

Potential Integration:  
ELA

Health
5.ICR.2.2 Differentiate between accurate and inaccurate sources of information about puberty and development

### Statement of Objectives

Because puberty can be a confusing time, it is important to seek information that is factual. Today you will learn to tell the difference between accurate and inaccurate sources about this developmental period.

### Focus

**Slides 2-9** Each student will have a red, green, or yellow card on their desk. Red will stand for untrue or myth, Green will stand for true/fact, and Yellow stands for unsure and would need to look up the answer. Go through a list of statements found in the PPT. Read each statement and allow students to hold up a card and keep this card up. Before telling the students whether the answer is a myth or fact, ask the students why they put up their red or green card and ask them if they can name the source of their information. For students that hold a Yellow card, ask them if they can list a trusted source for finding out this information.

### Teacher Input:

Use the following PPT to help guide your students

**Slide 10:** Puberty - Where to find accurate information. During today's lesson we will talk about the questions that come up about puberty and where you can go to find accurate information.

**Slide 11:** Why is puberty such a difficult and confusing time? Body parts are changing, developing, and beginning to function. Mood swings affect one's ability to ask for and receive information and guidance. This can be worse for those that have not been given information to prepare them for what is going to happen to their bodies.

**Slide 12:** There are many questions that kids may have during this time and these questions can seem embarrassing. It is important to find reliable, accurate, and dependable sources to turn to for these answers. Reliable - Consistently good in quality of information. Accurate - correct in all details (exact). Dependable - deserving of trust.

**Slide 13:** Questions that students have - Why am I in a bad mood all the time? When will I need to wear a bra? What do I do if the teacher calls on me to come up in front of the class and I have an erection? What should I do if I get my period during school? Will puberty ever start for me? I am the only girl in my grade that is beginning to develop, when will the other kids catch up to me? How do I tell someone that I "like them, like them"?

**Slide 14:** So who can you turn to get the answers to your questions? Parents, teachers, medical professionals (doctor, nurse, school nurse), and school counselors.

**Slide 15:** What about the library? Your librarian can help you find books that will have trusted information.

**Slide 16:** What about the internet? This can be tricky. You will want to reach out to a trusted adult to help you find medically accurate and age appropriate websites. Being

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posted online does not make it true! (attached are directions on how to edit a Wikipedia page). Trusted websites MOST of the time - .org, .edu, .gov

**Slide 17:** Finding Reliable Information Expert Activity - now we are going to practice what we have learned about finding reliable information on the internet. (Teacher choice - preassign a topic to each student, have students decide the topic from a list, or have each student pick their topic from a container. From your computer go to AMAZE.ORG. and type in your topic to the AMAZE search bar. Follow the directions on the handout I have given you. Report your findings back to your group members.

**Slide 18:** What about friends and peers?? Some friends or peers may have medically accurate information, some may have received the correct information, but mixed up info, and some may tell you things are untrue. How could you verify if the information you get from a friend or peer is true or not true?? Ask a trusted adult.

**Slide 19:** Do you have any questions?? I am going to pass out a notecard to each student. Do not write your name on the card. Use this card to write down any puberty questions you may have and then fold your card in half. I am going to pass around my question box and everyone will put their card in whether they have a question or not. (This will help keep the questions anonymous). Tell students you will go through the questions and answer them at the beginning of the next class. This will allow you time to read through the questions and answer using medically accurate information.

## Assessment

Written Response- What impact could using incorrect information from an unreliable source have on a person? How should a person make sure they are using a reliable source when looking up information? Look at the scenario below to help answer these questions. Make sure to utilize the scenario in your response.

Scenario- Troy has noticed that he has started growing hair in his armpits. He knows that this is normal but he has also noticed that his body odor has become more prominent as well. He is concerned about this and decides to google ways to help. The first thing he reads on Wikipedia tells him to shave his armpits and then he won't have to use deodorant any more and the smell would go away. Troy tried this and developed red bumps in his armpits where he shaved and he still had body odor.

**Closure:** Having accurate information is needed to make healthy decisions about puberty and the emotional, physical, and social changes you will experience.

## How to Edit a Wikipedia Page

1. Go to Wikipedia and type ketchup in the search bar
2. Scroll down on the ketchup page until you see a blue edit appear next to subheadings.
3. Pick a subheading you would like to add information to and click the blue edit button.
4. Have the students give you a random sentence about ketchup they would like to add to the page. You do not have to make a login since you will not be saving the information.
5. This demonstration shows students how easy it is to change information on the website and why it is not reliable.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Becoming an Amaze Expert**

Amaze.org

Using the Amaze.org search engine, search one of the following topics for your group. Each member of the group must have a different topic.

Make sure to look at **ALL** of the video titles to select the one that best fits and addresses the topic.

### **Topics**

Menstruation

Nocturnal Emission

Body Odor

Consent

Rejection

Answer the following questions about your topic.

Topic selected \_\_\_\_\_

How many videos did you find related to the topic? Why did you select the one you watched?

List 3 facts that were shared in the video.

How do you know this information is reliable?

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## Assessment Guidance for Teachers:

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Impact - incorrect information, could cause a health issue (razor burn, ingrown hairs), still has body odor (not addressing the researched concern)

Reliable sources - should be sources from .org, .gov, .edu or a vetted website from a trusted adult