



**Title: My Body**

**Part 3: Feelings and Puberty**

**Level: SECOND**

**Links to Curriculum for Excellence**

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

**Learning intentions**

- Children recognise that body changes with puberty impact on feelings and behaviour.
- Children learn strategies to manage emotions.

**Success criteria**

- I can describe the changes that take place with puberty.
- I can talk about my growing independence.
- I can talk about things I can do when I am upset.
- I can identify an adult to speak to if I am upset.

**Resources to support this activity**

- PowerPoint Slides
- Feelings Game cards

## Activity

1. Introduce the activities along these lines: The children have talked about the *physical* changes that happen to their bodies as they go through puberty. By way of recapping, ask: Who can remember some of these things? Use the slide to prompt: **Puberty: What happens to...** Hair/Skin/Body shape/Breasts/Voices/Smell
2. Acknowledge that puberty is also a time when *how we feel* changes. Explain along these lines: Sometimes this means that you 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 you really like someone, have a crush on someone and want to be close to them. Today there will be an opportunity to consider all of these things.
3. Introduce the idea of **feelings, moods and emotions** with the 2 slides – encourage thoughts/feedback from the children (they may be keen to share examples of their own or of teenage siblings):

People use different words like **feelings** or **emotions** or **mood** to describe how a person feels at times.

When your body changes with puberty, you might feel things more strongly, or your feelings can change quickly. You might hear people say that with puberty you get moody or have mood swings.

4. **Why does puberty affect my feelings and emotions?** Use the slide to introduce the impact of hormones (also shown in the previous session, so use as a recap).
5. 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.

NOTE: 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.

6. To end this part of the session/the game, stress again that puberty is a time for strong feelings – these can include feeling sad or feeling angry. Use the 2 prompt slides to ask/discuss strategies in terms of: **What do you do if you feel sad? What do you do if you feel angry?** One question at a time, ask children to work with a shoulder partner first, then get some feedback. You might want to

collect all the ideas on a big poster in the centre of the group for display later. Acknowledge contributions – and the difference in what works for one person and maybe not for another - such as talking it over with a family member or friend, taking time out, finding somewhere to chill/calm down.

- 7. When you like someone.** Introduce the idea that with strong feelings and moods it might be that the children really like someone. Of course, 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. Share the slides and read together, explore why the final point is so important?

**When you like someone.**

During puberty, you can start to have feelings of **attraction** to someone.

You might 'fancy' other boys and girls.

You may even feel like you're in love!

**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!

- 8. 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.**

As you get older you might become more independent and want to do things for yourself.

Ask the children to discuss the next 2 questions with a shoulder-partner before discussion in the group: **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?** Suggest they identify up to 5 things.

Come back together as a group and have some discussion about what factors influence the level of independence the child can have – for example, what parents/carers let them do, what parents/carers 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')

- 9. Review the different things that you have spoken about today. Pose the statement and question and have some feedback from volunteers: *It's good to talk about your feelings and emotions. Who can you talk to?***

10. To end, emphasise, *it's not just our body that changes with puberty – it's feelings and moods too.*  
The final slide reminds the children to seek out someone to talk to whenever they need to. It also reminds them about how to contact ChildLine.

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

Names of parts of my body

My body is changing (inc menstruation)

Personal hygiene

**Practitioner Notes**

