to have a baby, to be accepted, to fit in, under the influence of drugs or alcohol, etc.
 - c. Have students predict the consequences of becoming sexually active.
 - i. Have them consider emotional, social, financial, and physical consequences.
 - ii. May want to discuss legal consequences of sexual activity under certain ages.
 - d. Hand out Lesson Helper #8 and have students complete it independently, and then share their results as a group.

Materials: Lesson Helper #8

Time: 45 minutes

Lesson #4: District Attorney on Sexual Activity

Procedure:

Quick Write: At what age/time in your life do you believe it is alright to become sexually active?

1. Go over quick write.
2. Take out the DA pamphlet on laws regarding sexual activity
 - a. Read and go over as a class
3. Anonymous questions.
 - a. Hand out a blank index card and tell all students to write a question that they still have in regards to the unit.
 - i. If they do not have any questions tell them to write Hi or a note on the card and pass it in.
 - b. Read only cards that are age appropriate and discard others.

Materials: DA pamphlet on laws regarding sexual activity, note cards

Time: 45 minutes