



# Help! I'm a teenager - get me out of here!

Vocabulary used and taught in this lesson

Assertiveness Conflict Resolution Feelings Growing and changing Resilience Safety Support networks Peer influence Communication Relationships Emotions

## Introduction

Remind the class that during puberty hormones are released that cause the physical changes in a child's body at it turns into an adult's body.

Ask: does the body only change physically? [No - there are also emotional changes; emphasise this point.]

Explain the following:

- Feelings can change very quickly and lead to mood swings.
- It is also a time when a child is becoming more independent and learning how to be an adult.
- Emotional changes can be just as big a part of puberty as physical changes.

This lesson will revise secrets and surprises too.

- What is a surprise?
- What is a secret?
- Are all surprises secrets?
- Are all secrets surprises?
- How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them.
- Can anyone think of an example of a safe or an unsafe secret?

## Activity

There can be a lot of conflict during puberty but this doesn't have to be a bad thing. It can be managed well.

Who do most young people have conflict with at this time? [family – friends etc.]

As a class, make a list of the different types of conflict that might arise [e.g. have to be home by a certain time; want to wear expensive new trainers for sport (or similar); limits set to time allowed on phones or other devices.]

Working in pairs, for all the situations on the list, children decide who the conflict is with.

Choose **one** of these conflicts as a class then answer these questions:

- Who is the conflict with?
- What is the problem?
- What are both parties feeling?
- Can they come to a compromise, remaining respectful and where each person gets something out of it/feels ok about it?

Using the Activity sheet *Help! I'm a teenager - get me out of here!* each child chooses a scenario and writes a paragraph detailing possible options for dealing successfully with it.

Remind the children that they need to find a compromise that uses respectful, courteous language.

When completed, children volunteer to share these, as many as time allows.

Read Chris's secret Follow the story with some questions for discussion by the class:

- Was Chris right to tell Scott what was worrying him?
- Who else could Chris have told?
- How do you think the situation made Chris feel?
- Do you think he felt differently after he had told Scott?
- Chris asked Scott not to tell anyone else i.e. he told him what was worrying him in confidence.
- Is it ever Ok to 'break a confidence' and tell someone else?
- What advice would you give to Chris in this situation?
- What advice would you give to Scott in this situation?

Plenary

Make a **Top 10 Tips** list of how to cope with changing emotions e.g. count to 10, talk it over with someone you trust, listen to some music, do some physical exercise, work on compromising etc. Display these top tips in classroom.

Ask children to share their responses to the problems – either by reading their responses out loud or acting out their role play to the rest of the class. Does everyone agree with the advice given?

In the 'Dear Ash' scenarios the children had written to a fictitious person for advice. Ask the children to brainstorm together all the people that they can turn to for help and advice in difficult situations. Ideas could include:

- Parent or carer
- Other family members
- Teacher
- Teaching assistant
- Headteacher
- Midday supervisor
- Other school based staff
- Friends
- Childline 0800 1111

Discuss when it is appropriate to 'break a confidence'? For example, when someone is in an unsafe situation.

We often talk about keeping something confidential. What does this mean? Ask the children to consider what sort of information the following people might need to keep confidential (they could discuss these in pairs or threes):

- Teacher
- Doctor
- Lawyer
- School administrator
- Bank manager

Can anybody think of any other time when it is important to keep information confidential?

Learning outcomes:

Children will be able to:

- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.