

## Sub-Task #1 Puberty Changes Review

### Materials

Puberty Scramble Cards

### Description

Students will review the topic, “Puberty” through active discussion and worksheets.

Expectation Code	Learning Expectation
6p2	Identify the major parts of the reproductive system and their functions and relate them to puberty
6p8	Relate the changes at puberty to the reproductive organs and their functions

## Assessment Opportunities – Suggestions for Assessing Expectations

Diagnostic Assessment: Pencil Paper – Male/Female or Both worksheet.

Assessment of Male/Female or Both worksheet will determine the level of student understanding of the concepts related to anatomy, physiology and puberty (see Appendix B and C).

## Teaching/Learning Strategies

### 1. Ice Breaker: Puberty Scramble (see Appendix A)

- Introduce to students the concept of puberty. It involves many physical, emotional, social changes that can cause a great deal of confusion. Play the game, “Puberty Scramble.” Distribute one puberty statement card per student. Students find a classmate that has the other part of their statements. If they find a classmate that they feel completes their statement, have the teacher or a designated student, that has the answer key, confirm if it is correct. Once all statements are correct, students read their statements to the class.

### 2. Male/Female or Both (see Appendix B and C)

- Hand out the sheet. Students categorize the words under the headings of Male/Female or Both.
- Divide into groups. Each group decides upon a final categorization of each list. Appoint a recorder/presenter to share the findings with the whole class. Each group starts with a clean sheet so students can compare their answers to the answers from the group.
- Take up correct answers.

### 3. Looking At Myself

- Distribute the sheet “Looking at Myself” (see Appendix D). Review the instructions with the students and assign as homework.

## Notes to Teacher

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- For Teaching Learning Strategy #1 - prepare the “Puberty Scramble Cards” ahead of time.
- For Teaching Learning Strategy #2 - be aware that males **may** have some breast development but not to the same extent as a female.
- Groups should probably be gender-specific for Teaching Strategy #2. This is not an activity that needs to be evaluated.
- For Teaching Learning Strategy #3 - Tell the students that they can complete the worksheet with a parent if they wish.

### Ontario Catholic School Graduate Expectations

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

### Fully Alive

In teaching the material on puberty and reproduction theme 3, **Created Sexual: Male and Female** MUST be the resource used with the students. In using **Fully Alive** as the teaching resource, the students are also deepening their understanding of human sexuality as a gift from God which empowers the human person to be loving and life-giving co-creators with God.

Theme 3, **Created Sexual: Male and Female** , Topic 2, Love and Life

- explore the meaning of sexuality as loving and life-giving
- deepen their understanding of human fertility

TM pp. 53-56, SB pp. 58-64

Theme 3, **Created Sexual: Male and Female** , Topic 4, Growing and Changing

- explore some of the ways in which heredity and environment influence development
- deepen their understanding of the changes of puberty

TM pp. 63-69, SB pp. 74-84

## Appendices

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Unit 4 Appendix A	Puberty Scramble Cards - Master and Answer Sheet
Unit 4 Appendix B	Male/Female or Both - Worksheet
Unit 4 Appendix C	Male/Female or Both - Answer Sheet