Year 5

Coping with change

Lesson 2: Puberty and emotions

Lesson context and overview

This is the second of three lessons exploring the different changes that take place during puberty and how to manage them well. This lesson focuses on the range of emotional changes we may experience during puberty and ways we can identify and respond to these.

Curriculum links	**Physical health and mental wellbeing: Mental wellbeing** Pupils will learn: • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. **Physical health and mental wellbeing: Changing adolescent body** Pupils will learn: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
Resources	Presentation slides Puberty sentence matching cards Puberty scenarios
Key vocabulary	emotions, hormones, changes, feelings, support
Learning objectives	We are learning about: • emotional changes that people experience at puberty • the range of emotions and feelings that we may experience • ways to recognise and manage these emotions.
Learning outcomes	We will be able to: • identify emotional changes that may happen during puberty • describe ways in which our emotions may change and how to respond.
Essential teaching guidance	Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. It is especially important that pupils show respect and a non-judgemental attitude while discussing puberty and emotions.

Introduce pupils to the objectives and the key vocabulary for the lesson. Do a quick-fire question session, asking pupils for one thing that they know about puberty based on their learning from the previous lesson. If it isn't mentioned, remind pupils that as well as physical changes we also experience emotional changes during puberty. Can anyone remember what else we might call these emotional changes (mood swings)? Refer to presentation slide 5 for information about mood swings.

Organise pupils into pairs and ask them to make a mind map of the emotions that someone of their age might experience. Then ask them to write different ways in which someone might express an emotion when they are feeling it (e.g. shout, throw something, sulk or cry). Ask pairs to feed back, and create two class lists: a list of emotions and a list of ways these emotions might be expressed.

Core activities

1. Divide the class into small groups and give each group a set of the *Puberty sentence matching cards*. Ask them to use the cards to complete the sentences to help revise their learning about puberty. Go through the answers afterwards to ensure understanding.

2. In pairs or small groups, ask pupils to consider each of the following discussion points and give their own responses (see also slide 6.) When they have discussed each one, bring the class together and take feedback for a class discussion (*basic teacher responses are given next to each one*).

   a) *Do boys and girls experience mood swings?* (Yes. Everyone experiences mood swings, but different people might express them in different ways.)
   b) *Is it only girls who will cry during this time?* (No. People might cry or they might not – it makes no difference whether they are girls or boys; it's about the person they are.)
   c) *Do these emotional changes happen to everyone?* (Yes, they do, but people might feel or express them differently. Unfortunately, we don't have much control over when or how mood swings happen, but we can control how we manage them.)
   d) *Do we all experience these emotional changes at the same time?* (No. They might happen very unexpectedly, or some days they might not happen at all!)
   e) *What could we do if one of our friends was difficult to be around because they often had mood swings?* (Take pupils' suggestions here.)

3. Explain to the class that during puberty it is common to experience a wide range of mood changes and that quite often our feelings towards other people can also change. Explain how we might feel differently towards others and how it might seem like we're alone in feeling this way (and reassure them that they are not!).

In small groups, ask pupils to make a list of different coping strategies that someone could use if they were feeling different emotions. Examples might include:
   - doing a relaxing activity (e.g. yoga, going for a walk, reading a book)
   - doing some sport
   - listening to music
   - spending some time alone.

Give each group a set of *Puberty scenarios*. For each scenario, ask them to write the person's problem in the middle of a piece of paper, and around the outside, use drawings and/or writing to express things that might help the person.

Ask groups to consider the following questions:
- *What advice would you give to this person?*
- *How could you make them feel better?*
- *Why might they be feeling this way?*
- *Are they on their own in feeling this way?*

Ask each group to feed back their ideas to the class. What do others think of the advice they have given? Is there anything else they could add?

Plenary

Return to the class lists created in the starter activity of emotions and the ways in which people might express them. Using what they have learnt during the session, ask pupil for ways that someone could manage an emotional mood swing in a way that might help them.

Assessment

Pupils can be assessed during the discussion points, and on their responses to the scenarios. The plenary could also be used to assess any progression in learning during the lesson. Ensure pupils are encouraged to be honest in their ideas and to discuss openly with the rest of the class how they feel about each point.