



Title: My Body: Feelings and Puberty

Level: Second

Code: 2.1.4

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p>	<ul style="list-style-type: none"> • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.

About this activity

Continuing this block of activities, where children learn about their bodies, we explore feelings and emotions as part of puberty. Information is provided in activity 2.1.1 to explain to parents what this block of learning is about.

Resources to support this activity

- Slides
- Feelings Game cards

Activity

1. Introduce the activities along these lines: *“As a class/group we have talked about the changes that happen to our bodies when we go through puberty – who can remember some of these things? Use the slide to prompt.”*
Puberty: What happens to... Hair/Skin/Body shape/Breasts/Voices/Smell
2. Explain to the children, “puberty is also a time when *how we feel* changes. Sometimes this means that we can have very strong feelings and find it difficult to get on with people. Sometimes you might feel that you are growing up and want to be a bit more independent. It can also mean that we really like someone, have a crush on someone and want to be close to them. Today we will have a think about all of these things.”

Feelings, moods and emotions:

3. Introduce the idea of feelings, moods and emotions with the slide:

People use different words like **feelings** or **emotions** or **mood** to describe how a person feels. When your body changes with puberty it can also mean that you feel things more strongly, or your feelings change quickly. You might hear people say that with puberty you get moody or have mood swings.

4. Introduce the **Feelings Game**. Show the children the set of cards and explain that on each one is a feeling, an emotion that they might feel. The game is to pick a card, think about when you get this feeling and then share your thoughts. Remind the children, *“there are no right or wrong answers, that feelings are very personal, and we are all different and unique when it comes to how we feel about things.”*

The **Feelings Game** is an activity for volunteers. Explain that if a child comes up and gets a card and then doesn't want to say anything, that's okay, move on to see if someone would volunteer for that card. If no-one wants to, offer an observation: *“I think that sometimes children feel.... when...”*

Let children pick randomly, so that everyone hears different insights into what can make a child feel such an emotion. There may be some agreement or acknowledgement of what children contribute, and some disagreement or laughter. Make sure that whatever response occurs, children feel safe and able to share. Keep going until all the volunteers have had a chance to talk about at least one feeling and/or until the group has had enough. If everyone wants a go then it's okay to repeat the cards, everyone is different and therefore all the answers will provide something new. At the end, look through the pack just to check all have been discussed, if not pick out any left and ask for a volunteer(s) to comment.

To end this activity, stress that puberty is a time for strong feelings and ask the children *“what do you do if you feel something so strongly that you feel a bit upset?”* Acknowledge contributions such as talking it over with a family member or friend, taking time out, finding somewhere to chill/calm down. Ask all the children to think quietly for a moment of someone they can go to if they feel worried about something – then remind them they can speak to you.

5. **When you like someone.** Introduce the idea that with strong feelings and moods it might be that the children really like someone. They can like someone as a friend or they might have different feelings for someone which mean they might want to be closer to them. Sometimes people talk about having a crush on someone or (ask the children what they might say). Acknowledge that it can be a bit embarrassing if other people notice or say something without the person wanting them to.

Put up the slide and read it out.

When you like someone. That's okay.

They might like you back.

But they might not feel the same way, and that's okay too.

You should never try to make someone feel something that they don't want to feel!

Explain to the children, *“we won’t go into this anymore today and I will finish by saying, it can be a nice feeling to really like someone, and its nice if they like you back. I want to emphasise that if someone doesn’t like you back in the same way that’s okay, that’s their choice. We should never put pressure on someone to like us or force someone what we want them to do.”*

6. **Being more independent.** Explain the next part of the activities along these lines, *“The final part of what we need to think about as we grow up and experience puberty is that you might feel that you would like to be more independent.”* Use the slide to discuss the meaning of independence.

Independence is when you learn to think and do things for yourself. When you are little your parents or carers might do lots of things for you or with you. As you get older you might become more independent and want to do things for yourself.

Then ask the children and discuss: *What do you do now for yourself that you didn’t used to do?*
Then: *What things would you like to do more on your own or for yourself because you are getting older?* Have some discussion about what factors influence the level of independence the child can have – for example, what parents let them do, what parents worry about, how confident they are to do something for themselves, needing to practice things to become more independent etc. (There may be a need for some sensitivity here regarding children with caring responsibilities themselves, these may impact on notions of ‘independence’)

Finally, ask the children: *If you are going to be more independent as you grow up, what kinds of things do you need to do to make sure you are happy and safe?*

7. To end, review the different things that you have spoken about today. Emphasise, *“it’s not just our body that changes with puberty – its feelings and moods too.”*

As with all RSHP work, follow up on any concerns about a child or young person after the session.

Further learning activities are available that connect to this RSHP curriculum content

- 2.1.1 Names of parts of my body
- 2.1.2 My body is changing (inc menstruation)
- 2.1.3 It’s my body and I like it
- 2.1.5 Personal hygiene

Practitioner Notes

