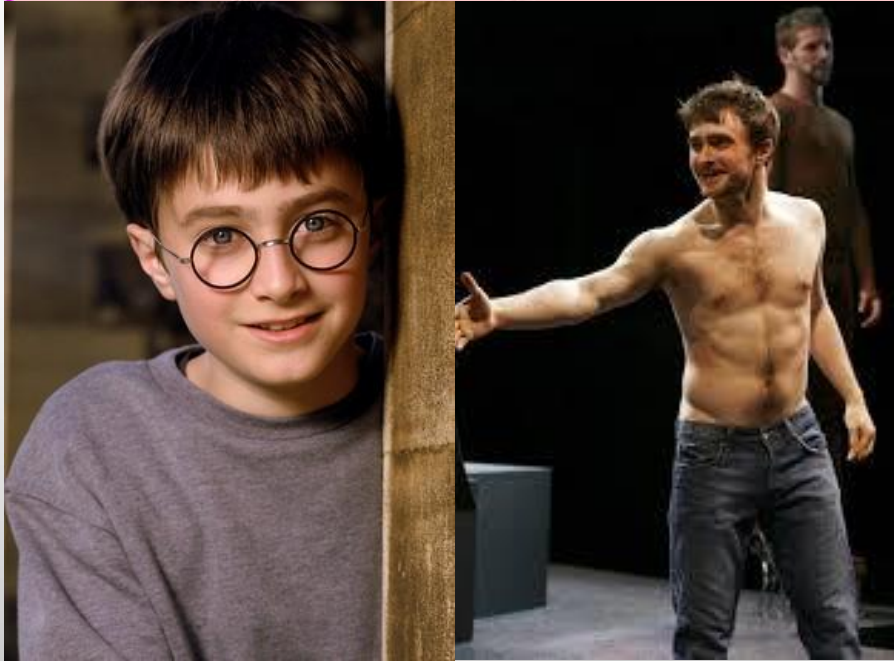


16/07/2026 Puberty, emotions and communication

Instructions for Every Lesson:

1. Get your equipment out and write the title and date
2. Underline both with a ruler
3. Silently start working on the task below without having to be asked



Instructions:

On your whiteboards, name the famous actors; how have they changed? Why have they changed?

Puberty, emotions and communication

16/07/2026

Key Vocabulary: Metacognition, self-regulated learning, growth mindset
Adolescence, Puberty, Hormones



Explain where to seek advice and support about the emotional changes that occur during puberty.



Identify ways of managing the emotional changes that occur during puberty,



Describe the emotional changes that occur during puberty and how these may impact a teenager.

Instructions:

1. Check that you have written and underlined the title and date.
2. Assess the learning task you will be aiming for during the lesson.
3. Reflect on the progress questions and plan and monitor your approach to answering them by the end of the lesson.

Metacognition phases





What do you think
parents/carers most
comment about when their
child goes through puberty?





Instructions: How many emotions do you think we can experience and do these change during puberty? Respond on white boards as you watch this clip





Unscramble these words:

**enolescecad
buprtye
hromneso**

Instructions:

- 1- think for 30 seconds
- 2- talk with a buddy for 1 minute
- 3- write out any you know on your white boards



A

Adolescence

1

is the period of life between child and adulthood

B

Puberty

2

is the time when sex organs begin to work

C

Hormones

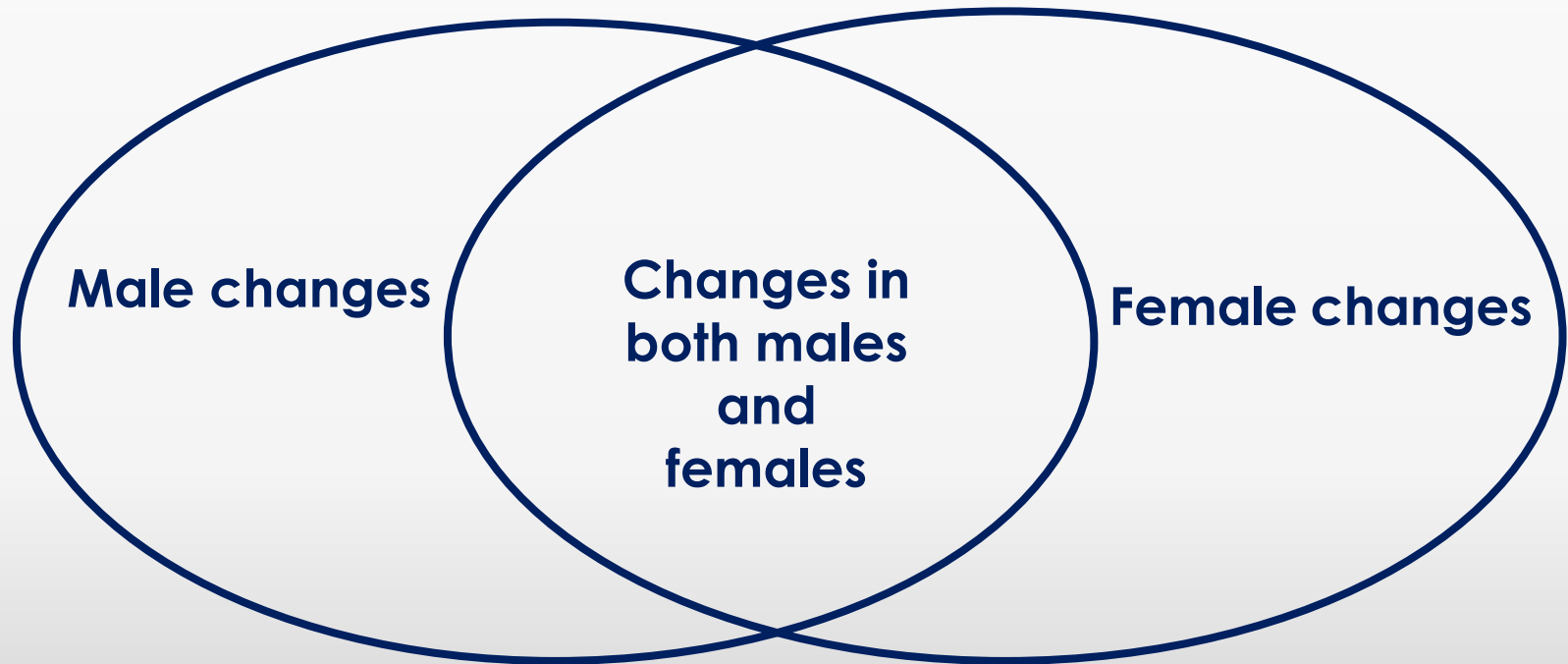
3

are what cause the changes during puberty

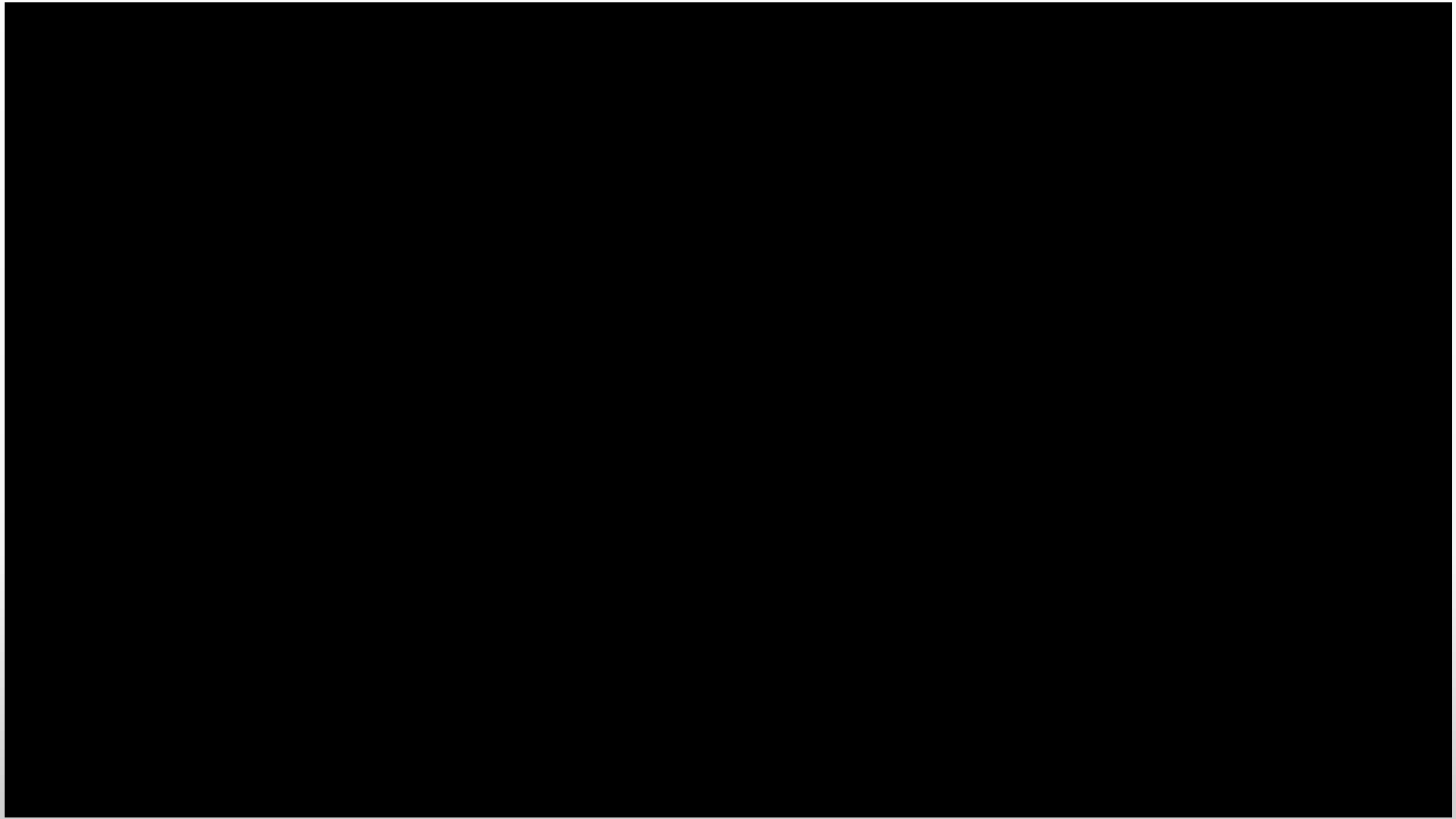
Finished? Describe how the transitional phase of puberty may make a young person feel



Puberty changes Venn diagram-



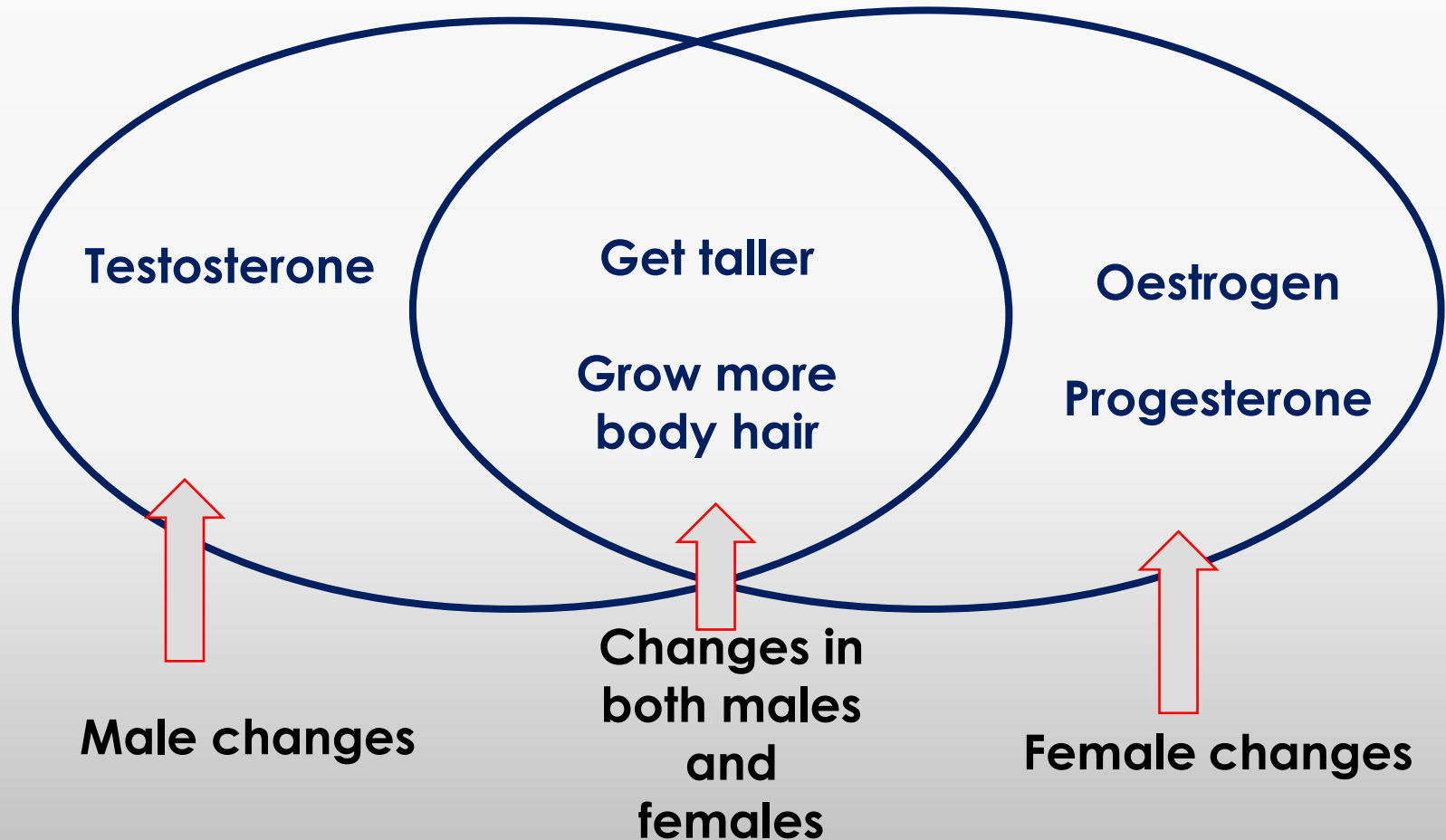
Instructions: Create a Venn diagram, or two separate headings in your exercise book and first of all write what you already know (think BACK to Y7 PD). **Then** during the film on the next slide, add any further changes that occur during puberty that you didn't get.



Instructions: Add notes to your diagram as you watch the short recap film.

Challenge: Explain why these changes occur, naming the hormones responsible for the changes

Puberty changes Venn diagram-



Instructions: Create a Venn diagram, or two separate headings, in your exercise book and during the following film, add changes that occur during puberty



Instructions: Think about the sorts of **things a teenager might want to talk to their parent or carers about?** Consider all the changes a teenager goes through during puberty.

Discuss your thoughts with your partner.

Write ideas in your book following the discussion.



How to talk- some useful advice

<https://kidshealth.org/en/teens/talk-to-parents.html>

<https://kidshealth.org/en/teens/coming-out.html?ref=search>

<https://kidshealth.org/en/kids/comments-scared.html?ref=search>

<https://kidshealth.org/content/kidshealth/us/en/kids/articles/talk-feelings.html>



‘Younger children talk to adults more about their worries than teenagers do.’

How far do you agree with this statement?



Structured Talk Instructions:

1. Read and consider the above.
2. Discuss with a neighbour, ensuring you both participate.
3. No hands for feeding back, random name picker will choose you.

Instructions: As you watch the film, explain why teenagers may start to become less communicative with the parents/carers?
'Teenagers may become less communicative with parents/carers because.....'

1. Think about what you want or need from your parent.

It helps if you're clear about what you want. **Put it into words.** For example:

- "I need to tell you about a problem I'm having. I just want you to listen right now so you know what's bothering me. I'm not ready for advice yet."
- "I need your advice about something. Can we talk?"
- "I need to get your permission to go on a class trip next week. Can I tell you about it?"

2. Think about how you feel.

Are you **worried** about how a parent or other adult might react?

Put feelings into words. For example:

- "I want to tell you something that's pretty personal. And I'm worried about how you'll react. But I want to tell you anyway."
- "I need to talk to you. But I'm afraid I'll disappoint you."
- "I need to talk to you about something. But it's kind of embarrassing."
- "I have something to tell you. I'm not proud of what I've done, and you might be mad. But I know I need to tell you. Can you hear me out?"

3. Pick a good time to talk.

Find a time when your parent or the adult you want to talk to isn't busy with something else. Ask, "Can we talk? Is now a good time?" And then, just get started. **One of the best times is when you are in a car together!**



‘A person's mood will not be affected by puberty’

How far do you agree with this statement?



Structured Talk Instructions:

1. Read and consider the above.
2. Discuss with a neighbour, ensuring you both participate.
3. No hands for feeding back, random name picker will choose you.

Describe how the mood swings teenagers go through may affect their family relationships



Puberty, emotions and communication

16/07/2026

Key Vocabulary: Metacognition, self-regulated learning, growth mindset
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Explain where to seek advice and support about the emotional changes that occur during puberty



Identify ways of managing the emotional changes that occur during puberty,



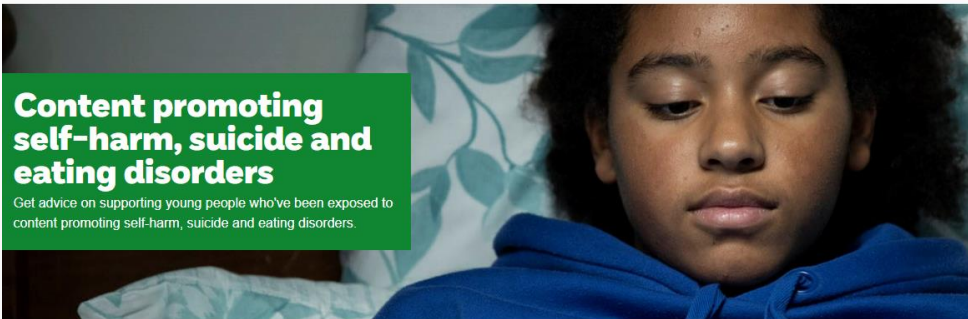
Describe the emotional changes that occur during puberty and how these may impact a teenager

Instructions:

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Metacognition phases





Content promoting self-harm, suicide and eating disorders

Get advice on supporting young people who've been exposed to content promoting self-harm, suicide and eating disorders.

Harmful content linked to mental health conditions



Content that promotes harmful messaging or conditions:

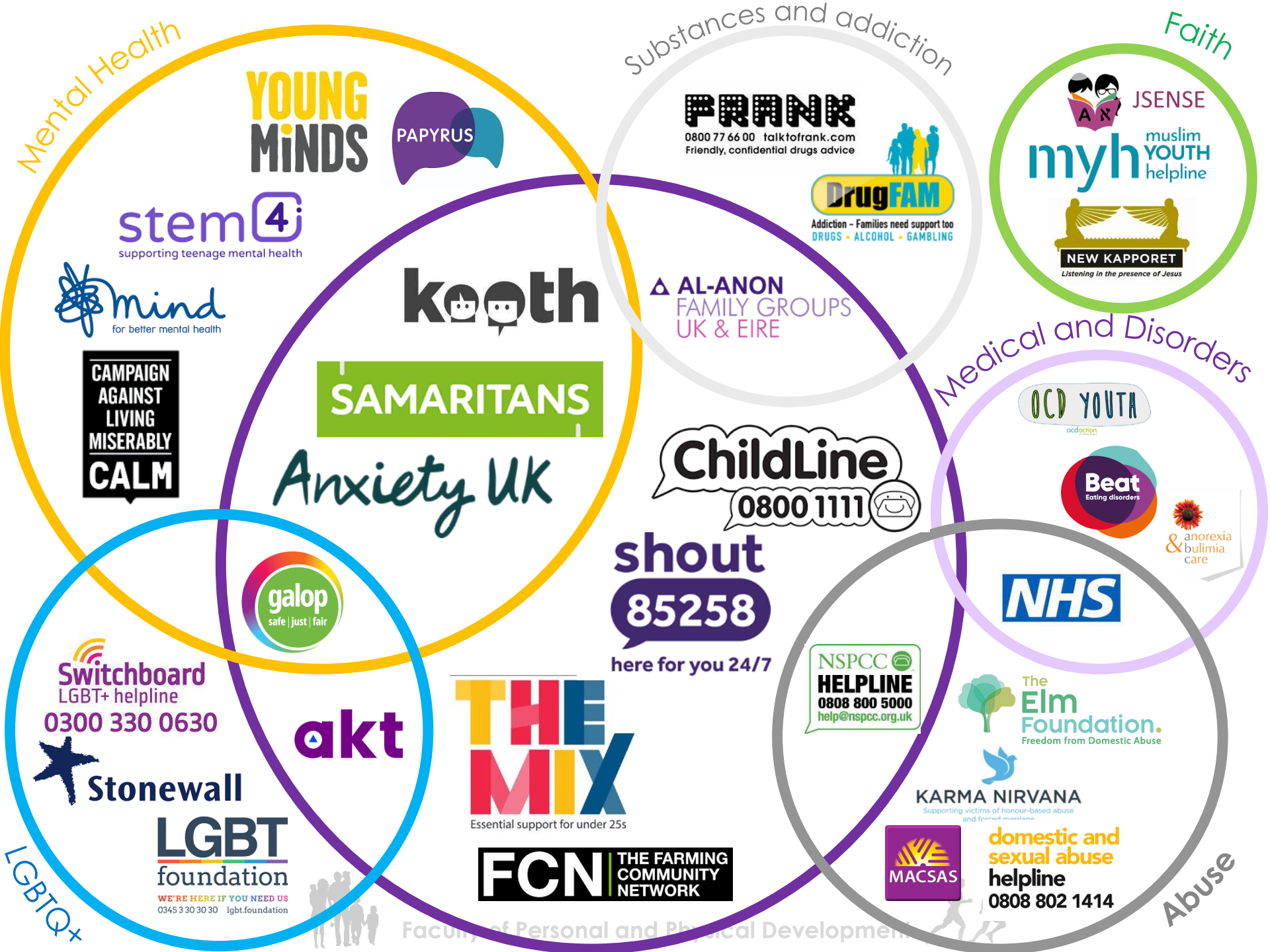
- harmful advice and incorrect information disguised as from health professionals
- in-depth stories and sharing of content about depression
- online communities sharing messages of despair
- stigma about mental health conditions and how they affect them
- personal accounts.

Positive online content

Going online can also play a key part in a young person's recovery. Some online platforms can be a great resource to find encouraging and supportive advice that can help someone who is experiencing bad mental health or an eating disorder. This type of content can come in many different forms but might include:

- support groups
- vlogs or videos where people share recovery progress, tips and advice
- inspirational quotes or memes.





Mental Health

Substances and addiction

Faith

Medical and Disorders

Abuse

YOUNG MINDS

PAPYRUS

stem4
supporting teenage mental health

mind
for better mental health

CAMPAIGN
AGAINST
LIVING
MISERABLY
CALM

kooth

SAMARITANS

Anxiety UK

galop
safe | just | fair

Switchboard
LGBT+ helpline
0300 330 0630

akt

Stonewall

LGBT foundation
WE'RE HERE IF YOU NEED US
0345 3 30 30 30 | lgbt.foundation

THE MIX
Essential support for under 25s

FCN | THE FARMING
COMMUNITY
NETWORK

FRANK
0800 77 66 00 | talktofrank.com
Friendly, confidential drugs advice

DrugFAM
Addiction - Families need support too
DRUGS • ALCOHOL • GAMBLING

AL-ANON
FAMILY GROUPS
UK & EIRE

ChildLine
0800 1111

shout
85258
here for you 24/7

NSPCC
HELPLINE
0808 800 5000
help@nspcc.org.uk

The Elm Foundation
Freedom from Domestic Abuse

KARMA NIRVANA
Supporting victims of honour-based abuse
and forced marriage

domestic and
sexual abuse
helpline
0808 802 1414

JSENSE

myh
muslim YOUTH
helpline

NEW KAPPORET
Listening in the presence of Jesus

OCD YOUTH
ocdaction

Beat
Eating disorders

anorexia
& bulimia
care

NHS