Workbook Preview

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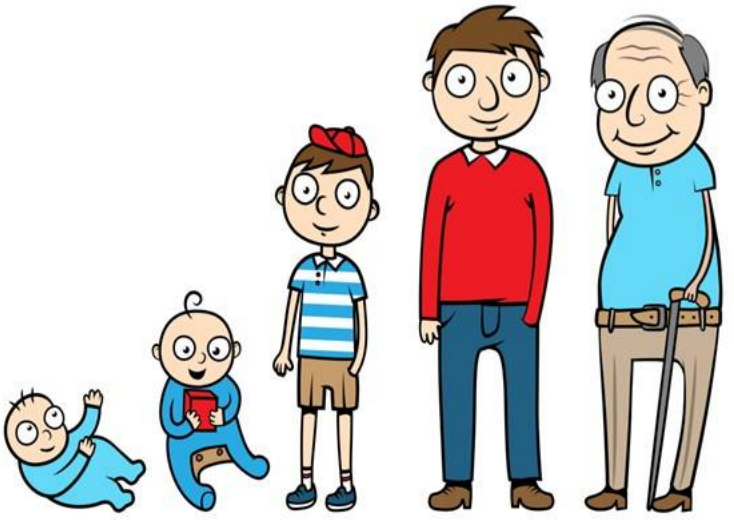
Grade 4 – Health Unit

Human Development and Sexual Health

	Curriculum Expectations	Pages
D1.5	describe the physical changes that occur at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes	7 – 39, 50–85
D2.4	products, continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs)	

Preview of 75 pages from this product that contains 120 pages total.



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HUMAN DEVELOPMENT



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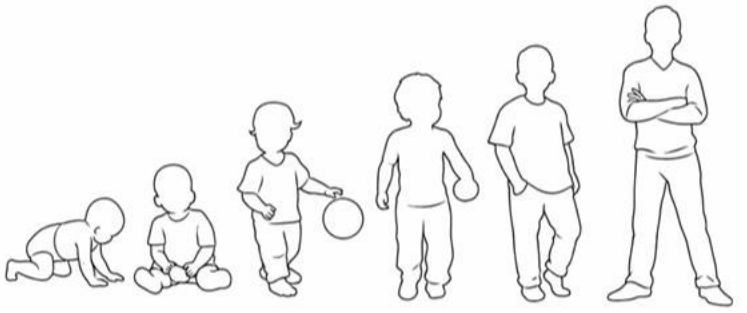
Curriculum Connection
D1.5

Puberty

What is Puberty?

Puberty is the time when your body goes through a lot of changes, and you start to grow into an adult. It usually happens between the ages of 8 and 13 for girls and between the ages of 9 and 14 for bo
through p you will be able to
have ch



What Causes Pu

During puberty, y st oduce hormones that make you grow taller, develop muscles and k more like an adult. In girls, the hormone estrogen is respo or t f breasts and widening of hips. In boys, the hormone testosterone is re te fo rowth of facial hair and deepening of a male's voice.

Everyone Goes Through Puberty

Everyone goes through puberty, but it happens at dif nes e ch rson. Some people start puberty earlier than others, and some start
right or wrong time to start puberty, it's just a natural part of growi

Social Problems Because of Puberty

These differences in physical development can also lead to teasing or bullying from other kids. For example, a girl who starts puberty earlier than her friends might feel self-conscious about her developing body, while a boy who starts puberty later than his peers may feel left out.

Everyone is different. We should be kind and respectful to each other, no matter where we are in our physical development.

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Questions

Answer the questions below using evidence from the text.

1) What is puberty?

2) What ca e changes that occur in puberty?

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True or False

Is the st tr

1. Puberty does not happen to everyo	True	False
2. Puberty is a natural part of growing up.	True	False
3. Puberty happens at the same age for everyone.	True	False
4. Estrogen is a hormone that causes puberty is girls.	Tr	False
5. Testosterone causes a person's hips to get wider.		False

Word Search

Find the words in the wordsearch

❑ Puberty	❑ Change
❑ Bully	❑ Everyone
❑ Develop	❑ Hormone
❑ Growth	❑ Boys
❑ Girls	❑ Social

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

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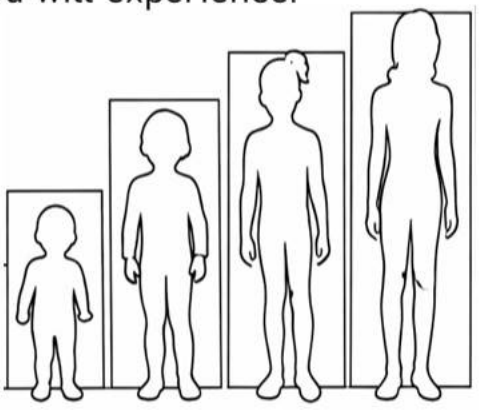
Changes During Puberty

Changes During Puberty

During puberty, your body goes through changes as it grows and develops into an adult body. Here are some of the physical changes you will experience:



Growth Sp... During puberty your bones grow longer, a... experience sudden growth spurts ...re you ... eral inches in a short period of time.

Body Hair: You start to g... ai... in ne... s, such as under your arms, on your legs, and in your pubic area. B... ma... grow facial hair.

Voice Changes: Boys may notice their voices ... deeper as their vocal cords lengthen and thic...



Skin Changes: You may see changes in your skin, such as pimples or acne during puberty.

Body Shape: You may notice that your body is starting to change shape, especially around your hips, waist, and chest. Girls may notice that their breasts start to develop, while boys may notice they develop chest and shoulder muscles.

These changes can be confusing and even a little scary, but they are a normal part of growing up. If you have any questions or concerns about the changes you are experiencing, it is important to talk to a trusted adult or healthcare provider.

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True or False

Is the statement true or false?

1) Not everyone goes through puberty.	True	False
2) Body hair starts to grow during puberty.	True	False
3) Physical changes during puberty happen at different times	True	False
4) You will have a growth spurt during puberty.	True	False
5) Everyon ill grow 4 inches taller during puberty.	True	False

Identif

scribes a change that happens during puberty.

❑ Learning t read	❑ Drin for	❑ Menstruation begins	❑ Increase in appetite
❑ Voice becomes deeper	❑ g r e or mood wing	❑ Drinking from a tle	❑ Skin changes such as acne or pimples
❑ Losing baby teeth	❑ Developmen breasts	❑ th s	❑ Riding in a stroller
❑ Development of body hair	❑ Starting to crawl	❑ S beco broader	creased eating and r

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Questions

Answer the questions below using evidence from th t.

What are the physical changes girls have during puberty?
_____
_____
_____
_____
_____

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Curriculum Connection
D1.5

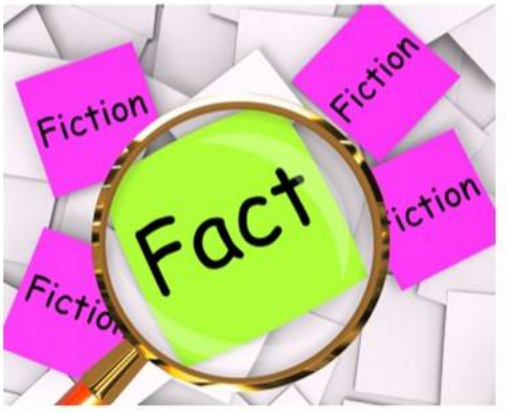
Fact or Fiction – Changes During Puberty

Objective What are we learning about?

To help students understand the physical changes that occur during puberty by identifying which statements are facts or fiction and recognizing that these changes are a normal part of growing up.

Materials What will you need for the activity?

- F[illegible]n [illegible]ents about changes du[illegible] pubert[illegible]d)
- One "FAC[illegible]ne [illegible]ON" sign
- Open space in [illegible]lass[illegible]dents to move safely



Instructions How will you complete [illegible]vity

1. Explain to the class that they will listen t[illegible]emen[illegible]t changes during puberty and decide if each one is Fact o[illegible]on.
2. Show the FACT and FICTION signs and explain w[illegible] me[illegible]
3. Read one changes during puberty-related statement alou[illegible]
4. Give students time to think about whether the statement is true [illegible]ot.
5. Students walk to the FACT side if they believe the statement is true, or to the FICTION side if they believe it is false.
6. Ask a few students to explain why they chose that side.
7. Reveal the correct answer and briefly discuss it with the class.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been read.

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Curriculum Connection
D1.5

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Puberty is a time when the body grows and changes.	**Fact**
2	Growth spurts can cause you to grow taller in a short period of time.	**Fact**
3	Only ys experience changes during puberty.	**Fiction**
4	It i to grow hair under the arms during puberty.	**Fact**
5	rnight.	**Fiction**
6	Some p tic nges in their skin, such as pimples.	**Fact**
7	You can stop pu happ if you want to.	**Fiction**
8	Puberty only affects h lo tside.	**Fiction**
9	Voices may change during pub pecial oys.	**Fact**
10	Changes during puberty are a normal p grow	**Fact**
11	Feeling confused or emotional during pu	**Fiction**
12	Bodies can change shape as they grow during p	ct
13	Everyone's body changes in the same way during puberty	
14	Talking to a trusted adult about puberty questions is helpful.	**Fact**
15	Everyone starts puberty at the exact same age.	**Fiction**
16	Both boys and girls may grow taller during puberty.	**Fact**
17	Puberty means you are doing something wrong.	**Fiction**
18	Puberty changes only last for a few days.	**Fiction**
19	It is normal for puberty to start earlier or later for different people.	**Fact**
20	Puberty is something to be embarrassed about.	**Fiction**

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Weight Gain During Puberty

Weight Gain During Puberty

As you grow older, your body goes through many changes, including the development of more body fat especially around the hips and thighs. This extra fat is important for your body's growth and development.

Your Feel[illegible]ut The Changes To Your Body

You m[illegible]ixed feelings related to the weight gain of puberty:

1) Co[illegible]sion: W[illegible]during puberty can be confusing because it is a change.
2) Excited: Y[illegible]el exc[illegible]cause you are growing up.
3) Happy: You may[illegible]u like your new look and clothes.
4) Self-Conscious: You may fe[illegible]s sel[illegible]us. This can affect your self-esteem.
5) Anxiety: You may feel anxious or worry[illegible] being judged by your peers.
6) Loss of Control: You may feel a loss of control over your appearance or weight. This loss of control can le[illegible] frustration or sadness.
7) Embarrassment: Some children feel embarrassed or ashamed about their weight gain, if they think it is different from their peers. This can affect their confidence.



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Remember that everyone's body is different. Some people may experience these changes earlier or later than others, and that is normal. Having more body fat does not mean you are unhealthy or less valuable as a person. Your worth and value are not determined by how your body looks.

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True or False

Is the statement true or false?

1) You should worry about gaining body fat during puberty.	True	False
2) True friends like you for who you are not how you look.	True	False
3) Your body needs the fat you gain during puberty	True	False
4) You will only have negative feelings during puberty.	True	False
5) Everyo[illegible]velops at their own time.	True	False

PREVIEW

Wor[illegible]

[illegible]scramble the words below

Weight	[illegible]
Puberty	Normal
Excited	Growing
Anxiety	Different
Body	Fat

Sc[illegible]d	Unscramble
[illegible]	
[illegible]GG	
RNDFFITE	
IGAN	
ATF	

Scrambled	Unscramble
CDIXETE	
TWHIGE	
DBYO	
[illegible]BUPE	
[illegible]	

Questions

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

1) What are 4 feelings you may have if you gain more body fat during [illegible]erty?

_____

_____

2) How does it help to remember that gaining weight with puberty is a normal part of growing up?

_____

_____

_____

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Curriculum Connection
D1.5

Activity – Talk For A Minute

Objective What are we learning about?

Students will be able to express their thoughts and feelings about weight gain during puberty, recognize that body changes are normal, and practise speaking respectfully and confidently in front of others.

Materials t will you need for the activity?

- "T r a Mi mpt cards or worksheet
- Timer or st min)
- Open spac ng for groups
- Paper and pe ptio taking)



Instructions How will you te

1. Divide the class into small group
2. Explain that students will take turns spe for bout a selected topic related to weight gain during puberty.
3. Show the list of discussion prompts and remind stu s th eak in general terms if they feel more comfortable.
4. One student chooses a prompt and talks about it for one minute te others listen respectfully.
5. When the time is up, the next student chooses a different prompt and takes their turn.
6. Remind students that there are no right or wrong answers and that everyone's experiences are different.
7. Allow students to pass if a question feels uncomfortable.
8. Continue until all group members have had a turn.

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Activity – Talk For A Minute

One body change you learned about during puberty.	How may people feel when their body starts to change?	Why weight gain during puberty is normal?	A feeling someone might experience when their clothes fit differently.
One [illegible] to take care of your body during puberty.	[illegible] everyone's [illegible] at a [illegible]	A kind message you would say to someone worried about their body.	How can growth spurts affect weight and height?
One healthy habit that supports growing bodies.	Why comparing bodies can be harmful?	A [illegible] felt [illegible] but [illegible]	Why do body changes not define a person's worth?
One trusted person you can talk to about body changes.	How feelings like confusion or embarrassment are normal during puberty?	One way to build confidence during body changes.	[illegible] weight [illegible] not mean someone is unhealthy?
How can media affect how people feel about their bodies?	One thing you appreciate about your body today.	Why kindness toward yourself is important during puberty?	One thing you wish everyone understood about growing up.

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D1.5

Exit Cards

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

Name: _____

Check the healthy thoughts about weight gain during puberty.

1) Weigh[illegible]s a normal part of	
2) [illegible] other	
3) Bodies gr[illegible]d[illegible]ent rates.	
4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

Name: _____

Check the healthy thoughts about weight gain during puberty.

1) Weight gain is a normal part of growing.	
2) Comparing your body to others.	
3) Bodies grow at different rates.	
4) Feeling less worthy [illegible]ause of body changes.	
5) [illegible]onfident in your bo[illegible]	

Name: _____

Check the healthy thoughts about weight gain during puberty.

1) Weight gain is a normal part of growing.	
2) Comparing your body to others.	
3) Bodies grow at different rates.	
4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

Name[illegible]

Check the he[illegible]y th[illegible]ight gain during puberty

1) Weight gain is a norm[illegible] part of growing.	
2) Comparing your body to others.	
3) Bodies grow at different rates.	
4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

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Maintaining Positive Body Image

Strategies For Maintaining Positive Body Image

Here are some strategies for maintaining a positive body image:

- Focus on Health Instead of Focusing on Appearance: Eat a balanced diet, exercise regularly, and get enough sleep. Taking care of your body and feeling strong and energetic can help you develop a positive body image.
- Appreciate Your Body's Abilities: Focus on what your body can do rather than how it looks.
- Surround Yourself with Positive Influences: Choose friends who value you for who you are, not just how they look.
- Avoid Comparisons: Remember that everyone is unique and different. Comparing yourself to others can lead to negative feelings.
- Practice Self-Care: Do activities that make you feel good about yourself. Self-care helps promote a positive mindset and self-image.
- Challenge Negative Thoughts: If you are thinking negatively about your body, focus on the positive things about yourself, not on how you look.
- Speak Kindly to Yourself: Use positive self-talk and be kind to yourself. Treat yourself with the same kindness you would show to a friend.



It is normal for your body to change during puberty. You are unique, valuable, and deserving of love and respect just as you are.

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True or False

Is the statement true or false?

1) Getting enough sleep and eating healthy food is part of self-care.	True	False
2) Your health is more important than your appearance.	True	False
3) Comparing yourself to others makes you feel better	True	False
4) Positive statements to yourself help build confidence.	True	False
5) It is good to have honest friends who tell you that you are fat.	True	False

Draw

Draw something that helps you feel confident and positive about your body.

Questions

Answer the questions below using evidence from the text.

1) What are some things you can do for yourself to help you feel good about your body?

2) Write 3 positive self-talk statements that will make you feel confident.

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D1.5

My Positive Body Image Balloons

Objective

What are we learning about?

Students will be able to identify and express positive thoughts about their bodies, recognize their self-worth beyond appearance, and practise positive self-talk to support a[illegible]lthy body image.

Materi[illegible]

[illegible]u need for the activity?

- Activity w[illegible]t a[illegible]loon with blank balloo[illegible]
- Pencil or pen
- (Optional) crayons or col[illegible]d pe[illegible]



Instructions

How will you complete the activity

1. Look at the picture of the hot air balloon a[illegible]t[illegible] ballo[illegible]hove it.
2. Each balloon represents a positive thought about y[illegible]od[illegible]
3. In each balloon, write one statement that shows positive b[illegible]y i[illegible]
4. You may write about what your body can do, how you care for it, or kind thoughts you have about yourself.
5. Take your time and write honestly. There are no right or wrong answers.
6. When finished, quietly read your statements to yourself and reflect on how these thoughts can help you feel confident and healthy.
7. You may colour the picture if time allows.
8. Sharing is optional. Students may share one balloon if they feel comfortable.

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My Positive Body Image Balloons



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Growth Spurts During Puberty

Growth Spurts During Puberty

During puberty, your body goes through a lot of changes as you transition from being a child to becoming an adult. One of the major changes is a growth spurt, which is a period of rapid growth in height and weight. Typically, growth spurts occur bet[illegible]the ages of 10 and 14 for girls and between 12 and 16 for boys.

PREVIEW

Stra[illegible]For Re[illegible]Confident During Your Growth Spurt

These chang[illegible]ttle [illegible]omfortable or make you feel a bit awkward. Here are some strateg[illegible]r rem[illegible]fident during this time:

- Embrace your uniqu[illegible]. Everyo[illegible]elops at their own pace.
- Practice self-care: Take [illegible]of y[illegible]ally and emotionally. Eat a healthy diet, g[illegible]ugh sl[illegible]d regular exercise.
- Stay positive: Surround yourself with posi[illegible]nflu[illegible] including friends, family, or activities that make y[illegible]y. Avoid comparing yourself to others.
- Understand that physical changes take time.
- Wear clothes that make you feel confident and comfortable.
- Seek support: If you are feeling overwhelmed or have concerns about your growth spurt, do not hesitate to talk to a trusted adult.



Remember, confidence comes from within. Focus on developing your skills, talents, and interests, and embrace the journey of self-discovery during puberty. Stay positive, take care of yourself, and remember that you are unique and valuable just the way you are.

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Questions Answer the questions below using evidence from the text.

1) When does a growth spurt usually occur?

2) What ar ings you can do to boost your confidence during puberty?

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Diagram Draw an exam 3 ays t fident during puberty and label it below.

True or False Is the statement true or false?

1) Everyone has a growth spurt during puberty.	True	False
2) Growth spurts during puberty happen at the same age for all.	True	False
3) Eating well and getting enough sleep will help you feel confident.	True	False
4) It is best to avoid people who are a negative influence.	True	False
5) Everyone develops at their own pace.	True	False

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Curriculum Connection
D1.5

Instruction Circle whether each change is *Visible* or *Invisible*.

#	Statement	Visible/Invisible	
1	A person grows taller during puberty.	Visible	Invisible
2	A person feels awkward about their changing body.	Visible	Invisible
3	A person's arms and legs grow longer.	Visible	Invisible
4	A pe ls proud of growing up.	Visible	Invisible
5	ht as part of a growth spurt.	Visible	Invisible
6	A p son w t growing faster or slower than others.	Visible	Invisible
7	A person's sh o lo se their feet grow.	Visible	Invisible
8	A person feels confu t bo s.	Visible	Invisible
9	A person's posture may change grow ly.	Visible	Invisible
10	A person feels tired more often during a h sp	Visible	Invisible
11	A person needs more sleep during puberty	ble	Invisible
12	A person feels nervous about comments from ot		visible
13	A person's clothes fit differently.		sible
14	A person feels more confident as they adjust to changes.	Vis	Invisible
15	A person's appetite increases during growth.	Visible	Invisible
16	A person feels embarrassed about their height.	Visible	Invisible
17	A person's body proportions change over time.	Visible	Invisible
18	A person feels supported by friends or family.	Visible	Invisible
19	A person grows at a different pace than others.	Visible	Invisible
20	A person accepts that growth takes time.	Visible	Invisible

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Curriculum Connection
D1.5

We Are All Unique

What Does "Unique" Mean?

Unique means being the only one of its kind. People are all unique with their own qualities and they all grow and change at their own pace. Sometimes young people go through a growth spurt, and they look older than they are. Everyone should be treated in an appropriate and respectful way. Here are some strategies for dealing with pressures of looking older or younger than you are:

- Embrace and celebrate your uniqueness: Remember that everyone grows and develops at their own pace.
- Focus on inner qualities: Remind yourself and others that what really matters is who you are on the inside, not just how you look on the outside. Kindness, intelligence, creativity, and other positive qualities are more important than physical appearance.
- Surround yourself with supportive friends
- Talk to a trusted adult: If someone is teasing or making you feel uncomfortable about your appearance, speak up and share your feelings with a trusted adult.
- Develop self-confidence: Try hobbies and interests that make you happy.



Teasing or making fun of someone about their physical appearance, including looking older or younger, is hurtful and disrespectful. Everyone grows and develops at their own pace, and it is not fair to judge or make fun of someone based on something they have no control over. People should be valued for who they are.

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Questions

Answer the questions below using evidence from the text.

1) Which 2 strategies would you use to help you cope with the pressures of looking older or younger than you are?

2) Why [illegible] that doing hobbies and interests you enjoy will boost your confi[illegible]

3) What does the term below mean?

Unique	

PREVIEW

Word Search

Find the words in the wordsearch

❑ Unique	❑ Kindness
❑ Confidence	❑ Qualities
❑ Celebrate	❑ Trusted
❑ Focus	❑ Friends
❑ Hobbies	❑ Support

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

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Curriculum Connection
D1.5

Activity - We Are All Unique

Objective

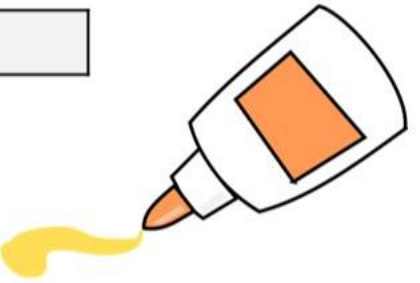
What are we learning about?

The objective of this activity is to understand and appreciate how each person is unique, with their own set of characteristics, likes, dislikes, and abilities.

Materials

What you will need for the activity.

1. Large sheets of construction paper
2. Pencils and erasers
3. Magazines for cutting out pictures (optional)
4. Glue (if using magazines)
5. A list of prompts (see below)





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Method

How you will complete the exercise

1) Give each student a large sheet of construction paper, a pencil, and any other materials.

2) Ask them to draw or write about themselves in response to a list of prompts, such as their favorite colour, hobby, food, a special talent they have, a place they would love to visit, their favorite book or movie, etc.

3) They can also use pictures from magazines to represent their answers.

4) Once everyone is done, let each student present their work to the class, explaining what they have included on their paper and why.

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Curriculum Connection
D1.5

Activity - We Are All Unique

Prompts | Answer the questions using the prompts below

Prompts	Answers
1) What is your favorite colour and why?	
2) What [illegible] food and [illegible] much?	
3) What is a h[illegible] you love?	
4) Do you have a special talent or skill? What is it?	
5) If you could visit any place in the world, where would you go and why?	
6) What is your favorite book or movie, and why do you like it?	
7) Do you have a favorite animal? Why do you like it?	
8) What is your favorite subject in school and why?	
9) What is a unique tradition in your family?	
10) Share something you are proud of achieving or doing.	

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Activity - We Are All Unique

Reflection | Answer the questions below

1) What are some of the things that make you unique?

2) Did [illegible] else [illegible] same favourites as you? How does that make you feel?

3) Were there any surprises in what you [illegible] mates [illegible] about themselves?

4) How does it feel to share about yourself and hear about others?

5) How can we respect and celebrate the differences among us in our daily lives?

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Curriculum Connection
D1.5 D2.4

Acne During Puberty

Acne During Puberty

Acne is a skin condition that causes pimples. Both boys and girls may experience changes in their skin, including increased oil production and acne. Acne is caused by overactive oil glands in the skin. A buildup of oil, dead skin cells and bacteria causes sw g and redness in the pores.



Duri y oil glands are stimulated by hormones. Acne in s, so, if you have family members who have or ha ar ore likely to have it.

How to Manage Acne

There is no way to prevent ut, skin very clean will help. Wash your face p an m water, to remove excess oil and things that clog your pores. Be sure to wash after exercise, e, s pores.

Squeezing pimples often makes them worse, e you ar ing the bacteria deeper into your pores. Washing your face too , h your skin and cause irritation to acne that is already there, ma

PREVIEW

Oily Hair

The hormones that cause acne, also cause excess oil in your hair. Washing your hair everyday, or every other day, will help keep your hair from getting greasy. The excess oil on your scalp can also transfer onto your face if you touch your hair frequently, which can further add to the development of acne.

By keeping your hair clean and avoiding excess oil transfer onto your face, you can help reduce your risk of developing acne during puberty.

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Curriculum Connection
D1.5 D2.4

Questions

Answer the questions below using evidence from the text.

1) What is acne?

2) What ca cne?

PREVIEW

Create

Create a simple ki -care Write three healthy habits you should do in the mor afte ng to help prevent acne.

Morning	Afternoon	Evening

True or False

Is the statement true or false?

1) Everyone gets acne during puberty.	True	False
2) There is no way to prevent acne.	True	False
3) Being clean is important so you cannot wash your face too much.	True	False
4) Acne sometimes runs in families.	True	False
5) Oily hair can make acne worse.	True	False

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Curriculum Connection
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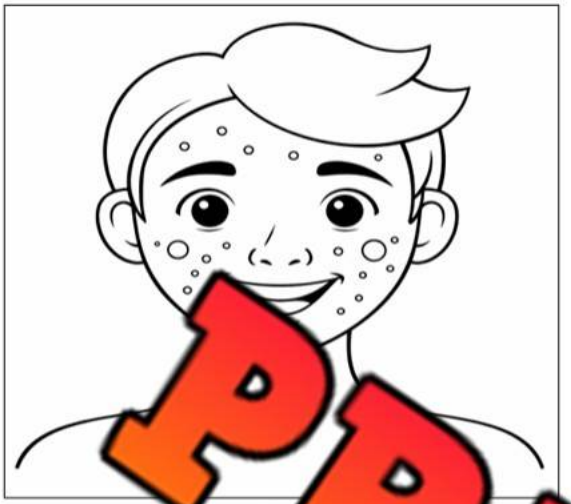
Acne During Puberty



Hi! I'm Jordan. Lately, I've been getting pimples on my face, and it makes me feel confused and a little embarrassed. I learned that acne is a normal part of puberty, and there are healthy ways to take care of my skin. Can you help me by drawing or writing tips in the boxes to show what I can do or use to take care of my acne?

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Curriculum Connection
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Hygiene During Puberty

Why Is Hygiene During Puberty Important?

Hygiene means taking care of your body to stay clean and healthy. One of the changes that happen during puberty is that you start producing more hormones. Hormones are chemicals in your body that help it grow and develop. Hormones also affect the sweat glands in your body.



You Sweat More During Puberty

During puberty, your hormones make your sweat glands to make more sweat. You may find you are sweating even when you are not doing anything, like sitting in class or hanging out with your friends.

What Is That Smell?

When you sweat, the sweat can mix with bacteria on your skin, and this can create a smell. That is why it is important to wash your body regularly, especially areas like your armpits and feet where sweat tends to collect.

Feeling Confident

By washing your body with soap and water, you remove sweat, dirt, and bacteria from your skin, keeping it fresh and clean. It is also important to change your clothes regularly, especially your underwear and socks, to help prevent bacteria from growing and causing problems.

Everyone goes through these changes during puberty. Taking care of your hygiene will help you feel more comfortable and confident.

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True or False

Is the statement true or false?

1) Hormones help you grow and develop.	True	False
2) Hormones tell your sweat glands to sweat more during puberty.	True	False
3) Not everyone sweats.	True	False
4) Sweat collects on your feet and armpits.	True	False
5) There is use changing your clothes they will get sweaty again.	True	False

Conn

you think is it important to remember that everyone goes thro same changes during puberty?

Solve It!

Write a solution that keeps the body ea ring puberty.

Problem	Solution
You notice a strong body odour after playing outside.	
Your feet smell after wearing closed shoes all day.	
Your hair looks greasy and feels itchy.	
You ignore pimples and keep touching them.	

PREVIEW

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Curriculum Connection
D1.5 D2.4

Hygiene – How Often?

Instruction Place a checkmark under how often you think the task should be done.

	Statements	Always	Once or Twice Daily	Once in a while	Never
1	Brus ur teeth				
2	nt				
3	ing yo efore eating				
4	Washing s afte the toilet				
5	Changing your				
6	Taking a bath or sho				
7	Washing your face				
8	Washing your hair				
9	Wearing clean clothes				
10	Trimming your fingernails				
11	Covering your mouth when coughing				
12	Using a clean towel after bathing				
13	Cleaning your ears gently				
14	Changing socks when they are dirty or sweaty				
15	Washing your hands when they are dirty				
16	Wearing dirty or smelly clothes				
17	Sharing personal hygiene items				
18	Touching your face with dirty hands				
19	Letting body odour build up without washing				
20	Not washing after sweating a lot				

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Curriculum Connection
D2.4

Hygiene

Good Hygiene Starts With Hand Washing

Your body begins to change in many ways as you enter puberty. One of these changes is that your body makes more sweat. Sweat by itself does not smell. When it mixes with bacteria on your skin, it can cause body odour. Washing your hands and body helps to keep smells away by removing sweat and bacteria.

PREVIEW

Here are steps to wash your hands properly:



1) Wet your hands with clean, warm or cold running water.
2) Apply any soap and scrub your hands.
3) Rub your hands together. Scrub all parts of your hands, between your fingers, under your nails, for about 20 seconds. How long it takes to sing "Happy Birthday" twice!
4) Next, rinse your hands well under running water.
5) Dry your hands using a clean towel or air dry them. Wash your hands before eating, after using the bathroom, and after sneezing into a tissue or elbow.

Oral Hygiene

There is lots of bacteria in your mouth. These bacteria cause cavities and bad breath. Brushing and flossing every day keeps your teeth healthy and your breath fresh.



Wearing Clean Clothes

As you sweat more, your clothes can absorb the sweat and bacteria, which causes an unpleasant smell. Changing your clothes, especially underwear and socks, every day can help prevent this.

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Curriculum Connection
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Questions

Answer the questions below using evidence from the text.

1) What causes body odour?

_____

_____

_____

2) What ca[illegible]oth decay and bad breath?

_____

_____

_____

PREVIEW

Fill in the Blanks

[illegible]the line

1. _____ _____ often wil[illegible] from s[illegible]rms when you have a cold.
2. Putting on clean _____ and underwea[illegible] clean and fresh.
3. Singing _____ _____ twice while washing ou[illegible] clean.
4. Your hands will get clean with any kind of hand _____ and wa[illegible] cold water.
5. _____ and _____ our teeth will prevent cavities and bad breath.

Making Connections

What does this reading remind you of in your life?

_____

_____

_____

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D2.4

Experiment – Effects of Hand Washing

Objective

What are we learning about?

To demonstrate the effects of poor hygiene by observing the growth of bacteria from unwashed hands.

Material

What you will need for the activity.

1. 2 Cl[illegible]ss containers with lids for each student
2. Co[illegible]balls
3. Water
4. Marker
5. Resealable pl[illegible]ags [illegible]tainers



Method

How [illegible]ll [illegible]p[illegible]e activity.

1) Start the lesson by discussing t[illegible]portan[illegible]y[illegible]e, focusing on the role of washing hands in removing bacteria.

2) Label one container or bag 'unwashed han[illegible]a[illegible]the[illegible]ed hands' for each student.

3) Ask each student to touch a cotton ball with their unwashe[illegible]a[illegible]ze it in the 'unwashed hands' container or bag.

4) Then, have the students wash their hands thoroughly with soap and water.

5) After their hands are clean, each student should touch a new cotton ball and place it in the 'washed hands' container or bag.

6) Add some water in both containers or bags, enough to make the cotton balls damp but not soaked.

7) Seal the containers or bags and put them in a warm place.

8) Over the next week, observe and document the changes in both sets of containers or bags.

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D2.4

Experiment – Effects of Hand Washing

Reflection | Answer the questions below

1) What differences do you notice between the 'washed hands' and 'unwashed hands' containers/bags?

2) Why do you think these changes? What is growing?

3) How does this experiment help you learn about the importance of washing your hands?

4) If bacteria grows when we are not clean, why is it important to not only wash our hands, but our bodies too?

5) Write a list of 3 things you can do to ensure you won't spread bacteria and get sick from germs?

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D2.4

Exit Cards

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

Name: _____

Circle the qualities that show good hygiene habits.

Washing your body regularly	Keeping your hair clean
Brushing your teeth	Wearing sweaty clothes again
Ignoring body odour	Changing into clean clothes
Not washing your hands	Skipping showers
Use deodorant when needed	Wearing clean socks

Name: _____

Circle the qualities that show good hygiene habits.

Washing your body regularly	Keeping your hair clean
Brushing your teeth	Wearing sweaty clothes again
Ignoring body odour	Changing into clean clothes
Not washing your hands	Skipping showers
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Name: _____

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Name: _____

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Ignoring body odour	Changing into clean clothes
Not washing your hands	Skipping showers
Use deodorant when needed	Wearing clean socks

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D2.4

Personal Care

What Are Personal Care Products?

Personal care products are products we use to keep ourselves clean and healthy. They include things like, shampoo, soap, deodorant or antiperspirant. As you enter puberty your body perspires more, and you need to pay attention to your hygiene.

PREVIEW

Bathing

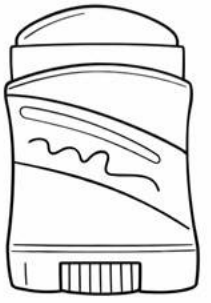
Taki[illegible] shower everyday can help you feel fresher a[illegible]. Washing your hair more often will [illegible] ting oily which will help reduce acne o[illegible]



What is the Difference Between Deo[illegible] And A[illegible]pirant?

Deodorant and antiperspirant are two differen[illegible]ducts [illegible]eople use to keep themselves smelling fresh and clean. Deodora[illegible] mask body odour, which is the smell that can happen when you [illegible] When [illegible]ay sports or do physical activities, our bodies produce sweat, and bact[illegible]a o[illegible]ix with that sweat and create an odour.

Deodorants contain ingredients that fight against these bacteria [illegible]d make us smell better. They come in different forms like sprays, sticks, or roll-ons, and they usually have nice smells, like flowers or fruits.



Antiperspirants are designed to help reduce sweating. When we get hot or exercise, our bodies produce sweat to cool down. Antiperspirants contain ingredients that block the sweat glands in our armpits, where we tend to sweat the most. By blocking the sweat glands, antiperspirants help reduce the amount of sweat that comes out.

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D2.4

Questions Answer the questions below using evidence from the text.

1) Why is it a good idea to wash your hair more often during puberty?

_____

_____

_____

2) What ca[illegible]e odour when you sweat?

_____

_____

_____

PREVIEW

Multiple Choice Which product [illegible]t or[illegible] the situation described. Circle the best answer

1. You are wearing a thin top that will show wet[illegible]ks when you sweat.	[illegible]nt	Antiperspirant
2. You have bad body odour after gym class.	[illegible]dora[illegible]	[illegible]Antiperspirant
3. You ride on a crowded bus and do not want anyone to notice your body odour.	Deodo[illegible]	[illegible]spirant
4. You sweat so much after running track that your clothes are wet.	Deodorant	Antiperspirant
5. Your underarms smell on a hot day.	Deodorant	Antiperspirant
6. You want to prevent sweating at a sports event.	Deodorant	Antiperspirant
7. You want to stay fresh after playing outside.	Deodorant	Antiperspirant
8. You are nervous and might sweat during a presentation.	Deodorant	Antiperspirant

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Curriculum Connection
D2.4

Activity – Hygiene Habits

Objective

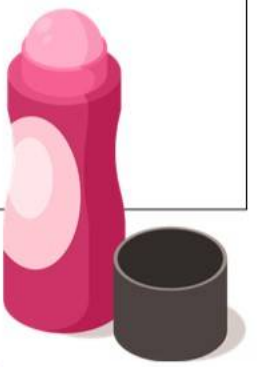
What are we learning about?

To help Grade 4 students understand the importance of maintaining good hygiene, especially as they approach puberty.

Material

What you will need for the activity.

1. Lar[illegible]hart p[illegible]iteboard and markers
2. Hygiene it[illegible]s, tooth[illegible]toothbrush, deodorant, shampoo, etc.)
3. Small slips of p[illegible]wit[illegible]ne-related scenarios
4. A hat or container fo[illegible]ario
5. Drawing materials



Method

How you will complete the [illegible]y.

1) Begin with a group discussion about the concep[illegible]iene[illegible]hy it is important, especially during puberty when body ch[illegible]s ca[illegible]nal cleanliness.

2) Display different hygiene products (soap, toothpaste, toothbrus[illegible]odorant, shampoo, etc.) and ask students to identify them and explain their uses.

3) Divide the students into groups and have each group pick a slip of paper with a scenario from the hat. They should think about how they could improve their hygiene using healthy hygiene practices (e.g., brushing teeth, deodorant, etc.)

4) Ask each group to prepare a skit that represents their scenario, demonstrating the hygiene practice needed and why it is important.

5) After each group has presented their scenario, facilitate a class discussion about what they have learned.

PREVIEW

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Curriculum Connection
D2.4

Activity – Hygiene Habits

Scenarios | Cut out the prompts to put in a hat that groups can select

"You have just finished an hour of intense soccer practice."

"You [illegible] up in the morning and are getting ready for school."

"You [illegible] with your friends on a muddy trail."

"You've spent the [illegible] in a public pool."

"You are going to an outdoor weddi[illegible] a hot [illegible] wearing your best clothes."

"You have just finished eating a spicy garlic pizza [illegible] are going to a friend's house."

"Your feet feel sweaty all the time and your shoes smell bad."

"You have just come home from a camping trip where showers were not available."

"Your hair feels greasy, and you have some pimples on your forehead."

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Curriculum Connection
D1.5

Changes to Emotions During Puberty

Emotions During Puberty

Puberty is a time when your body goes through a lot of changes as you grow from a child to an adult. Your body will start to develop and change in many ways, and your emotions might feel like they are changing too. It is normal to feel a little confused or overwh d by these changes, but there are things you can do to help yourself feel bett

PREVIEW

What Changes Y av Your Emotions?

During puberty, y ght ex tronger emotions, such as feeling more sad, anxious, angry, or happy y not why you are feeling the way you do. You might also feel more self-co s, about what other people think of you, or feel like you are not sure wh e any

What Can You Do To Cope With Emotional Cha ?



There are some ways to help you deal with these changes Including:

- Talk to someone you trust about how you are feeling. This could be a parent, teacher, counselor, or another trusted adult.
- Take care of yourself. Make sure you are eating healthy foods, getting enough sleep, and exercising regularly.
- Try to remember that everyone goes through puberty, and it is a normal part of growing up. It might feel overwhelming at times, but it will not last forever. With time and patience, you will start to feel more comfortable with the changes happening in your body and emotions.

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D1.5

True or False

Is the statement true or false?

1) Your body changes inside and outside during puberty.	True	False
2) During puberty you will have changes in how you feel.	True	False
3) If you feel confused during puberty it is best to keep it to yourself.	True	False
4) Making healthy food choices, and getting exercise is helpful.	True	False
5) You wil[illegible]e only one who feels differently during puberty.	True	False

Draw

[illegible]hree emotions you are feeling now.



PREVIEW

Questions

Answer the questions below using evidenc[illegible]om

1) What kind of emotional changes can you expect during puberty?

_____

_____

_____

2) What are some things you can do to feel better during puberty?

_____

_____

_____

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D1.5

Activity – Emotions Board Game

Objective

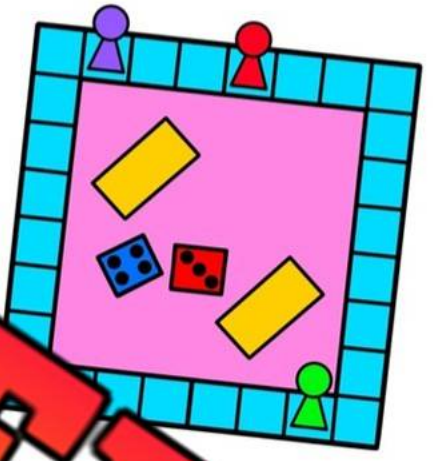
What are we learning about?

Students will identify different emotions, describe situations that cause these feelings, a[illegible] practise healthy ways to manage and express their emotions respectfu[illegible]

Materia[illegible]

W[illegible] u need for the activity?

- Printed Strong [illegible]moti[illegible] [illegible]me
- Question sheets (Gr[illegible] Yell[illegible] Zones)
- 1 die
- Game pieces or counters (1 per [illegible])
- Pencil (optional, for reflection)



PREVIEW

Method

How will you complete the activity?

1) Place the board game on a flat surface and keep the quest[illegible]s [illegible]earby.
2) Each player chooses a game piece and places it on the START space.
3) Players take turns rolling the die and moving forward the number of spaces shown.
4) When a player lands on an emotion, they answer one matching question from the question sheet.
5) Other players listen respectfully while their classmate is speaking.
6) Continue taking turns until all players reach the finish or time is up.

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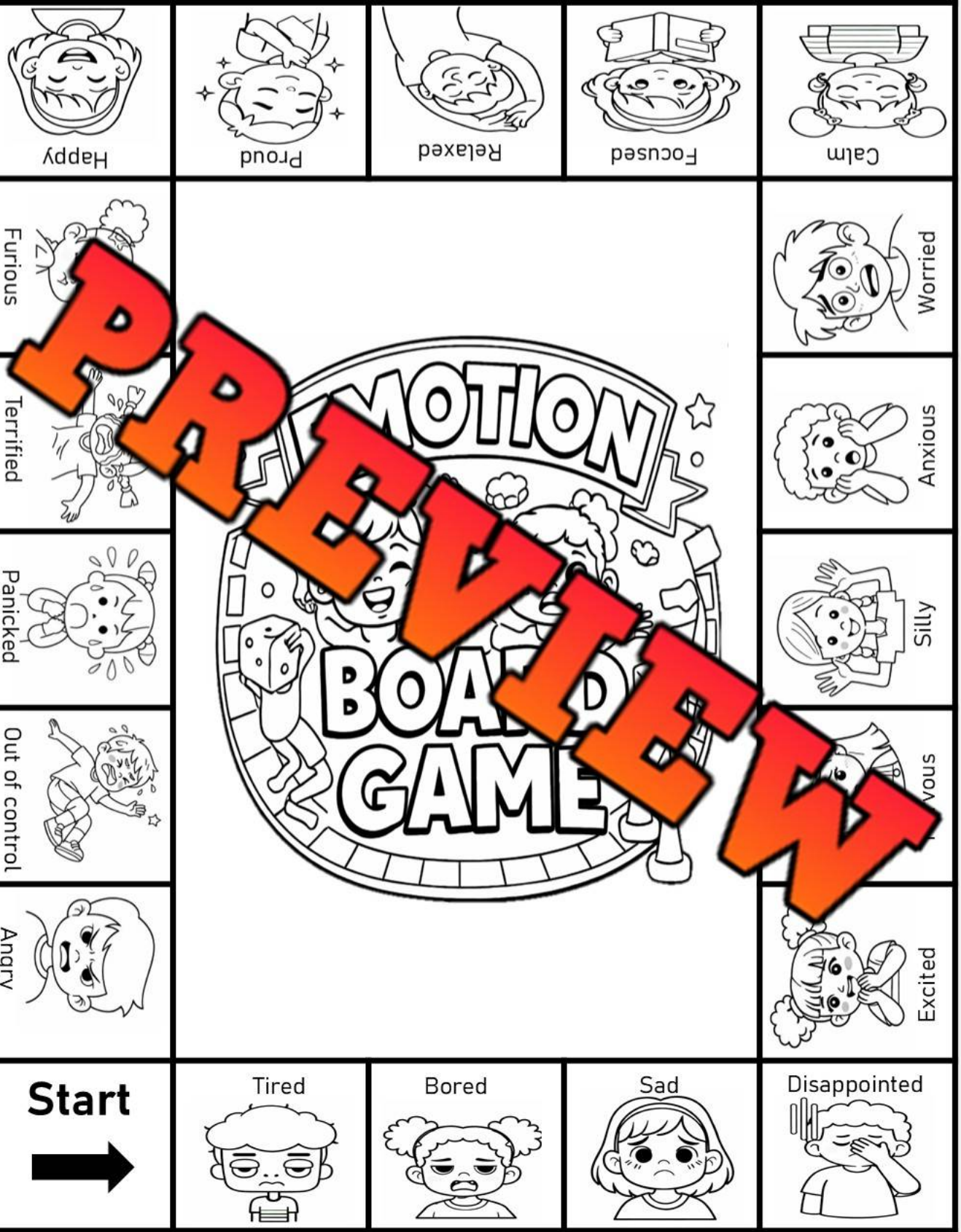
D1.5

Green Zone (Calm, happy, and ready to learn feelings)

Red Zone (Very strong feelings that are hard to control)

Yellow Zone (Big feelings, but still in control)

Blue Zone (Low energy, sad, or tired feelings)



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D1.5

Question Page | Pick one question to ask.

Green Zones Questions			
Happy	What usually makes you feel happy?	What is your favourite happy memory?	How can you spread happiness to others?
Rela	When do you feel most relaxed?	What activities help your body feel calm?	Why is it important to relax sometimes?
Pr ud	is something are oud of?	How did you feel after accomplishing it?	How can you help others feel proud too?
Focused	he ocus?	What can you do to id distractions?	Why is focus important for learning?
Calm	What helps y stay calm duri problem?	Wh you dow	Why is being calm helpful?

Blue Zones Questio			
Tired	What makes you feel tired?	How can you get more energy?	h ou r body tired?
Bored	When do you usually feel bored?	How can boredom help you be creative?	What is something fun you can do when feeling bored?
Sad	What sometimes makes you feel sad?	Who do you talk to when you are sad?	What helps you feel better?
Disappointed	When was a time you felt disappointed?	How can you stay positive after disappointment?	How can disappointment help you grow?

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D1.5

Question Page | Pick one question to ask.

Red Zones Questions			
Angry	What can make someone feel angry?	What should you NOT do when angry?	Who can help you when anger feels big?
Panicked	What might cause someone to panic?	What is the first thing you should do if you panic?	How can slow breathing help?
Afraid	What are some things that scare kids?	Who helps you feel protected?	How can you remind yourself that you are safe?
Furious	What can happen if you [illegible]?	What is a safe way to release big feelings?	Why is it important to pause before reacting?
Out of Control	What does "out of control" mean?	What signs tell you emotions are [illegible]?	What strategy can help you regain control?

Yellow Zones Questions			
Worried	What things make kids worry?	What can you do when you start to worry?	How can you turn to a [illegible]
Anxious	When might someone feel anxious?	What does your body feel like when anxious?	Why is it helpful to talk about your worries?
Silly	When do you act silly?	How can silliness make people laugh?	When should you stop being silly?
Nervous	What situations make you nervous?	Who can support you when nervous?	What can you tell yourself to stay confident?
Excited	What are you excited about right now?	How does your body feel when excited?	Why is excitement a good feeling?

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D1.5

Stronger Emotions

Why Do My Feelings Seem Out Of Control?

During puberty, your brain starts to produce and release hormones, which are special chemicals that affect how you feel. These hormones make you have stronger feelings. It is normal to experience mood swings and feel more emotional.

What Can I Do to Feel Better?

Some of these strong feelings can be overwhelming, and it is important to take care of yourself. This means doing things that make you feel good and help you relax. Here are some self-care strategies you can try:

- Take breaks: When you are feeling overwhelmed, take a break from whatever you are doing. Take deep breaths and give yourself some time to calm down.
- Talk to someone: Share your feelings with a trusted adult.
- Be active: Do things that make you happy and help you relax.
- Get 9-11 hours of sleep: Being tired makes it harder to control your emotions.



- Exercise and eat well: Physical activity and eating healthy foods can positively impact your mood. Eat a diet with plenty of fruits, vegetables, and whole grains.
- Practice relaxation: Try deep breathing, meditation, or yoga to calm yourself.

Remember, everyone goes through puberty and experiences strong emotions. It is a normal part of growing up. By taking care of yourself and using these strategies, you can help yourself feel better during this time.

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Curriculum Connection
D1.5

Questions Answer the questions below using evidence from the text

1) What causes you to have stronger feelings during puberty?

2) Why do [illegible] think learning about hormones and stronger feelings can help you when you [illegible] overwhelmed during puberty?

PREVIEW

Diagram Draw a pictur[illegible] strategi[illegible] an use to help feel more in control of your emotions.

True or False Is the statement true or false?

1) Telling someone about how you feel can help you feel better.	True	False
2) Being active makes you tired and cranky.	True	False
3) Deep breathing can help you feel calmer.	True	False
4) Your diet is not connected to your feelings.	True	False
5) Being well rested can help you control your emotions.	True	False

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D1.5

Activity – Identify Emotions

Read the following scenarios and identify how you think the person is feeling. You can list more than one feeling if you think they have several feelings.

1)	You have to give your speech in front of the class that day.	
2)	You r dog.	
3)	end had a big argument.	
4)	You do n ur ho done?	
5)	Your best friend jo orts t nd is meeting new people that they ke.	
6)	You fell in front of everyone in t and laughed.	
7)	Your parents will not let you go to the ow w group of friends.	
8)	Your grandfather is in the hospital and is very sic	
9)	You were chosen for the lead in the class play.	

PREVIEW

Your Turn Write your own scenarios and the feelings the person may have.

1)		
2)		
3)		

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Curriculum Connection
D1.5

Activity – Stronger Emotions Role Play

Objective What are we learning about?

To help students understand the strong emotions that can occur during puberty, practise healthy ways to manage these feelings, and develop empathy by responding appropriately to real-life scenarios through role-play.

Materials What do we need for our activity?

- P
- Pen
- Scenario
- Container to e sli awn



Method How do we th

1. Introduce the topic of puberty an strong tions that often come with it. Discuss the importance of learning to ma and rol them. Explain that you will be doing a role-play activity to co notions and supporting each other.
2. Divide the students into pairs or small groups. Ea r g will participate in at least one role-playing scenario.
3. Have each pair or group randomly draw a scenario from th
4. Give the students a few minutes to discuss their scenario and de e on the roles each person will play.
5. Have the pairs or groups take turns acting out their scenarios in front of the class. Encourage the students to demonstrate empathetic behaviour in their role plays.
6. After each role play, facilitate a brief class discussion about the scenario. Asking questions such as, "How do you think this person would feel in the scenario?"
7. Repeat the process until all pairs or groups have had a chance to act out their scenarios.

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D1.5

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Left Out	A student notices their friends talking about a party they were not invited to. They begin to feel sad and excluded. The student must decide how to express their feelings respectfully and find healthy ways to cope.
Homework Overload	A student has multiple assignments due at the same time and feels overwhelmed. They need to figure out how to stay calm, prioritize tasks, ask for help if needed, and manage their time responsibly.
Misunderstanding with a Friend	Two friends misinterpret each other's words, and one feels hurt. The situation highlights the importance of listening, communicating clearly, apologizing if necessary, and solving conflicts peacefully.
Peer Pressure to Break a Rule	A group of friends encourages a student to break a school rule. The student feels uncomfortable and must decide how to say no, stand up for their values, and make a safe choice.
Dealing with a Disappointment	A student does not make the sports team or reach an important goal. They feel discouraged and upset. The student needs to practise resilience, stay positive, and think about what they can improve next time.

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Curriculum Connection
D1.5

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Argument with a Sibling	After a disagreement at home, a student feels angry and frustrated. The situation focuses on calming down, expressing emotions appropriately, and finding ways to repair the relationship.
Public Speaking Anxiety	Student is about to present in front of the class and feels nervous. They must use strategies such as deep breathing, positive self-talk, and preparation to build confidence.
Dealing with a Loss	A student is grieving the loss of a loved pet or family member. The student seeks support from trusted people and should understand that it is okay to feel sad while learning healthy coping strategies.
Bullying Situation	A student is being teased or bullied by classmates and feels scared and hurt. The scenario emphasizes telling a trusted adult, seeking support, and standing up safely against bullying.
Feeling Overwhelmed with Changes	A student is experiencing many physical and emotional changes during puberty and feels confused. The student should recognize that these changes are normal and learn to ask questions and seek guidance from trusted adults.

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D1.5

Activity – Stronger Emotions Role Play

Questions Answer the questions below using evidence from the text.

1) What are some common emotions that you might experience during puberty when hormones make you feel things more strongly?

2) Why is it important to learn how to control and manage our emotions during this time?

3) What are some strategies you can use to control your emotions when they become overwhelming?

4) Choose one role play scenario that was familiar to you. When have you been in this situation? How did you feel? What did you do to get past it?

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D1.5

Exit Cards

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

Name: _____

Circle the face that matches how the situation supports your emotions.

1) Frien ect your c		
2) Yo some wrong just t		
3) Trust your fe if something feels wrong.		
4) Good friends make you feel safe.		

Name: _____

Circle the face that matches how the situation supports your emotions.

1) Friends respect your choices.		
2) You do something wrong just to fit in.		
3) Trust your feelings if something feels rong.		
4) friends make yo		

Name: _____

Circle the face that matches how the situation supports your emotions.

1) Friends respect your choices.		
2) You do something wrong just to fit in.		
3) Trust your feelings if something feels wrong.		
4) Good friends make you feel safe.		

Name _____

Circle the fac tha e situation supports s.

1) Friends respect your choices.		
2) You do something wrong just to fit in.		
3) Trust your feelings if something feels wrong.		
4) Good friends make you feel safe.		

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Relationship Changes During Puberty

Relationship Changes During Puberty

When you go through puberty, your relationships with your peers might start to change. Here are some reasons why this happens and some strategies to cope with these changes:

Hormonal changes: During puberty, your body goes through hormonal changes that can affect your emotions. You might feel more sensitive, moody, or have strong feelings. This can affect how you behave towards your friends and lead to arguments.

PREVIEW

Strategy:

1) Understand that everyone is going through changes.
2) Take deep breaths
3) Give yourself and your friends some space if things get overwhelming.
4) Talking honestly about your feelings can help resolve misunderstandings.

New interests and hobbies: As you grow older, you might develop new interests or hobbies that are different from your friends. You may discover new activities or have different goals. This can sometimes lead to a shift in your friendships.



Strategy:

1) Enjoy your new interests while being open to trying your friends' interests too.
2) Find common ground by doing activities that you both enjoy.
3) Remember, it is okay to have different interests, it is a chance to make new friends.

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Questions

Answer the questions below using evidence from the text.

1) When you have disagreements with your friends what are they about? How do you resolve them?

2) How ca ow your friends you accept them even when they are physically changin

PREVIEW

True or False

Is the state t tr

1. Respecting others opinions even if you disagre help nships.	True	False
2. When you communicate you should talk mor liste	True	False
3. Remembering everyone goes through puberty at t ace h	True	False
4. Compromising is a sign of weakness when you have a di em		False
5. Talking about how you feel helps your relationships.		False

Word Search

Find the words in the wordsearch

❑ Balance	❑ Strategy
❑ Opinion	❑ Communication
❑ Respect	❑ Relationship
❑ Learn	❑ Puberty
❑ Listen	❑ Friends

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

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D1.5

Activity - Relationship Questions Puzzle

Objective What are we learning about?

To help students explore and understand relationship changes during puberty by creating thoughtful questions that promote reflection, communication, and empathy.

Materials What do we need for our activity?

- P te
- Sc s
- Pencil or



Method How we ctivity?

1. Review the topic "Relati p Ch e Puberty" with the class. Discuss how friendships, family ships tions, and interests may change as they grow, and remin dents th hanges are normal.
2. Give each student a copy of the puzzle t te.
3. Guide students in folding the paper step-by-st form proper puzzle shape. Model the folding process in front of las everyone follows correctly.
4. Ask students to write one thoughtful question in each puzzle se about relationship changes that may happen during puberty.
5. Encourage them to think about topics such as friendships, family relationships, emotions, misunderstandings, communication, respect, and new interests.
6. After completing the puzzle, have students pair up and take turns asking and answering each other's questions.
7. Remind students to listen respectfully and respond honestly to promote meaningful conversations.

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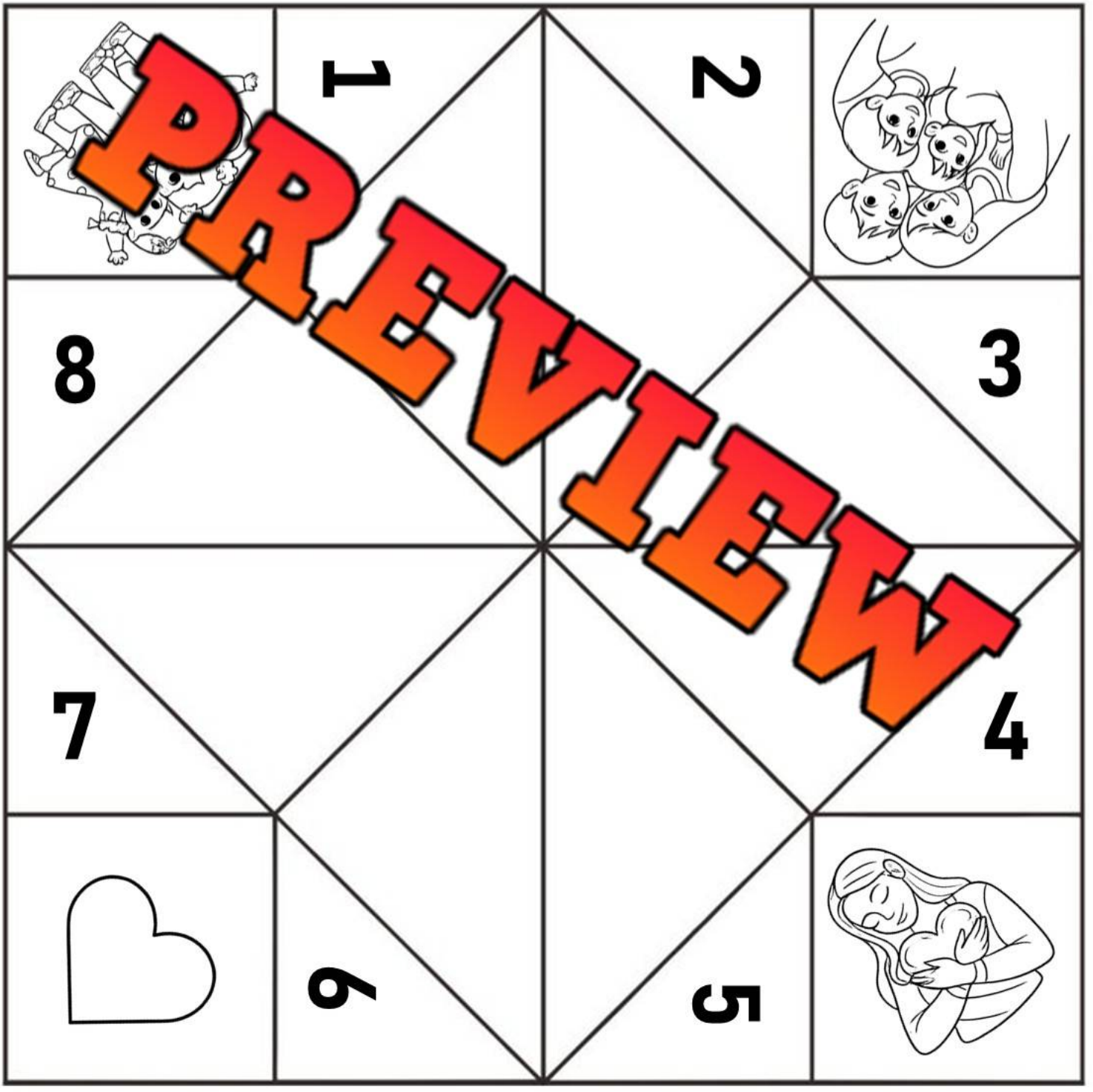
D1.5

Relationship Questions Puzzle

Instruction	In each blank section of the puzzle, write one thoughtful question about relationship changes during puberty (for example, friendships, family relationships, feelings, or misunderstandings).



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Crushes

What Is A Crush?

A romantic crush is when you have strong feelings of liking or loving someone.

Who Is Your Crush?

Who do people typically have crushes on? A crush is:

- someone you know or have seen but are not in a romantic relationship with yet.
- someone who is a different age from you.
- they can be the same gender as you, or a different gender.
- a crush can last for a few hours, and sometimes a crush becomes a relationship.

Having a crush is a natural part of growing up and learning about relationships. Remember that your crush does not return your feelings. If you have a crush, you need to understand and respect the other person's feelings.

PREVIEW



Should You Tell Anyone You Have A Crush?

If you tell a friend, there is the risk that they will tell someone else. People often find it difficult to keep a secret about a crush. If you do not want your crush to know how you feel, be careful about telling friends. Some people like to tease people about their crush.

Should You Act On A Crush?

Young people are still developing emotionally and may not be ready for the consequences of acting on a crush. It is best for you to focus on building friendships, and getting to know the person you have a crush on, before considering any kind of romantic relationship. It is always a good idea to talk to a trusted adult or counselor if you have questions or concerns.

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True or False

Is the statement true or false?

1) A crush is a 2-person relationship.	True	False
2) Some crushes last only a short amount of time.	True	False
3) There are no risks in talking openly about your crush.	True	False
4) If you te someone that you like them, they will like you back.	True	False
5) A crus relationship.	True	False

PREVIEW

Questio

Wh u b careful about telling someone about your crush?

Smart Choices

Write **SC** for Smart Choice or lot art Choice

1	Respecting someone's feelings	
2	Spreading rumours about a crush	
3	Staying focused on schoolwork	
4	Pressuring someone to like you back	
5	Talking to a trusted adult or friend when you feel confused about your feelings	
6	Teasing someone about who they like	
7	Being honest but kind when sharing your feelings	

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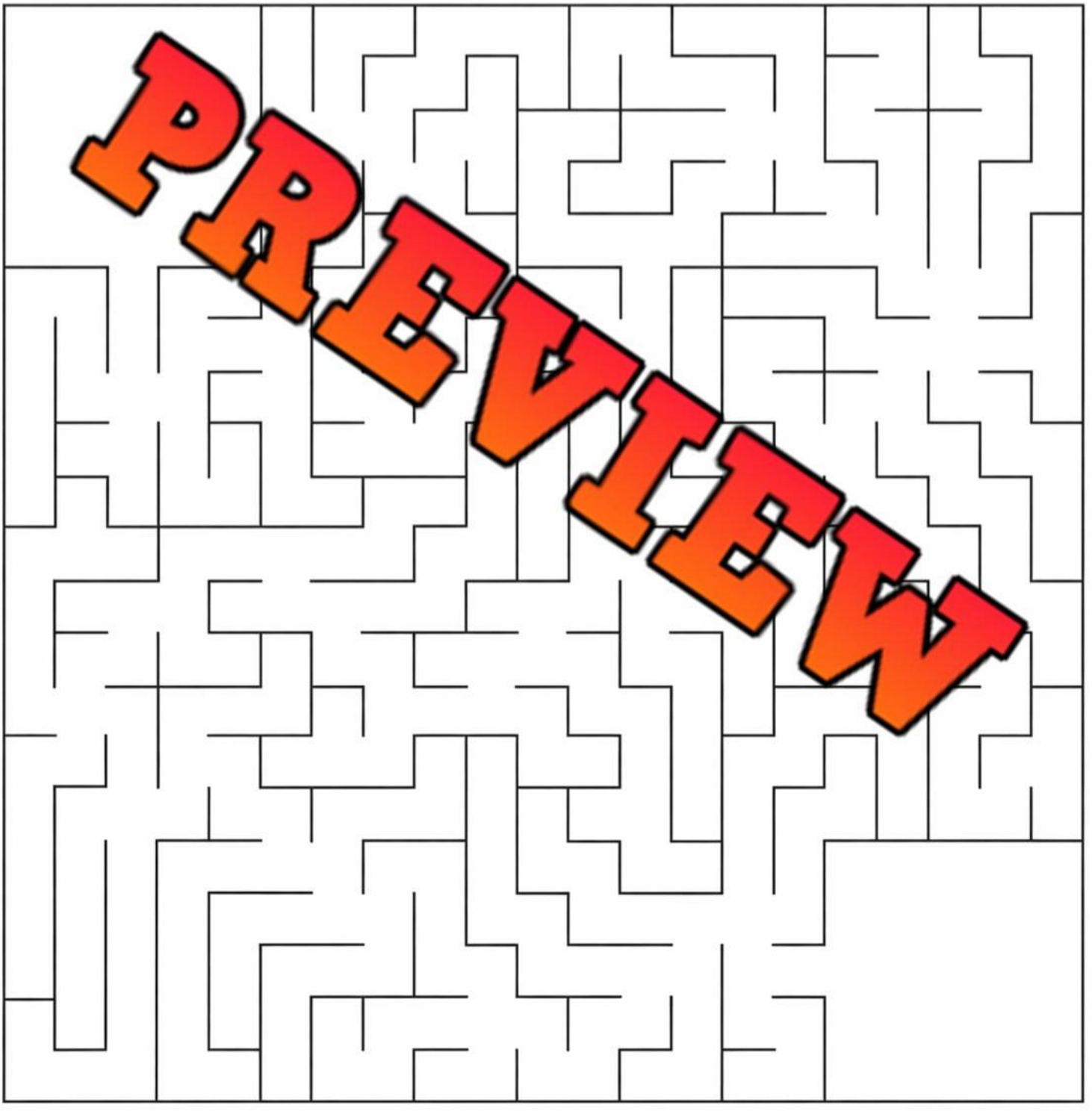
Finding the Way Through Feelings

Instruction

Draw yourself in the top box and draw your crush or a loved one in the bottom box. Then, carefully solve the maze by finding a path from yourself to the other person. As you work, think about how building healthy relationships takes patience, understanding, and respect.



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D1.5

Coming Of Age Rituals

Coming of Age Rituals

Many cultures around the world have unique rituals or ceremonies to mark the transition from childhood to adulthood, often tied to the onset of puberty. Here are a few examples:

- Bar/B[illegible]zvah: When Jewish boys reach 13 and girls reach 12 or 13 (dep[illegible] the community), they celebrate a Bar or Bat Mitzvah, r[illegible]tively. T[illegible]mony marks their obligation to observe the command[illegible] Tor[illegible]
- Quinceañera[illegible]hy La[illegible]an cultures, a girl's 1[illegible], or "quinceañera," means si[illegible]bec[illegible] woman. The tradition often inclu[illegible]ligiou[illegible] ceremony that is followed by a party with f[illegible] music, and dancing.



- Rumspringa (Amish tradition): In the Amish tradition, adolescents around the age of 14 to 16 ente[illegible] per[illegible] Rumspringa. During this time, they are allowed to explore t[illegible]f[illegible]on-Amish) world. At the end, they must decide whether to leave the [illegible]ish community or be baptized and remain in it.
- Inuit Coming of Age Tradition: In North Baffin Island, Inuit boys between the ages of 11 and 12 have gone out to the wilderness with their fathers to test their hunting skills and get used to the harsh arctic weather. Nowadays, this tradition has been extended to young girls as well. “Out camps” are established away from the community for traditional skills to be passed down and practiced by the young men and women.

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D1.5

True or False

Is the statement true or false?

1) Seijin Shiki is a Japanese ceremony for those who turned 20 that year.	True	False
2) Walkabout is an Australian tradition where boys live in the wilderness.	True	False
3) The Apache Sunrise Ceremony is for males who will become chiefs.	True	False
4) Samburu is a Kenyan tradition where boys have to kill a lion.	True	False
5) Rites of [illegible]ge for each culture are celebrated in the same way.	True	False

Unscra[illegible]

[illegible]rrect word on the line.

LATURI		TULDA	
YMALFI		NITROTIDA	
MYCREEON		ET[illegible]EL	
TUMOMYINC		TREC[illegible]	

Questions

Answer the questions below using eviden[illegible] the[illegible]

1) What are 3 things you learned about Seijin Shiki?

_____

_____

_____

2) What are 3 things you learned about the Apache Sunrise ceremony?

_____

_____

_____

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True or False | Read the statements to the class.

#	Statement	True or False
1	Coming of age rituals celebrate the transition from childhood to adulthood.	**True**
2	All cultures have the same coming of age traditions.	**False**
3	A B[illegible]Bat Mitzvah is a Jewish ceremony for young people ent[illegible]lthood.	**True**
4	[illegible]lebrated when a girl turns 10 years old.	**False**
5	C[illegible]ng of [illegible]nie often include family and community.	**True**
6	Rumspri[illegible]s Ami[illegible]o explore the outside world before decidi[illegible]eir f[illegible]	**True**
7	Coming of age ritu[illegible]ly ab[illegible]ving gifts.	**False**
8	Some traditions focus on [illegible]chin[illegible]and maturity.	**True**
9	Inuit coming of age traditions m[illegible]olve le[illegible]ival skills.	**True**
10	Only boys can participate in coming of a[illegible]emon[illegible]	**False**
11	These rituals help young people understand [illegible]n the community.	**True**
12	Music, dancing, and celebrations can be part of some [illegible]aditi[illegible]	
13	Coming of age rituals mean a person no longer needs guida[illegible] from adults.	**False**
14	Different cultures celebrate growing up in meaningful ways.	**True**
15	A quinceañera marks the journey from girlhood to womanhood.	**True**
16	Coming of age traditions are unimportant in modern society.	**False**
17	Many ceremonies include special clothing or symbols.	**True**
18	These rituals can strengthen cultural identity.	**True**
19	Turning 5 is commonly celebrated as a coming of age worldwide.	**False**
20	Coming of age rituals remind young people that growing up includes new responsibilities.	**True**

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Bar/Bat Mitzvah

Bar/Bat Mitzvah

When Jewish boys reach 13 and girls reach 12 or 13 (depending on the community), they celebrate a Bar Mitzvah for boys or a Bat Mitzvah for girls. The terms mean "son of the commandment" and "daughter of the commandment" in Hebrew.

- Age: 1[illegible]3 is considered the age at which children are responsible for their actio[illegible] observe Jewish law and tradition.
- R[illegible]ation: P[illegible]e Bar/Bat Mitzvah, the child studies, including learning to read He[illegible]
- Ceremony: T[illegible]mony [illegible]e in a synagogue du[illegible]bat (Sabbath) service with t[illegible] participating. This participation i[illegible] service symbolizes their new status as an adult in the eyes of Jewish religious law.



PREVIEW

- Celebration: There is a celebration with friends and fa[illegible]y a[illegible]e
- Responsibilities: After the Bar/Bat Mitzvah, the individual is [illegible]pe[illegible] participate in Jewish community life.
- Tzedakah Project: Many young people undertake a Tzedakah (charity or justice) project as part of their Bar/Bat Mitzvah preparation. They donate time or money to a worthy cause. This is a way to instill values of community service and engagement.

The specific practices and rituals associated with a Bar/Bat Mitzvah can vary widely between different Jewish communities. All Bar/Bat Mitzvah ceremonies recognize a young person's transition to religious adulthood.

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True or False

Is the statement true or false?

1) The Bar/Bat Mitzvah celebration is a Jewish tradition.	True	False
2) The service is conducted in Italian.	True	False
3) All Jewish communities celebrate Bar/Bat Mitzvah in the same way.	True	False
4) Bar/Bat Mitzvah are celebrated when a child is 12 or 13 years old.	True	False
5) Bar Mitz ans son of the commandment.	True	False

Que ng

hree questions you have after reading the text.

1)	
2)	
3)	

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Questions

Answer the questions below using ev fro e text

1) How do Jewish children prepare for their Bar/Bat Mitzvah?

2) What is something you could do for a Tzedakah Project if you were Jewish?

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Curriculum Connection
D1.5

Story – Ethan's Bar Mitzvah

Ethan's Bar Mitzvah

Once upon a time, in a small town called Harmonyville, there lived a boy named Ethan. Ethan was about to turn thirteen, which meant it was time for him to prepare for his Bar Mitzvah, a very special and important event in his Jewish community.

Etha[illegible]excited but also a little nervous about his upcoming Bar Mitzvah. His parents, [illegible]d Rachel, explained to him that becoming a Bar Mitzvah meant he wo[illegible]ke on r[illegible]onsibility and be considered an adult in the eyes of the Jewish comm[illegible] bi[illegible]stone, and Ethan couldn't wait to begin his journey.



To prepare for his B[illegible]tzvah, Et[illegible]rted attending special classes at the synago[illegible]her[illegible]about the Torah, the holy book of the Jewish pe[illegible]e studi[illegible]rew and practiced reading the ancient texts aloud. Et[illegible]also [illegible] about the stories and teachings of his ancesto[illegible]ho[illegible] guide him in his own life.

As part of his preparation, Ethan met with the canto[illegible]pers who leads the congregation in prayer. The cantor taught Ethan t[illegible] melodies and chants used during the Bar Mitzvah service. They spent [illegible]y hours practicing together, making sure Ethan could recite the prayers with confidence and understanding.

In addition to the religious studies, Ethan had to choose a project that would make a positive impact on the community. Ethan loved music, so he decided to organize a benefit concert to raise funds for a local children's hospital. He reached out to local musicians and invited them to perform. Together, they rehearsed and planned an incredible event that would bring joy to many children.

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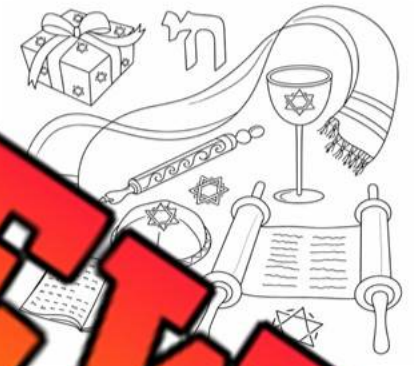
Story – Ethan's Bar Mitzvah

Finally, the big day arrived. The synagogue was filled with family, friends, and members of the community, all eager to celebrate Ethan's Bar Mitzvah. Ethan stood on the bimah, a raised platform at the front of the synagogue, next to his proud parents. He wore a tallit, a special prayer shawl, and a kippah, a small cap, as a symbol of [illegible] and tradition.

Eth[illegible]nated throughout the synagogue as he chanted from the Torah, the w[illegible] flowing[illegible]sly from his lips. He delivered a meaningful speech, reflecting on [illegible] he[illegible]rned and his commitment to living a life guided by Jewish values. The [illegible]muni[illegible]te[illegible]ntently, impressed by Ethan's knowledge and maturity.

After the service, everyo[illegible]ther[illegible]ors celebration, known as a reception. Th[illegible]s delic[illegible]od, Lively music, and lots of dancing. Ethan's family[illegible]friend showered him with love, gifts, and heartfelt wi[illegible]for bright future.



As Ethan looked around at the smiling faces and felt the warmth of the community, he realized that his Bar Mitzvah w[illegible]t[illegible]ut him. It was a celebration of his heritage, a way to honor his family, and an [illegible]portunity to strengthen his connection with his Jewish community.

From that day forward, Ethan embraced his newfound responsibility as a young adult in his community. He continued to study, pray, and perform acts of kindness. Ethan knew that his Bar Mitzvah was just the beginning of a lifelong journey of learning, giving, and making a positive impact on the world around him.

Ethan's Bar Mitzvah became a cherished memory, inspiring him to live a life filled with faith, love, and the values he held dear.

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D1.5

Story – Ethan's Bar Mitzvah

Instruction	After reading *Ethan's Bar Mitzvah*, think about your four favourite parts of the story. Draw each scene in the boxes provided, showing the important events and characters, you enjoyed the most. Arrange your drawings to retell the story from beginning to end.

Scene 1	Scene 2

Scene 3	Sce

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Inuit Coming of Age Tradition

Inuit Coming of Age Tradition

The Inuit people have a tradition on North Baffin Island, which is in the Arctic region of Canada. This tradition is called the Inuit Coming of Age ceremony. When boys and g[illegible]s are 11 or 12 the event celebrate[illegible]ey are changing from[illegible]ac[illegible]



PREVIEW

Skills and Ab[illegible]

During the Coming[illegible]ge c[illegible]o[illegible] the young person partic[illegible]i[illegible] various activities and tests to [illegible]ions[illegible]s and abilities. These activities are designed to show that they are r[illegible]o take [illegible]responsibilities and contribute to their community.

- Hunting has always been an essential part [illegible]ay [illegible]. During the ceremony, young individuals might join a hunting [illegible]ex[illegible]ced hunters. They can show their ability to provide for themselves and th[illegible]
- Another part of the ceremony is storytelling. Inuit culture has a r[illegible]al tradition, and storytelling is important for passing down knowledge, history, and values. The young person might share a story or listen to stories from elders.

Celebration

The Coming of Age ceremony also involves dancing, singing, and drumming. These are important cultural expressions in Inuit communities and are used to celebrate and bring people together. It is a time of celebration and recognition as young people become adults and take on more responsibilities within their community.

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True or False

Is the statement true or false?

1) North Baffin Island is located in the United States.	True	False
2) When Inuit children turn 11/12, they participate in a Coming of Age ceremony.	True	False
3) Storytelling and hunting are important parts of the tradition.	True	False
4) Dancing, singing and drumming are part of the ceremony.	True	False
5) Only boy[illegible]art in the coming of age tradition.	True	False

Conne[illegible]

What [illegible] of the traditions and history passed down in your family?

Questions

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

1) Why is storytelling important in Inuit tradition?

2) Why is it important for Inuit children to learn hunting skills?

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D1.5

Quinceañera

Activity: Colour the page and list 5 things that are part of the Quinceañera celebration.

_____ _____ _____ _____ _____



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Unit Test – Human Development

Multiple Choice /10

1. Puberty is when: a) Your body goes through changes to become an adult. b) You are 8. c) Girls and boys turn 13. d) You turn	2. Puberty is caused when: a) Your body produces and releases hormones that cause it to grow. b) Boys play more sports. c) Girls' voices get higher. d) All of the above.
3. Puberty a) At the age for b) To some people c) When it is safe for boys to d) To everyone in their	4. During puberty you will have changes to a) Your skin. b) Your size. c) Your emotions. d) All of the above.
5. Acne is caused by: a) Pimples. b) Not washing your hair. c) Overactive oil glands in the skin. d) Squeezing your pimples.	have good hygiene you should: and wash hair regularly. b) We ing clothes. c) erfum d) the
7. During puberty you experience stronger emotions because, a) You will have your first crush. b) Your body releases more hormones. c) You have more opinions. d) You have more disagreements.	8. You kn ve wa our hands long enough to ge cle a) You do not see and b) You sing Happy Birthday hile washing. c) They do not feel sticky. d) There is no dirt on the towel when you dry them.
9. Which of the following is a Coming of Age Ritual? a) Bar/Bat Mitzvah. b) Quinceañera. c) Rumspringa. d) All of the above.	10. A Bar Mitzvah is a a) Ceremony held in a church. b) celebration when a Jewish girl turns 13. c) Jewish tradition. d) Amish tradition.

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Define What do the terms below mean?

Term	Definition – What does it mean?
Puberty	
Unique	
Hyg	

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

1) What are 3 changes you might experience during puberty ?

2)What are 3 reasons why your relationships may change during

3) What is the difference between deodorant and antiperspirant?

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