



# Health and Physical Education: Health Education

Teaching, learning and assessment exemplar

Year 7

Coping with puberty



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Health and Physical Education curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Health and Physical Education curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Health Education exemplar for Year 7 articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents a sequence of teaching and learning, including suggested assessment points, for nine lessons, with a time allocation one hour per week.

This Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Health Education exemplar has been informed by these same propositions:

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

## **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

## Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Coping with puberty**

### **Let's ask Dr Puberty**

This teaching and learning sequence aims to develop students' understanding of the feelings and emotions associated with transitions during puberty; and their practice of self-talk and help-seeking strategies to manage these transitions.

Students are provided with opportunities to develop their knowledge and understanding of how to manage the emotional and social changes associated with puberty, by using coping strategies, assertive communication and problem-solving skills.

Students will be provided with learning experiences that allow them to explore and gain understanding in relevant contextual settings about what to expect during puberty, and learn a variety of help-seeking strategies to better cope with the transition.

Through engaging in these learning experiences, students will be well prepared to address the key requirements of the assessment task, at a level suitable for their current ability. Students are to create a resource in the style of a young person's advice-seeking page. The task is designed to provide opportunities for students to present their knowledge about the feelings associated with puberty, the emotional and social changes that occur and a range of coping skills and strategies to manage this time effectively. Students are to provide advice that is suitable, useful and appealing to young people going through this stage of life.



## Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students during this time is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 7, students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.



## **Achievement standard**

By the end of the year:

### **Health Education**

Students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify and apply strategies to communicate effectively and to make informed choices. They identify the health and social benefits of physical activity and identify a variety of preventative health strategies. Students apply appropriate protective behaviour strategies and protocols in face-to-face and online interactions.

### **Physical Education**

Students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple strategic and tactical skills to achieve the intended outcome in various contexts. Students describe how physical activity can improve elements of health, fitness and wellbeing. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and fair play and communicate ways to assist team cohesion and the achievement of an intended outcome.





## Lessons 1–9



## Lesson 1: Introduction to puberty

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The Western Australian Curriculum content addressed in this lesson is below.

### Interacting with others

- Factors that influence emotional responses and behaviour

### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
  - Ways to manage physical, emotional and social changes associated with puberty
- 

### Learning intentions

- Review relevant Year 6 Health Education content to determine prior knowledge.
- Understand that puberty is the time your body changes from a child to an adult.
- Review the physical changes that occur during puberty.
- Understand the emotional and social changes that occur during puberty.
- Explain how puberty can influence emotional responses and behaviour when interacting with others.

### Focus questions

- What is puberty?
- What is adolescence?
- When and how does puberty begin?
- Why does puberty happen?
- The role of hormones during puberty
- Approximately when does puberty occur in boys and girls?
- Summary of physical, emotional and social changes
- How can puberty influence emotional responses and behaviour when interacting with others?

### Support notes

- Create a safe space. The sensitive nature of this topic requires that students feel safe, supported and comfortable in expressing their ideas, values and knowledge within a supportive environment. Refer to Growing and Developing Healthy Relationships (GDHR) <https://gdhr.wa.gov.au/guides/what-to-teach/establishing-ground-rules>.
- Use the one-step-removed technique to create an indirect approach and prevent students revealing personal information to the class. Refer to GDHR <https://gdhr.wa.gov.au/learning/teaching-strategies/making-decisions/one-step-removed>.
- Protective interrupting can also be used to prevent sensitive information being revealed. Refer to GDHR <https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting>.
- Use a question box for students to ask questions anonymously. Refer to GDHR <https://gdhr.wa.gov.au/guides/what-to-teach/question-box>.



## Teaching and learning experiences

At the start of each lesson students complete their emotional barometer, followed by a mindful moment (Appendix A).

### Teaching

#### Introduction to puberty

- Recap knowledge of puberty.
- Revise knowledge that puberty is one of the main transitions and periods of growth a young person will experience.
- Establish ground rules that will operate during each lesson. (Support notes)
- Introduce an opportunity to allow students to ask embarrassing questions anonymously that the teacher can answer these questions at relevant times in the lesson sequence.
- Source a relevant KWL chart or ask the students to draw a relevant graphic organiser to use for this activity.
- Revisit the focus questions using resources, such as videos etc. Teacher to source relevant material or use the following link as a useful introduction to puberty:  
*Get the Facts (WA Health) – Puberty (Part 1) (2:45 minutes)*  
<https://www.youtube.com/watch?v=HVZS013ibTM>.

### Learning

#### Student-directed activity

- Create a Venn diagram to summarise the major changes for both boys and girls, and the common changes for both, in the centre of the diagram.
- Colour code the changes as physical, emotional or social.
- Share with the class.

#### Concluding activity

- Students recall five facts about puberty.



## Lessons 2–4: The feelings and emotions associated with puberty

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The Western Australian Curriculum content addressed in these lessons is below.

### Staying safe

- Health information, services and help-seeking strategies that young people can use in a variety of situations

### Interacting with others

- Factors that influence emotional responses and behaviour

### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
  - Ways to manage physical, emotional and social changes associated with puberty
- 

### Learning intentions

- Identify and understand the feelings associated with puberty.
- Understand what self-talk is and how it can be used to manage negative thinking during puberty.
- Understand a range of coping skills that could be used to manage these changes.

### Focus questions

- What feelings may arise because of the changes that occur during puberty?  
Examples: embarrassment, fear, worry, pain, uncertainty, excitement, awkwardness, curiosity
  - Are these feelings positive or negative?
  - Will everyone respond to these changes in the same way?
- What is self-talk?
  - Why is self-talk important?
- What kind of negative statements may occur during puberty?  
Example:
  - I feel so embarrassed about my sudden change in body.
- What are the positive aspects about growing up?  
Examples:
  - More freedom/independence
  - Get a job
  - Greater knowledge
- What are the three main types of communication?
- What is assertive communication?
- Why is assertive communication used?  
Example:
  - Assertive communication allows people to be open, honest and clear with their feelings.



## Support notes

### Pass the pen

This activity consists of drawing a thinking cloud on the whiteboard and distributing five to six board markers to the class. Students come up and write their thoughts and ideas on the whiteboard and then pass the pen to another student who repeats the process. This is a good way to encourage everyone to have some input into the discussion.

### Additional activity

Students could create a **word cloud** based on the feelings they identified in the first learning experience.

### Self-talk activity

The following activity provides students with an opportunity to learn more about the concept of self-talk and the implications it has for our mental and emotional wellbeing.

Refer to the School Drug Education and Road Aware (SDERA) resource

<https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-road-safety-education-resources/>. *Challenges and Choices: A Resilience Approach to Road Safety Education Year 7 In Gear* (Student workbook), pp. 5, 30 and 31.

### Types of communication

Teachers may need to explicitly teach the different types of communication styles, depending on the needs of the class. Sample activities could be giving examples of each communication style (through verbal demonstration, words or pictures) and asking the students to identify the type of communication they see.

### Physical, emotional and social challenges

Examples could include:

- mood swings/emotional/anger
- uncoordinated/pain/body odour
- risk-taking behaviour.

### Teaching and learning experiences

Emotional barometer (Appendix A)

Mindful moment (Appendix A)

### Teaching

#### Feelings associated with puberty

- Complete a fact or fiction quiz as a heads/tails group activity or use interactive online quizzes, such as *Body Talk – Puberty: Changes, changes, changes*  
<https://bodytalk.org.au/quizzes/puberty-changes-changes-changes/>.



### Pass the pen activity (Support notes)

- Students write on the whiteboard feelings that may arise because of the changes during puberty.
  - Discuss the words that arise and ask students if the feelings associated with puberty are mainly positive or negative?
  - Why?
- Discuss why puberty is often seen as a negative experience.
  - Explain it can be seen as a positive experience, especially if you are prepared for the challenges you may face and have some strategies in place to help you cope.
  - Emphasise that everyone will respond to these challenges differently.
- Ask students to consider how they perceive this time in their life.
- See support notes for an additional/alternative activity that can be used to visually present the feelings associated with puberty.

### Using self-talk to manage feelings

- Explain to students that the way people talk to themselves has a major influence on how they feel. This is particularly important during this time of growth and transition.
- Ask students to identify a negative statement that they could think/say to themselves as a result of some of the feelings highlighted in the previous activity.
- Explain to students that one way to cope with these feelings of uncertainty is to use strategies, such as positive self-talk.
- Source a suitable video or watch the following one on positive self-talk: *Psych Hub – Positive Self-Talk* (3:46 minutes) [https://www.youtube.com/watch?v=71\\_NkXgAK1g](https://www.youtube.com/watch?v=71_NkXgAK1g).
- Source a suitable activity on self-talk or use the School Drug Education and Road Aware (SDERA) activity listed in the support notes.

### Learning

#### Student-directed activity

- Reframe one negative statement to create a more positive one (e.g. my body is changing and that is OK, I am growing up).
- Students identify the best things about growing up.

### Teaching

#### Types of communication

- Ask students to recall the different types of communication, giving examples of
  - passive
  - aggressive
  - assertive.
- Discuss the use of assertive communication to cope with emotional and social change.
- Provide students with an opportunity to practise assertive communication; for example, through role-play.
- Source a suitable activity on assertive communication or use the SDERA activity listed in the support notes.
- Source a video for the following activity or use the video provided.



## Learning

### Student-directed activity

- Watch a suitable video that outlines the challenges faced by adolescents during puberty or use the following video: *How to Cope With Puberty?* (4:32 minutes)  
<https://www.youtube.com/watch?v=WzWqF-ac8ck>.
- In pairs or small groups, students divide a piece of butcher's/A3 paper into three headings:
  - physical challenges
  - emotional challenges
  - social challenges.
- List the challenges that may arise in each of the subsections.

This information will be used in the following lesson.

### Concluding activity

- Students feedback ideas from their discussions. Ask students to reflect on what they consider to be the most difficult challenges to cope with.



## Lesson 5: Coping strategies to manage emotional and social changes

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The Western Australian Curriculum content addressed in this lesson is below.

### Interacting with others

- Factors that influence emotional responses and behaviour

### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
  - Ways to manage physical, emotional and social changes associated with puberty
- 

### Learning intentions

- Understand what a coping skill is and why developing these skills is beneficial.
- Understand a range of coping skills that could be used for challenges experienced during puberty.

### Focus questions

- What is a coping strategy?
- What coping strategies do you know?
- Why are coping strategies important?
- Name at least two coping strategies and why you would use them.

### Support notes

Coping strategies thinking cloud

Example – GDHR *Activity 12, Positive Coping Strategies*

<https://gdhr.wa.gov.au/-/laugh-and-learn-videos-puberty-part-2>.

### Dealing with anger

- Recognising the anger
- Leaving the situation
- Taking deep calming breaths
- Take part in physical activity
- Yoga/meditation
- Talk to friends/family

### Additional coping strategies

- Talk to friends or parents
- Physical activity
- Find out more information
- Mindfulness/meditation/yoga
- Go out in nature
- Getting plenty of sleep
- Assertive communication
- Seek help – Kids Helpline



## Teaching and learning experiences

Emotional barometer (Appendix A)

Mindful moment (Appendix A)

### Teaching

#### Introduction to coping strategies

- Provide an example of a scenario where someone has overcome a challenge by using a variety of coping strategies.
  - Discuss the scenario, using the focus questions.
- Ask students for any examples of coping strategies they may have used or heard of in different situations.
- Ask students why they think it is important to have coping strategies.
- Discuss the implications of not being able to cope and the stress this could create.
  - Link this concept to the effect on physical, mental, emotional and social wellbeing.

### Learning

#### Collaborative learning activity

- Refer to the challenges listed in the last lesson that a young person may experience during puberty.
- In pairs or small groups, students create a coping strategy thinking cloud that suggests positive coping strategies and skills that could be implemented to manage these challenges.
- Provide feedback on coping strategies to the class.
- As a class, identify the common coping strategies that could be implemented.

#### Concluding activity

Students pick a coping strategy that they can implement this week.



## Lesson 6: Coping skills during puberty

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The Western Australian Curriculum content addressed in this lesson is below.

### Staying safe

- Health information, services and help-seeking strategies that young people can use in a variety of situations

### Interacting with others

- Factors that influence emotional responses and behaviour

### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
  - Ways to manage physical, emotional and social changes associated with puberty
- 

### Learning intentions

- Understand the importance of looking after yourself during this time of transition.
- Develop functional coping skills to implement during puberty.
- Be aware of and able to easily access help and reliable information regarding puberty.

### Focus questions

- What issues do young people experience during puberty that may require additional coping strategies?
  - menstruation
  - mood swings
  - increased sweating/oily skin
  - conflict
  - changes in body shape
- How could these factors influence emotional responses and behaviour when interacting with others?
- What coping skills would be relevant?
- What sources are available to provide reliable help and advice?

### Support notes

#### Help-seeking activity

The following activity provides students with an opportunity to learn more about the concept of help-seeking behaviours and why it is important to know how to seek assistance: SDERA

<https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/> *Challenges and Choices: A Resilience Approach to Drug Education Year 7 Be Ready* (Student workbook), p. 24.



## **Teaching and learning experiences**

Emotional barometer (Appendix A)

Mindful moment (Appendix A)

### **Teaching**

#### **Understanding puberty and applying coping strategies**

- Brainstorm the types of issues that young people experience during puberty that may require additional coping strategies.
- Identify the topic area most appropriate and relevant to the needs of the class.
- Complete the research task by either explicit teaching or small group collaborative work.
- If conducting as a group activity, assign different topics to each group, so a full range of topics are covered.

### **Learning**

#### **Collaborative research activity**

- Research one area of puberty to develop a deeper understanding.
- Brainstorm at least four issues a young person has to cope with in this area. Examples could include how to cope with stomach pain during menstruation or how to cope with increased sweating and body odour.
  - Research and apply relevant problem-solving and coping skills to respond to each issue.
  - Suggest a suitable coping strategy and possible advice the group could share with the rest of the class.
- Groups share their work with the rest of the class and other students can ask questions based on the information provided. (The question box could be used here for any additional questions students may have.)

#### **Concluding activity**

Reliable sources of help and advice

- Ask students to share their top five sources from their research task.
- Students decide whether they felt the research information was reliable, useful and relevant to their age group and requirements.



## Lesson 7: The impact of puberty on relationships

---

The Western Australian Curriculum content addressed in this lesson is below.

### Staying safe

- Health information, services and help-seeking strategies that young people can use in a variety of situations

### Interacting with others

- Factors that influence emotional responses and behaviour
- Impact of relationships on a person's wellbeing

### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
  - Ways to manage physical, emotional and social changes associated with puberty
- 

### Learning intentions

- Understand the importance of positive relationships on health and wellbeing.
- Understand the impact puberty may have on relationships.
- Understand how relationships may change during this time of transition.

### Focus questions

- What is a relationship?
- What types of relationships are there?
- Why are relationships important to our health and wellbeing?
- What are the characteristics or qualities of positive relationships? (e.g. trustworthy, kind, honest, loving, supportive)
- What are the characteristics of an unhealthy relationship? (e.g. dishonest, unkind, disrespectful, selfish)
- How do relationships change during puberty?

### Support notes

#### Sample relationship definition

Relationships can be described as a bond or connection that exists between people. The way in which they feel and behave towards each other.

#### Conflict

Conflict can be described as a state of tension that exists between people; a difference in values and/or opinions; a disagreement.

#### Conflict resolution – example of the five-step approach

Issue: Conflict with parents regarding curfew time.

- Step 1: Cool down/breathe or remove yourself from the situation until you are calm.
- Step 2: Use facts only (identify the problem).
- Step 3: Actively listen to the other person respectfully, without interruption.
- Step 4: Devise possible solutions.
- Step 5: Create an agreement (seek additional help if required).



## Teaching and learning experiences

Emotional barometer (Appendix A)

Mindful moment (Appendix A)

### Teaching

#### Introduction to relationships and health

Introduce the term relationship.

- Ask students what they consider a relationship to be and the types of relationships they have in their life.
- Provide a definition and discuss why positive relationships are important for our health (Support notes).
- Link this to the concept of social health.
- Ask students to pick one person they have a healthy/positive relationship with and ask them to note why that relationship is positive in terms of the characteristics that relationship/person displays.
- Students repeat this activity, picking one person they do not have a healthy relationship with, and note the characteristics of an unhealthy relationship.
- Discuss the impact positive relationships may have on an individual.

#### The impact of positive relationships

- Refer to the emotional and social changes that occur during puberty (Lessons 2–4).
- Students list how relationships may change during this time of transition.
- Discuss ways in which positive/healthy relationships support a young person during this time.

#### Managing conflict

- Ask the students to think of the word conflict.
  - What do they think it means?
- Students identify one person they have recently had conflict with.
  - Provide examples of siblings and parents. Be mindful that there may be conflict occurring between friends in the class and monitor this carefully.
  - Brainstorm all the reasons why this conflict occurred.
- Watch the following video: *Shrek – That’s what friends are for*  
[https://www.youtube.com/watch?v=MzLEjzvygYE&list=PLXEW0gPHSOZ2nUocfvKA9lkkUj-YR\\_IeQ](https://www.youtube.com/watch?v=MzLEjzvygYE&list=PLXEW0gPHSOZ2nUocfvKA9lkkUj-YR_IeQ).
  - Based on the video, students identify:
    - Why did the conflict occur between Shrek and Donkey?
    - How did they resolve the conflict?
    - What factors demonstrate a strong friendship?
  - Discuss the responses with the class.
- Explain that conflict is not always negative; it is important to acknowledge healthy conflict in relationships.

### Learning

#### Student-directed activity

Resolving conflict in a positive manner

- Work individually or in pairs to devise a five-step approach to conflict resolution.



- Students are given, or choose, one of the social or emotional challenges that occur during puberty and devise a five-step approach that could lead to an amicable resolution.
- Students use the five-step approach to provide feedback to the rest of the class.

**Concluding activity**

- Students reflect on how they could implement their five-step approach in their life.



## Lessons 8–9: Summative assessment

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The Western Australian Curriculum content addressed in these lessons is below.

### Staying safe

- Health information, services and help-seeking strategies that young people can use in a variety of situations

### Interacting with others

- Factors that influence emotional responses and behaviour

### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
  - Ways to manage physical, emotional and social changes associated with puberty
- 

### Learning intentions

- Introduce the summative assessment. (Appendix B)
- Begin planning for the assessment.

### Support notes

Things to consider during the assessment lessons

- Task is adequately scaffolded to ensure all students can access the content.
- Provide students with relevant examples which clearly demonstrate the requirement of this task.
- Provide copies of the task sheet, planning sheet and marking key to students.
- Consider a check list for students to track their progress and ensure the deadline is achieved.

The presentation of this task is at the discretion of the teacher. Students could work in pairs and submit a video and/or sound recording in a TV/radio/podcast style. Alternatively, students could be presented with a template in a more traditional magazine style, letter and response. If choosing to work in pairs, teachers should assist students by dividing up the work to ensure equity.

### Teaching and learning experiences

Emotional barometer (Appendix A)

Mindful moment (Appendix A)

#### Teaching

- Introduce the assessment task.
- Hand out student assessment task sheet, planning sheet and marking key.
- Follow instructions to teacher (Appendix A).

#### Learning

##### Student-directed activity

##### Assessment (Lesson 1)

- Introduction to the task.
- Begin planning and organisation of information.
- If working in pairs, students should plan the distribution of work between them to ensure equity.



### **Assessment (Lesson 2)**

- Complete presentation of the task and submit for review.

Teacher monitors progress throughout, giving meaningful guidance and feedback as required.



# Appendix A

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## Resources



### **Mindful moment and emotional barometer**

Mindfulness is a technique that helps bring awareness to the present moment and can be used to create change in the autonomic nervous system. Different techniques can be taught to students to demonstrate different effects.

The practice of mindfulness and meditation has many health benefits for both students and teachers. Providing young people with an opportunity to learn simple techniques will ultimately improve their overall mental and emotional wellbeing.

A selection of resources that will help you to integrate this practice into your classroom and assist you to feel confident about delivering a short moment of mindfulness each lesson is included.

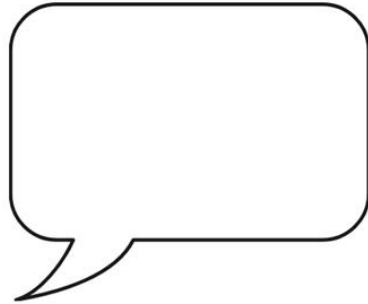
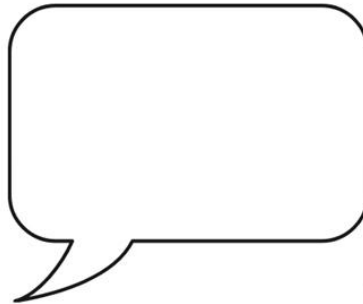
An emotional barometer can be used at the start of each lesson as a tool to help students understand how they are feeling and the intensity of their emotions. The purpose of the emotional barometer is to help the students understand and recognise (label) how they are feeling at a given time and therefore begin to notice how their emotions impact on their actions, behaviours and learning. Encourage students to give reasons for their chosen level of emotion and therefore create greater awareness about how they are feeling and how those feelings may impact on their learning and actions on that day.

It is useful to follow an emotional check-in with mindfulness techniques that, when taught and used regularly, can provide students with strategies to help manage and regulate their emotions.

Using mindfulness techniques, such as breathing practices, relaxation, visualisation and meditation, provides students with appropriate coping strategies to influence their emotional response and help improve their overall level of health and wellbeing.

Resources and information	Links
Smiling Mind Introduction to mindfulness and the benefits of mindful practices.	Smiling Mind. <i>What is mindfulness?</i> <a href="https://www.smilingmind.com.au/mindfulness">https://www.smilingmind.com.au/mindfulness</a>
A free app that can be downloaded to any internet device, such as a mobile phone or tablet.	Smiling Mind. <i>Try the Smiling Mind app.</i> <a href="https://www.smilingmind.com.au/smiling-mind-app">https://www.smilingmind.com.au/smiling-mind-app</a>
Videos support <ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• Why do we need mindfulness and what are the benefits?</li> <li>• How to practise mindfulness</li> <li>• How mindfulness helps to manage emotions</li> </ul>	Smiling Mind. <i>Introduction to Mindfulness.</i> [YouTube]. <a href="https://www.youtube.com/user/SmilingMindTV/featured">https://www.youtube.com/user/SmilingMindTV/featured</a>
Meditations Full playlist available.	Smiling Mind. <i>Back to School Meditations &amp; Smiling Mind Sleep Meditations.</i> [YouTube]. <a href="https://www.youtube.com/user/SmilingMindTV/playlists">https://www.youtube.com/user/SmilingMindTV/playlists</a>
Back to School Meditations A list of eight meditations suitable for high school students.	Smiling Mind. <i>Back to School Meditations.</i> [YouTube]. <a href="https://www.youtube.com/playlist?list=PLp3vpYbUmlqdvcm0iwsWx-VXE7ldTGvp">https://www.youtube.com/playlist?list=PLp3vpYbUmlqdvcm0iwsWx-VXE7ldTGvp</a>
Daily Calm A collection of stories, sounds, mediations and brain training	Calm. (n.d.). <i>Calm – take a deep breath.</i> [YouTube]. <a href="https://www.youtube.com/user/calmdotcom">https://www.youtube.com/user/calmdotcom</a>
Head & Heart Mindfulness Free downloadable resources	head & heart mindfulness. <i>Mindful Kids Are Happy Kids.</i> <a href="https://www.headandheartmindfulness.com.au/">https://www.headandheartmindfulness.com.au/</a>

# How do you feel today?



## Lesson resources

Lesson	Resource information	Links
1	Department of Health	Department of Health. <i>Essential information.</i> <a href="https://gdhr.wa.gov.au/guides/what-to-teach">https://gdhr.wa.gov.au/guides/what-to-teach</a>
	Safe space and group agreement	<a href="https://gdhr.wa.gov.au/guides/what-to-teach/establishing-ground-rules">https://gdhr.wa.gov.au/guides/what-to-teach/establishing-ground-rules</a>
	Protective interrupting	<a href="https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting">https://gdhr.wa.gov.au/guides/what-to-teach/protective-interrupting</a>
	Question box	<a href="https://gdhr.wa.gov.au/guides/what-to-teach/question-box">https://gdhr.wa.gov.au/guides/what-to-teach/question-box</a>
	<b>KWL chart</b> A graphic organiser that helps students to think about a topic. K represents knowledge, or what the students already know about the topic. W represents what the students want to know about the topic. L represents what the students learn during the lesson or topic.	Visual Paradigm Online. <i>KWL Chart Template 2.</i> <a href="https://online.visual-paradigm.com/diagrams/templates/kwl-chart/kwl-chart-template-2/">https://online.visual-paradigm.com/diagrams/templates/kwl-chart/kwl-chart-template-2/</a>
	<b>KidsHealth</b> Background information and facts	Nemours KidsHealth. <i>Puberty &amp; Growing Up.</i> <a href="https://kidshealth.org/en/kids/grow/?WT.ac=k-nav-grow">https://kidshealth.org/en/kids/grow/?WT.ac=k-nav-grow</a>
	<b>Department of Health</b> Puberty information	Department of Health. <i>Get the Facts – Our Bodies.</i> <a href="https://www.getthefacts.health.wa.gov.au/our-bodies">https://www.getthefacts.health.wa.gov.au/our-bodies</a>
	<b>Department of Health</b> Puberty information  <b>Body Talk</b> Quiz to test basic understanding	Department of Health. <i>Puberty.</i> <a href="https://gdhr.wa.gov.au/resources/resource-library">https://gdhr.wa.gov.au/resources/resource-library</a>  Department of Health. <i>Background teacher notes.</i> <a href="https://gdhr.wa.gov.au/-/puberty">https://gdhr.wa.gov.au/-/puberty</a>  Family Planning NSW. <i>Body talk Puberty.</i> <a href="https://bodytalk.org.au/puberty/">https://bodytalk.org.au/puberty/</a>

Lesson	Resource information	Links
2–4	<p>Creating a word cloud A visual pattern of words that can be used to identify feeling during puberty</p>	<p>MonkeyLearn. <i>Word Cloud Generator</i>. <a href="https://help.monkeylearn.com/en/articles/55047-16-word-cloud-faq">https://help.monkeylearn.com/en/articles/55047-16-word-cloud-faq</a></p>
	<p>Positive Psychology Self-talk background information for teachers</p>	<p>Positive Psychology.com. <i>What is Positive Self-Talk? (Incl. Examples)</i>. <a href="https://positivepsychology.com/positive-self-talk/">https://positivepsychology.com/positive-self-talk/</a></p>
	<p>School Drug Education and Road Aware SDERA has resources for Year 7 to Year 9 called Challenges and Choices. There are road safety education resources (In Gear) and alcohol and other drugs resources (Be Ready) Navigate to the sites provided and scroll down to find the Year 7 student workbook for the following activities.</p> <p>Self-talk (In Gear) Assertive communication (Be Ready)</p>	<p>School Drug Education and Road Aware. <i>Challenges and Choices Road Safety Education Resources</i>. <a href="https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-road-safety-education-resources/">https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-road-safety-education-resources/</a></p> <p>School Drug Education and Road Aware. <i>Challenges and Choices Alcohol and other Drugs</i>. <a href="https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/">https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/</a></p>
	<p>Department of Health Positive Coping Strategies</p>	<p>Department of Health. <i>Puberty part 2</i>. <a href="https://gdhr.wa.gov.au/-/-laugh-and-learn-videos-puberty-part-2">https://gdhr.wa.gov.au/-/-laugh-and-learn-videos-puberty-part-2</a></p>
5	<p><b>School Drug Education and Road Aware</b> SDERA has resources for Years 7 to 9 called Challenges and Choices. Choose the alcohol and other drugs resources (Be Ready). Navigate to the site provided and scroll down to find the Year 7 student workbook for the following activity.</p> <p>Help-seeking (Be Ready)</p>	<p>School Drug Education and Road Aware. <i>Challenges and Choices Road Safety Education Resources</i>. <a href="https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/">https://www.sdera.wa.edu.au/resources/secondary-resources/challenges-and-choices-drug-education-resources/</a></p>
6	<p><b>ReachOut</b></p>	<p>ReachOut Australia <a href="https://au.reachout.com/">https://au.reachout.com/</a> is an online mental health service for young people and their parents in Australia. ReachOut has self-help information, a peer-support program and referral tools.</p>
	<p><b>Beyond Blue</b></p>	<p>Beyond Blue <a href="https://www.beyondblue.org.au/">https://www.beyondblue.org.au/</a> is an Australian mental health and wellness support organisation that provide support programs to address issues relating to depression, suicide, anxiety disorders and other related mental illnesses.</p>
	<p><b>Kids Helpline</b></p>	<p>Kids Helpline <a href="https://kidshelpline.com.au/">https://kidshelpline.com.au/</a> is a free phone and online service for young people in Australia.</p>



## **Appendix B**

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Assessment task (summative)

Coping with puberty: Let's ask Dr Puberty



## Task details

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<b>Title</b>	Coping with puberty: Let's ask Dr Puberty
<b>Description</b>	Students create a response to a scenario about feelings associated with the transition through puberty.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To gather and deliver information on the feelings associated with the transition through puberty on the ways to manage emotional and social changes associated with puberty through using coping skills, communication skills and problem-solving skills and strategies.
<b>Assessment strategy</b>	Written, visual or verbal presentation.
<b>Evidence to be collected</b>	Planning sheet Presentation (written or oral/recorded presentation)
<b>Suggested time</b>	Two 50-minute lessons

## Content description

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### Health Education

#### Personal identity and change

- Feelings, emotions and cultural beliefs and values associated with transitions; practising self-talk and help-seeking strategies to manage these changes
- Ways to manage physical, emotional and social changes associated with puberty

#### Interacting with others

Factors that influence emotional responses and behaviour

#### Staying safe

Health information, services and help-seeking strategies that young people can use in a variety of situations

## Task preparation

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### Prior learning

Students have completed Lessons 1–7 and are familiar with the content, including strategies and skills used to understand and manage the feelings associated with puberty.



## Assessment task

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### Assessment conditions

In-class assessment

### Differentiation

Teachers should differentiate teaching and assessment to meet the specific learning needs of the students, based on their readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.

### Resources

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- Part A: Planning pages
- Part B: Response advice (if required)
- examples of scenarios (if required)



## Coping with puberty: Let's ask Dr Puberty

### Instructions for teacher

This task will allow students to demonstrate their understanding of the feelings associated with the transition through puberty and how to manage the emotional and social changes. Students will research and provide examples of a variety of coping skills, practices, communication skills and problem-solving skills that could be implemented during this time of change. Students are to demonstrate relevant and useful help-seeking advice, appropriate to young people of their own age.

The use of this written or verbal format as an assessment strategy allows the students to plan and present a range of information learnt in a creative and applied way. The task requires students to demonstrate their learning and for the teacher to identify their current level of understanding and application.

Refer to the learning intentions from Lessons 1–7 for content that could be included in the submission of the task and ensure students have access to this information.

### Lesson plan

- Review and reinforce the knowledge surrounding feelings and emotions associated with transitions during puberty and the management of these changes. Be explicit and give relevant examples of strategies and skills covered during the previous lessons.
- Share the *Example of a letter to Dr Puberty* and *Examples of scenarios* that could be used in the task, and brainstorm feelings and emotions associated with transitions, appropriate coping/communication and problem-solving skills/strategies for emotional and social change, and help-seeking strategies for emotional and social change.
- Share the *Example of response advice: Letter from Dr Puberty*.
- Model how to present the required information, giving options for presentation and delivery relevant to your class.
- Discuss the task requirements, *Part A: Planning pages*, and *Part B: Response advice*. Explain the marking key and allow time for questions.
- Assign each student one of the six example scenarios to address as part of the assessment task.
- Students commence work on their planning and scenarios.
- Monitor progress and make informal observations about how students are managing the task. Scaffold as required.
- Students complete their planning sheet by the end of the first lesson and complete the copy or recording by the end of the second lesson.
- Students submit planning sheet and final copy of the task for review by the end of the second lesson.
- Provide feedback to the students about their progress in the task and on possible areas of improvement.



## Example of a letter to Dr Puberty

Dear Dr Puberty,

I am writing to you with great confusion as to what is happening to me! I am a 12-year-old boy and I am usually a very happy young person, with lots of friends, good relationships with my family and plenty of hobbies. However, recently my behaviour seems to have changed and I am struggling to control how I feel. One minute I am happy and the next minute I have a sudden outburst of anger or tears. Is this normal? I feel an intense sense of frustration, which usually results in me yelling at my younger brother, or sometimes even my Mum. I am finding that I am wanting to spend less time at home with my family and much prefer going out with my friends. They seem to understand me better. I find it all very unusual, as I have always had such a good relationship with my family. Now we seem to argue a lot more. Is it me or them?

Do you have any suggestions or advice that could help me?

Thank you,

Jamie (aged 12 years)



## Example of response advice

### Letter from Dr Puberty

Dear Jamie,

Thank you for making contact. What you have described sounds very much like some of the feelings associated with moving through puberty. Puberty is a time of your life when you grow from a child into an adult. When this time of growth occurs, your body and emotions go through some huge changes. These changes can also affect your relationships and often your social health.

Your body releases certain hormones that trigger the start of puberty. Hormones are special chemicals released in the body that tells your body to do certain things in preparation for adulthood and the amazing ability to eventually reproduce. These hormones can cause sudden rushes of emotions which are often called mood swings. It is perfectly normal during this time of transition, but there are some things that you can do to make them easier to cope with and to reduce the anger that you are feeling.

1. Notice when you are feeling overwhelmed by emotion and take some time out. This could be to do some exercise, or some quiet mindfulness activities. Breathing practices will help bring your emotions under control (there are some great practices on the Smiling Mind app or website, visit [www.smilingmind.com.au](http://www.smilingmind.com.au)) This will help regulate your emotions and allow you to calm down before responding to the situation.
2. Be kind to yourself. It is not your fault, so be careful not to use negative self-talk. This can be very harmful to your self-confidence. Try instead to say something positive, like, for example, I am feeling anger now, but it will pass, I am a good person. By reinforcing positive statements, you are more likely to feel good about yourself.
3. Ask for help if you need it. Speak to a trusted adult or friend about how you are feeling. When people understand and are aware of your concerns, they are more likely to understand and offer support.

You will also notice changes in your relationships. This is to do with the social changes that occur during puberty. You mentioned arguing more. You may often want to spend more time with your friends. This is quite normal, as you begin to grow and become more independent.

1. Use some of the strategies mentioned to help control your emotions and make sure you set aside some time to spend with both your family and friends, doing the things you love
2. Talk to your parents about how you are feeling. They have been through this too and will understand. This will make it easier for you when things become difficult.
3. By calming your emotions first, everything else will be much easier to deal with. Take some time to get active, release negative emotions through exercise and see how that improves your mood and therefore your interactions with others.

There is some excellent advice available online including Kids Helpline, Beyond Blue and ReachOut. Remember you are not alone.

I hope this advice helps, Jamie. Please let me know if there is anything else I can do to assist.  
Good luck!

Dr Puberty



## Examples of scenarios

### Examples of letters to Dr Puberty

**Dear Dr Puberty,**

I feel like I get embarrassed over everything lately, and I don't know why. If a teacher calls on me in class, my face goes bright red, and I feel like everyone is staring at me. My heart starts racing, and I just want to sink into my chair. It's not just in class either—if someone laughs nearby, I always think they're laughing at me, even when I know they probably aren't.

At home, I used to love joking around with my parents, but now when they tease me (even in a nice way), it makes me feel annoyed and embarrassed, especially if my friends are around. I get so irritated when my mum calls me pet names in front of people, even though I never used to care. It's like everything she does is suddenly the most embarrassing thing ever. I know they're just being normal parents, but I can't help feeling this way.

I don't understand why I suddenly care so much about what other people think. I used to feel confident, but now I feel awkward all the time. I just want to go back to feeling normal again. Is this something that happens to everyone? How do I stop overthinking everything?

Thanks,

**Alex (aged 12 years)**

**Dear Dr Puberty,**

Lately, my body has started to change, and I **really don't like it**. I've started growing hair in weird places, my skin is super oily, and I have pimples that won't go away! No matter how much I wash my face, my skin still feels greasy, and I feel like everyone notices my breakouts. It makes me feel gross, and I don't even want to look in the mirror sometimes.

The worst part is that at school, people have started making jokes about things like body odour and voice cracks. It makes me so nervous because I never used to have to think about how I smelled, and now I feel paranoid that I stink even after I put on deodorant. My voice has also started doing this weird cracking thing at random times, and it's so embarrassing, especially when I'm talking to the class. I used to love reading aloud in school, but now I just try to avoid it.

I feel so uncomfortable in my own body, and I don't know how to deal with it. Will this ever stop feeling weird? When will I start feeling like myself again?

Please help!

**Jordan (aged 12 years)**

**Dear Dr Puberty,**

I don't understand what's happening with my friends. My best friend and I have always been close, but lately, we don't seem to have as much fun together. We used to talk about everything, but now it feels like we're completely different people. They've started hanging out with a new group, and sometimes I feel like I don't belong anymore. I try to join in, but they talk about things I don't really care about, like makeup, parties, and who's dating who.

At lunch, I sit with them, but I feel like an outsider, and when they make plans, I'm not always included. I keep wondering if I did something wrong or if they just don't like me as much anymore. When I'm alone, I feel sad and left out, but when I'm with them, I feel awkward, like I have to try harder to be interesting.

I don't know if I should change to fit in or if I should try to make new friends. It's so confusing because I still care about my best friend, but I don't know if they feel the same way about me anymore. Is this normal? How do I know if a friendship is worth holding onto?

Sincerely,

**Taylor (aged 12 years)**

**Dear Dr Puberty,**

I have no idea what's happening to me. One minute I feel fine, and the next minute, I feel like crying for no reason! It happens at the worst times, like during class when a teacher tells me I got something wrong, or when my parents ask me simple questions at home. The other day, my friend cancelled our plans, and even though it wasn't a big deal, I felt so upset that I had to pretend I had allergies to hide that I was about to cry.

My friends used to make me laugh all the time, but lately, little things they say annoy me, and I get upset way too easily. If they joke around with me, I take it personally, even if I know they didn't mean anything by it. I don't want to be so sensitive, but I can't help it.

I feel like I'm overreacting to everything, and it's exhausting. I don't want to be grumpy or sad all the time, but I don't know how to stop. Is something wrong with me? Why can't I control my emotions anymore?

From,

**Mia (aged 12 years)**

**Dear Dr Puberty,**

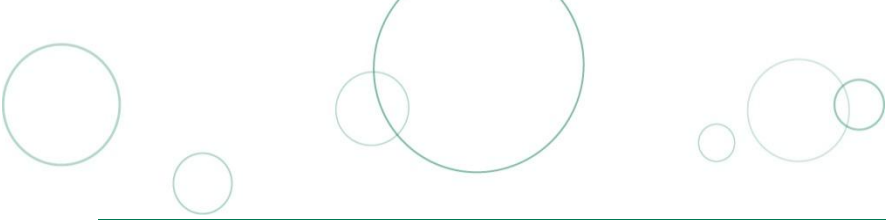
It feels like everyone at school is changing, and I don't know where I fit anymore. Some of my friends are obsessed with fashion and makeup, and they're always talking about social media, but I just don't care about that stuff. They also talk about crushes and relationships, and I feel like I'm supposed to be interested too, but I'm not. It makes me feel like I'm missing something, like I should be changing too, but I don't want to force it.

When we hang out, I sometimes pretend to like the same things as them, so I don't feel left out, but it doesn't feel right. I miss when we could just have fun without worrying about being cool or popular. I don't want to change who I am just to fit in, but I also don't want to be alone.

I used to be confident in who I was, but now I second-guess everything. How do I stop feeling like I have to be like everyone else? Is it okay to just be myself, even if it means I don't fit in as much?

From,

**Sam (aged 12 years)**



**Dear Dr Puberty,**

I feel like my parents don't understand me at all anymore. When I try to explain how I feel, they say I'm being dramatic or disrespectful. It's frustrating because I don't mean to argue, but I get so irritated when they don't listen. If I ask for more freedom, like going out with friends, they say, "You're too young," even though my friends' parents let them. It makes me feel like they don't trust me.

I used to love spending time at home, but now I'd rather be with my friends because they get me. I feel like my parents treat me like a little kid, and the more they try to control things, the more I want to push back. I know they care about me, but I just wish they would listen to me instead of always telling me what to do.

How do I get them to actually hear me? I don't want to fight with them all the time, but I also don't want to feel like I have no say in my own life.

Thanks,

**Ethan (aged 12 years)**



## **Instructions to students**

Your task is to create a response providing advice for a scenario received by Dr Puberty, in which young people have asked specific questions about the challenges they face as they journey through adolescence.

Taking on the role of Dr Puberty, provide a response, outlining appropriate ways to manage these challenges and provide a range of coping strategies and skills that will assist the young person through this time of transition.

You may present your response resource in a written/visual format or record a verbal presentation in a question/answer style format.

You will have one lesson to plan using the Part A: Planning pages, and one lesson to construct your response to the scenario



## Task requirements

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### Part A: Planning pages

(6 marks)

Use the planning pages to explore and enhance your knowledge and understanding about transitions. Once this information has been considered, develop advice or a response to the questions or situations received. Select your preferred method of presenting the response.

### Part B: Response advice

(19 marks)

As Dr Puberty, respond to **one** scenario provided by your teacher, acknowledging the emotions and feelings experienced during this period of transition. Offer advice on how to cope with and manage these changes or challenges, and suggest appropriate help-seeking strategies relevant to the scenario.

As Dr Puberty, include the following information in the response:

- Explain the feelings and emotions associated with transitions making a clear link to puberty and the scenario. (3 marks)
- Describe two appropriate coping/communication or problem-solving skills/strategies to manage the identified emotional change or challenge. (4 marks)
- Describe two appropriate coping/communication or problem-solving skills/strategies to manage the identified social change or challenge. (4 marks)
- Describe two relevant help-seeking strategies relevant to the scenario to support the young person during this time for the emotional change or challenge. (4 marks)
- Describe two relevant help-seeking strategies relevant to the scenario to support the young person during this time for the social change or challenge. (4 marks)

You must submit:

- your planning sheet (Part A: Planning pages)
- the response advice (Part B: Written, visual or verbal presentation).

Verbal presentations may be presented live or recorded. Check with your teacher on how this is to be presented.



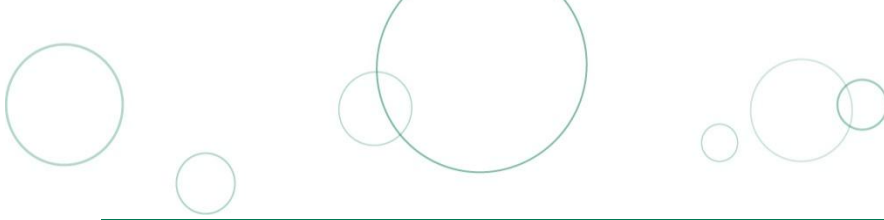
## Part A: Planning pages

Identify feelings one may experience when going through a transition. Outline emotional and social changes that may occur during this time.

Feelings:

Social changes:

Emotional changes:



Identify feelings one may experience when going through puberty. Outline the emotional and social changes that may occur during this time.

Feelings:

Social changes:

Emotional changes:



Identify similarities and differences between a transition in general, and puberty transition.

Similarities:

Differences:



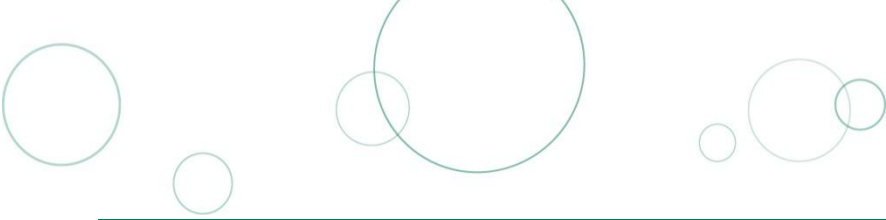
Identify and describe several ways one can manage the above emotional and social changes using the below headings.

Coping skills:

Communication skills:

Problem-solving skills and strategies:

Research at least four help-seeking strategies young people could access to support them during the transitional times.



**Brainstorm how you could present your response advice.**

Will it be a written advice page or verbal presentation (interview style or question and answer session with Dr Puberty)? **Circle your final choice.**

**MY IDEAS**

## Marking key

Description	Marks
<b>Part A: Planning pages</b>	
One mark for completing each question to the requirement of its nature.	1–6
<b>Subtotal</b>	<b>/6</b>
<b>Part B: Response advice</b>	
Explains the feelings and emotions associated with transitions making a clear link to puberty and the scenario.	3
Describes the feelings and emotions associated with transitions with some link to puberty and the scenario.	2
Outlines a feeling or emotion associated with transitions with a link to puberty.	1
<b>Subtotal</b>	<b>/3</b>
Describes two appropriate coping/communication or problem-solving skills/strategies to manage the identified emotional change or challenge.	2–4
Outlines appropriate coping/communication or problem-solving skills/strategies to manage the identified emotional change or challenge.	1–2
<b>Subtotal</b>	<b>/4</b>
Describes two appropriate coping/communication or problem-solving skills/strategies to manage the identified social change or challenge.	2–4
Outlines two appropriate coping/communication or problem-solving skills/strategies to manage the identified social change or challenge.	1–2
<b>Subtotal</b>	<b>/4</b>
Describes two help-seeking strategies relevant to the scenario to support the young person during this time for the emotional change or challenge.	2–4
Outlines two help-seeking strategies relevant to the scenario to support the young person during this time for the emotional change or challenge.	1–2
<b>Subtotal</b>	<b>/4</b>
Describes two help-seeking strategies relevant to the scenario to support the young person during this time for the social change or challenge.	2–4
Outlines two help-seeking strategies relevant to the scenario to support the young person during this time for the social change or challenge.	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/25</b>



## **Acknowledgements**

**Appendix A**                    ‘How do you feel today?’ graphic created in Canva.



