LESSON TITLE: Interview

LESSON DESCRIPTION: Students approaching puberty and adolescence may be intimidated by the emotional and physical changes they will experience. This activity is intended to reassure emerging teens that everyone experiences the challenges of adolescence and that they will survive. Students will be talking with an adult whom they trust to ask about their experiences with puberty and get a first hand account of the passage from childhood to adulthood.

GRADE LEVEL: 4-6

INSTRUCTION PHASE: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

DURATION: 30-60 minutes

DELIVERY METHOD: Individual – Take home activity

MATERIALS: 1. Boys’ Interview Worksheet (one for each boy in the class) 2. Girls’ Interview Worksheet (one for each girl in the class)

MANAGEMENT: Students will be completing this activity independently outside of the classroom. Prior to the lesson, the instructor should have printed the interview sheets needed for the activity.

LESSON OBJECTIVES & STANDARDS: The students will be able to:

1. Conduct an interview with an adult to find out about physical and emotional changes that occur during puberty.
2. Explain the rate of individual development.

National Standards
Health: 1, 3

PA State Standards
Health, Safety and Physical Education: 10.1.6.A, B
ANTICIPATORY SET:
Begin by relating student experiences to the objectives of the lesson by asking the following:

- What are your concerns about the passage to the adolescent stage of your life?
- What changes in your body have you noticed since the start of the school year? What about changes in the way you get along with your friends and family?
- How do you think your emotions will be affected as your body matures?
- Do you notice any of your classmates going through changes? Explain.
- When do you think puberty starts? What types of things do you anticipate will start to happen when you begin puberty?
- Will you develop the same way that the other males/females in your class will develop? In what ways are males and females different as it relates to puberty?
- Will it matter to you if you develop at a different pace and in different ways than others?

TEACHING – Input:

Lesson Terms
1. Adolescence is the stage of the life cycle between the ages of 11 and 21.
2. The female hormone that produces secondary sexual characteristics and affects the menstrual cycle is called estrogen.
3. Hormones are special chemicals made by the body that cause changes.
4. Menstruation is the monthly discharge of blood and cells that are part of the lining of the uterus.
5. Progesterone is the female hormone that prepares the lining of the uterus for a fertilized egg.
6. Testosterone is the male hormone released into the bloodstream from the testes that causes the male secondary sex characteristics to develop during puberty.

TEACHING – Modeling:

- The educator will begin by reviewing the different aspects of puberty, including:
  1. What is puberty and when does it occur?
  2. What is adolescence and when does it occur?
  3. What changes occur during puberty in males? And in females?
  4. Challenges that come with puberty and coping strategies to combat these difficulties.
- The students should also review their knowledge of hormones and the reproductive system in case those topics were to arise during the students’ private interviews.
- Each student should receive a copy of the “Growing Up” interview to take home. The questions are suggestions. An individual student may choose not to use all the questions, or they may add questions of their own.
- Explain to students that the interview is designed to show them that at some point everyone will go through puberty; and that often, everyone has the same worries and concerns about what is happening to them.
- Discuss with students who might be a potential subject to interview: Parent, relative, neighbor, etc.
- At home, students are to find a trusted adult with whom they can conduct the interview. They will complete the interview by asking each question and filling in the responses on their worksheet.
• When students are finished with the interview, it will be up to them to draw conclusions on what it is like to go through puberty, as well as some things that can make it challenging. This can spark a class discussion the next day.
• Some students may want to share what they’ve learned. For some, adolescence is a very private issue and they may not feel comfortable sharing. Remind students that they do not have to share information with which they feel uncomfortable.
• The educator may organize a sharing experience that is specific to gender to meet the specific needs of the group.

TEACHING – Check for Understanding:
1. Puberty is defined as the time in life when boys and girls become physically capable of producing offspring.
   • When does this happen in girls? In boys?
   • Will everyone go through it in the same way?
   • What changes are specific to males? Specific to females?
   • What changes are specific to both males and females?

2. Adolescence is the stage of the life cycle between the ages of 11 and 21.
   • When does adolescence happen?
   • Will it happen at the same time for everyone?
   • Where does puberty fit into adolescence?

3. There are many physical and emotional changes that occur for both males and females as puberty approaches.
   • What are some examples of emotional changes in males? Physical changes in males?
   • What are some examples of emotional changes in females? Physical changes in females?
   • Will everyone develop in the same way and at the same rate during puberty?
   • What kinds of things will be different?
   • What if I am first? Last?

4. Ways to cope with hormonal changes include: exercise, eating a healthy diet, getting plenty of rest, and being sure to stay clean.
   • Why are healthy life choices important to a person in the adolescent stage of development?
   • How will exercise help?
   • How will proper nutrition help?
   • Why do I need to stay clean?
   • What will extra rest do for me?

CLOSURE:
Review key points of the lesson to help students form a coherent understanding of the lesson objectives. Ask students to tell or show you what they have learned, using questions similar to those found in Check for Understanding.