

5th Grade Growth and Development Lessons

Parent Letter May 2026

Essential Question: *What are some strategies to cope with the physical, emotional, and social changes that happen during puberty?*

California Health Content Standards (Essential standards identified)
Growth, Development, and Sexual Health¹

Standard 1: Essential Concepts

CASEL Core Competency - Self Awareness

- 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
 - 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
 - 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
 - 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).
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Standard 2: Analyzing Influences

CASEL Core Competency - Self Awareness & Social Awareness

- 2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.
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Standard 3: Accessing Valid Information

CASEL Core Competency - Social Awareness

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.

¹ Education Code (EC) Section 51933(a)(b)(c).

Standard 6: Goal Setting

CASEL Core Competency - Self-Management

6.2.G Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

CASEL Core Competency - Self-Management

7.1.G Engage in behaviors that promote healthy growth and development during puberty.

[K-5 California Healthy Youth Act Factsheet](#)

Parent Partnership

- Parent Notification;
- Parent Information and Resources
- Parent Interview about parents' early teen years and changes in responsibilities, etc.
- Watch the physical changes video at home with parents and complete a worksheet.
- Complete Social and Emotional Changes Worksheet with the parent or discuss the worksheet with the parent

School Partnership

- School Library books that are inclusive, age-appropriate on topics related to growth and development, puberty, gender, sexuality, and healthy relationships

Community Partnership

- Create a list of community-based organizations that provide growth, development, and sexual health information and health or social services for students, families, and school staff.

Lesson 1 – Introduction to Physical, Social, and Emotional Health

Objectives:

- *Create a comfortable environment for students*
- *Describe how all people go through changes throughout their lifetime.*
- *Explain that puberty is one of the changes that a person will go through in their life cycle.*
- *Identify physical, social, and emotional health practices that support wellness.*

Materials:

[Lesson Plan 1](#)

[Teaching Slides Lesson 1](#)

Question Box

3X5 Index cards

[Things Change](#) Worksheet (can be completed as a whole class or in small groups)

[Health Triangle](#) (need one per student)

[Discussing Puberty with Tweens](#) (teacher resource)

**If you want a classroom copy of these books ([Boys Body Book](#) and [Care and Keeping of You](#)) for your library, reach out to ltorre@lafsd.org.

- 1) Create Classroom Agreements
- 2) Activity: Stages throughout life “Things Change.”
- 3) Discussion and Activity: Health Triangle. How do you keep yourself healthy?

Lesson 2 - Physical, Social, and Emotional Changes During Puberty

Objectives:

- *Identify the physical, social, and emotional changes that occur during puberty.*

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- *Discuss how changes during puberty affect thoughts, emotions, and behaviors.*
- *Develop strategies to deal with social and emotional changes*

Materials:

[Lesson Plan 2 Option 1](#) - video watched at home

[Teaching Slides Lesson 2 Option 1](#) - Video watched as homework

[Lesson Plan 2 Option 2](#) - Watch video in class

[Teaching Slides Lesson 2 Option 2](#) - with Video

3X5 Index cards

[Reproductive Systems Poster](#)

[Puberty and You](#) Video (13:05)

[Physical, Social, and Emotional Changes in Puberty card sort](#) (copies for small groups)

[Puberty Changes Answer Key](#) (teacher resource)

[Social and Emotional Changes Strategies Worksheet](#) (Classwork or Family Homework - one per student)

[Discussing Puberty with Tweens](#) (teacher resource)

Option 1 - Student Homework: Watch the video

- (1) Send email home with instructions to watch [Puberty and You](#) Video (13:05) or [Always Changing Coed](#) (25:59) with parent
- (2) Social and Emotional Changes Worksheet
- (3) In Class
 - (a) Review Class Agreements
 - (b) Review concepts in the video
 - (c) Question writing
 - (d) Physical, Social, and Emotional Changes in Puberty card sort

Option 2 - In-Class Video viewing

- 1) Review Class Agreements
- 2) Watch [Puberty and You](#) Video (13:05)
- 3) Question Writing
- 4) Physical, Social, and Emotional Changes in Puberty card sort

- 5) Social and Emotional Changes Strategies Worksheet - homework that can be completed by students and parents/guardians, or in class.
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Lesson 3 – Physical Changes During Puberty

Objectives:

- *Understand the physical changes that are experienced by all genders during puberty*
- Identify personal hygiene practices related to puberty.
- Recognize parents, guardians, and other trusted adults as resources for information about puberty.
- Develop plans to maintain personal hygiene during puberty.

Materials

[Lesson Plan 3](#)

[Teaching Slides Lesson 3](#)

“Puberty Box” with visual aids such as sunscreen, water bottle, soap, deodorant, sunscreen, pads, panty liners, tampons, etcetera. Have several different types of feminine hygiene products to show and have enough that you can pass them around to all students. **Email ltorre@lafsd.org, if you need supplies sent to your room.

Student Health Triangle

[Discussing Puberty with Tweens](#) (teacher resource)

- 1) Discuss the physical changes of puberty and strategies to manage (have visual aids such as soap, deodorant, sunscreen, pads, panty liners, tampons, etc.).
- 2) Revisit the Health Triangle and add strategies learned in these lessons