

<b>General Psychology (PSY150)</b>
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.
<b>Developmental Psychology (PSY241)</b>
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.
<b>Puberty – A Global Perspective: by Sam Castelblanco</b>
Students will participate in a jigsaw activity about puberty around the world.
<b>Objectives:</b>
The purpose of this activity is to help students understand the diversity of the experience of puberty around the world. Students will take a deeper look at the developmental stage of adolescence by investigating puberty from a biopsychosocial perspective.
<b>Global Learning Outcome:</b>
Compare global perspectives on lifespan development.
<b>Time:</b>
75 minutes (in class)
<b>Materials:</b>
<ol style="list-style-type: none"> <li>1. Research on puberty from Europe (United Kingdom). (PDF attached) Culpin, I., Heron, J., Araya, R., Melotti, R., Lewis, G., &amp; Joinson, C. (2014). Father absence and timing of menarche in adolescent girls from a UK cohort: The mediating role of maternal depression and major financial problems. <i>Journal Of Adolescence</i>, 37(3), 291-301. doi:10.1016/j.adolescence.2014.02.003</li> <li>2. Research on puberty from Asia (China). (PDF attached) Ching-Ye, J., &amp; Ohsawa, S. (2000). Onset of the release of spermatozoa (spermarche) in Chinese male youth. <i>American Journal Of Human Biology</i>, (5), 576.</li> <li>3. Research on puberty from Africa (Tanzania). (PDF attached) Sommer, M. (2009). Ideologies of sexuality, menstruation and risk: girls' experiences of puberty and schooling in northern Tanzania. <i>Culture, Health &amp; Sexuality</i>, 11(4), 383-398. doi:10.1080/13691050902722372</li> <li>4. Research on puberty from Latin America (Mexico). (PDF attached) MARVÁN, M. L., &amp; TRUJILLO, P. (2010). Menstrual Socialization, Beliefs, and Attitudes Concerning Menstruation in Rural and Urban Mexican Women.</li> </ol>

*Health Care For Women International*, 31(1), 53-67.  
doi:10.1080/07399330902833362

5. Research on puberty from the Middle East (Lebanon). (PDF attached)  
Fayad, M. (2005). Puberty, the Controversy Surrounding it, and the Confusion While Dealing with this Phase in the Lebanese/Arab Modern Environment. *Al-Raida*, 21/22(106/107), 70-73.
6. Copies of the research for students (Electronic copy on Moodle provided for students and enough paper copies for in class group activity – 1 per “expert”)
7. Explanation of Jigsaw Activity: <https://www.jigsaw.org/>  
<https://www.schreyerstitute.psu.edu/pdf/alex/jigsaw.pdf>
8. Copies of quiz for each student.
9. Additional Resources – International Library Guides: <http://guides.lib.unc.edu/slavic-east-european-collections>; <http://guides.lib.unc.edu/c.php?g=9201&p=45680>;  
<http://guides.lib.unc.edu/africahome>; <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>; <http://guides.lib.unc.edu/middleeasthome>
10. Additional Resources – National Resource Center:  
<http://cgi.unc.edu/programs/national-resource-center>
11. World Map: <http://geology.com/world/world-map.shtml>

#### **Procedure:**

1. Divide the class into 5 groups of 5-6 students. These 5 groups will be the original jigsaw groups. (Announce these groups at the beginning of the week via Moodle and in class.)
2. Assign each student to an “expert” group and ask them to read one piece of research outside of class. (Ex: Expert Group 1: Puberty in Europe; Expert Group 2: Puberty in Asia; Expert Group 3: Puberty in Latin America; Expert Group 4: Puberty in Africa; Expert Group 5: Puberty in the Middle East). Ask students to bring a summary paragraph (highlighting the main points) of their assigned research to class.
3. At the beginning of the next class, have students get into their jigsaw groups and choose a leader who will moderate the discussion among group members. (5 minutes)
4. Ask each member of the original jigsaw group to identify for the group what country their research was from (Ex: China, UK, Tanzania, Mexico, Lebanon) that they read and identify the country on the map <http://geology.com/world/world-map.shtml> (5 minutes)
5. Next, have students form “expert” groups (Ex. all of the students who have read about puberty in Europe will form a temporary group). Expert groups will discuss the main points of their segment together and they will rehearse presentations that they will make back to their original jigsaw group to “teach” them about what they have learned. (10 minutes)
6. Ask students to return to their original jigsaw groups.

7. Ask each student to present his or her segment (Ex: puberty in Lebanon) to his or her original jigsaw group. Encourage others in the group to ask questions for clarification. (20 minutes – Each student gets 4 minutes to present and answer questions)
8. Remind each student that they are responsible for know what each piece of research was about in general terms and that they will be quizzed on this information.
9. Observe each group's interactions and intervene with help when necessary.
10. Give students the quiz. (15 minutes)
11. Whole class discussion: Utilizing the biopsychosocial model, how is the developmental stage of adolescence, marked by the onset of puberty, experienced differently/similarly around the world compared to the U.S.? Discuss specific concepts from each research study. (20 minutes)

**Assessment:**

Students will be given a quiz evaluating their knowledge of research conducted regarding puberty in Europe, Asia, Africa, Latin America and the Middle East and how this research relates to the developmental stage of adolescence. (15 minutes)

\*Word document attached

**Resources and Readings:**

[-Puberty in Lebanese and Arab Modern Environments](#)

[-Age at Menarche, Reactions to Menarch and Attitudes towards Menstruation among Mexican Adolescent Girls](#)

[-Onset of the Release of Spermatozoa \(Spermarche\) in Chinese Male Youth](#)

[-Ideologies of Sexuality, Menstruation, and Risk: girls' experiences of puberty and schooling in Northern Tanzania](#)

[-Father absence and timing of menarche in adolescent girls from a UK cohort: The mediating role of maternal depression and major financial problems](#)

Name: \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_

**Quiz: Puberty – A Global Perspective**

1. The research from Asia was from what country? \_\_\_\_\_ Summarize this research in one paragraph.

2. The research from Latin America was from what country? \_\_\_\_\_ Summarize this research in one paragraph.

3. The research from Africa was from what country? \_\_\_\_\_ Summarize this research in one paragraph.

4. The research from the Middle East was from what country? \_\_\_\_\_ Summarize this research in one paragraph.

5. The research from Europe was from what country? \_\_\_\_\_ Summarize this research in one paragraph.

6. Compare one aspect of puberty in America to one of these other countries. What is similar? What is different?