

Human Growth and Development Grade 5

Unit Overview

This Human Growth and Development curriculum uses content and media from the **“Always Changing – Growing Up” Fifth Grade School Program** developed by Procter and Gamble. The goal of these lessons is to teach preteens about their changing bodies and the beginning stages of puberty. Puberty is a complex time of change emotionally, physically, socially and intellectually. Helping students understand the physical and emotional changes taking place will contribute to their developing an assured and informed approach to adolescence. Individuals are more likely to have a positive body image if they are educated, resulting in a healthy transition during the growing up process.

Essential Question: ***How can I accept the way my body changes as I grow?***

Healthy and Balanced Curriculum Framework

Content Standard 1: Core Concepts

E 1.2 Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one’s own body.

E 1.10 Describe the physical and emotional changes that occur during puberty.

Content Standard 2: Accessing Health Information and Resources

E 2.4 Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults.

Content Standard 8: Advocacy

E 8.2 Express opinions about health issues based on accurate information.

Lesson #1 Introduction

PowerPoint Presentation:

Human Growth and Development
“Always Changing – Growing Up”

Curricular Outcomes	Assessments
<ul style="list-style-type: none"> • Identify and discuss emotional and physical changes during puberty. • Practice ground rules to develop a safe environment for group interaction. • Recall, tell and summarize growing life experiences thus far. • Predict middle school experiences. • Summarize their perception of the teenage years. • Define body image. • Determine the direct relationship between a positive body image and 	<ul style="list-style-type: none"> • Demonstrate ability to practice ground rules. • Discussion Starters Activity-all group members will encourage other members to share thinking and listen carefully. • Vocabulary Recognition Activity -All group members will respond and demonstrate their personal knowledge of terminology. -All group members will compare their personal knowledge of terminology to

<p>Grade 5 Page 2</p> <p>Curricular Outcomes</p> <p>knowledge about anatomy and physiology.</p> <ul style="list-style-type: none"> • Define puberty. • Plan to practice personal hygiene. • Illustrate personal vocabulary recognition and listen to definitions of terms related to male and female anatomy, physiology and puberty. • Discuss ways to obtain information about human growth and development from family, school personnel, health professionals and other responsible adults. 	<p>Assessments</p> <p>that of their peers.</p> <ul style="list-style-type: none"> • Evaluation Wheel -all group members will assess the usefulness of the presentation and record a concluding statement reflecting the outcome of today's lesson.
--	--

Lesson #2
Video “Always Changing – Growing Up”

Curricular Outcomes	Assessments
<ul style="list-style-type: none"> • In a co-ed setting students will listen and respond to the information designed to give a base of knowledge about the puberty experience. 	<ul style="list-style-type: none"> • Video Response: -I would like to know more about... -Something interesting that I learned is... -Two questions I would like to discuss are... -I thought the movie was _____ because _____. <p>Male – green response sheet Female – yellow response sheet</p>

Lesson #3
Follow – Up

Groups are separated by gender for this lesson.

1. Video Evaluation-begin classes with sharing anonymous responses about the video.
I thought the movie was _____ because _____ .
2. Open dialogue and discussion will be prompted using questions from the anonymous response sheet.
Process Video Response Sheet:
I would like to know more about...
Something interesting that I learned...
Two questions I would like to discuss...