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- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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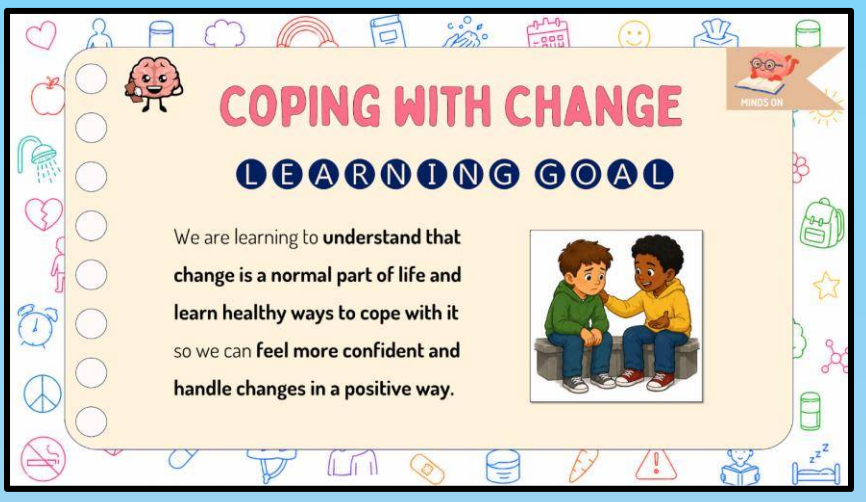
Ontario Health Curriculum

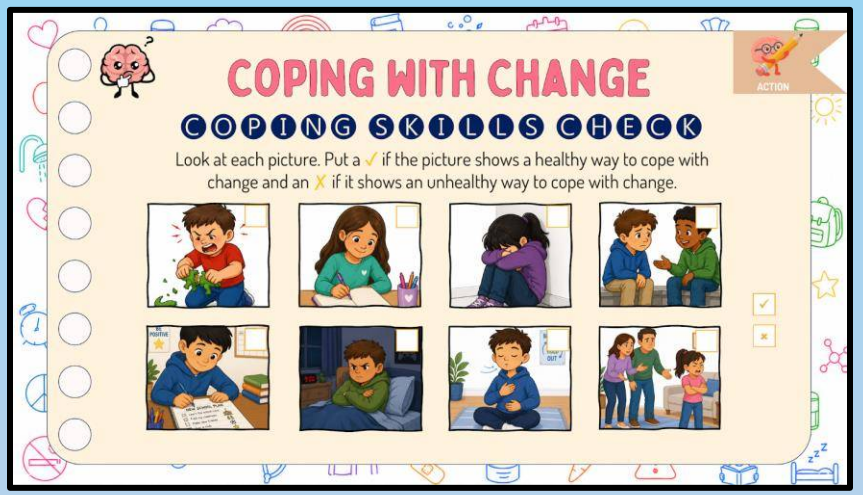
Human Dev't & Sexual Health – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



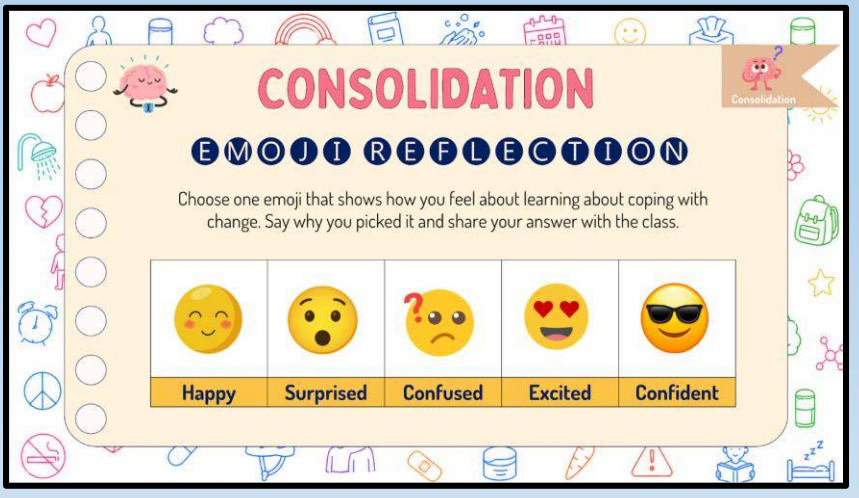


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum

Human Dev't & Sexual Health – Grade 5



PUBERTY STAGES 1 AND 2

WORD SEARCH

Find and circle the puberty words hidden in the puzzle.

T	K	D	B	R	E	A	S	T	S	A	E
R	S	K	C	H	A	N	G	E	S	P	S
M	E	B	Z	O	Q	K	S	V	N	P	U
G	L	Y	B	N	P	Y	E	H	A	I	R
U	C	G	R	E	D	T	N	Q	T	J	E
S	I	R	A	S	C	R	O	T	U	M	T
L	T	O	I	Y	X	E	M	B	M	B	U
R	S	W	N	O	P	B	R	Z	Q	E	M
I	E	T	S	B	Z	U	O	R	W	S	X
G	T	H	Z	Z	V	P	H	X	P	G	E

Scrotum	Puberty	Testicles
Uterus	Changes	Girls
Hair	Hormones	Growth
Breasts	Boys	Brain

ACTION

YES OR NO

Show your answer with a thumbs up 👍 or thumbs down 👎

1) All parts of the male reproductive system are outside the body.

2) The penis is part of the male reproductive system.

3) The prostate gland protects the testicles.

4) The prostate gland helps make fluid that is part of semen.

5) The vas deferens carries sperm from the epididymis.

ACTION

QUICK TRUE OR FALSE

Read each statement carefully. Drag the correct answer (True or False) beside each one.

1) Girls usually have a louder voice change than boys.

2) Acne may start to appear during Stage 4.

3) The scrotum may become darker during Stage 4.

4) Teasing someone about puberty is the right thing to do.

5) Differences make people unique and special.

True

False

Ontario Health Curriculum

Human Dev't & Sexual Health – Grade 5



Workbook Preview

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Grade 5 – Health Unit

Human Development and Sexual Health





	Curriculum Expectations	Pages That Cover the Expectations
D1.3	identify the parts of the reproductive system, and describe how the body changes during puberty	7 – 12, 15 - 25
D1.4		5
D2.4	identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation, and how these factors can support their personal health and well-being	7 – 8, 26 - 39
D2.5	describe emotional and interpersonal stresses related to puberty, recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being	7 – 8, 40 - 44

Preview of 50 pages from this product that contains 96 pages total.

NAME: _____

Human Development and Sexual Health



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Name: _____ 7

Curriculum Connection
D1.3, D2.4, D2.5

Coping with Change

Change

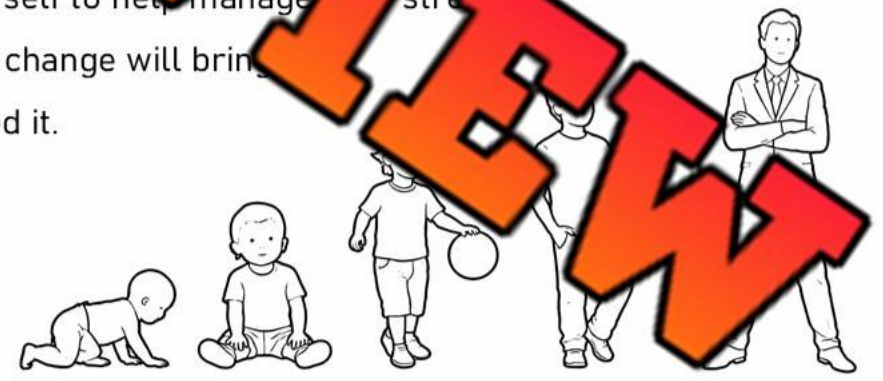
Change is a natural part of life and happens to everyone. It can cause many different strong feelings. Some changes are exciting, and some change can be scary. Sometimes change is positive and sometimes not. Have you experienced a change in your life? It could be a move, changing your hairstyle or a change in your family. Some changes are big, and some are s[illegible]me are in between. How did you cope with that change?

Strategi[illegible]h Change

Copi[illegible] change[illegible]ressful. Change is unpredictable. Change is necessary for growth. There [illegible] yo[illegible]use to help you build your resilience when you are coping with chang[illegible]

1. Identify what you c[illegible]nd wh[illegible]cannot control.
2. Be prepared. Find out as[illegible]s yo[illegible]what the change will mean for you.
3. Name your feelings so that you und[illegible]now [illegible]reacting to a change.
4. Make time to care for yourself to hel[illegible]manage[illegible]stre[illegible]
5. Focus on the positives the change will brin[illegible]
6. Ask for help when you need it.

PREVIEW



Growing is a Big Change

During the first year after we are born, we have our biggest growth. A baby will grow to be twice its length and 3 times its weight in the first year. The second biggest growth spurt people have is during puberty.

Puberty

Puberty is the time of life when a child experiences physical and hormonal changes as they move towards being an adult. Puberty is an individual process. It is different for everyone. Girls may start the process anytime between 8 and 14 years of age. Boys usually start between 9 and 14.

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Curriculum Connection
D1.3, D2.4, D2.5

True or False

Is the statement true or false?

1) Change can be a good thing.	True	False
2) Change can cause stress.	True	False
3) There is nothing you can do to feel better when you are going through an unwanted change.	True	False
4) Puberty is a change.	True	False
5) Puberty [illegible]me for everyone.	True	False

Questi[illegible]

[illegible]times you have experienced change.

1)	
2)	

Questions

Answer the questions below using evid[illegible]om [illegible]t

1) When do humans grow the fastest? Explain their development.

_____

_____

_____

2) How can you cope with changes in your life? Which strategies do you prefer?

_____

_____

_____

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Name: _____ 9

Curriculum Connection
D1.3, D2.4, D2.5

Activity – Me: Growing and Changing

Objective

What are we learning about?

Students will identify physical and emotional changes that happen as they grow.
Students will reflect on how these changes are part of healthy development.

Materials

What will you need for the activity?

- "Me: [illegible] Now" worksheet
- C[illegible]te (optional)



Instructions

[illegible] you [illegible]lete the activity?

1. Look at your wo[illegible]
   - The larger bo[illegible] is lab[illegible]W.
   - The smaller body [illegible]s l[illegible]
2. In the THEN body outline: D[illegible]w yo[illegible] a y[illegible]r child (before puberty). Think about:
   - Your height
   - Your hairstyle
   - Your body size
   - Clothing you liked to wear
   - Activities you enjoyed
3. In the NOW body outline: Draw yourself as you are toda[illegible] Sho[illegible] changes you notice, such as:
   - Growing taller
   - Changes in body shape
   - Body hair
   - Acne
   - Voice changes
   - Different clothing styles
4. Around the NOW body (in the empty space): Write emotional or thinking changes that are not visible. For example:
   - Mood changes
   - Wanting more independence
   - Stronger or more complex feelings
   - Caring more about friendships
   - Thinking more about the future

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Curriculum Connection
D1.3, D2.4, D2.5



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Curriculum Connection
D1.3

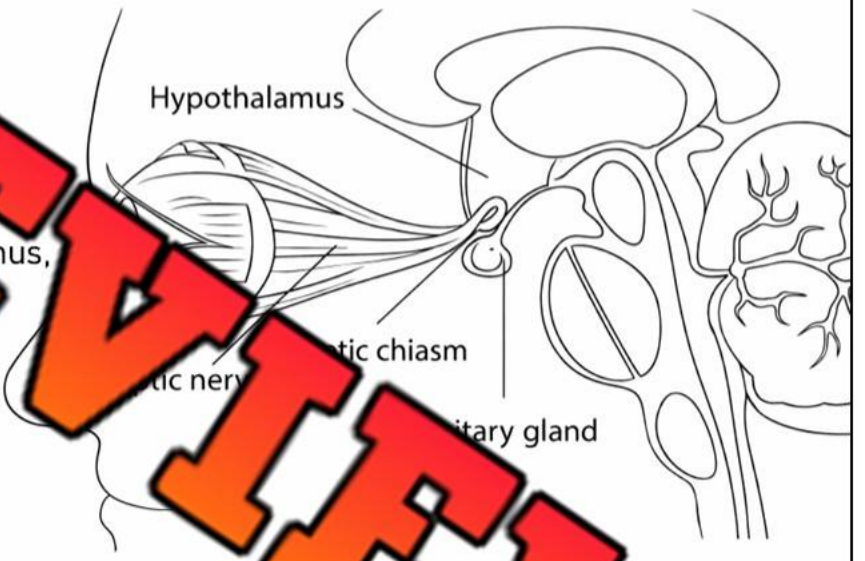
Puberty Stages 1and 2

Puberty

Puberty is the name of the time when your body begins to develop and change as you change from being a child to being an adult capable of reproduction. Your body will start to fill out. For boys, your shoulders will get broader, and you will get more muscular. Girl's bodies tend to get curvier. Their hips get wider, and breasts develop. The changes that occur in pu[illegible]tart before you can see anything happening on the outside.

The Fi[illegible]

Usually [illegible]r a girl [illegible]ay and after a boy's 9[illegible]e br[illegible] begins to send sign[illegible] the h[illegible]o get ready for change. The [illegible]amus, which is the command center [illegible] hormones, releases a hormone to the pituitary gland which starts to make other hormones.



PREVIEW

The Second Stage

In the second stage, which begins between 9 and 11 physical [illegible]elop[illegible]

<u>The first signs for girls are:</u>

- Buds start to form under the nipple of each breast. They may be itchy or tender and one may be larger than the other which is normal.
- The darker area around the nipple called the areola will expand.
- The uterus begins to get larger and small amounts of pubic hair start to grow on the vulva.

<u>For boys, development starts around age 11. Changes include:</u>

- Testicles and skin around the testicles (scrotum) begin to get bigger
- Early stages of pubic hair forms at the base of the penis.

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Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) The first stage of puberty starts in your brain.	True	False
2) The first stage of puberty cannot be seen from the outside.	True	False
3) During puberty girls get wider shoulders.	True	False
4) The stages of puberty happen at the same time for everyone.	True	False
5) Boys wil[illegible] muscles during puberty.	True	False

Summa[illegible]

What [illegible] to boys and girls in the first and second stage of puberty?

Questions

Answer the questions below using evide[illegible]m [illegible]

1) Where are the hypothalamus and the pituitary gland located?

2) What role does the hypothalamus play in puberty.

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Name: _____ 13

Curriculum Connection
D1.3

Fact or Fiction – Puberty Stages 1 and 2

Objective

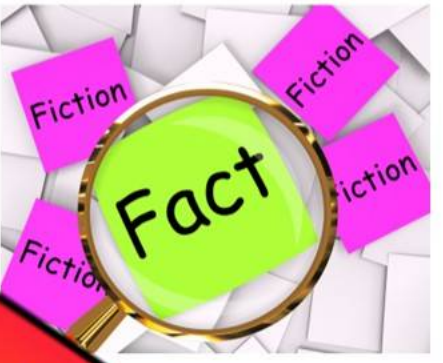
What are we learning about?

To help students understand the early stages of puberty and identify which physical changes happen in Stage 1 and Stage 2.

Materials

What you need for the activity?

- A list of statements about Puberty Stages 1 and 2
- A "Fact" sign and a "Fiction" sign
- Space in the classroom for students to move to either side



Instructions

How will you complete the activity?

1. Your teacher will read statements about Puberty Stages 1 and 2 carefully.
2. Think about whether the statement is true or false.
3. If you think it is true, move to the Fact side of the room.
4. If you think it is false, move to the Fiction side of the room.
5. Stay on your chosen side while the correct answer is explained.
6. Return to your seat and get ready for the next statement.
7. Be respectful and have fun learning!

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Curriculum Connection
D1.3

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Puberty is the time when the body begins changing into an adult body.	**Fact**
2	Stage 1 begins when the brain sends hormone signals.	**Fact**
3	Stag uses many visible body changes.	**Fiction**
4	Th helps control hormones.	**Fact**
5	rty on to girls.	**Fiction**
6	Boys an gin pu exactly the same age.	**Fiction**
7	Stage 2 is whe ange in to appear.	**Fact**
8	Breast buds may form s d 2	**Fact**
9	The brain is not involved in pu	**Fiction**
10	The uterus begins to grow during Stag	**Fact**
11	Puberty starts after age 18 for everyone.	**Fiction**
12	Boys' testicles begin to grow in Stage 2.	**act**
13	No emotional changes happen during puberty.	**iction**
14	Early pubic hair may start to grow in Stage 2.	**Fact**
15	Physical development begins in Stage 1.	**Fiction**
16	Puberty happens overnight.	**Fiction**
17	The pituitary gland releases hormones.	**Fact**
18	Only boys experience body changes in Stage 2.	**Fiction**
19	Puberty happens at different ages for different people.	**Fact**
20	Puberty is not a normal part of growing up.	**Fiction**

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Name: _____ 15

Curriculum Connection
D1.3

Puberty Stage 3

Puberty is a Long Process

The transition from being a child to being an adult is a process that takes as many as 5 years. During this process, called puberty, boys and girls become sexually mature and once their reproductive organs develop and mature, they can have children. Stage 1 and 2 of puberty usually last about 3 years, from the time the first hormone signal from the hypothalamus is released, until physical signs of puberty start to show.

PREVIEW

The T

Stage 3 usually starts after age 12 and for boys after they turn 13. In stage 3 of puberty, teens experience a growth spurt in height. Hormones are working throughout the body, causing it to change d

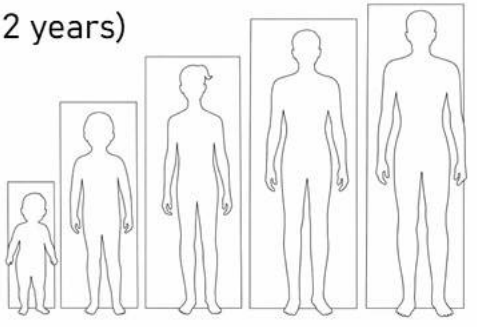
Physical Changes in Girls Include:

- Highest growth spurt begins, on average inches per year
- First signs of acne may appear on the face and
- Voice change less noticeable than males
- Hips and thighs start to build up fat
- Breast development
- Pubic hair growth
- Hair under arms



Physical Changes in Boys Include:

- Height growth increases to between 2 and 3.2 inches per year
- Some breast tissue forms (this usually goes away in 2 years)
- Males begin to have ejaculations at night, also call wet dreams
- Penis gets longer as testicles grow bigger
- The voice begins to change
- Muscles get larger



Name: _____ 16

Curriculum Connection
D1.3

Multiple Choice Put an X under each gender if the description is a change they will experience in stage 3 of puberty.

Development	Male	Female
1) Breast tissue develops.		
2) First signs of acne		
3) Voice w ange.		
4) Highe rt.		

True or F se ate ent true or false?

1) Stage 3 of pube ay ble body changes.	True	False
2) Acne can begin to appe g St	True	False
3) The voice does not change during .	True	False
4) A growth spurt may happen in Stage 3 of pu y.	True	False
5) Puberty changes only affect boys.	True	False

Questions Answer the questions below using evidenc om

1) What starts the process of puberty?

_____

_____

_____

2) What is happening inside the body during puberty that prepares adolescents for adulthood?

_____

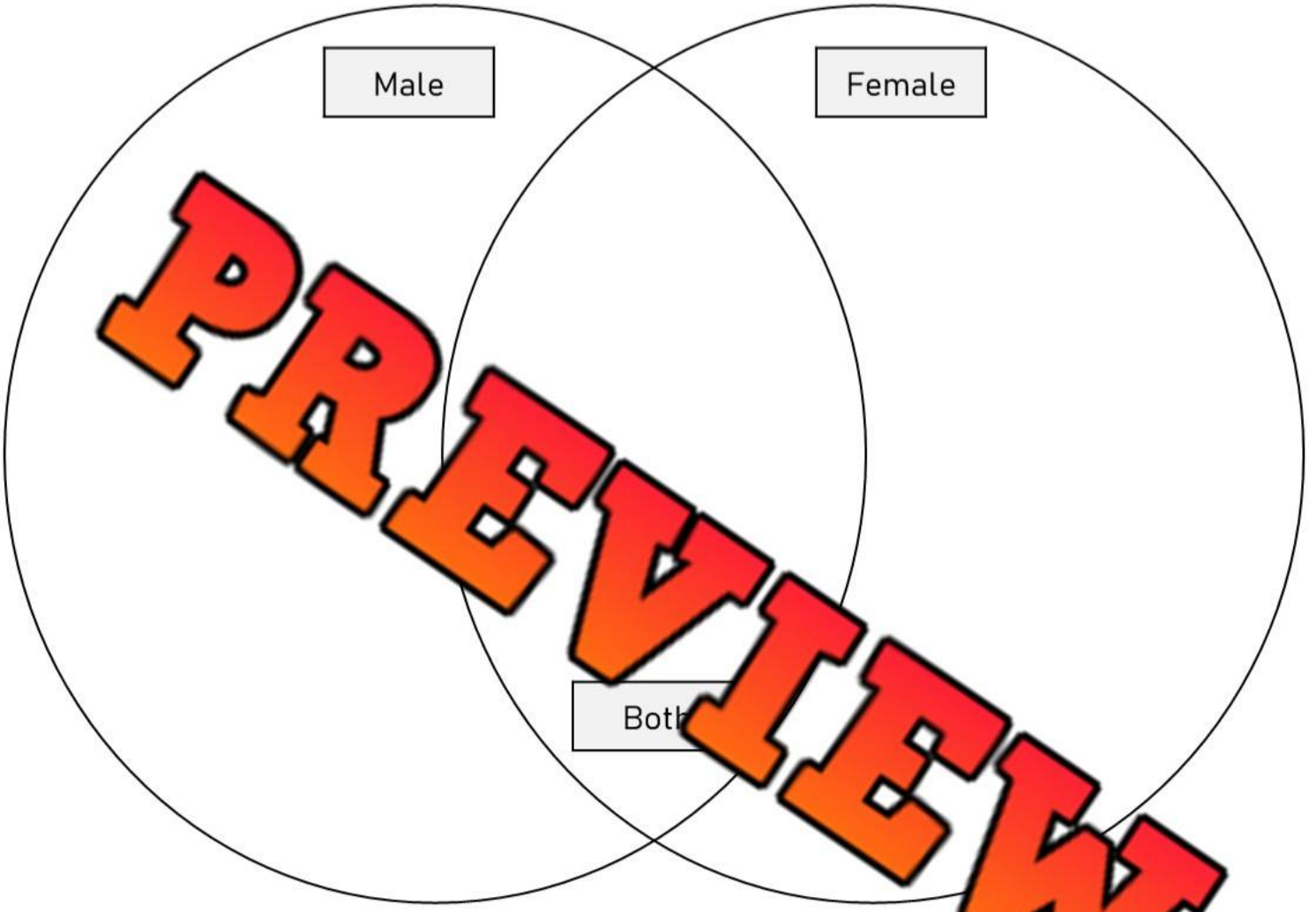
_____

PREVIEW

Name: _____ 17

Curriculum Connection
D1.3

Direction Cut out the letters and sort them into the Venn diagram. Place changes for males in the Male circle, changes for females in the Female circle, and changes for both in the Both section.



PREVIEW

A	Grow taller quickly	F	Hips widen	K	Wet dreams may happen	P	Areola darkens
B	Body fat increases	G	Shoulders get broader	L	Small chest swelling	Q	Muscles grow
C	Feel stronger emotions	H	Breasts develop more	M	Mood swings	R	Testicles get bigger
D	Voice deepens	I	Penis grows	N	Pubic hair grows	S	Underarm hair grows
E	Pimples may appear	J	Uterus grows	O	Facial hair starts	T	Period may begin

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Curriculum Connection
D1.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Are these changes part of Puberty Stage 3?

Acne may start to appear.	Yes	No
A big growth spurt happens.	Yes	No
Muscles get stronger (boys).	Yes	No
Hair may grow under the arms.	Yes	No
Voice may begin to change (boys).	Yes	No

Name: _____

Are these changes part of Puberty Stage 3?

Acne may start to appear.	Yes	No
A big growth spurt happens.	Yes	No
Muscles get stronger (boys).	Yes	No
Hair may grow under the arms.	Yes	No
Voice may begin to change (boys).	Yes	No

Name: _____

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Voice may begin to change (boys).	Yes	No

Name: _____

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Acne may start to appear.	Yes	No
A big growth spurt happens.	Yes	No
Muscles get stronger (boys).	Yes	No
Hair may grow under the arms.	Yes	No
Voice may begin to change (boys).	Yes	No

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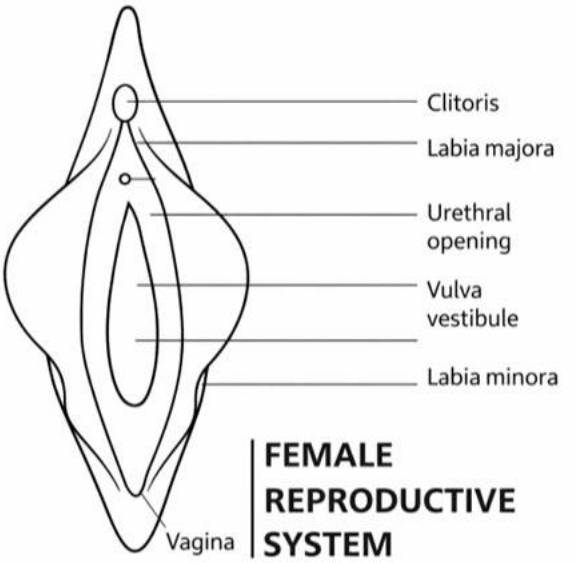
Name: _____ 23

Curriculum Connection
D1.3, D1.4

Female Reproductive System

Female Reproductive System – Main Parts

Vulva – is the external part of the female reproductive organs. The vulva is located between the legs and covers the opening to the vagina and other reproductive organs inside the body.



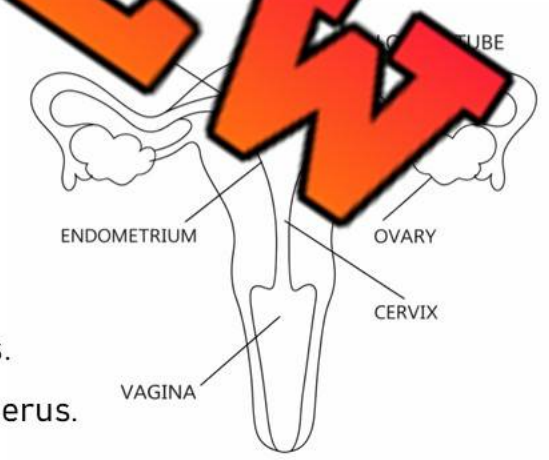
Labia (whi s lips) – are two pairs of skin fl c he vagina.

Clitoris a smal rgan located toward the fro va wh folds of the labia join.

Vagina – the vagina is a m llow extends from the vaginal opening to the uterus. The vagina can expa nd c nand to allow a baby to pass through it.

Fallopian Tubes – two long slender tubes that c the o he uterus. Eggs pass through the fallopian tubes to the uterus. There is o f ian tube on each side of the uterus.

Ovaries – are two oval shaped organs located at the end of each fallopian tube. The ovaries produce, store and release eggs into the fallopian tubes, in a process called ovulation.



Cervix – the cervix connects the vagina and the uterus. It is a narrow passage forming the lower end of the uterus.

Uterus – the uterus, which is also called the womb, is shaped like an upside-down pear. It is a muscular organ, where a fertilized egg will implant and where a baby grows.

Endometrium – is the layer of tissue that lines the uterus.

PREVIEW

Name: _____ 24

Curriculum Connection
D1.3, D1.4

Female Reproductive System

True or False | Is the statement true or false?

1) The cervix is the opening of the vagina.	True	False
2) The womb is another name for the vagina.	True	False
3) The ovaries release an egg once a month.	True	False
4) The ute[illegible] expand and contract.	True	False
5) The [illegible] another name for menstruation.	True	False

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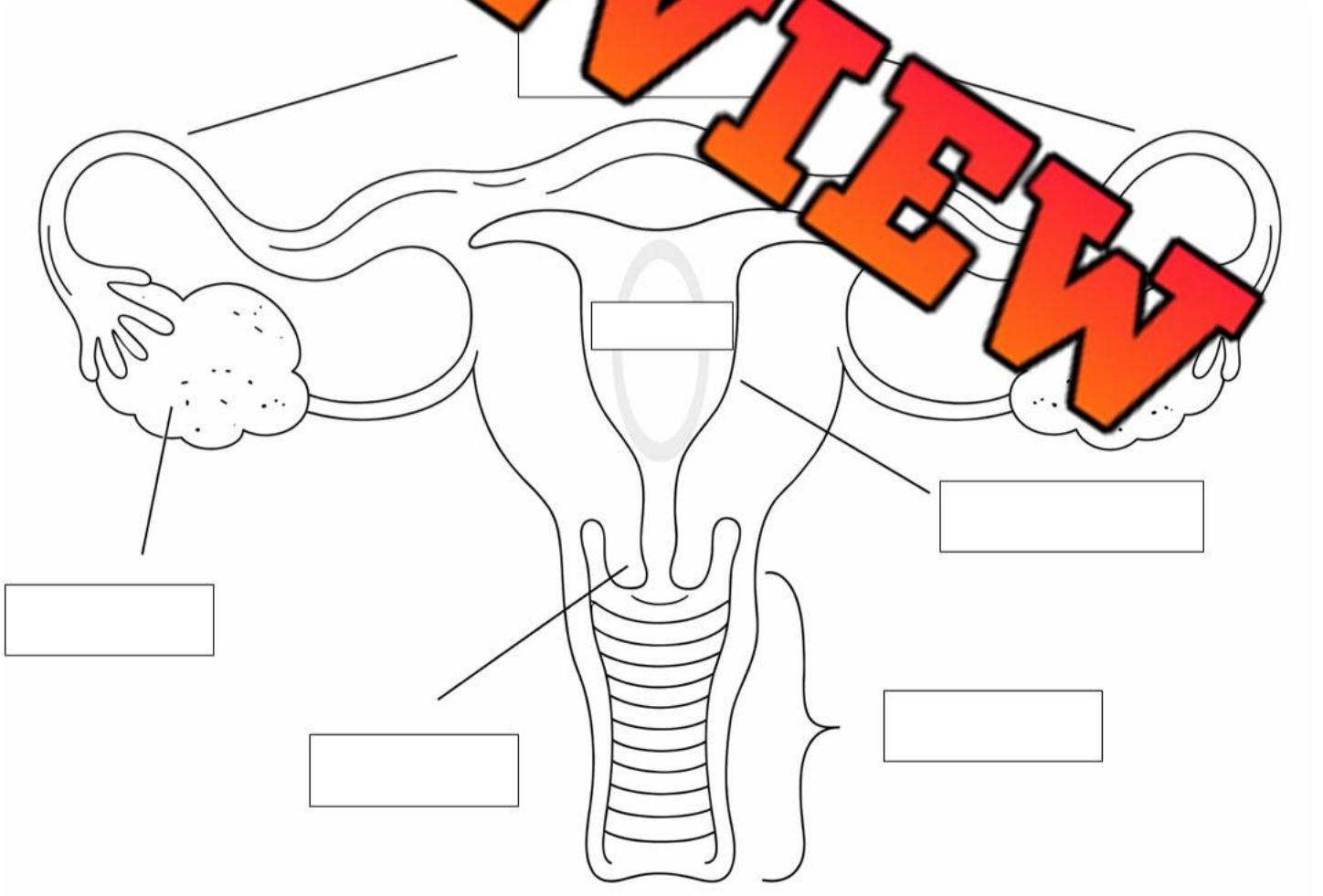
[illegible]he [illegible]gram Using the Choices Below

Cervix	Vagina	Fallopian Tubes
Endom[illegible]	Ovaries	



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Name: _____ 25

Curriculum Connection
D1.3, D1.4

Female Reproductive System

Multiple Choice

Mark an X under the correct answer

Questions	Inside	Outside
1) Is the uterus inside or outside the body?		
2) Is the cli[illegible]ris inside or outside the body?		
3) Is the e[illegible]ium inside or outside the body?		
4) Ar[illegible]utside the body?		
5) Are the ova[illegible] ou[illegible]e the body?		
6) Is the vagina in[illegible] out[illegible]dy?		
7) Are the fallopian tube[illegible] out[illegible]body?		
8) Is the cervix inside or outside[illegible]he b[illegible]		
9) Is the vaginal opening inside or out[illegible]e the bo[illegible]		
10) Is the vulva inside or outside the body?		

PREVIEW

Questions

Answer the questions below using evi[illegible]fro[illegible]

1) Which female reproductive organs come in pairs?

2) What is the purpose of the fallopian tubes?

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Curriculum Connection
D1.3, D1.4

Male Reproductive System

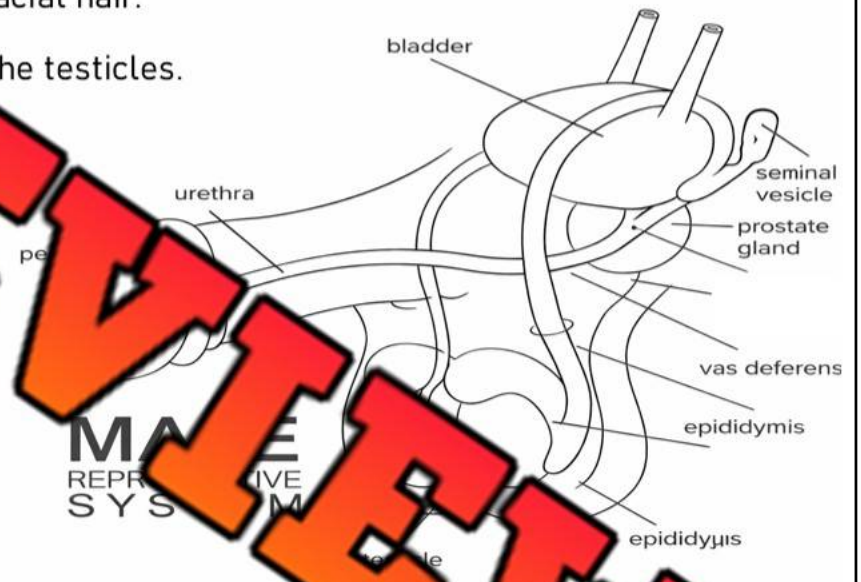
Male Reproductive System

Males have organs or genitals that are both inside and outside the pelvis. The male genitals include:

Testicles - two oval organs that produce sperm. The testicles are enclosed in the scrotum behind the penis. The testicles are part of the endocrine system because they make the hormone testosterone. Testosterone is the hormone that causes boys to develop deeper voices, muscles, body and facial hair.

Scrotum - a pouch containing the testicles.

Penis - the penis consists of two parts, the shaft and the glans. The shaft is the main part of the penis, and the glans is the tip or head. The end of the glans has a small slit which is the opening end of the urethra. This is where urine and semen exit the body.



Prostate Gland - is located below the bladder. It produces the fluid that nourishes and transports sperm.

Seminal Vesicles - the two seminal vesicles are glands that produce fluids that will turn into semen. They may also be called seminal glands.

Epididymis - is a long, coiled tube on the back of each testicle that stores sperm and transports it from the testicles to the vas deferens.

Vas Deferens - are a pair of long muscular tubes connecting the epididymis to the urethra. Sperm travels from each testicle to the epididymis, where it is stored, then through the vas deferens to the urethra and out the glans of the penis.

Spermatogenesis – refers to the creation or genesis of sperm cells. Spermatogenesis occurs in the testicles.

PREVIEW

Name: _____ 27

Curriculum Connection
D1.3, D1.4

Multiple Choice Mark an X under the correct answer

Questions	Inside	Outside
1) Is the urethra inside or outside the body?		
2) Is the scrotum inside or outside the body?		
3)Is the vas deferens inside or outside the body?		
4) Are the[illegible]es inside or outside the body?		

Infere[illegible] [illegible]emales have more testosterone? How do you think test[illegible]ffects male and female genders?

Questions Answer the questions below using ev[illegible]fro[illegible]ext

1) Which male reproductive organs come in pairs?

2) What is the purpose of the vas deferens?

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Curriculum Connection
D1.3, D1.4

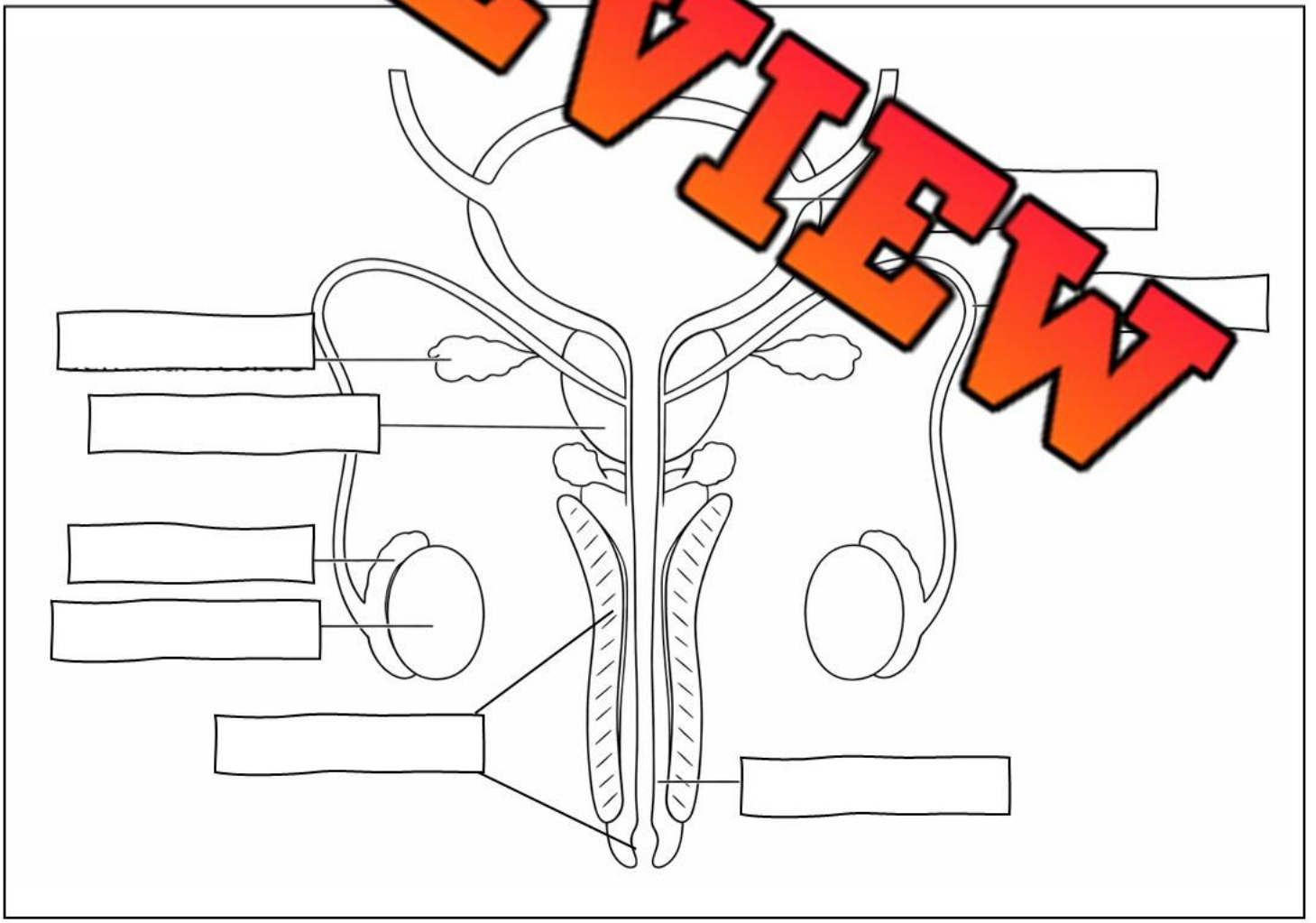
Male Reproductive System

True or False | Is the statement true or false?

1) The vas deferens are tubes that carry sperm.	True	False
2) The scrotum is the sack that stores urine.	True	False
3) The testicles produce sperm.	True	False
4) The tes… produce testosterone.	True	False
5) The … tive organs are all outside the body.	True	False

…ne Diagram Using the Choices Below

Prostate Gl…	Semin… …le	Epididymis	Vas Deferens
Penis	…	Bladder	Testicle



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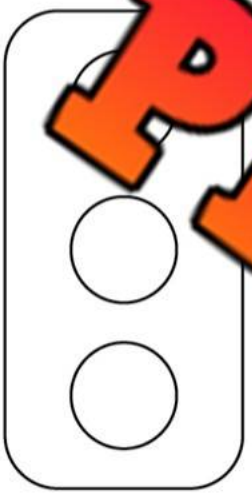
Curriculum Connection
D1.3, D1.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Colour the light that matches how you feel after today's lesson.



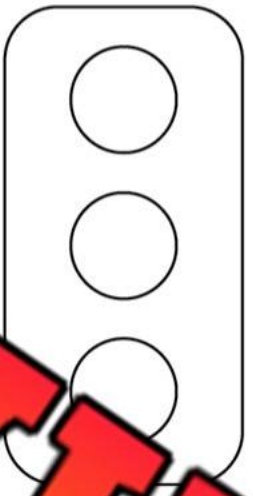
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



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Slow down! I need more help.

Go ahead! I understand it.

Name: _____

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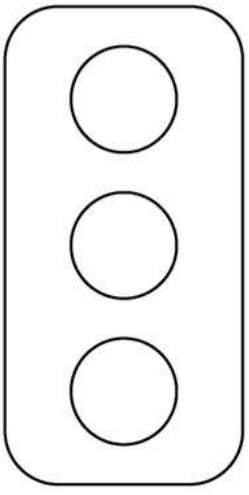


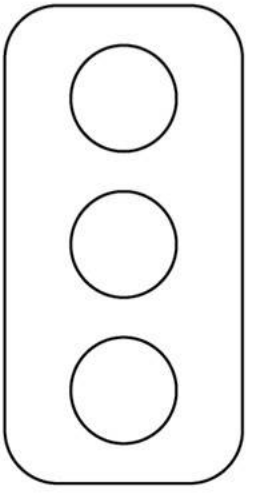
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

PREVIEW

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Curriculum Connection
D1.3, D1.4

Puberty Stage 4

The Fourth Stage

During the fourth stage of puberty both males and females notice lots more physical changes. In females Stage 4 usually starts at age 13, in males at age 14. Puberty is an individual process, so it is important to remember that everyone is different.

Puberty is a process everyone goes through. It will happen for everyone. You will have friends start to change before you do, and you will have friends who start to change after you. It can feel awkward and embarrassing to be the first one in your group of friends to experience changes that happen with puberty. Remember to be kind and thoughtful to everyone during this time. Be the friend that you would want to have when you are experiencing stress.

When we are growing up we want to fit in and be like our friends. It can be embarrassing and stressful to be the first to go through puberty, but it can also be hard to be the last in the group. Remember that changes are not in your control.

PREVIEW

Physical Changes in Girls Include:

- Breasts take on a fuller shape
- Height growth slows down to 2 to 3 inches per year
- Pubic hair gets thicker
- Many girls get their first menstruation cycle somewhere between 12 and 13, but it can happen earlier and later.
- Voice change, but less noticeable than males.



Physical Changes in Males

- Armpit hair starts to grow
- Deeper voice becomes permanent
- Testicles, penis and scrotum get bigger, and scrotum gets darker in colour
- Acne may start to appear

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Curriculum Connection
D1.3, D1.4

True or False

Is the statement true or false?

1) Stage 4 of puberty brings more physical changes.	True	False
2) Boys usually go through stage 4 before girls.	True	False
3) Acne is one of the changes that many people get with puberty.	True	False
4) Everyone goes through puberty in their own time.	True	False
5) Girls an[illegible] voices change during puberty.	True	False

PREVIEW

Reflecti[illegible]

Wha[illegible]o if you have a friend who is changing at a different time the[illegible] yo[illegible] group?

Identify

Write B if the change mostly happens in boys, G if it [illegible]n girls, and BG if it happens to both.

	Voice deepens.
	Hips widen.
	Shoulders broaden.
	Growth spurt continues.
	Period becomes regular.
	Facial hair grows.

	Acne increases.
	Breasts develop more.
	Muscles grow.
	Stronger emotions.
	Body hair thickens.
	Sweat increases.

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Curriculum Connection
D1.3, D1.4

Puberty Stage 5

The Fifth Stage

Stage five is the last stage of puberty. In stage 5, teens reach full maturity, and they grow to their final adult height. Stage five usually happens for boys and girls, around the age of 15.

Physical Changes for Females



- Female reach adult height 1 to 2 years after their first period
- Period becomes regular after 6 months to 2 years.
- Reproductive organs are fully developed
- Hips, thighs and buttocks fill out
- Pubic hair fills out to inner thighs
- Breasts reach approximate adult size and shape, though some can continue to change until

Physical Changes for Males



- Facial Hair will start coming in and some males will need to begin shaving
- Growth in height will slow down, but muscles may still be growing.
- Pubic hair has filled in and spread to inner thighs.
- Reproductive organs are fully developed.
- By age 18 most males are full grown.

Puberty Stages Summary

Puberty is a years long process involving lots of physical and hormonal changes. These changes can be uncomfortable to go through, but they are a natural part of growing up that everyone will experience.

PREVIEW

Name: _____ 35

Curriculum Connection
D1.3, D1.4

True or False Is the statement true or false?

1) Stage 5 of puberty happens the same time for both gender.	True	False
2) Males may need to shave facial hair at around 15 years of age.	True	False
3) Females continue to grow in height until they are 18.	True	False
4) Reproductive organs are fully developed during stage 5.	True	False
5) Puberty [illegible]cess that takes a year to complete.	True	False

Questio What [illegible]an males expect until they are 18?

PREVIEW

Direction Read each statement. Write Yes if it is [illegible]t St[illegible]of puberty and No if it is not.

1) Stage 5 is the final stage of puberty.	[illegible]s	No
2) Teens reach full maturity in Stage 5.	Yes	No
3) Growth in height continues very quickly in Stage 5.	Yes	No
4) Periods become more regular in Stage 5.	Yes	No
5) Reproductive organs are fully developed in Stage 5.	Yes	No
6) Facial hair may continue to grow in Stage 5.	Yes	No
7) Puberty changes stop completely at age 13.	Yes	No

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Curriculum Connection
D1.3, D1.4

Activity: Growing Into Adulthood Role Play

Objective

What are we learning about?

Help students understand and reflect on the physical and emotional changes that happen in Stage 5 of puberty by acting out respectful and supportive real-life scenarios.

Materials

What will you need for the activity?

- S[illegible]io card[illegible]ge 5 puberty situations
- Simple prop[illegible]k, m[illegible]ror, backpack, razor prop, etc.)
- Open classro[illegible]ace f[illegible]ving



Instructions

How will y[illegible]ple[illegible]e[illegible]y?

1. Explain to the class that they wi[illegible]plore S[illegible]s of[illegible]berty by acting out situations that teens may experience as th[illegible]each [illegible]turity.
2. Briefly review key Stage 5 changes such a[illegible]ac[illegible]d[illegible]t facial hair growth, body development, regular periods, m[illegible]growth, [illegible]creased independence.
3. Divide the class into small groups and give each group on[illegible] related to Stage 5 changes.
4. Allow groups a few minutes to read their scenario and discuss how the character can respond positively and confidently to the change.
5. One group at a time will act out their scenario, showing a healthy and supportive way to handle the situation.
6. After each role play, ask the class what was happening in the scene, how the character handled the change, and what positive attitude was shown.
7. End the activity by reminding students that puberty is a natural process, everyone develops at their own pace, and kindness and understanding are important during this stage.

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Curriculum Connection
D1.3, D1.4

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Left Behind	A teen notices that most of their friends have reached their final height and look more mature. They feel worried because their body is still changing. The teen learns that puberty happens at different times for everyone and that growth continues into the late teen years.
Voice Changing at Different Times	y's voice becomes deeper earlier than his friends'. ome tes tease him. The situation highlights the rstanding that voice changes are normal in nd one develops at their own pace.
Periods Becoming Regular	A girl notices er me cycle is becoming more regular. She feels mo ident e she understands what is happening in he ows that regular periods are a normal aturity.
Facial Hair and Shaving	A teen begins to grow more facial hair whether to start shaving. The situation shows facial hair growth is normal in Stage 5 and that personal care choices can be discussed respectfully with a trusted adult.
Body Changes and Self-Confidence	A teen notices their body filling out and becoming more adult in shape. They feel self-conscious at first but later understand that these changes are natural and part of growing up. The scenario encourages positive self-image and kindness toward others.

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Curriculum Connection
D1.3, D1.4

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Growth Has Slowed Do	A teen notices they are not growing taller as quickly as before. They worry something is wrong. A teacher explains that in Stage 5, height growth slows down because the body is reaching its final adult height.
Muscles S Developing	en feels stronger and notices their muscles are still develo en though they are not growing taller as fast. The hts that physical growth continues in di ays ge 5.
Comparing Bodies	A group of te rt co their body changes. One feels embarrassed be they ferent from others. The scenario shows tha lops at its own pace and comparing can lings
Regular Routine and Responsibility	A teen realizes they need to take more personal hygiene as their body changes. The tion shows that maturity includes caring for your body and making healthy choices.
Feeling More Mature	A teen begins to feel more mature emotionally and physically. They reflect on how much they have grown since childhood. The scenario encourages a positive outlook on the changes of puberty.

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Curriculum Connection
D2.4

Hygiene During Puberty

Acne During Puberty

Acne is caused by overactive oil glands in the skin. A buildup of oil, dead skin cells and bacteria causes swelling and redness in the pores. During puberty, oil glands are stimulated by hormones. Acne often runs in families, so if you have family members who have or had acne, you are more likely to have it.



How to Manage Acne Breakouts

There is no way to prevent acne breakouts, keeping your skin very clean will help. Wash your face with soap and warm water, to remove excess oil and impurities that clog your pores. Be sure to wash after exercise, because, sweat can clog pores. Squeezing pimples often makes them worse, because you are pushing the bacteria deeper into your skin. Washing your face too often, however, can dry your skin and cause irritation to skin that is already irritated, making it worse.

PREVIEW

Oily Hair

The hormones that cause acne, also can cause excess oil in your hair. Washing your hair everyday, or every other day, will help keep your hair from getting greasy.



Body Odour In Puberty

The sweat glands you have always had, become more active during puberty. During puberty, your sweat glands secrete additional chemicals, that have a stronger odour. You may notice your underarms, genitals, and feet may have an odour.

You can help avoid having body odour by, showering or bathing everyday, and wearing clean clothing. Cotton underwear and socks absorb sweat better than polyester. You can use products that help with underarm sweat. Deodorants cover the smell of underarm sweat. Antiperspirants stop or dry up sweat.

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D2.4

True or False Is the statement true or false?

1) Hormones are a cause of acne during puberty.	True	False
2) Acne sometimes runs in a family.	True	False
3) Washing your face can help control acne.	True	False
4) Smelly f[illegible]t is a side effect of puberty.	True	False
5) Deodor[illegible]p sweat.	True	False

Directi[illegible] P[illegible] (✓) under Good Hygiene or Poor Hygiene.

	Good	Poor
Floss your teeth		
Take a bath or shower		
Wear the same clothes day after day		
Wiping well after you use the toilet		
Wearing deodorant		
Letting people smell your body odour		
Washing your hands when they're dirty		

PREVIEW

Questions What can you do to reduce acne breakouts?

_____

_____

_____

_____

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Curriculum Connection
D2.4

Assignment – Hygiene Product Advertisement

Create an advertisement for a hygiene product that you will sell to people dealing with changes to their bodies due to puberty. Your advertisement sold online, on various social media websites.

Outline Answer the questions to plan your advertisement

1) What hy[illegible]issue will your product help with?

2) What is your [illegible]sc[illegible]e it.

3) What is the name of your product?

4) Who is your target audience? (Who are you selli[illegible] W[illegible]o are [illegible]riting this ad for?) Think – age, hobbies or interests, gender

5) What type of advertisement would your audience respond well to? Humorous, serious, informative, feature a celebrity, sentimental, appeal to feelings

6) Think of a slogan you can put on your advertisement. This will be your headline.

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Curriculum Connection
D2.4

Assignment – Hygiene Product Advertisement

Outline	Answer the questions to plan your advertisement

7) Advertisement copy – the main text that goes with the advertisement. The ad copy gives more information about the product. It might include:

- Price
- Why customers need it
- Why it is better than other similar products
- Where they can buy it
- Testimonials from users who have purchased the product

Price	
Why Customers Need It	
Why It Is Better Than The Others	
Where They Can Buy It	
Testimonials	

8) Write the advertisement copy below in paragraph form. You could also use bullet form.

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Curriculum Connection
D2.4

Assignment – Hygiene Product Advertisement

Outline Answer the questions to plan your advertisement

9) Draw a rough copy of the advertisement below.

Name of Company: _____



Check it out at www._____.com

Headline: _____

Shop Now

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Curriculum Connection
D2.4

Self-Concept

Where Do We Get Our Self-Concept?

When we are children, we tend to describe ourselves just in terms of what we look like. As we move into puberty, and our teenage years, we can define ourselves by our values, thoughts and opinions.

A person's self-concept, mental health and well-being, can be affected by several internal, a nal factors. Together, internal and external factors, shape who you are, and help d who you are.

Inter tors co within yourself. They include:

- being optim ng confidence
- having clear b es,
- having a sense of pu e
- having high expectations elf
- having a strong sense of cultural id
- having the skills you need to solve problems.
- being able to arrive at and sustain a clear se f wh ar
- feeling that you have the right – and the ability – t steps to m ings better.



External factors affect us from outside of our bodies. They include:

- Media and peer pressure
- having a safe place to live
- having support from friends, family, and caring adults
- being involved in activities that make you feel proud of what you've accomplished.

Often people interpret peer pressure as being a negative thing. However, if we choose our friends carefully, it can be the most positive influence in our life. If we choose friends who try to do their best, who are kind, and who try to be helpful, we are more likely to do the same. Friends who have the same interests and have good values, can help us develop into the best version of ourselves. Their positive peer pressure will improve our lives.

PREVIEW

Name: _____ 46

Curriculum Connection
D2.4

True or False

Is the statement true or false?

1) Our self-concept is how other see us.	True	False
2) Our peer are a negative influence on us.	True	False
3) Being optimistic helps our well-being.	True	False
4) Having high expectation of ourselves sets us up for failure.	True	False
5) As we g[illegible] our opinions are part of our self-concept.	True	False

PREVIEW

Reflect

[illegible]ncept statement. Define yourself by explaining your [illegible]lues, [illegible] and unique characteristics. Ex. I am a good friend. I am athle[illegible]

Fill in the Blanks

Write the missing word.

1)	Self-concept is how you see and understand _____.	yourself	others
2)	Internal factors come from _____ you.	inside	outside
3)	Media and peer pressure are _____ factors.	internal	external
4)	Having self-confidence is an example of an _____ factor.	external	internal
5)	Support from friends and family can help improve your _____.	height	Self-concept

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Curriculum Connection
D2.4

Activity: My Self-Concept

Objective

What are we learning about?

Students will reflect on their strengths, achievements, and positive qualities to build a healthy self-concept. They will practise recognizing both internal and external t[illegible] that make them unique and valuable.

Materi[illegible]

you need for the activity?



- Self-Con[illegible]v[illegible]heet
- Pencil or pen
- Coloured pencils or [illegible]/optic[illegible]

Instructions

How will you complet[illegible]ctivity

1. Begin by explaining that self-concept m[illegible]now [illegible]et[illegible] feel about ourselves.
2. Ask students to quietly think about their strengths, [illegible]ts, qualities.
3. Have students complete each section of the worksheet honestly thoughtfully.
4. Encourage them to write positive and kind statements about themselves.
5. Remind students that answers are personal and there are no right or wrong responses.
6. Allow time for decorating the page to reflect their personality, if desired.
7. End the activity with a short reflection discussion or voluntary sharing to promote confidence and respect.

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D2.4

My Self-Concept



Activity	Fill in the blanks below.

5 things I am grateful for
1)
2)
3)
4)
5)

Things I did well this week

ve about myself
1)
2)
3)
4)
5)

Compliments I have received

W t I a

What I like about my appearance	What I like about my personality
1)	1)
2)	2)
3)	3)

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D2.4

Sexual Orientation

Sexual Orientation

Sexual orientation refers to which gender you are romantically and sexually attracted. It can be fluid, meaning it can change. Understanding your sexual orientation is an important part of developing your sense of self and your well-being. People can be attracted to each other for different reasons. When it comes to sexual orientation not everyone feels the same. All p nd all relationships are deserving of respect.

There di t sexual orientations including:

Hetero al - is e is attracted to a female or female is attracted to a male.

Gay - is when acte male or a female is attracted to a female

Lesbian - is when a le is f female

Bisexual - is when a pers cted t han one gender.

Pansexual - is when gender d t af e attracted to.

Asexual - is when someone is not attra nyon

PREVIEW

You Are Unique



Sexual orientation is personal, everyone will experience it in their own way. All sexual orientations and relationships are equally valid. Your own sexual orientation is not something you have to think about or decide now. It will happen naturally when the time is right for you.

Discrimination and Bullying

Sometimes when a person is different in some way, they face discrimination.

Discrimination is when someone is treated unfairly because of one of their characteristics. This could be race, religion, disability, sexual orientation or any other difference. If you see someone who is being discriminated against, you can use anti-bullying strategies including saying, "stop", taking the victim of discrimination away from the bully, and talking to a trusted adult. It is never right to tease someone for being different.

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D2.4

True or False

Is the statement true or false?

1) Your sexual orientation is which gender you are.	True	False
2) If you are straight you are heterosexual.	True	False
3) If you are a female attracted to a female you are gay or lesbian.	True	False
4) We are all the same as humans.	True	False
5) Your sexual orientation is personal and all orientations are valid.	True	False

PREVIEW

Summarize

the main idea of the reading and supporting details

Questions

Answer the questions below using evidence from the text

1) Have you ever heard or seen discrimination? How did it make you feel?

2) What could you have done?

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D2.4

Body Image

What is Body Image?

Body image is how a person feels about their physical body. The following factors affect a person's body image:

- What a person believes about their appearance
- How th feel about their body, height, weight, and shape
- How th and experience their body

No bo er, the media as well as friends and even family often talk about the pe body. T with this is that beauty is subjective, meaning there is no one best body

Positive Body Image

Having a positive body ima

- ☑ You accept and appreciate yo bod
- ☑ You have a broad view of beauty th not fit ic look
- ☑ You are taking steps to care for your body a earan in ways that feel healthy and fulfilling

Having a negative body image means:

- ☒ You compare yourself with others and feel inadequate when doing so
- ☒ You feel like you need to monitor your body by measuring, weighing, or looking in the mirror constantly
- ☒ You feel ashamed or embarrassed
- ☒ You feel uncomfortable or awkward in your body
- ☒ You see parts of your body in a distorted way that isn't how others see you



EATING DISORDER

In some cases, having a negative body image can contribute to the development of mental health conditions, like depression. It can also lead to eating disorders, like anorexia or bulimia.

PREVIEW

Name: _____ 54

Curriculum Connection
D2.4

True or False | Is the statement true or false?

1) Body image is how a person feels about their intelligence	True	False
2) Body image is how a person feels about their body	True	False
3) Our body image is affected by the media, friends, and family	True	False
4) There is one type of body we should all try to have	True	False
5) Making [illegible] changes to our routines in order to change our body is [illegible] eating healthier	True	False

Making Connec[illegible] [illegible]at i[illegible]ur body image? Is it positive or negative? Explain.

_____

_____

_____

_____

_____

Compare | Explain how someone feels with a positi[illegible] ne[illegible]age

Positive Body Image	Negative Body

PREVIEW

Name: _____ 55

Curriculum Connection
D2.4

Healthy Body Image



Decide | Is this a Healthy Body Image?

1. Maria thanks her body for helping her run and play sports.	Yes	No
2. Jake compares his body to others every day and feels bad about himself.	Yes	No
3. Lila eat[illegible]d meals to take care of her body.	Yes	No
4. Sam a[illegible]ds swi[illegible]ause he feels embarrassed about his body.	Yes	No
5. Ana says, "All b[illegible]re di[illegible]that's okay."	Yes	No
6. Tom weighs himself many [illegible]day[illegible] worries about his size.	Yes	No
7. Grace chooses clothes that make he[illegible]comfor[illegible]nd confident.	Yes	No
8. Ben believes he is only attractive if he looks [illegible]eopl[illegible]o[illegible]dia.	Yes	No
9. Chloe focuses on being strong and healthy instead of [illegible]erfe[illegible]	[illegible]s	No
10. Mark feels ashamed when he looks in the mirror.	[illegible]es	No
11. Nina appreciates her height even if it's different from her friends.	Yes	No
12. Leo thinks he must change his body to be liked by others.	Yes	No
13. Ella understands that beauty comes in many shapes and sizes.	Yes	No
14. Ryan skips meals because he wants to change how he looks.	Yes	No
15. Zoe reminds her friend that everyone's body grows at a different pace.	Yes	No

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D2.4

Activity: Compliment Circle

Objective What are we learning about?

Students will practise giving positive and respectful compliments focused on character and strengths.

Materials at will you need for the activity?

- S stips of
- Pens or pen



Instructions How you activity?

1. Ask students to sit in a so see one another. Explain that the goal of the activity is to focu itive acter traits, efforts, and strengths—not physical appear
2. Give each student one small slip of pap the think about the student sitting to their right and write one pli ut that person's character, behaviour, talents, or positi ies. d them to be respectful and specific.
3. Once everyone has finished writing, collect all the slips of p e them to keep the compliments anonymous.
4. Redistribute one slip of paper to each student. If a student receives their own compliment, quietly exchange it.
5. Allow students a moment to read their compliment silently. Then invite volunteers to share how it felt to receive kind and positive words.
6. End the activity with a short discussion about how respectful words can improve someone's self-esteem and help create a safe, inclusive classroom environment. Emphasize the importance of speaking kindly to others every day.

PREVIEW

Name: _____ 60

Curriculum Connection
D2.5

Social and Emotional Changes

Social and Emotional Change During Puberty

Puberty is a time when young people experience lots of changes to their bodies. The hormones that cause the physical changes during puberty also affect your moods and the way you feel.

Often during this time young people want to be more independent. As children become teenagers they usually begin spending more time with peers and less time with family. Although it is natural to want to spend time with peers, it is important to maintain strong relationships to family as they can be an important support.

Young children usually spend time together doing activities, as they grow up teens spend more time talking about their thoughts and feelings. Peer groups of teenagers are more often mixed gender. You may develop romantic feelings towards one of your peers.

PREVIEW

Social and Emotional Changes

During puberty you may have some of these changes:

- Mood swings
- Stronger feelings about wanting to be liked and wanting support in
- Sometimes feeling lonely and confused
- More concerned about your appearance
- Friendships become more important
- Wanting more independence
- Sexual thoughts and feelings
- Interest in dating
- Thinking about the future



Not everyone experiences all these changes. The physical changes during puberty are individual and happen in their own time. The social and emotional changes are also unique to each person.

Name: _____ 61

Curriculum Connection
D2.5

Multiple Choice Mark an X under the correct answer.

Questions	Children	Teens
1) Which group spends more time with family?		
2) Which group spends more time talking about feelings?		
3) Which group spends more time with the same gender?		
4) Which group wants more independence?		

Directi in the box if the statement is a social or emotional change ...uring p... eave it blank if it is NOT.

❑ Mood swing	❑ ...terest in friends	❑ More time with peers
❑ Wanting indepen...	❑ ...dating	❑ Romantic feelings
❑ Growing taller overnight	❑ ...ink... ...he ...utur...	❑ Must drink milk to grow
❑ Wanting to fit in	❑ Hair ... blue	❑ Less time with family
❑ Friendships matter more	❑ Feeling lon...	❑ ...oming a pro ...

Questions Answer the questions below using evide... ...n t...

1) What are some of the social changes that you may experience... p...

2) What are some of the emotional changes you may experience during puberty?

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Curriculum Connection
D2.5

Responding To Social/Emotional Stress

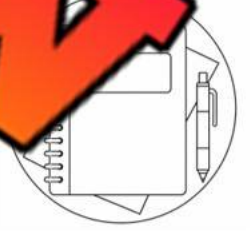
Dealing with Social/Emotional Stress Related to Puberty

As kids go through puberty, it is common for them to feel stressed or worried about fitting in with their peers.



Check out the strategies you could use to deal with these stresses below:

- ☑ Mindfu[ness] – focus on what is happening now, not worrying about what [might] happen in the future.
- ☑ Yo[ga] – the com[bination] of deep breathing and stretching has proven to r[educe] anxiety, im[prove] self-esteem, and even boost grades. It only takes 8-10 minutes ea[ch time] to see [benefits]
- ☑ Physical activity – a r[ecent] study has [found a] link between physical activity and lower levels of stress. Go for a ru[n or play] [a sport] when you're worrying about fitting in with your peers!
- ☑ Journaling – write down your feelings and w[hat] you f[eel] that way in a journal. Journaling helps improve your mood because [it allows] you[r] thoughts and feelings to escape your body. When we write down [our] thoughts a[nd] feelings, we are forced to pause and focus on the details that we might ha[ve] miss[ed]



- ☑ Peer sharing – find a friend you can share your feelings with. Keep in mind that you should be a good listener when your friend wants to share with you
- ☑ Focus on things you can change – sometimes there are things about us that we don't like. This is normal, but luckily, we can control what we focus on. Remember that the things out of our control, are out of our control and worrying about them will not help. Try remembering the things you like about yourself and focus on those things.
- ☑ Ask for help – remember, if you have been feeling down for a long time and it feels out of control, you can ask for help. Talk to a trusted adult, like a parent, teacher or coach.

PREVIEW

Name: _____ 63

Curriculum Connection
D2.5

Responding To Social/Emotional Stress

Activity Which strategy could you use to help the negative feelings/stress?

Negative Feeling/Stress	Strategy You Would Choose And How It Would Help
Your friends are hanging [illegible] didn't invite you	
You [illegible] have big [illegible] where you're [illegible] one minute and the next	
Your worried about a pimple on your nose. It is all you can think about	
You want to walk home but your parents won't let you	
You have a crush on a classmate but are too nervous to talk to them	
You are worried about which middle school you will go to	
Your friends all have a boyfriend or girlfriend but you don't	

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Name: _____ 66

Unit Test – Development and Sexual Health

Multiple Choice | Circle the best answer. Only choose 1 answer!

1) Puberty starts when: a) A girl is 12 and a boy is 13. b) You have your biggest growth spurt. c) The hypot[illegible]amus sends a message to the pituitary gl[illegible]elease hormones. d) You gai[illegible]	2) Menstruation is when? a) The uterus sheds its lining. b) When an ovum is fertilized. c) The ovary releases an egg d) You feel moody and have a backache.
3) Pu[illegible]ces[illegible]n take: a) All of y[illegible]r extra[illegible] b) Patience to ge[illegible] c) A couple of years to [illegible]plet[illegible] d) As many as 5 years to comp[illegible]	4) The fallopian tubes: a)Carry urine from the bladder to the urethra. b) Carry an egg from the ovaries to the uterus. c) Carry blood cell to the heart. [illegible]ry sperm from the testes to the prostate..
5) The testicles produce: a) urine. b) testosterone. c) sperm. d) Testosterone and sperm.	[illegible]Duri[illegible]ge 5 the final stage of puberty males a) N[illegible] star[illegible] b) [illegible]ue t[illegible] c) Muscl[illegible]e to gr[illegible] d) All of the a[illegible]
7) During puberty teens often experience: a) rashes. b) Acne and increased body odour. c) Thinning hair. d) All of the above.	8) During puberty peop[illegible] a) Physical changes b) Social changes c) Emotional changes d) All of the above.
9) An asexual person is: a) When gender does not matter to the person. b) When someone is attracted to everyone. c) When someone is not attracted to anyone. d)When someone is attracted to the opposite gender.	10) Being gay means… a) A man is attracted to a man b) A woman is attracted to a woman c) A man or woman is attracted to both genders d) a and b

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Puberty	
Menstruation	
Sperm	

Short Answer Answer the questions below – Each question is worth 3 marks

1) What is sexual orientation? How does it affect a person's self-concept?

2) What are 3 social or emotional changes people experience during puberty?

3) How can you make sure peer pressure is positive for you?

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