

Relationship Changes Associated with Puberty

Grades: 7

Social & Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



Purpose

Students will learn how the changes in puberty affect relationships with family and others.

Lesson Expectations

- use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;

HPE Curriculum Expectations (2019) - Human Development and Sexual Health

Grade 7 - 1.4, 1.5, D3.3

Materials

- Blank white paper for each student
- Pencil for each student
- York Region [healthy relationship poster](#)
- Canadian Centre for Child Protection - [What's the Deal?:](#) Grade 7/8 Activity Book

Instructions

1. Discuss ground rules for the group – respect each other, no name calling, one person speaks at a time, confidential setting and cell phones away. Provide each student with a blank piece of white paper and a pencil or pen. Ask students to fold the paper in quarters and number each quadrant from 1- 4. Draw a table with 4 quadrants on the board with enough room for 5 or 6 comments in each quadrant – label each quadrant number 1 – 4.
2. Ask question one, “**What are some the physical changes during puberty?**” Using the paper provided in quadrant #1, ask students to write down their ideas. Give the students a couple minutes to complete.
3. Once everyone has had a chance to write their thoughts down, ask the students to crumple their paper like a snowball and toss them around at each other (only throw to someone who is looking). Alternatively, snowballs can be thrown into a basket in the middle of the room. After all the snowballs are in the basket, everyone retrieves a snowball.
4. Once everyone has a snowball, ask students to un-crumple the paper and share responses. Many types of physical changes should be mentioned (e.g., pubic hair, larger breasts for girls, change in voice for boys, girls get their period, boys become more muscular etc.). List the appropriate physical changes on the board in quadrant # 1.
5. With the same paper, ask question 2, “**How might the physical changes of puberty affect your relationships with friends and family?**” Repeat the process of students writing their

- ideas, but this time in quadrant # 2. Repeat snowball process. Once everyone has a snowball back, ask students to share their response and record 'appropriate' ideas on the board in quadrant # 2.
6. After discussing responses to question 2, ask question 3, “**What are some of the emotional changes during puberty?**” Repeat the process of students writing their ideas, but this time in quadrant # 3. Repeat snowball process.
 7. Ask students to un-crumple their snowballs and share the responses. Many types of emotional changes should be mentioned (e.g., moody, more independent, friend-focused etc.). Once everyone has a snowball back, ask students to share their response and record 'appropriate' ideas on the board in quadrant # 3.
 8. After the sharing is complete, ask question 4, “**How might the emotional changes of puberty affect your relationships with friends and family?**” Repeat the process of students writing their ideas but this time in quadrant # 4. Repeat snowball process. Once everyone has a snowball back, ask students to share their responses and record 'appropriate' ideas on the board in quadrant # 4.
 9. Share the “Relationship” poster and ask them what strategies they might use to ensure their relationships remain healthy. Why would it be especially important to have healthy relationships during the changes of puberty?
 10. In small groups, have students list, “**What are some ways to get out of an unhealthy relationship or help a friend get out of one**” Refer to the Canadian Centre for Child Protection, [What's the Deal?](#) Grade 7/8 Activity Book, “Getting Out of an Uncomfortable Situation: Setting Personal Boundaries” (pg.19) to summarize ideas on how to get out, or help someone get out of an unhealthy relationship.