



# Human Growth & Development

Webster Middle School - 6<sup>th</sup> Grade  
2022-2023



# HGD Mission Statement!

**The Cedarburg School District Human Growth and Development curriculum will support the family's role as the primary educator, reflect the values of the community, and encourage students to develop healthy behaviors based on responsible decision making.**

# Goals

## Goal 1

To promote respect for self and others as the fundamental basis for decision making about human growth and development

## Goal 4

To address issues, questions, and concerns about personal sexual development and feelings.

## Goal 2

To promote respect for parental values and encourage communication between students and their parents/guardians or other trusted responsible adults.

## Goal 5

To develop an understanding that sexuality is an integral component of one's physical, psychological, social and emotional development.

## Goal 3

To provide accurate current information about human growth and development.

## Goal 6

To promote the development of a positive personal standard of behavior based on family, religious, educational and interpersonal experiences.



The School District of Cedarburg emphasizes and encourages abstinence as the best way to promote emotional health, positive social relationships, and a healthy understanding of sexuality among children. It is the only 100% effective method of preventing pregnancy and the most effective method of preventing sexually transmitted disease.

- **Be sensitive to other people's feelings & differences.**
- **Respect what other people say; no put-downs**
- **There are no "dumb" questions.**
- **It is all right to "pass" (not answer a question).**
- **Keep discussion and questions away from personal level (no individual stories)**
- **Keep confidential all comments made by other students.**
- **Use scientific terms rather than slang.**



**Too embarrassed  
to ask a question?  
Write it down!**



# The Question Box

At the end of each class period EVERY student will receive a note card. If you have a question that pertains to what we are learning write it on the card. If you do not have a question. Write about something you learned today. Do not sign your name.

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1

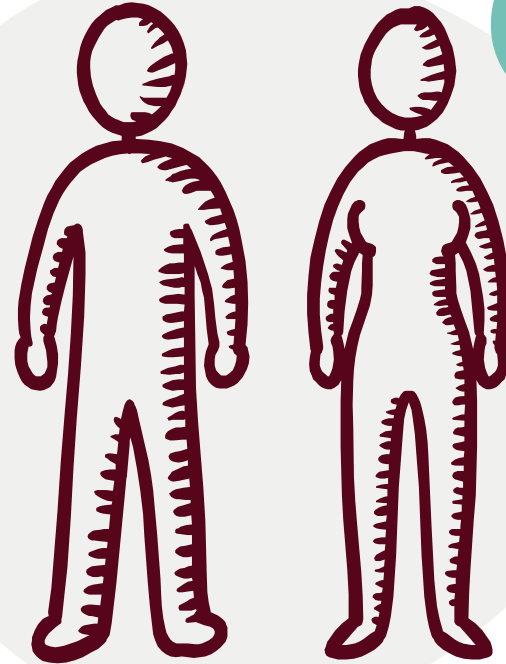
**Day 1 of 3**

**Physical Growth, Part 1**

Mixed Gender Classroom

# Day 1 Agenda

1. Introduction of HDG
  - a. Mission Statement
  - b. Goals
  - c. Rules & Procedures
2. Daily Learning Targets
3. Reading & Discussion
4. More Reading & Worksheet
5. Question Box





# Learning Targets - Day 1

- Explain the importance of cleanliness during puberty.
- Identify the female physical changes during puberty.
- Identify the male physical changes during puberty.
- Identify the male and female reproductive organs and their functions relating to puberty.
- Identify the age range in which puberty occurs.

Changes during adolescence take place because of hormones produced in the body's endocrine system.

Let's Read!

*Teen  
Health*

*P.  
202-205*

***Be ready to  
discuss:***

*Physical Changes  
Mental Changes  
Social Changes*

# Your Health Triangle

```
graph TD; A[Your Health Triangle] --- B[Physical Changes]; A --- C[Mental Emotional Changes]; A --- D[Social Changes];
```

Physical Changes

Mental Emotional Changes

Social Changes

# Physical Changes

*(Same for Males and Females)*

- **Sweat and oil glands become more active**
  - **Acne**
  - **Increase in Perspiration (Sweat)**
- **Hair Growth**
  - **Pubic Hair**
  - **Underarm Hair**

## Hygiene is Important!

Showering or bathing regularly

Wearing clean clothes and  
underclothes

# Physical Changes

- **Increased levels of female hormones:**

- **Development of Breasts**
- **Increase in body fat**
- **Wider hips**
- **Formation of mature eggs**
- **Beginning of menstrual cycle**

- **Increased levels of male hormones:**

- **Facial Hair & Deeper Voice**
- **Muscle Development**
- **Broader Shoulders**
- **Production of Sperm Cells**
- **Enlargement of External Genitals**

# Mental/Emotional Changes

- **Begin to identify your own values and beliefs**
- **Become more self-aware**
- **Stronger emotions**
- **Mood Swings**



**Mental Health is Important!**

It helps to talk about your feelings with trusted friends or adults.

# Social Changes

- **Become more independent**
- **Take on more responsibility**
- **Friendship changes**

## Choose Friends Wisely!

Choose people that support you and influence you in a positive way.

Make Good Choices!

**There are some big differences  
between males and females.**

**Let's Read!**

*Adolescence:  
Growing and  
Changing  
Booklet*

*Lessons 3 & 4  
(Pages 11-16)*

**Complete the  
Female and  
Male  
Reproductive  
Systems  
Worksheet**



# Question Box



- **Take a note card.**
- **If you have a question that pertains to what we are learning write it on the card.**
- **If you do not have a question. Write about something you learned today.**
- **No Names!!**



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2

**Day 2 of 3**

**Physical Growth, Part 2**

Separate Gender Classroom

# Day 2 Agenda

1. **Reminder of Rules & Procedures**
2. **Daily Learning Targets**
3. **Question Box** - answers from yesterday
4. **Video:** *Puberty: the Great Adventure for Guys and Girls*
5. **Question Box** - submit your questions
6. **Reading & Worksheet**
7. **Question Box** - answers from today

## Learning Targets - Day 2

- Learn how puberty begins.
- Explain the importance of cleanliness during puberty
- Compare and contrast the changes that males and females go through during puberty
- Identify the male and female reproductive organs and their functions relating to puberty
- 
-

**Answers  
from  
yesterday's  
Question Box**



The background features a vibrant space theme. In the top right corner, there is a teal rocket ship with flames, a ringed planet in orange and teal, and several yellow stars. The rest of the background is filled with various colored circles and shapes in shades of orange, red, yellow, and teal, creating a dynamic and colorful environment.

**VIDEO**

***Puberty:  
The Great  
Adventure for  
Guys and Girls***

**Too embarrassed  
to ask a question?  
Write it down!**



# The Question Box

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**There are some big differences  
between males and females.**

**Let's Read!**

*Adolescence:  
Growing and  
Changing  
Booklet*

*Lessons 3 & 4  
(Pages 11-16)*

**Complete the  
Puberty:  
Similarities and  
Differences  
Worksheet**



# Puberty: Similarities and Differences

## Boys

- Increased facial hair
- Voice deepens a lot
- Broadening of shoulders and muscle development
- Sperm production begins
- Wet dreams or nocturnal emissions
- Erection
- Ejaculation
- Enlargement of External genitals

## Girls

- Menstruation or period
- Premenstrual Syndrome (PMS)
- Widening of hips and increase of fat tissue
- Growth of breast tissue
- Formation of mature eggs or ova

## Both

- Growth spurt
- Increased perspiration
- Underarm hair grows
- Acne development
- Pubic hair develops
- Increased level of hormones

# Answers from the Question Box



The background features a light blue gradient with various abstract shapes in orange, teal, yellow, and maroon. A large white circle is centered on the page, containing the text. In the top left, an orange circle contains the number '3'.

3

**Day 3 of 3**

**Personal Safety**

Mixed Gender Classroom

# Day 3 Agenda

1. **Reminder of Rules & Procedures**
2. **CSD Policy on Harassment**
3. **Discussion:** Fact Sheets 1 & 2
4. **Video:** *Flirting Not Hurting*
5. **Discussion Fact Sheets 4 & 5**
6. **Question Box** - submit your questions
7. **Activity 3A**
8. **Question Box** - answers from today

## Learning Targets - Day 3

- Identify the difference between sexual harassment and flirting.
- Explain the steps to take if you are sexually harassed.
- Describe what to do if you see someone being sexually harassed.
- Identify your own personal boundaries in relation to flirting.



# Harassment - *aggressive pressure or intimidation*

## **Forms of Harassment:**

- Traits of sex (including transgender status, change of sex or gender identity), sexual orientation
- Race, color, national origin, religion, creed, ancestry
- Marital or parental status
- Physical, mental, emotional or learning disability



# CSD Policy on Harassment

**No form of harassment will be tolerated in CSD and the School Board will take all necessary and appropriate actions to eliminate it.**

# Fact Sheet 1 & 2

## Flirting vs Sexual Harassment

### **Flirting**

Welcome, wanted attention that makes you feel attractive and liked.

### **Sexual Harassment**

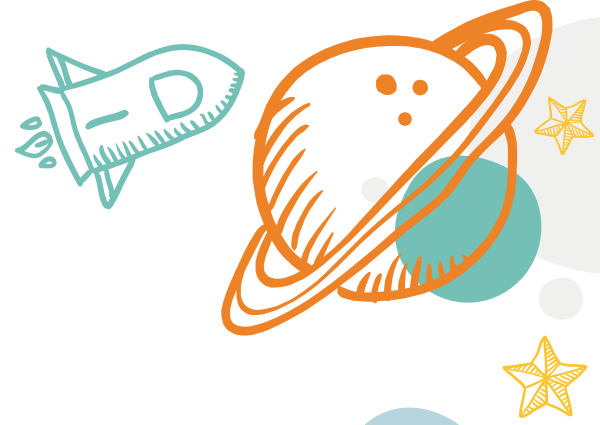
Unwelcome, unwanted attention that is sexual in nature.

It can be Verbal, Physical, Visual or Online



**VIDEO**

*Flirting or  
Hurting*



# Fact Sheet 4 & 5

## See Something...Say Something

### **What can you do if you witness someone being sexually harassed?**

- Offer your help to the victim
- Tell the harasser to stop
- Stay with your friend
- Encourage them to report the incident

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to ask a question?  
Write it down!**



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# Activity 3A

Complete the worksheet using the rating scale.

We will discuss when everyone is finished.

# Answers from the Question Box



A central illustration featuring a teal rocket ship on the left, a yellow star above it, a large orange planet with rings in the center, and another yellow star below it. The background is decorated with various colored circles and shapes in shades of orange, red, yellow, teal, and light blue.

# Quiz Time

Take the Post-Test

# Answers

1. D

2. C

3. B

4. B

5. D

6. D

7. B

8. A

9. C

10. B



**Thanks!**