

## *Health*

4.ICR.2.1

Summarize physical and emotional changes during puberty.

4.ICR.2.2

Recognize that individuals experience puberty at different rates (early, average, late).

## *English Language Arts*

CCSS.ELA-Literacy.SL.4.1c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1d

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.W.4.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

### *Materials Needed:*

- Appendix 1-display or provide copies of the poem, “A Brand New You!”
- Writing journals or paper for writing responses
- Appendix 2-Puberty scenarios

### *Focus:*

Read the poem “A Brand New You” with the class. Ask students to write a response answering these questions: How does the poem make you feel? What questions do you have about puberty? Give students several minutes to write responses. Next, ask them to share responses with a friend. Tell them to add any new questions they may have thought about during the sharing time.

### *Statement of Objectives:*

*Today, we will talk about changes that happen as a part of growth and development. These changes are called puberty, and all boys and girls experience these changes in their bodies, as they become men and women. By the end of the lesson, you will identify physical and emotional changes that happen in puberty and the timeline for these changes.*

### *Teacher Input:*

*In 4<sup>th</sup> grade, it is common for you to feel a little uncomfortable or uncertain about puberty. You may be wondering, “Am I normal?” or “Is this normal?” It is natural for 4<sup>th</sup> graders to get a little embarrassed and giggle, but it is important for you to learn about these changes and understand the timeline of the changes. I want you to have a respectful attitude about your body. I will give you accurate information so you won’t be worried about these changes. 4<sup>th</sup> grade is also a time when you have many different emotions. You may have friend troubles some days and other days are great. We need to talk about all of these feelings.*

A PowerPoint for both girls and boys can be found with this lesson plan. As you show the PowerPoint, discuss and answer any questions students wrote in the Focus Step, as it is appropriate in the lesson. Draw a timeline to show the span of time these changes occur. Explain that everyone begins this process at different times.

### *Assessment:*

Allow students to work with a partner or small group to write essay answers to the following questions about the scenarios from Appendix 2. (Change names if needed.)

- *How does the main character feel about growing up?*
- *What can you explain about puberty that will help him or her?*
- *What other steps could you take to be respectful and helpful?*

### *Closure:*

*The changes that happen during puberty affect your bodies, your emotions, and your relationships with each other. You did a wonderful job using the information you learned today explaining how you can help each other. Remember, puberty is a time of change that happens when your body is ready. It is important to talk to parents and teachers when you have concerns.*

## *A Brand New You!*

In fourth grade, kids try to be **normal**.  
It seems like the thing to do.  
They're starting to go through **puberty**.  
It all seems so **brand new**.

The girls are getting taller:  
And boys will catch up before long.  
The girls are getting wider hips.  
Boys' shoulders become broad and strong.

The growth spurt sometimes feels awkward.  
With arms and legs feeling "dangly."  
It's hard to coordinate movement  
When your feet are suddenly "tangly."

Girls develop a more shapely figure  
And hair in several new places.  
Boys start to have deeper voices  
And "peach fuzz" on their faces.

It's all a part of growing up  
And adults will be there for you.  
So ask your questions so you get the answers  
To why these changes seem so **Brand New**.



## *Puberty Scenarios*

Scenario 1: Jeanne is the last person chosen for teams in physical education. She is not athletic and very short. Her nickname is “Shorty.”

Scenario 2: Drew is the smallest boy in the 4<sup>th</sup> grade. Two guys picked Drew up and put him in the trash can.

Scenario 3: Alana is tall, heavy and has begun developing breasts. Kids do not like to be around her due to the way she smells. She sweats excessively, and kids say she smells bad.

Scenario 4: Anthony has grown two shoe sizes since Christmas. As a result, he is clumsy, and kids laugh whenever he falls down.

Scenario 5: Kayla has a crush on a different boy every week. She wears makeup and a bra to school and is always talking about it. She texts boys using her cell phone. Kayla asks other girls to go with her to talk to boys.

Scenario 6:

Jayden is very popular and has lots of friends. Recently, girls have started texting him and sending him pictures. They are always asking Jayden’s friends if he likes them. Jayden loves basketball and doesn’t think about girls in 4<sup>th</sup> grade.