



LIBERTY COUNTY SCHOOL DISTRICT

KYLE PEDDIE, SUPERINTENDENT

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Real Essentials Starting Point Parent Permission Form

Dear Parents/Guardians,

As primary health educators of your children, we want to inform you about the Positive Youth Development program we will be teaching this year in your student's Fifth grade class.

It is called REAL Essentials Starting Point, a curriculum designed to help students learn foundational skills for developing healthy relationships as they navigate the transition from childhood into adolescence. Your Fifth grader will be introduced to this curriculum with the Puberty Science lesson. The topics we will be teaching are:

Lesson 53: Ready, Set, Grow! Students will gain increased Knowledge about the physical changes they are experiencing.

Lesson 54: Grooming and Hygiene During Puberty

Lesson 56: Responding to Change. Students will think through proper responses to the changes that accompany the onset of puberty.

We know that it is your desire to navigate your child toward a healthy and successful future. It is our intention to help open doors to conversations with your child and support you in that effort. Please contact the Florida Department of Health in Liberty County at (850)674-5645 with any questions. Please visit the Liberty County School District website to review the Real Essentials curriculum.

Sincerely,

DOH-Liberty Staff

Jodi Speciale, RN School Health Coordinator

REAL ESSENTIALS Parent Permission Form-Please complete and return to your child's School Nurse.

Students Name: _____

_____ Yes, I would like my child to attend the Puberty Science lesson.

_____ No, I would not like my child to attend the Puberty Science lesson.

Parent Signature: _____ Date: _____

If your child does not return a form with parent signature, they will NOT be allowed to attend the Puberty Science lesson.

District I
James E. Flowers

District II
Jodi Bailey

District III
Darrel "Doobie" Hayes

District IV
Jason Singletary

District V
Charles "Boo" Morris III

Puberty Science

Students enter a season of exponential growth as they approach adolescence. As kids transform from children to young adults, their bodies speed ahead of their brains. The Puberty Science Unit is designed to normalize the events that seem embarrassing or strange with age-appropriate, and medically accurate, resources to help students embrace this often-awkward stage.

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Ready, Set, GROW!

OBJECTIVE

To have each student gain increased knowledge about the physical changes they are experiencing.



MATERIALS

- *Worksheet: Guess the Grade on page 227*
- *White board, chalk board or large poster paper and writing materials*
- *Small pieces of paper and pencils for each student*
- *Worksheet: Changes for Males on page 228*
- *Answer Key: Changes for Males on page 229*
- *Worksheet: Changes for Females on page 230*
- *Answer Key: Changes for Females on page 231*

STEP BY STEP

1. Hand out the *Guess the Grade* worksheet to students, and ask your class what age they are. Allow for a variety of answers to be given. Then say, "Believe it or not, they are all 5th graders! You may be thinking, 'How can that be? They look so different!' and you are correct. At this time of life, students of the same age can look very different, because they each experience puberty at different times.
2. Say, "Raise your hand if you have the same size feet as your parents (or almost)." Most of the class are likely to raise their hands. Point out that one of the first changes of puberty is that the hands and feet grow. Students sometimes get teased for tripping over their own feet. It is normal to become more "klutzy", because the feet are growing at a rapid rate, and the rest of the body has not caught up yet.
3. Ask the question: "Who can tell me what the age range is for boys to go through puberty?" After taking their guesses, explain that boys generally begin puberty at age 12 or 13, however, some boys begin as early as 10 and as late as 14 years old. Then, ask what age they would guess when the onset of puberty generally takes place for girls. Explain that girls tend to be a little earlier, typically around ages 11-12, with some girls starting, as early as age 9, or as late as age 13.



4. Ask students: "Does anyone know why puberty starts at different ages for different kids? It's because your brain tells your body to begin puberty. The hypothalamus is at the base of the brain and controls body functions such as appetite and temperature. One day, unique to each of you, your hypothalamus will send a message to your pituitary gland and tell it to send out the hormone estrogen, or testosterone, to help your body begin changing in ways that will eventually enable your body to reproduce. Remember, puberty is the stage when an individual becomes capable of reproducing."
5. Distribute the for *Changes for Males* and *Changes for Females* worksheets. Each student should receive one of each. Ask the boys to brainstorm changes they can expect as they go through during puberty. Try to elicit the following answers from the students. Whenever one of these items is spoken, have them write it down on the *Changes for Males* worksheet.

Examples for Boys

- Voice changes
 - Growth (increase in height and weight)
 - Muscle development
 - Body hair
 - Activation of sweat and oil glands
 - Acne
 - Sperm production
 - Genital development
 - Wet dreams
 - Erections and ejaculations
 - Growth of penis and testicles
 - Interests
 - Emotions
6. Ask the girls to brainstorm changes they can expect as they go through puberty. Try to elicit the following answers from the students. Whenever one of these items is spoken, have them write it down on the *Changes for Females* worksheet.

Examples for Girls

- Voice changes
- Growth (increase in height and weight)
- Body hair
- Muscle development

- Wider hips
- Activation of sweat and oil glands
- Acne
- Breast development
- Genital development
- Menstruation/Period
- Interests
- Emotions

7. Hand out blank pieces of paper, and invite the class to anonymously write down any questions they have. Collect the papers, and review them, offering clarification and answers to the appropriate questions. If the question is of a sensual or reproductive nature that is outside the school's scope and sequence, let the student know that their question is a good one, but that the answer should be discussed with their parent(s)/trusted adult, as the focus of your discussions is puberty and body changes.



EDUCATOR NOTE

Talk to students about having fun during this lesson. Some of the talk will seem embarrassing. They may be tempted to giggle and whisper to their friends. Normalize the embarrassing feelings, but let them know that too much giggling and whispering could cause the class to run out of time before important changes have been discussed. The class environment should be comfortable, open, and fun as this material will make a lasting impression on each student.



Ready, Set, Grow

Discussion Points

Voice Changes

Boys' voices change during puberty. The larynx is in the middle of the throat. It is also called the voice box, because it is what makes the sound when you talk. The changes are caused by the larynx vocal cords getting longer and wider. This growth process happens over a few years, and not all at once. This may seem embarrassing, but it happens to everyone. Eventually both boys and girls will develop a deeper voice.

Growth

During puberty a boy's body weight may double. It is the time in life when adolescents add the most body mass in the shortest period of time. The feet and hands grow first and then the long bones in the body. Growth differs between boys and girls. At the end of puberty, boys resemble an upside-down triangle, while girls are shaped more like an hour glass. Why? Boys eventually have a lot of muscle mass in their back and chest and girls have wider hips. Why do girls have wider hips? So they can give birth to babies.

Body Hair

During puberty, boys grow hair on their underarms, face, legs, arms, pubic area, chest and feet. Girls, on the other hand, develop hair under their arms, on their legs and around the pubic area. This biological change indicates appropriate timing to begin learning about, and practicing, how to shave.

Activation of the Oil and Sweat Glands

Bacteria that live on your skin change the perspiration chemically so that it takes on an odor. The best way to reduce the odor is to bathe or shower daily. Other ways to reduce body odor include wearing deodorant and lotion. Bacteria does not just live on the skin but also in clothing, so even if students bathe properly, but put on a dirty shirt, or sweaty clothes, they will continue to smell. It is important to wear clean clothes and undergarments daily.

Ready, Set, Grow

Discussion Points

Acne

Hormone levels change dramatically during puberty. The increase in certain hormones can make oil gland production spike. The result of this is greasy hair and pimples. While acne is part of growing up, there are some things that can be done to help control it (Such as proper grooming and avoiding greasy food and junk food). A certain amount of acne is unavoidable, so it's very unkind and hurtful to make fun of someone with it.

Emotions and Interests

Moods swings are a part of the growing process as hormones change and the brain continues to develop. In this transition time, they can expect changes in their relationships with their friends and family. Students may feel tired more often and begin to feel more pressure or stress with social groups.

Sperm

Sperm production does not begin until puberty. The testicles begin making sperm during puberty, and it takes about six weeks for sperm to reach maturity. Fully grown testicles produce 2,000 sperm every second. 200 to 500 million sperm are produced daily. Once they reach maturity, they are stored in the epididymis. Sperm are produced in the testes and then are stored in the epididymis, where they wait to be released. When sperm are released, they leave the body by traveling through the vas deferens, which connects to a tube in the penis called the urethra. Before it gets to the urethra, it passes by two glands, the seminal and prostate glands, which release fluids for the sperm to swim in and receive energy. The fluid sperm travel in is called semen. In order for sperm to be released, the penis fills with blood to become enlarged and hard. This is called an erection.

Wet Dreams

At times, when a boy is asleep, he can have an erection and ejaculate. This is known as a nocturnal emission, or a wet dream. Wet dreams may occur during a dream of a sexual nature, but not always. It may or may not wake him up. Semen is wet and it leaves a mark on pajamas or sheets, but it washes out easily. Some boys experience numerous wet dreams, while others may have none at all.



Ready, Set, Grow

Discussion Points

Breast Development

During puberty, a girl's breasts develop. The primary function of breasts is to feed a baby. Breast size does not affect milk production. Every woman has the same number of milk ducts. The difference between large and small breasts is the amount of fatty tissue deposited in that part of the body. Bras are worn to cover up and support growing breasts.

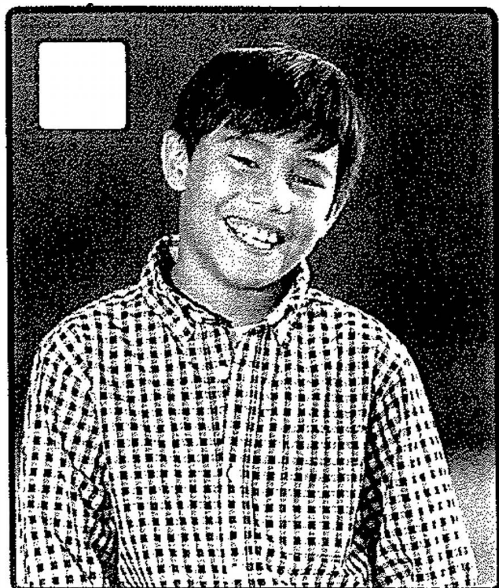
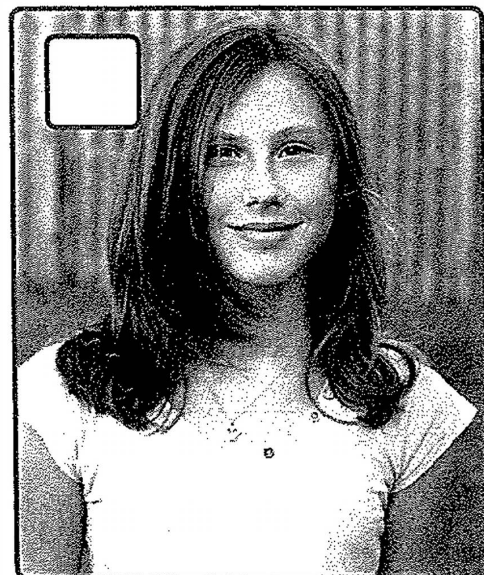
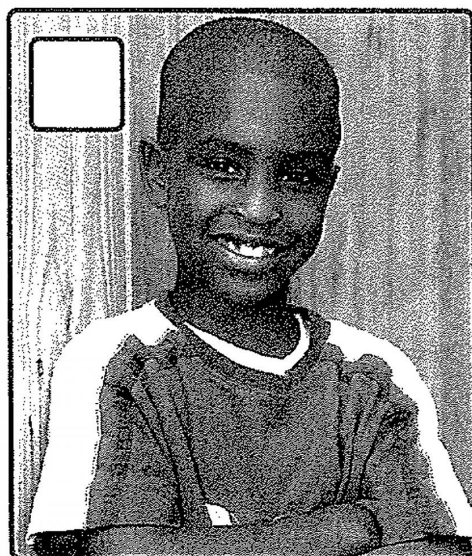
Periods

A baby girl is born with between 1 to 2 million immature eggs. By the time she reaches puberty, only about 200,000 eggs have survived. During puberty a message is sent from the pituitary gland, causing one egg to mature and release on a monthly basis. The immature egg matures in the ovary and then pushes its way through the wall of the ovary. There is no opening in the ovary. Once the mature egg leaves the ovary it enters the fallopian tube. The egg is swept through the tube by the movement of finger-like projections called fimbria. At the same time, the lining of the uterus is producing tissue and blood vessels in preparation of a fertilized egg. Fertilization occurs when sperm in the fallopian tubes joins up with an egg and a new person begins to develop. The lining is used to help nourish and protect the fertilized egg. When the egg does not meet a sperm and is not fertilized, the egg travels into the uterus. The uterus is the size of a fist and is a muscular organ. This is where the baby develops. Once the egg is in the uterus the lining of the uterus is shed. The lining, made of rich blood and tissue, exits the body through the cervix and then vagina. This is known as menstruation, or a woman having her period. This can happen every 28-32 days. When a female is having her period, and she is shedding blood, it usually lasts from 2 to 7 days. To prevent blood from getting on her clothes, a girl may use a tampon or sanitary pad. These need to be changed every few hours.

Guess the Grade

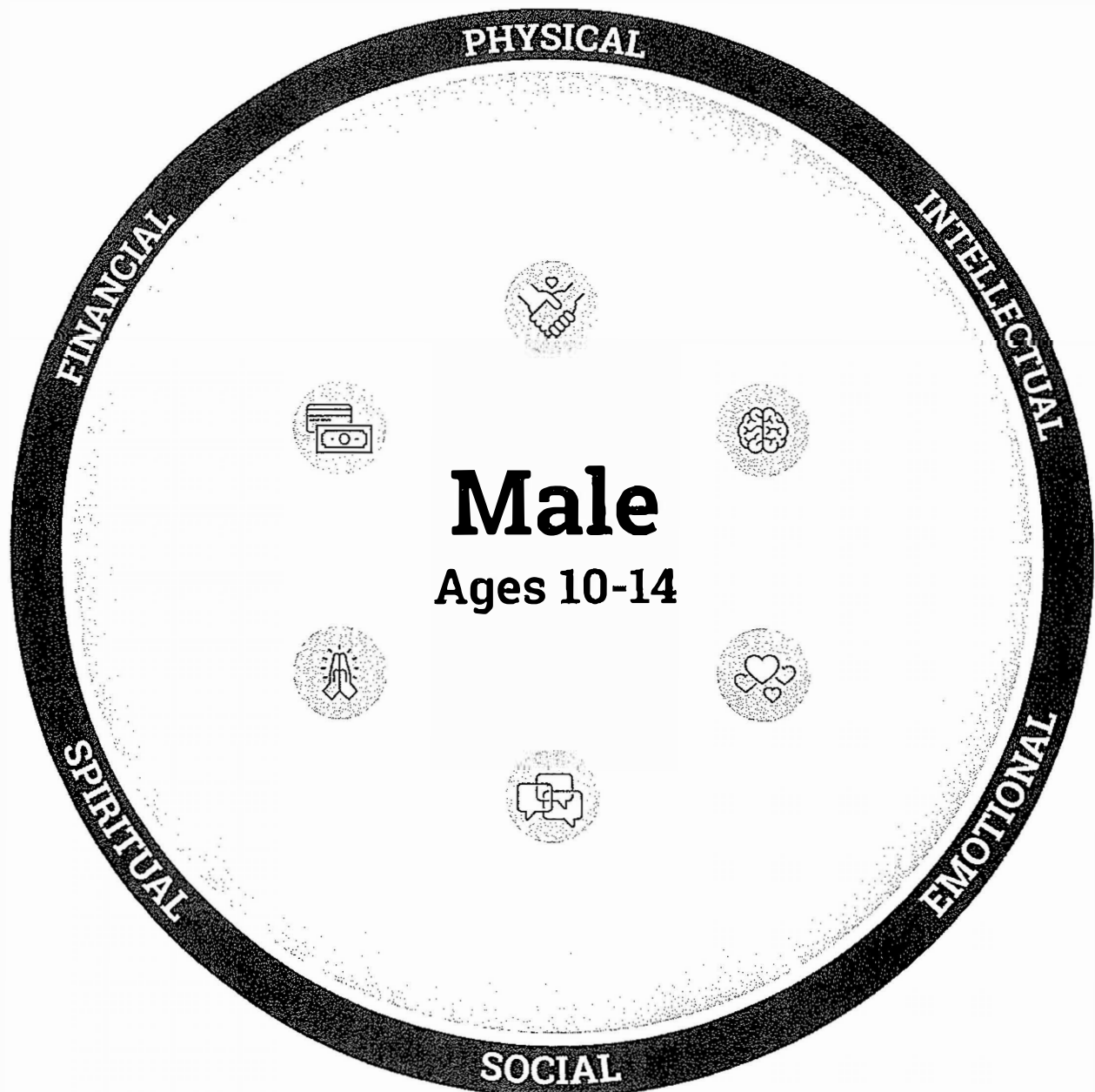
WORKSHEET

“What grade do you think I’m in?”



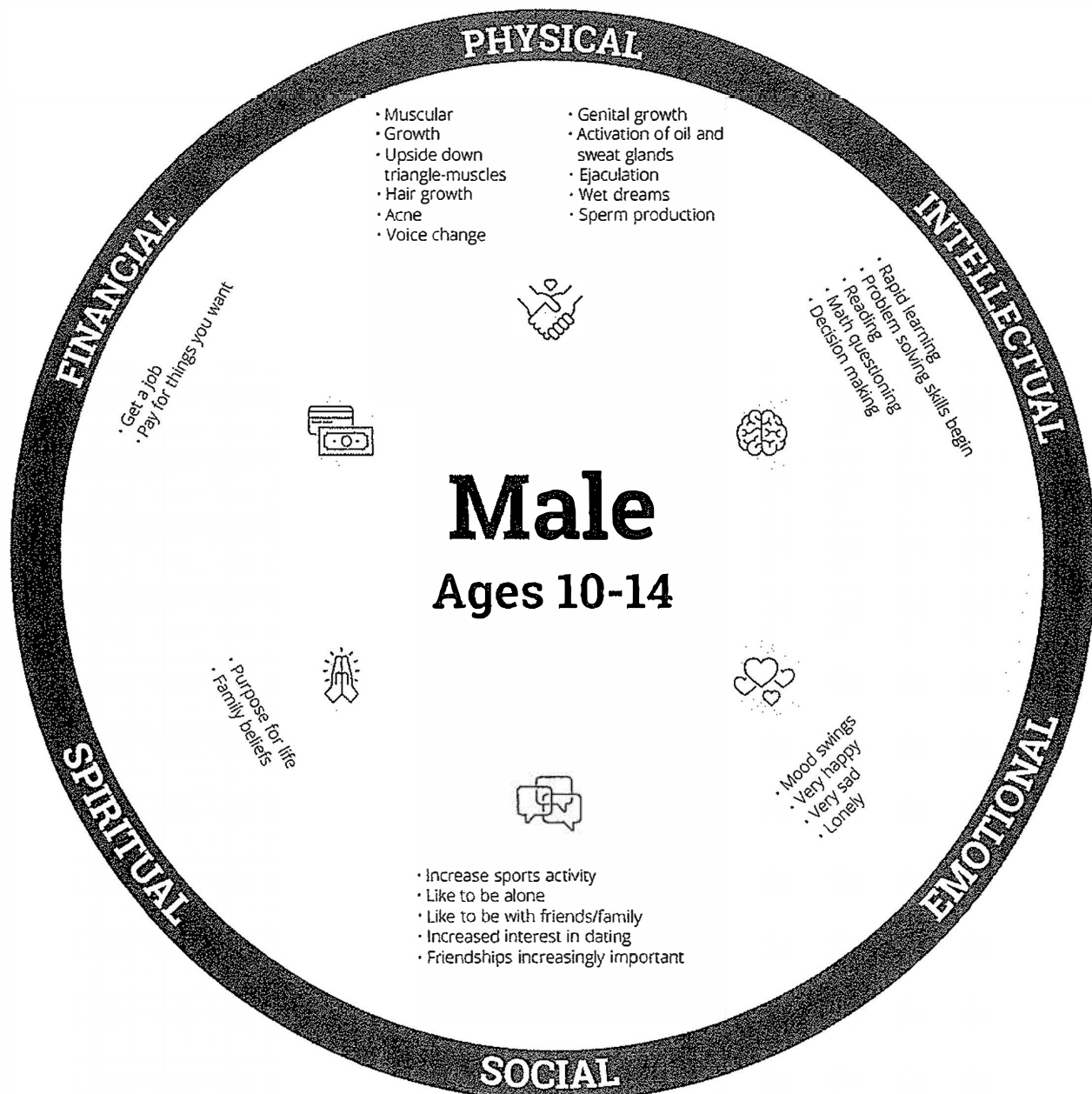
Changes for Males

WORKSHEET



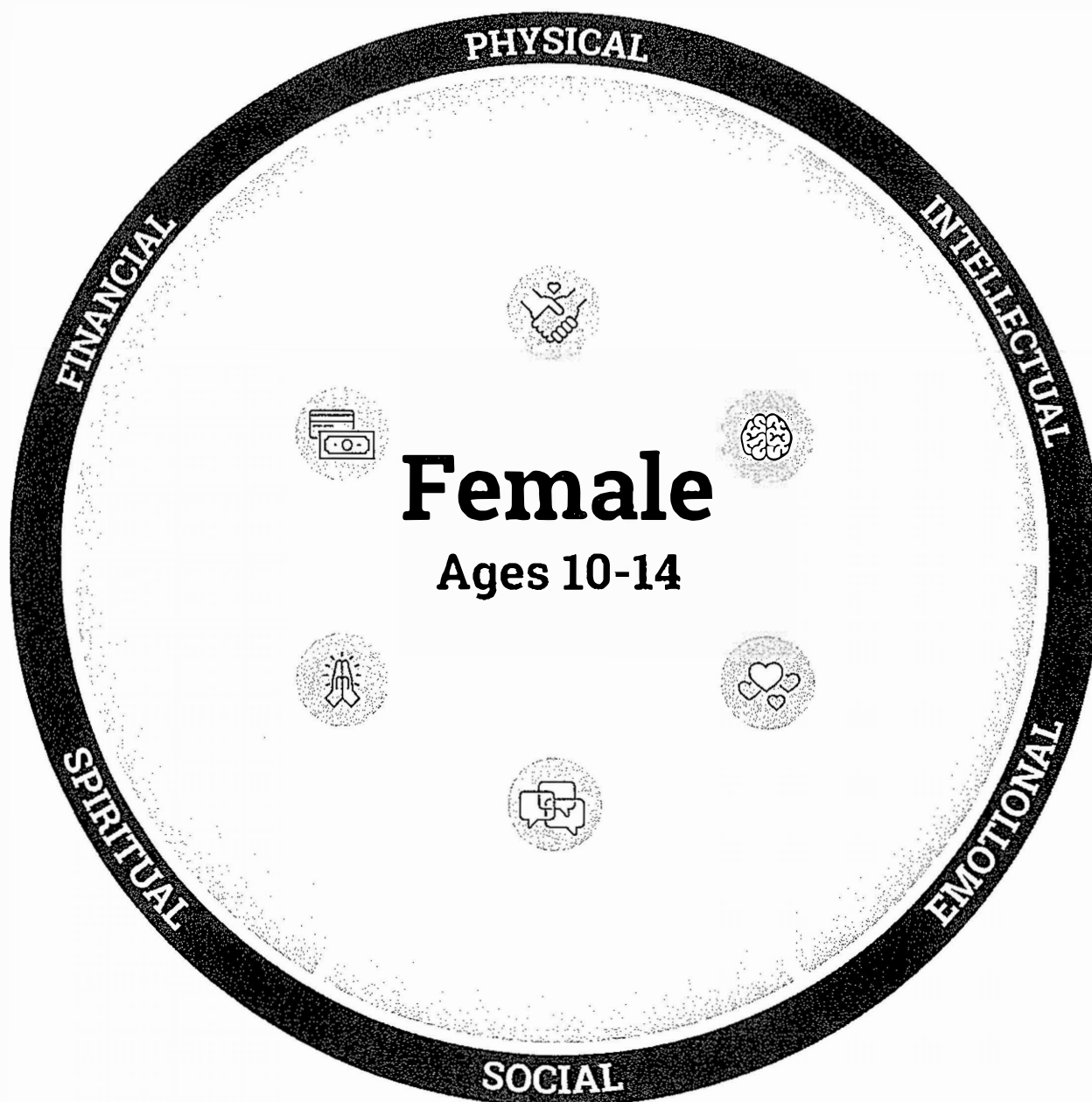
Changes for Males

ANSWER KEY



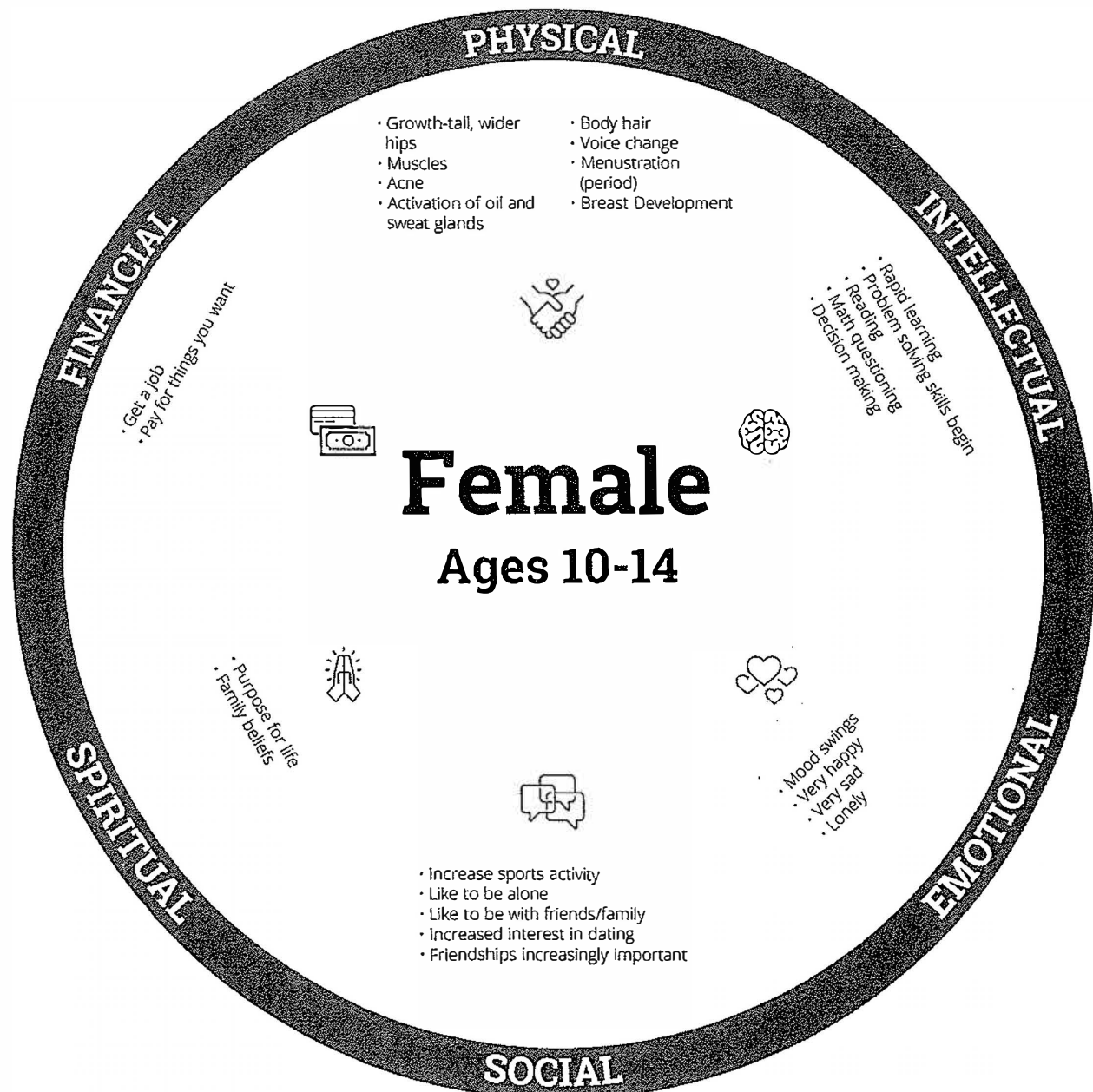
Changes for Females

WORKSHEET



Changes for Females

WORKSHEET





Grooming and Hygiene During Puberty

OBJECTIVE

To help students understand grooming, how it is a part of good health, and why it is an important part of managing their growing, changing body.



MATERIALS

- *Worksheet: Good Grooming on page 237*
- *Handout: Shop for Your Dopp on page 238*

STEP BY STEP

1. Ask students what the word “grooming” means to them. Allow students to brainstorm and share answers.
2. Distribute the *Good Grooming* worksheet with the outline of a person on it. Ask students to write specific grooming habits that are appropriate for a person their age on the specific body areas. Encourage them to work in groups, and see what they can come up with. When the brainstorming session is complete, ask a representative from each group to share two or three grooming habits.
3. As the representatives share what the group came up with, write each of the grooming habits on the board (one at a time), and discuss them in greater depth as you go along. Have students write these on their *Good Grooming* worksheets to take home. Below you will find a list that you can cross reference with students.

Bathe daily

Remind students that it is the bacteria on their skin combining with sweat that produces body odor.

Wash hair daily or every other day

During puberty the sudden increase in hormones may make their oil glands over-productive, even on their scalp. It may be a change for them to have to wash their hair more frequently.

Use lotion (as needed)

Discuss the importance of caring for and moisturizing dry skin to promote greater comfort, appearance and long-term health.

Wear sunscreen

Encourage students to properly apply with sunscreen before they go outside. Emphasize that they can get burned badly, even when there is snow on the ground. In addition to sparing them from a painful sunburn, sunscreen can keep their face from developing a weathered, leathery, wrinkled appearance. It also protects from the ultraviolet rays that cause skin cancer. Sunburn, has served as a surrogate for far more serious conditions like Melanoma, Basal, and Squamous cell carcinoma (three forms of skin cancer). If you prevent sunburn, you can reduce the risk of skin cancer and premature aging.

Comb your hair

Keeping your hair clean is important, and so is maintaining/styling it in order to make a positive first impression. Your neatness and overall appearance affects the way people perceive you.

Use deodorant

This is an important practice to ward off offensive body odor.

Wear clean clothes (dress appropriately)

Clothes that have been worn for the day or a workout have bacteria on them. Wearing clean clothes each day, especially during puberty, is another way to reduce body odor. In addition, as you grow, it is more important that you wear clothing that is appropriate for the environment you will be in.

Shave your body hair

For boys and girls, once you begin to shave, it becomes an ongoing part of your good grooming activities. Boys typically shave their facial hair. Girls usually shave their leg and arm pit hair. Depending on the rate of growth, daily shaving may not be necessary for a while.

Wear perfume or cologne (optional)

Some teens want to wear perfume and cologne. It is important to note that it is not a substitute for using deodorant or wearing clean clothes. A small amount of perfume or cologne can smell pleasant, but using too much can be offensive.

Use makeup (optional)

Girls may desire to wear some light make up. This is acceptable with parental approval and some basic training on proper use. Not all girls will want to wear makeup, which is perfectly okay. Much like perfume, light usage of makeup can be pleasant, but overuse can quickly become unflattering.



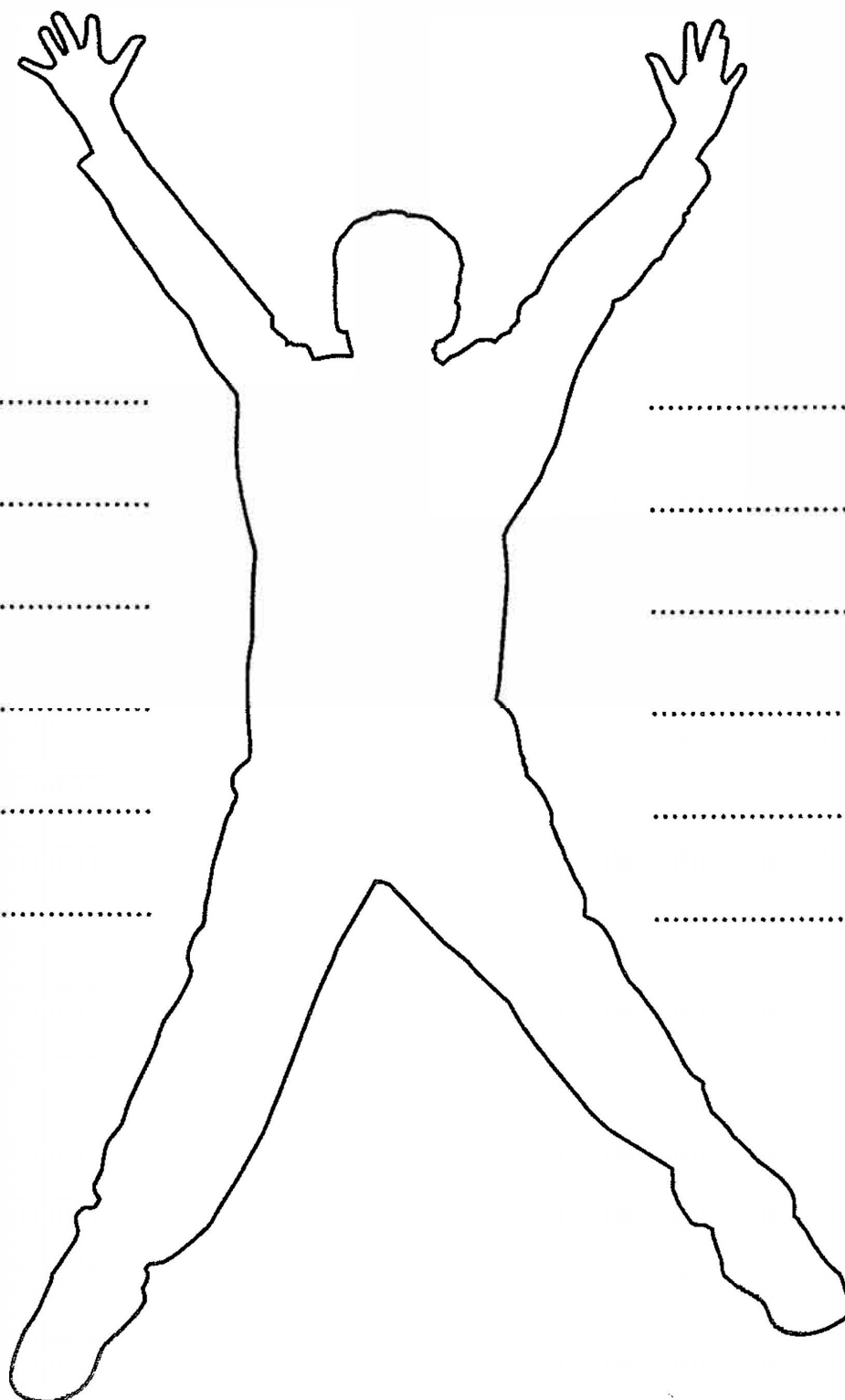
CONNECT AT HOME

Distribute the *Shop for Your Dopp* handout, and instruct students to take home and discuss with parent(s)/trusted adult.



Good Grooming

WORKSHEET



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Shop for Your Dopp

HANDOUT

Reference the shopping list below, and have fun building your very own Dopp kit. Discuss each item with your parent(s)/trusted adult, to determine if it is appropriate for your kit.

Dopp Kit Checklist:

Soap	Tooth Paste
Shampoo	Dental Floss
Conditioner	Q-Tips
Face Wash	Sunscreen
Acne Cream	Nail Clippers
Razor	Tweezers
Deodorant	Comb/Brush
Body Spray	Makeup
Tooth Brush	Feminine Products

What is a Dopp kit?

Dopp kit is a term particularly used in America for toiletry bags (a portable container, usually a pouch with a zippered closure, which holds body-hygiene and toiletry supplies). The name derives from the early 20th century leather craftsman, Charles Doppelt, whose company designed the case in 1919. While the case is named after Doppelt, it appears that it was actually designed by Doppelt's nephew, Jerome Harris. Dopp kits became widely known during World War II when they were issued to American troops. The Dopp brand name was purchased by Samsonite in the early 1970s, and was acquired by Buxton in 1979.

Responding to Change

OBJECTIVE

To help students think through the proper responses to the changes that accompany the onset of puberty.

MATERIALS

- *Worksheet: Responding to Change on page 245*
- *Answer Key: Responding to Change on page 247*
- *Worksheet: Three Questions on page 249*

STEP BY STEP

1. Distribute the *Responding to Change* worksheet, and have students choose the right responses to the given change.
2. Once the worksheets are completed, pass out the *Responding to Change* answer key, and talk through the answers.
3. Hand out the *Three Questions* worksheet, and direct students to write down three questions about puberty.



CONNECT AT HOME

Send students home with their three questions from Step 3, and encourage them to have a conversation with their parent(s)/trusted adult.



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Responding to Change

WORKSHEET

Fill in the boxes next to the proper responses to the specified changes.

What is Different?

Your Response

Voice Changes

- ☐ Be embarrassed when your voice cracks/squeaks
- ☐ Accept that a changing voice is part of growing up

Body Development

- ☐ Exercise or play sports five times/week
- ☐ Watch television every day after school
- ☐ Eat plenty of fruits and vegetables at meals and snacks
- ☐ Eat chips, cookies and ice cream each day

Body Hair Growth

- ☐ Ask a trusted adult to teach you how to shave
- ☐ Try to figure out how to shave on your own

Oil and Sweat Glands Activation

- ☐ Shower or bathe daily
- ☐ Wash your hair daily
- ☐ Learn proper skin care
- ☐ Leave deodorant on the shelf
- ☐ Wear clean clothes and underwear every day
- ☐ Wear sweaty clothes when going out with friends or family
- ☐ Use soap and lotion

Responding to Change

WORKSHEET

What is Different?

Your Response

Appearance
of Acne

- ☐ Eat chocolate
- ☐ Eat lots of fried foods
- ☐ Wash your face each morning and evening
- ☐ Use skin care products that a trusted adult has helped you pick out
- ☐ See a dermatologist if your acne is severe
- ☐ Pick your face

Family
Expectations

- ☐ Look for ways to help your family with new chores
- ☐ Ask about the opportunity to set up an allowance plan
- ☐ Refuse to help because you are busy

Emotions

- ☐ Learn how to talk about how you feel
- ☐ Take time to get your emotions under control
- ☐ Slam doors when you are angry
- ☐ Learn what makes you happy

Interests

- ☐ Try new sports and activities
- ☐ Try a new hobby with your family or friends
- ☐ Let fear of failure or embarrassment keep you from exploring new things

Friends

- ☐ Spend more time alone
- ☐ Distance yourself from your current friends
- ☐ Make new friends
- ☐ Work to be a good friend to others

Responding to Change

ANSWER KEY

Fill in the boxes next to the proper responses to the specified changes.

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