
What Will the Students Learn?

Summary

- Students will apply personal skills as they identify factors that affect the development of a person's self-concept.
- Students will describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes.
- Students will demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.

Key Questions

- Can I apply personal skills as I describe the physical changes that occur in males and females at puberty?
- Can I apply personal skills as I describe the emotional and social impacts that may result from changes that occur at puberty?
- Can I demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty?

Curriculum Expectations

See the *Ontario Curriculum, Health and Physical Education, Grades 1-8 (2015)* for examples, teacher prompts and student responses related to expectations.

1 - demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade
1.1 - use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

C1 - demonstrate an understanding of factors that contribute to healthy development

C1.5 - describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes [PS]

C2 - demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

C2.4 - demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty [PS]

How Will I Know What the Students Have Learned?

Assessment of Learning

- Students will demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.
- In order to consolidate learning, students will create a brochure that will demonstrate an understanding of factors that contribute to healthy development including personal care and hygiene.

Assessment for Learning

- Throughout the unit, student's achievement of the identified learning goals is monitored during the learning using a variety of assessment strategies and tools that have been identified and embedded in the lessons.

How Will Assessment and Instruction Be Organized For Student Learning?

Lesson 1: Personal Hygiene

By the end of this lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty
- demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.

1.1, C1.5, C2.4

Know before you go

Checkpoint 1:

Are students able to identify the physical changes that occur at puberty as they demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty?

- Teacher observation using descriptive feedback
- Teacher Resource: Anecdotal Recording Chart

Lesson 2: Changes at Puberty

By the end of the lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.

1.1, C1.5

Know before you go

Checkpoint 1:

Are students able to apply self-awareness skills as they describe the physical changes that occur at puberty?

- Teacher observation using descriptive feedback
- Teacher Resource: Anecdotal Recording Chart
- Student Resource 1: RAN

Checkpoint 2:

Are students able to apply self-awareness skills as they describe the emotional and social impacts that may result from physical changes at puberty?

- Teacher observation using descriptive feedback.
- Teacher Resource: Anecdotal Recording Chart

Lesson 3: Physical Changes at Puberty

By the end of the lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.

1.1, C1.5

Know before you go

Checkpoint 1:

Are students able to apply self-awareness skills as they describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes?

- Teacher observation using descriptive feedback
- Teacher Resource: Anecdotal Recording Chart

Lesson 4: Sharing Hygiene Habits

By the end of the lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes

- demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.
1.1, C1.5, C2.4

Know before you go

Checkpoint 1:

Are students able to apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes?

- Teacher observation using descriptive feedback
- Teacher Resource 3: Rubric

Checkpoint 2:

Are students able to demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty?

- Teacher observation using descriptive feedback
- Teacher Resource 3: Rubric

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

Learning Goals

By the end of this lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty
- demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.

Facility

Classroom

Equipment List

chart paper

construction paper

glue

magazines

markers

scissors

tin foil

other art materials



[Teacher Resource: Anecdotal Recording Chart](#)

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

Minds On

Share and clarify lesson learning goals, using student-friendly language.

Working in small groups, students create a list of “ground rules” for creating a safe and inclusive classroom. Groups write their rules on chart paper and share responses with the class. Common group rules can be recorded on separate chart paper and left on display for reference throughout the unit. Ground rules might include but are not limited to: respect what others say, no put downs; understand others’ feelings; be respectful of differences; it’s okay to pass; use correct names of body parts and correct terminology; discuss puberty topics responsibly outside the classroom; and don’t use names if referring to someone else, instead use “Someone I know...”.

What Is Puberty ?

Working in small groups, students respond to the following two questions: “What is puberty?” and “Why does puberty occur?” Consider having students’ record responses on a T-chart and share responses with the large group. See Notes to Teachers for additional information regarding puberty.

Highlight for students that changes that occur during puberty may require them to use regular personal hygiene practices. Write the words “hygiene practices” on the board. With a partner, students brainstorm hygiene practices associated with changes at puberty.

Post five pieces of chart paper around the room, each titled with one of the following: 1. Skin 2. Hair 3. Body Odour 4. Oral Hygiene 5. Genital Hygiene

Move through each chart paper as a large group and discuss the following:

- What happens during puberty with respect to this topic?
- Describe the hygienic practice for this topic during puberty.
- Describe why this hygienic practice is needed.

Have pairs share responses with the class, and record correct responses on the board in a Mind Map. Responses may include: increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs.

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

A&E - Minds On

Teacher observation of students' demonstrated understanding of physical changes that occur at puberty, as well as personal care needs associated with the onset of puberty

Action

Hygiene Reflection

Provide students with magazines, scissors, glue, and art materials. Students search through age-appropriate magazines or websites and find pictures that reflect healthy hygiene practices (e.g., bathing, using deodorant, hair care, dental care, skin care, and having clean clothes). Be sure to review magazine content and ensure that the magazines offer a wide variety of body types, various gender expressions, and various perspectives related to appearance.

Next, students cut out construction paper to represent the shape of a mirror. They paste tin foil to represent a mirror surface, then paste their pictures of good hygienic practices on the "mirror".

A&E - Action

Teacher observation of students' understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty using Teacher Resource: Anecdotal Recording Chart

Consolidation

Hygiene Charades

Working either as a large class or in small groups, one student picks a personal hygiene habit from their mirror, such as brushing teeth, coughing into a sleeve or taking a shower. The student acts out the hygiene habit without using any words. The other students guess what action is being portrayed. Following each correct guess, review why that hygiene habit is important. When a student guesses correct they become the new actor.

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

A&E - Consolidation

Teacher observation of students' demonstrated understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty using Teacher Resource: Anecdotal Recording Chart

Ideas for Extension

Consider having students create a hygiene guide for youth. Have them identify what to expect when you're in your teens and tips to support these changes at puberty.

Have students create letters as though writing to a newspaper or online advice columnist. Have them write in about concerns that students their age might have about changes at puberty and hygiene. Have different students create the response column in the role of the advice columnist.

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

Notes to Teacher

- This lesson may require additional time and based on needs of students, it may take place over two lessons.
- The language of “boys” and “girls” is gender interpreted, and it is more accurate to talk about anatomy rather than gender and use “bodies with” or “people with” language when referring to developments and changes in puberty.
- Teachers should be aware of student disclosures and/or triggers, and know appropriate actions to take (i.e., have a social worker or child and youth worker participate in the lesson, be available to meet with students as needed, know reporting procedures to administration and children’s aid society, etc.).
- Teachers should be sensitive to the students in their class. Hygiene habits will vary from family to family, and could be culturally sensitive as well. Be sensitive to the fact that not everyone can afford to have their clothes laundered regularly, have multiple change of clothes, etc. Similarly, students may not have access to regular opportunities to bathe or may not be able to afford a variety of hygiene products. Teachers need to be alert to ensure the classroom climate is positive and caring.
- Consider using the following tools to support student learning:
 - From Lesson 3 (optional): Teacher Resource 1: Changes during Puberty for People with Penises
 - From Lesson 3 (optional): Teacher Resource 1: Changes during Puberty for People with Vaginas

What Is Puberty?

- Puberty is the period of time when bodies develop and change more rapidly than at previous times of development and become fertile.
- Puberty begins when the pituitary gland releases hormones that stimulate the testicles and the ovaries to produce their own hormones. The ovaries produce estrogen and progesterone, and the testicles produce testosterone.
- These hormones make reproduction possible and produce secondary sexual characteristics (physical characteristics that differentiate males and females but which are not directly involved in reproduction, such as fat and hair distribution, muscle mass, voice changes, etc.).
- It is important to acknowledge that these are typical changes but not everyone experiences them or experiences them the same way.
- Other considerations include:
 - Biologically speaking, not everyone is born exclusively male or female. Some people are born intersex, which means that they may have chromosomes and/or hormones and/or primary and secondary sex characteristics of both male and female in various degrees.
 - Some people do not feel that their physical body matches their gender identity, which may lead to increased stress and body image concerns as their body undergoes puberty. Those who experience these feelings may identify as transgender, transsexual (see Glossary), or another identity altogether. For additional definitions relating to gender identity, please refer to one of the resources listed in Additional Resources.
 - Some changes occur regardless of your biological sex, such as increased hair on legs, armpits, and genital areas; oilier skin; and voice changes.

The information in the *Notes to Teacher* section regarding puberty was sourced from:

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

Peel Public Health. (2011). *Changes in me: a resource for educators on puberty and adolescent development, junior grade level* (2nd ed.). Peel Public Health, Healthy Sexuality Program.

Toronto Public Health. (2013). *Teaching puberty: you can do it! Growth & Development Curriculum (support document: grades 5 and 6)*. Retrieved from: http://www1.toronto.ca/city_of_toronto/toronto_public_health/healthy_communities/files/pdf/sh_g5_6leson_plans.pdf

Key Information about Hygiene

Healthy Skin:

- For students worried about acne, here are some ways to help to prevent pimples:
 - To help prevent the oil buildup that can lead to acne, wash your face once or twice a day with warm water and a mild soap or cleanser.
 - Don't scrub your face. Scrubbing can actually make acne worse by irritating the skin. Wash gently, using your hands instead of a washcloth.
 - If you wear makeup, moisturizer, or sunscreen, make sure they are labelled "oil-free", "noncomedogenic", or "nonacnegenic".
 - When you wash your face, take the time to remove all of your makeup.
 - If you use hair sprays or gels, try to keep them away from your face because they can clog pores.
 - If you have long hair, keep it away from your face and wash it regularly to reduce oil.
 - Baseball caps and other hats can cause pimples along the hairline. Avoid them if you think they are making your acne worse.
 - Wash your face after you've been doing physical activity and sweating a lot.
 - Try not to touch your face.
 - Don't pick, squeeze, or pop pimples.
- Many lotions and creams are sold at drugstores to help prevent acne and clear it up. You can try different ones to see if any help. Products with benzoyl peroxide (say: BEN-zoil peh-ROK-side) or salicylic (say: sal-uh-SIL-ick) acid in them are usually fairly helpful for treating acne. Benzoyl peroxide kills the bacteria that can lead to acne and it also can reduce swelling (puffiness) of pimples. Salicylic acid is another acne-fighting ingredient. It causes skin to dry out and peel, which can help get rid of pimples, too.
- When you use a product for acne, be sure to follow the directions exactly. Don't use more than you're supposed to because this can make your skin very red and very dry. It's also good to try just a little bit at first to be sure that you're not allergic to the product. Don't give up if you don't see results the next day. Acne medicine can take weeks or months to work.

Hair:

- The hormonal changes that occur during puberty can cause hair to become oily.
- Skin glands are more active during puberty. The glands on the hair follicles deposit oil on each hair. This oil makes the hair shiny but it also attaches dirt to the hair.
- Oily hair needs to be washed more frequently.
- Choose a shampoo to suit hair type. Rinse out well with clean water.

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

Body Odour:

- Sweating is a vital and normal process. When people sweat or perspire, the moisture combines with bacteria to create an odour.
- The apocrine glands, located primarily under the arms and in the genital area, become active at the onset of puberty. When these glands are stimulated, they produce perspiration. When the sweat comes in contact with bacteria on the skin the result is body odour.
- Body odour increases with physical activity, stress, excitement, nervousness, and warmth.
- Body odour can be effectively managed by:
 - regular showers or baths
 - changing one's clothes
 - use of a deodorant or antiperspirant including those with or without added scents.

Oral Hygiene:

- Oral hygiene is important at all ages. In adolescence, in addition to cavity prevention there are new challenges such as maintaining fresh breath, concerns about having an attractive smile, and dealing with braces / orthodontic appliances.
- A clean mouth requires regular removal of plaque and food particles from between the teeth and under the gum line.
- To prevent cavities, you need to remove plaque, a transparent layer of bacteria that coats the teeth. The best way to do this is by brushing your teeth twice a day and flossing at least once a day.

Genital Hygiene — People with Penises:

- People with penises need to wash the penis, scrotum, and groin area regularly. They must dry the area carefully to prevent jock itch (a skin infection that can create red, itchy scales on skin).
- People with penises who are uncircumcised need to carefully pull back and clean under the foreskin as well as the tip of the penis (the glans), using only water or a very gentle soap. There is no need to scrub this sensitive area.
- After cleaning, people with penises need to gently pat dry the tip of the penis, under the foreskin, and the rest of the penis. They need to replace the foreskin over the glans before putting on underwear.

Genital Hygiene — People with Vaginas:

- People with vaginas should wash their external genital area (vulva) regularly with warm water.
- Canadian Women's Health Network (2014) describes the vagina as "self-cleaning" and states people only need to wash the exterior vaginal area (vulva) with warm water. Douching (using soaps or water in the inner vagina) is not recommended because it may upset the pH balance of the vagina.

The information in the Key Information About Hygiene section was sourced from:

Action Canada for Sexual Health & Rights. (2015). *Taking care of your business*. Retrieved from:

Personal Hygiene

Grade 4 | Understanding Changes at Puberty

<http://srhweek.ca/caring-for-yourself/taking-care-of-your-business/>

Procter and Gamble Inc. (2015). *Always changing co-ed 5&6: leader's guide*. Retrieved from: https://www.ophea.net/program-name/all-about-hpe?program%5b0%5d=36&commerce_price_amount=1

Canadian Women's Health Network. (2013). *Keeping your vagina healthy*. Retrieved from: <http://www.cwhn.ca/en/node/44816>

Additional Resources

The following resources may help students who are experiencing stress related to the changes of puberty:

- Kids Help Phone. 1-800-668-686. www.kidshelpphone.ca
- LGBT Youth Line. Phone: 1.800.268.9688 Text: 647.694.4275 TTY: 416.962.0777 Email: askus@youthline.ca Online chat: www.youthline.ca
 - Teen Health Source. Text: 647-933-5399 Email: teenhealthsource@ppt.on.ca Phone: 416-961-3200 teenhealthsource.com

Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Learning Goals

By the end of this lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.

Facility

Classroom

Equipment List

beanbag (1 per group)

chart paper

markers

sticky notes (5 per student)



[Student Resource 1: RAN](#)



[Student Resource 2: Exit Card](#)



[Teacher Resource: Anecdotal Recording Chart](#)

Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Minds On

Share and clarify lesson learning goals, using student-friendly language.

Review the “ground rules” established during Lesson 1. Ask students if there are any more ground rules they would like to add to the list. Have students identify why each ground rule is important and how, when followed, it creates an emotionally safe and inclusive learning environment.

What Do You Know? Reading and Analyzing Nonfiction (RAN)

- *Teacher prompt:* “During puberty, bodies undergo many changes. Everyone experiences these changes at different rates and at different times. Sometimes it is difficult getting used to the changes that are happening so quickly. Going through puberty includes not only physical changes, but emotional and social ones as well. We will discuss these last two types of changes later in the lesson.”
- Distribute a copy of Student Resource 1: RAN to each student. Students individually complete the first column identifying what they think they know.

A&E - Minds On

Teacher observation of students’ demonstrated application of self-monitoring skills

Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Action

What Is Puberty? Beanbag Toss

- In small groups, students stand in a circle with one beanbag per group. Students gently toss the beanbag around the circle, with each student who catches the beanbag identifying one physical change that occurs at puberty. As a large group consider using Teacher Resource 1: Changes during Puberty for People with Penises and Teacher Resource 2: Changes during Puberty for People with Vaginas (from Lesson 3) to highlight key changes.

Physical, Emotional, and Social Changes

- Working individually, students brainstorm changes that occur during puberty. Students record their responses on sticky notes, writing one change on each note.
- In small groups students combine their sticky notes and post them on a piece of chart paper, categorizing them under headers of “Physical”, “Emotional”, and “Social”. Examples may include: “You start to grow faster.” (Physical) “You may start to feel moody.” (Emotional) “You may have new feelings for other people that you didn’t have before.” (Social) Have groups discuss their notes and what the appropriate header is before placing it on the appropriate piece of chart paper.
- Have groups share responses from each category with the class. Have groups hang their chart papers for reference in future lessons.
- Students continue to update Student Resource 1: RAN throughout the lesson.

Remind students that not everyone experiences puberty the same way (e.g., may not experience all the same physical changes as others, or may not experience changes to the same degree as others).

A&E - Action

Teacher observation of students’ ability apply self-awareness skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes using Teacher Resource: Anecdotal Recording Chart

Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Consolidation

Using direct instruction, make connections between the physical, emotional, and social changes at puberty by explaining to students that physical changes at puberty sometimes lead to emotional and social changes as well. Highlight that relationships with friends can change because sometimes people start being interested in different things at different times. Some people start “liking” others. They may want to be more than “just friends” and become interested in “going out”. Sometimes people treat you as if you are older than you actually are because of how you look (as a result of physical changes at puberty). Sometimes classmates, friends, or family may make comments or tease you about the changes.

Students complete Student Resource 2: Exit Card on how relationships with friends and family members can change as a result of physical changes at puberty.

Students continue to update Student Resource 1: RAN and complete the final column, “Wonderings I Still Have”.

A&E - Consolidation

Teacher observation of students’ ability apply self-awareness skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes using Teacher Resource: Anecdotal Recording Chart

Ideas for Extension

Consider creating word walls from the groups’ lists (on chart paper) to support class reading and writing. Questions can be developed from the words, as well as the RAN, and used for student inquiry.

Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Notes to Teacher

- The language of “boys” and “girls” is gender interpreted, and it is more accurate to talk about anatomy rather than gender and use “bodies with” or “people with” language when referring to developments and changes in puberty.
- What Is Puberty?
 - Puberty is the period of time when bodies develop and change more rapidly than at previous times of development and become fertile.
 - Puberty begins when the pituitary gland releases hormones that stimulate the testicles and the ovaries to produce their own hormones. The ovaries produce estrogen and progesterone, and the testicles produce testosterone.
 - These hormones make reproduction possible and produce secondary sexual characteristics (physical characteristics that differentiate males and females but which are not directly involved in reproduction, such as fat and hair distribution, muscle mass, voice changes, etc.).
 - It is important to acknowledge that these are typical changes but not everyone experiences them or experiences them the same way.
 - Other considerations include:
 - Biologically speaking, not everyone is born exclusively male or female. Some people are born intersex, which means that they may have chromosomes and/or hormones and/or primary and secondary sex characteristics of both male and female in various degrees.
 - Some people do not feel that their physical body matches their gender identity, which may lead to increased stress and body image concerns as their body undergoes puberty. Those who experience these feelings may identify as transgender, transsexual (see Glossary), or another identity altogether. For additional definitions relating to gender identity, please refer to one of the resources listed in Additional Resources.
 - Some changes occur regardless of your biological sex, such as increased hair on legs, armpits, and genital areas; oilier skin; and voice changes.

The information in the *Notes to Teacher* section regarding puberty was sourced from:

Peel Public Health. (2011). *Changes in me: a resource for educators on puberty and adolescent development, junior grade level (2nd ed.)*. Peel Public Health, Healthy Sexuality Program.

Toronto Public Health. (2013). *Teaching puberty: you can do it! Growth & Development Curriculum (support document: grades 5 and 6)*. Retrieved from:
http://www1.toronto.ca/city_of_toronto/toronto_public_health/healthy_communities/files/pdf/sh_g5_6lesson_plans.pdf

Additional Resources

Additional definitions relating to gender identity can be found at:

- Ontario Human Rights Commission. (2013). *Teaching human rights in Ontario – A guide for Ontario schools*.
- Rainbow Health Ontario’s Glossary. www.rainbowhealthontario.ca



Lesson 2 of 4
30 minutes
Curriculum expectations: 1.1, C1.5
Topics: Healthy Living

Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Physical Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Learning Goals

By the end of this lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.

Facility

Classroom

Equipment List

chart paper

index cards (1 per pair)

sticky notes from Lesson 2 Action



[Student Resource 3: Exit Card](#)



[Teacher Resource 1: Changes during Puberty for People with Penises](#)



[Teacher Resource 2: Changes during Puberty for People with Vaginas](#)



[Teacher Resource: Anecdotal Recording Chart](#)

Physical Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Minds On

Share and clarify lesson learning goals, using student-friendly language.

Students complete a Think, Pair, Share (see Appendix) for the following prompt: “What are some of the feelings a Grade 4 student might have as they start to experience changes with puberty?” Some answers may include: “Embarrassed, awkward, confused, self-conscious, more emotional, excited, happy, relief.” In order to share responses anonymously, have pairs write their responses on an index card and then hand it in. Finally, share the responses out loud with the class.

A&E - Minds On

Teacher observation of students’ demonstrated application of self-monitoring skills.

Physical Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Action

Changes Review

- Display the chart papers including sticky notes from the Lesson 2 Action activity “Physical, Emotional, and Social Changes” around the room.
- Students walk around the room and review the identified changes at puberty on the sticky notes. Have students each select one sticky note that is a physical change.
- Place three headers, each on a piece of chart paper, at various locations in the room: “People with Penises” “People with Vaginas” and “Everyone”.
- Students place their sticky note under one of the headers.
- Review student responses with the class. As each sticky note is reviewed have students use the Popcorn Strategy (see Appendix) to identify one emotional and one social impact resulting from that physical change. Consider recording student responses using a T-Chart with the headings “Social” and “Emotional”.

Changes at Puberty

- Using direct instruction, establish age ranges for these physical changes to occur, and highlight that it’s normal for each person to develop at their own rate. Display and review Teacher Resource 1: Changes during Puberty for People with Penises and Teacher Resource 2: Changes during Puberty for People with Vaginas for reference.
- Changes typically start between ages 8 and 13 for people with vaginas and between 9 and 14 for people with penises. For some people, these changes will begin earlier, start later, or even happen differently.
- Using direct instruction, discuss what the actual changes are, and when these changes take place.
- Remind students that some changes occur regardless of a person’s biological sex.

Remind students that not everyone will experience puberty the same way; that is, they may not experience all the same physical changes as others, or may not experience changes to the same degree as others.

The information in this activity regarding puberty was sourced from:

Canadian Paediatric Society. (2013). *Growing up: information for girls about puberty*. Retrieved from: http://www.caringforkids.cps.ca/handouts/information_for_girls_about_puberty

Canadian Paediatric Society. (2013). *Growing up: information for boys about puberty*. Retrieved from: http://www.caringforkids.cps.ca/handouts/information_for_boys_about_puberty

Physical Changes at Puberty

Grade 4 | Understanding Changes at Puberty

A&E - Action

Teacher observation of students' ability to apply self-awareness skills as they describe the physical changes that occur in males and females at puberty and the emotional and social impacts that may result from these changes using Teacher Resource: Anecdotal Recording Chart

Consolidation

Students work individually to complete a Student Resource 3: Exit Card about their learnings from the class.

A&E - Consolidation

Teacher observation of students' ability to apply self-monitoring skills

Ideas for Extension

Working in small groups, students create a puberty rap. Have students identify some of the physical changes that occur as well as the emotional and social impacts that may result from these changes.

Physical Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Notes to Teacher

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 - Some people do not feel that their physical body matches their gender identity, which may lead to increased stress and body image concerns as their body undergoes puberty. Those who experience these feelings may identify as transgender, transsexual (see Glossary), or another identity altogether. For additional definitions relating to gender identity, please refer to one of the resources listed in Additional Resources.
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Physical Changes at Puberty

Grade 4 | Understanding Changes at Puberty

Additional Resources

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- Rainbow Health Ontario's Glossary. www.rainbowhealthontario.ca

Sharing Hygiene Habits

Grade 4 | Understanding Changes at Puberty

Learning Goals

By the end of this lesson, students will be able to:

- apply personal skills as they describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes
- demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.

Facility

Classroom

Equipment List

small ball/beanbag (1 per pair or group)



[Teacher Resource 3: Rubric](#)

Minds On

Share and clarify lesson learning goals, using student-friendly language.

Working in pairs with one ball/beanbag per pair or group, students use an underhand throw to toss the object amongst the group. When it is caught, the student catching it responds to the following:

Teacher prompt: “What are some personal care needs as someone your age approaches puberty?”

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A&E - Minds On

Teacher observation of students' demonstrated understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty

Action

Habits to Feel Good About Brochure

Begin a large-group discussion with the following prompt: "We have looked at the changes at puberty and the personal care needs that might be required with the onset of puberty. I want you to imagine that our Grade 4 class has been hired to create an advertisement to help others in our school community understand the physical changes at puberty and learn to make healthy choices connected to personal care and hygiene."

Explain to students the two main tasks in this culminating assignment:

- Create (illustrate, perform, record) an advertisement to promote some of the physical, social, and emotional changes that occur at puberty, highlight personal care needs, and share at least one hygienic practice. Students work in pairs or small groups of 3-4 to develop their campaigns.
- Individually, students complete a write-up that provides information supporting their campaign, including demonstrating an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty. Time in the computer lab may be valuable in completing this part of the assignment.

Share the rubric for the advertisement campaign so students are aware of what is expected of them. Review Success Criteria and answer any questions students may have.

A&E - Action

Teacher observation of students' ability to demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty using Teacher Resource 3: Rubric

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Consolidation

Have students present their advertisement campaign in front of the class, small group or, to accommodate various types of learners, in front of only you. Ask audience members to share the main ideas addressed throughout the presentations.

Review Learning Goals with students. Students use the Thumbs-Up Strategy (see Appendix) to self-assess their ability to apply the lesson Learning Goals.

A&E - Consolidation

Teacher observation of students' ability to demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty using Teacher Resource 3: Rubric

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Notes to Teacher

While a variety of expectations have been addressed throughout the unit, the assessment of the unit, through the culminating task, will focus on overall expectation C1. Understanding Health Concepts and C2. Making Healthy Choices. Teachers are encouraged to use their professional judgment and knowledge of their personal yearly plan regarding overall expectation assessment.

This final assessment provides various opportunities for students to demonstrate learning from this unit using a variety of techniques. While students will be using various performance methods, it is the content of the presentations that is being evaluated.

Be sensitive to the students in your class. Hygiene habits will vary from family to family, and could be culturally specific as well. Be sensitive to the fact that not everyone can afford to have their clothes laundered regularly, have multiple change of clothes, etc. Teachers need to be alert to ensure the classroom climate is positive and caring.

Key Information about Hygiene

Healthy Skin:

- For students worried about acne, here are some ways to help prevent pimples:
 - To help prevent the oil buildup that can lead to acne, wash your face once or twice a day with warm water and a mild soap or cleanser.
 - Don't scrub your face. Scrubbing can actually make acne worse by irritating the skin. Wash gently, using your hands instead of a washcloth.
 - If you wear makeup, moisturizer, or sunscreen, make sure they are labelled "oil-free", "noncomedogenic", or "nonacnegenic".
 - When you wash your face, take the time to remove all of your makeup.
 - If you use hair sprays or gels, try to keep them away from your face because they can clog pores.
 - If you have long hair, keep it away from your face and wash it regularly to reduce oil.
 - Baseball caps and other hats can cause pimples along the hairline. Avoid them if you think they are making your acne worse.
 - Wash your face after you've been doing physical activity and sweating a lot.
 - Try not to touch your face.
 - Don't pick, squeeze, or pop pimples.
- Many lotions and creams are sold at drugstores to help prevent acne and clear it up. You can try different ones to see if any help. Products with benzoyl peroxide (say: BEN-zoil peh-ROK-side) or salicylic (say: sal-uh-SIL-ick) acid in them are usually pretty helpful for treating acne. Benzoyl peroxide kills the bacteria that can lead to acne and it also can reduce swelling (puffiness) of pimples. Salicylic acid is another acne-fighting ingredient. It causes skin to dry out and peel, which can help get rid of pimples, too.
- When you use a product for acne, be sure to follow the directions exactly. Don't use more than you're

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supposed to because this can make your skin very red and very dry. It's also good to try just a little bit at first to be sure that you're not allergic to the product. Don't give up if you don't see results the next day. Acne medicine can take weeks or months to work.

Hair:

- The hormonal changes that occur during puberty can cause hair to become oily.
- Skin glands are more active during puberty. The glands on the hair follicles deposit oil on each hair. This oil makes the hair shiny but it also attaches dirt to the hair.
- Oily hair needs to be washed more frequently.
- Choose a shampoo to suit hair type. Rinse out well with clean water.

Body Odour:

- Sweating is a vital and normal process. When people sweat or perspire, the moisture combines with bacteria to create an odour.
- The apocrine glands, located primarily under the arms and in the genital area, become active at the onset of puberty. When these glands are stimulated, they produce perspiration. When the sweat comes in contact with bacteria on the skin the result is body odour.
- Body odour increases with physical activity, stress, excitement, nervousness, and warmth.
- Body odour can be effectively managed by:
 - regular showers or baths
 - changing one's clothes
 - use of a deodorant or antiperspirant including those with or without added scents.

Oral Hygiene:

- Oral hygiene is important at all ages. In adolescence, in addition to cavity prevention there are new challenges such as maintaining fresh breath, concerns about having an attractive smile, and dealing with braces/orthodontic appliances.
- A clean mouth requires regular removal of plaque and food particles from between the teeth and under the gum line.
- To prevent cavities, you need to remove plaque, a transparent layer of bacteria that coats the teeth. The best way to do this is by brushing your teeth twice a day and flossing at least once a day.

Genital Hygiene — People with Penises:

- People with penises need to wash the penis, scrotum, and groin area regularly. They must dry the area carefully to prevent jock itch (a skin infection that can create red, itchy scales on skin).
- People with penises who are uncircumcised need to carefully pull back and clean under the foreskin as well as the tip of the penis (the glans), using only water or a very gentle soap. There is no need to scrub this sensitive area.
- After cleaning, people with penises need to gently pat dry the tip of the penis, under the foreskin, and the

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rest of the penis. They need to replace the foreskin over the glans before putting on underwear.

Genital Hygiene — People with Vaginas:

- People with vaginas should wash their external genital area (vulva) regularly with warm water.
- Canadian Women’s Health Network (2014) describes the vagina as “self-cleaning” and states people only need to wash the exterior vaginal area (vulva) with warm water. Douching (using soaps or water in the inner vagina) is not recommended because it may upset the pH balance of the vagina.
- The language of “boys” and “girls” is gender interpreted, and it is more accurate to talk about anatomy rather than gender and use “bodies with” or “people with” language when referring to developments and changes in puberty.

The information in the Key Information about Hygiene section was sourced from:

Action Canada for Sexual Health & Rights. (2015). *Taking care of your business*. Retrieved from: <http://srhweek.ca/caring-for-yourself/taking-care-of-your-business/>

Procter and Gamble Inc. (2015). *Always changing co-ed 5&6: leader’s guide*. Retrieved from: https://www.ophea.net/program-name/all-about-hpe?program%5b0%5d=36&commerce_price_amount=1

Canadian Women’s Health Network. (2013). *Keeping your vagina healthy*. Retrieved from: <http://www.cwhn.ca/en/node/44816>