

Year 5

Coping with change

Lesson 3: Emotional changes: managing well

Lesson context and overview

This is the third of three lessons exploring the different changes that take place during puberty and how to manage them well. This lesson focuses on the emotions we experience during puberty and into early adulthood, and ways to manage and support others in managing 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
- that mental wellbeing is a normal part of daily life, in the same way as physical health.

Resources

Presentation slides

A4 or A3 paper for Draw and write starter activity and Support leaflet

Pupil worksheet: *Controlling the changes*

Key vocabulary

control, emotions, feelings, hormones, puberty

Learning objectives

We are learning:

- that during puberty there are changes we cannot control, but that we can learn ways to manage these changes
- about techniques to cope with our emotions during puberty
- how to support one another when things feel difficult or challenging.

Learning outcomes

We will be able to:

- identify changes during puberty that we cannot control, and ways to manage these
- identify and describe to whom and where we can go for advice and support if we need it
- give advice and support to others who might need it.

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 emotions and growing up. In activity 3, it is important to provide pupils with website addresses or suggestions rather than asking them to find these by themselves to ensure that the information they are using is age appropriate.

Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Remind them of learning from the previous two lessons in the topic about the fact that there are emotional changes during puberty as well as physical ones.

Working independently, ask pupils to write 'Who can help?' in the middle of a piece of paper. Around the outside, ask them to draw or write the names of anyone to whom they could turn or anywhere they could go if they needed to talk about their feelings, or if they were finding their emotions difficult to manage or understand. Collect pupils' work after about five minutes, and explain that we will return to it in the plenary.

Core activities

1. Explain to pupils that we experience many changes during puberty, some of which we can't control as they are a natural part of growing up. Working independently, ask them to complete the *Controlling the changes* worksheet, sorting the changes into two groups depending on whether they can control them or not.

Discuss the different changes on the worksheet as a class, then explain that although we can't control the emotions that puberty brings, we can control how we respond to them. Make clear that this does not mean bottling up feelings and that instead it means learning which techniques help them manage their emotions most effectively.

2. Ask pupils to look at the things they have put in the 'Cannot control' column. In the 'Ways to manage well' section at the bottom of the worksheet, ask them to write down techniques they could use to help them manage that change.

Show the list of people on slide 6 and ask pupils to consider to whom or where they could go for advice and support for each of the changes on their lists. Explain to pupils that more than one person/service could assist with each change. Ask pupils to write down to whom or where they would choose to go for advice or support next to each change on the worksheet.

3. Organise pupils into pairs or small groups. Ask pupils to consider all the changes that happen during puberty, and recap each of these. Explain to pupils that not everyone feels comfortable speaking about puberty changes to just one person and that there are other places that can help.

Ask pupils to design a support leaflet for someone around their age that includes the following:

- an explanation of the physical and emotional changes experienced during puberty
- information about when to expect these changes
- people and services to speak to if they feel they need advice or support
- A list of recommended websites, books or other information (the list of books could include fiction books)

Show pupils the following websites and, as a class, discuss what information might be useful for their leaflets:

- <https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/>
- <https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-girls/#Whathappensduringpuberty>
- <https://kidshealth.org/en/kids/puberty.html>

You may also know of local information sources, or be able to provide other resources that your school has available.

Encourage pupils to think about why accurate information is so important for children wanting to access help and support when feeling worried about puberty changes.

You could give children the option of creating a presentation instead of designing a leaflet if they prefer. When they have finished, ask them to share their work with another pair or group to pick out the similarities and differences.

Extension activity

Ask pupils to write a letter for someone of a similar age to them, or a little younger (e.g. a younger sibling), that the person would open when they start puberty. (Alternatively, pupils could write these to themselves.) Ask them to include the facts about puberty in a positive way and to give some advice about who might be able to help them with more advice and support if they needed it. These letters can be either displayed, used to create a 'Letters to help you cope with puberty' class book, or taken home for pupils to read back to themselves if they feel like they need some personal reassurance at a later date.

Plenary

Return to the Draw and write activity from the starter and ask pupils to add to their work in a different colour, based on their learning from the lesson.

To finish off, go around the class and ask pupils to say one thing to reassure someone of a similar age to them who might be feeling worried about what happens during puberty. This could be a fact, a coping strategy, a place to get help, etc.

Assessment

Use outcomes of the Draw and write activity to assess pupils' understanding of the learning objectives and any progression in learning through the lesson. Use outcomes of the plenary to assess pupils' understanding about puberty and ways in which to deal with its challenges.