

Homework #2

Name: _____ Due: _____ Pts: _____

Directions: Choose an option. Circle which option you are choosing to complete:

Option #1- Health Hints from the Expert

Option #2- They Tell Me I'm Going Through Puberty

Option #2

You are a student columnist for your middle school newspaper and you are best known for your honest approach to factual information.

You have received a letter from a student named Chris who has expressed concern about some of the changes teens go through during puberty. Respond thoroughly using the worksheet attached.

"THEY TELL ME I'M GOING THROUGH PUBERTY"

Hi, I'm Chris and I'd like to tell you about what's happening to me. It seems that every day brings a new change. It's almost like I'm getting a new body! They tell me I'm going through puberty.

One thing that's happening is this new hair that's growing in places it's never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don't mind some of the changes I'm seeing. In fact, some things I even like. I'm taller than I was last year. I know I'm smarter just because I'm able to think and write about what I'm going through now.

But then, there are some changes that aren't so good. Like B.O., body odor. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it's not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There's one thing I get a little embarrassed about. It's even hard for me to say this. When I was at the party the other night, I was with someone I like (and I'm not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it's normal. Is it?

They tell me I'm going through puberty. That means I have to go to school with my zits and my B.O. But, I'm taller and smarter. I think I'll survive.

Do you think Chris is a boy or a girl, or are you unsure?

Puberty Changes (Handout 3C)

Student Name: _____

Dear Chris,

Guess what? You are about to enter puberty! Congratulations. This means that

To help you out, I am writing you a letter explaining some of the changes that will happen to people as they grow up. You should know about both boys and girls because

There are lots of **physical** changes that will happen. Some changes happen to girls, some to boys, and some changes happen for everyone. Here is a list of some changes you can expect to see happening to you and your friends:

Boys	Girls	Both
• • • •	• • • •	• • • •

When we grow up, our **thoughts and feelings** change, too! It is normal to experience:

Puberty Changes (Handout 3C)

The way we **relate to other people** can change as well during puberty. For example:

It seems like a lot for anyone to go through, doesn't it? Puberty means a lot of change. Sometimes it is great. Sometimes it is difficult. The best thing is that we don't need to go through puberty alone. We can get help from lots of people. Here is a list of places you can go to for help:

Helpers:	How they can help:

I hope this letter helps you out, Chris!

Sincerely,

Scoring Rubric for Concepts

NHES #1: Students will comprehend concepts related to health promotion and disease prevention.

	Connections	Comprehensiveness
4	Completely and accurately describes relationships between behavior and health. Draws a logical conclusion(s) about the connection between behavior and health.	Thoroughly covers the health topic, showing both breadth (<i>wide range</i> of facts and ideas) and depth (<i>details</i> about facts and ideas). Response is completely accurate.
3	Describes relationships between behavior and health with some minor inaccuracies or omissions. Draws a plausible conclusion(s) about the connections between behavior and health.	Mostly covers the health topic, showing breadth and depth, but one or both less fully. Response is mostly accurate, but may have minor inaccuracies.
2	Description of the relationship(s) between behavior and health is incomplete and/or contains significant inaccuracies. Attempts to draw a conclusion about the connection between behavior and health, but the conclusion is incomplete or flawed.	Minimal coverage of the health topic, showing some breadth but little or no depth. Response may show some inaccuracies.
1	Inaccurate or no description of relationship(s) between behavior and health. Inaccurate OR no conclusion drawn about the connection between behavior and health.	No coverage of health topic information. Little or no accurate information.

Scoring Rubric for Accessing Information

NHES #2: Students will demonstrate the ability to access valid health information and health-promoting products and services

	Source Identification	Source Validity
4	Identifies a specific source(s) of health information, products or services. Provides accurate and complete citations for the specific source(s).	Thoroughly evaluates each source to determine its validity and appropriateness (e.g., accessibility, affordability) to the given health situation. Clearly and accurately explains why the sources are valid and appropriate.
3	Identifies source(s) of health information, products or services. Citations for the source(s) are mostly accurate and complete.	Adequately evaluates source validity and appropriateness. Provides a general explanation of why the sources are valid and appropriate.
2	Identifies general source(s) of health information, products or services. Citations for the source(s) are inaccurate and/or incomplete.	Attempts to evaluate sources to determine their validity and appropriateness, but the evaluation is incomplete or flawed. Does not provide an effective explanation.
1	No source identified or cited.	Evaluation of source(s) is flawed. Cannot determine whether the source is valid—OR—does not attempt to evaluate sources to determine validity or appropriateness to the given health situation.