

Planet Puberty

Lesson Plan 4

Emotional Changes



This Planet Puberty session pack is intended to be a flexible resource. It can be used as a whole program, group of topics, or individual units to address particular learning needs. Lesson activities are only suggestions and can be tailored to suit the needs of your students. The lesson plan is structured so that the activities build on the key learnings of the previous activity. Some activities may need to be repeated a few times before moving on to the next. This is OK. It is important that students build their knowledge at a pace that is appropriate for them.

Note: Time frames provided are only a guide. You will understand your students and their needs best, so take longer if necessary.

Note: *Indicates a suggested word that might be beneficial to add to a student's augmentative and alternative communication device, in case the word is not already programmed.

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Group Agreement

Before talking about sexuality and puberty topics, it is important to create a safe learning environment. Discuss with students what will make it a safe and comfortable place for them to talk about the changes they might expect during puberty. Write the agreement on the whiteboard or butcher's paper and display in the room. This can be referred to before the start of each lesson. Please refer to Handout 1 for Planet Puberty group agreement cards.

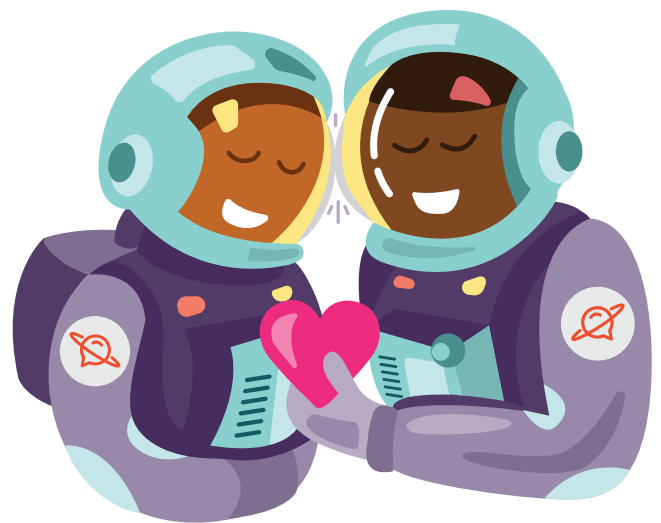
Examples include:

- It's OK to feel embarrassed
- It's OK to laugh or feel nervous
- Listen and be kind to others
- It's OK to ask questions
- If you want to share a personal story, avoid using your name or others' names. Instead, try saying, 'I know someone who...'

Planet Puberty – Emotional Changes

Lessons in this session pack include:

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Learning Outcomes

Major outcomes

- › Students will be able to identify and recognise a range of emotions
- › Students will demonstrate the ability to manage emotions using de-escalation strategies and will develop the skills to regulate their emotional state in challenging situations
- › Students will understand the different types of relationships and be able to differentiate between intimate feelings, sexual attraction, and affection for others
- › Students will understand the importance of consent in relationships, recognising that individuals have the right to say 'yes' or 'no' to being in a relationship

Glossary of key terms

Consent – When one person agrees or gives permission to another person to do something.

Rejection – When someone a person likes in a special way doesn't feel the same way back. It's ok to feel sad about rejection.

Romantic relationships – Sometimes a person can like another person more than a friend. They might want to spend a lot of time with the other person or think about them in a romantic way. Sometimes they might feel the same way and sometimes they might not. This is a special relationship is a special relationship. It is a relationship you have if you really like someone, and they feel the same way. Both people must agree, or give their consent, to be in a romantic relationship.

Sexual attraction – Sometimes a person can like another person more than a friend. They might want to feel close to them physically. They might want to hug or kiss or be intimate with the other person. Both people must agree or give their consent to hug, kiss or be intimate.

Sexual (sexy) feelings – Having sexy feelings is a normal part of growing up and is different for everyone. Sexy feelings might be thinking about someone a lot, wanting to touch, kiss or hug someone, having 'butterflies' in your tummy (these are not real butterflies, this is the fluttery feeling you get when you see someone you like a lot), feeling flushed or 'hotter' in your body, tingling in your private body parts, wanting to touch your private body parts.

Sexual relationships – When two people who share private moments that involve things like touching, kissing hugging, and having sex. Both people must agree to or give their consent to a sexual relationship and feel comfortable. These private moments should happen in private places.

Handout 1

Group Agreement Cards



It's OK to feel embarrassed




Listen to others

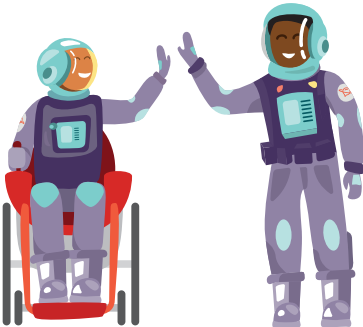


Be quiet when others are talking

Planet Puberty family planning australia



It's OK to ask questions



Be kind to each other

Planet Puberty family planning australia

Understanding Emotional Changes

Lesson Details



Learning Intention

To assist students to identify and recognise a range of emotions.



TIMING
60-80
MINS

Key messages

- › Experiencing emotions in a new way is normal during puberty

Resources

- › Planet Puberty 'Emotion' images (Handout 2)
- › Planet Puberty 'Feelings Scale' worksheet (Handout 3)
- › Whiteboard & whiteboard markers/butcher's paper & permanent markers

Preparation

Print Planet Puberty 'Emotion' images (Handout 2) and 'Feelings Scale Worksheet' (Handout 3) large enough for display at front of the classroom. Print another A4 sized copy of the Planet Puberty 'Feelings Scale Worksheet' (Handout 3) for each student.

You may wish to add the emotions from the Planet Puberty 'Feelings Scale' worksheet (Handout 3) to any of the student's AAC devices, if they haven't already been programmed.

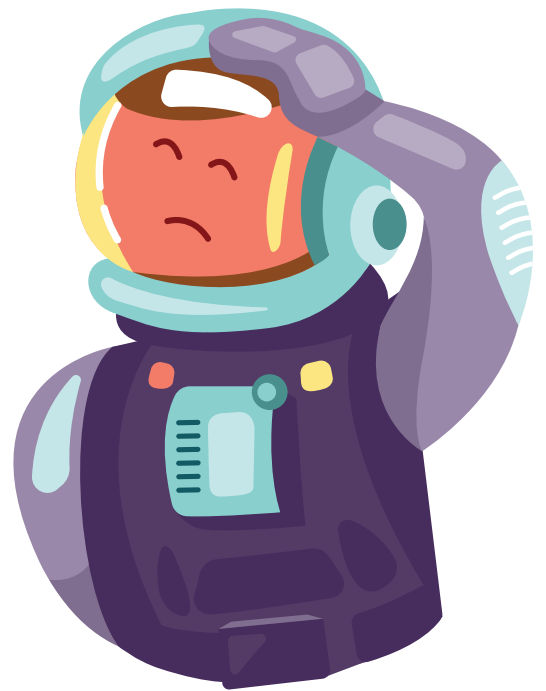
Instructions

- › Create a concept map by writing 'emotions' on the whiteboard if available, otherwise you can use butcher's paper. Ask students "what do you think of when you hear the word 'emotion'?" Write their answers around the word 'emotions'.
- › Display the Planet Puberty 'Emotion' images (Handout 2). Point to each image and ask students to describe what they see in the image. Then ask "what do you think this person is feeling? How do you know they are feeling this way?"

- › Explain that emotions can change a lot during puberty. You might feel sad one minute and happy the next. This is OK. It is normal.
- › Display the A3 image of the Planet Puberty 'Feelings Scale' worksheet (Handout 3) so all students can see. Explain to students that this is a feelings scale. Level one represents the emotion of being happy (yellow), while level five will represent the emotion anger (red).
- › Hold up the Planet Puberty 'Emotion' images (Handout 2) and ask students to order them along the levels.
- › Inform students that they will be making their own feelings scale to help identify and express their emotions. Hand a Planet Puberty 'Feelings Scale' worksheet (Handout 3) to each student.
- › Ask students to draw the faces and write the name of each associated emotion as shown on the display worksheet. Assist students as needed.
- › Students can take the worksheet home or keep it at school somewhere safe they can access. Once students have completed their feelings scale, invite them to identify which level and emotion most represents how they are feeling in that moment.
- › Remind students that feelings do not stay the same all the time. Reviewing the scale at different points throughout the day can help students to gain greater awareness of their feelings.

Reflection

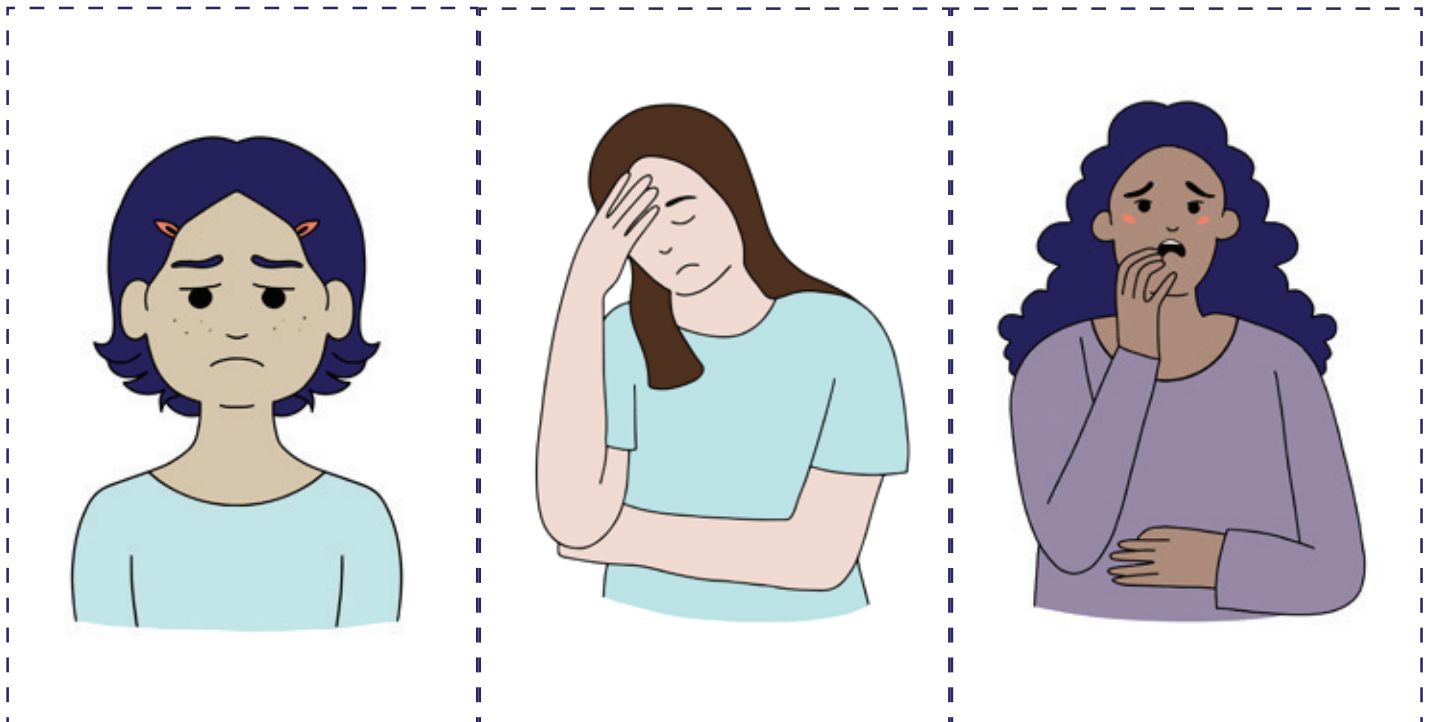
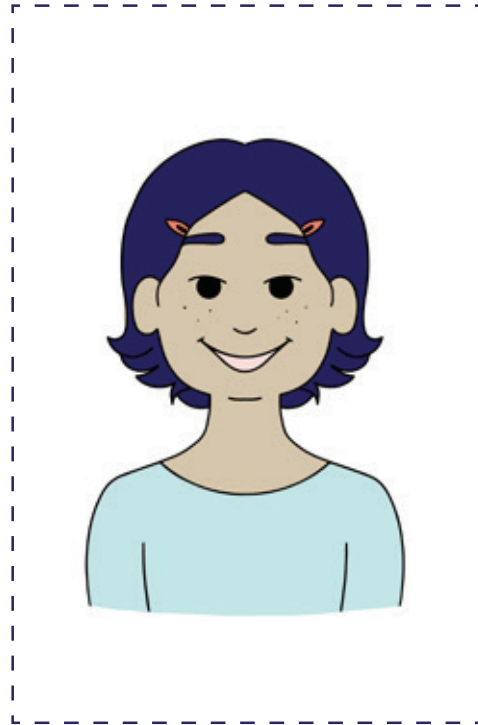
Ask students to reflect on what an emotion is. Encourage them to name some.




1 Understanding Emotional Changes

Handout 2

Planet Puberty Emotion images



Planet Puberty Feelings Scale worksheet

How do I feel?		
1		
2		
3		
4		
5		

2

Managing Emotions

Lesson Details



Learning Intention

To demonstrate how to manage emotions using de-escalation strategies. To build the capacity of students to manage emotions and change their emotional state.



TIMING
20 MINS

Key messages

- › You cannot control how you feel, but you can control how you express your feelings
- › There are different things you can do to help manage your feelings

Teacher's note

Setting up a sensory break centre in your class can provide a safe space for students to take a break when they need to regulate their emotions. Posters and tools to help them manage their feelings can be included in this space including sensory items that students might relate well to i.e., books, playdough, soft fabrics.

Resources

- › Social Stories on 'Managing Emotions' (Handout 4)
- › Planet Puberty 'When I Feel...' worksheet (Handout 5)
- › Magazines
- › Glue
- › Scissors
- › Drawing material

Preparation

Gather various magazines and images depicting things people might like to do to express or manage their emotions. You might ask for parents to donate any old magazines they have or see if a local opportunity shop has any.

You will need to either subscribe to one of the websites provided in Social Stories on 'Managing Emotions' (Handout 4), borrow from your local library or purchase a social story for this lesson plan.

Print a Planet Puberty 'When I Feel...' worksheet (Handout 5) for each student.

Instructions

- 📖 Read a Social Stories on 'Managing Emotions' (Handout 4). As you read the social story, describe what is in each picture or ask students to describe what is in the picture for any students who have visual impairment.
- 📖 After reading the social story, prompt students to think about how the emotion was managed by asking:
 - ★ What emotions was the character feeling at the start of the story.
 - ★ What did the character do to calm down and feel better.
 - ★ How did their feelings change to at the end of the story.
- 📖 Inform students that you are going to explore ways to express and manage feelings.
- 📖 Hand out each student a Planet Puberty 'When I Feel...' worksheet (Handout 5), drawing material, magazines, scissors and glue.
- 📖 Instruct students to draw or cut out and paste pictures of things they might like to do when they feel each of the emotions on the Planet Puberty 'When I Feel...' worksheet (Handout 5). Assist students as needed.
- 📖 Share completed worksheets together as a class. Point out different or similar things students have identified they do when they feel a certain emotion (e.g., some students may like to talk to someone when they are sad while other students might want to spend some time alone).
- 📖 Students might like to keep their worksheet in the sensory break centre or their bag for easy reference.

Reflection

Ask students to share ways they can control any big emotions they might feel. Examples could be using a sensory toy like a fidget spinner or going to their safe space which could be their bedrooms.

Handout 4

Social Stories on Managing Emotions

Social Situation Feeling Angry

Note: requires subscription

A social story template for anger to help provide young people with autism strategies to deal with their emotions. A mix of pictures and easy-to-read sentences which can be personalised to help young people identify what 's going on. Created by teachers and designers. Click [here](#) for social story.



Coping with Angry Feelings

Note: requires subscription

A social story template for anger to help provide young people with autism strategies to deal with angry feelings. A mix of pictures and easy-to-read sentences which can be personalised to help young people identify what's going on. Created by teachers and designers. Click [here](#) for social story.



The Big Boy with Big Feelings

Note: available for purchase online or may be available at your library

A social story for children experiencing anxiety, extreme emotions, or living with autism spectrum disorder. Illustrated and written in verse, this picture book explores a range of feelings. Click [here](#) to purchase.



When I Feel... worksheet

Complete the sentences by drawing, writing or cutting pictures out of magazine and gluing them to the worksheet

When I feel angry, I can...

When I feel sad, I can...

When I feel worried, I can...

When I feel unwell, I can...

When I feel happy, I can...

Sexy Feelings

Lesson Details



Learning Intention

To support students to understand the different types of relationships and the difference between intimate feelings, sexual attraction and affection for others.



TIMING
60-120
MINS

Key messages

- › You may have different types of relationships with different people in your life
- › Developing sexual feelings is a normal part of growing up
- › Always ask before you touch or hug someone and wait for them to say or sign “yes”
- › People should always ask your permission before they touch you. They should wait for you to say ‘yes’ or ‘no’

Teacher’s notes

This lesson involves some teaching about different types of relationships. To build students understanding, you might choose to use the Planet Puberty ‘Who’s in My Orbit’ activity (Handout 8) to explore the different types of touch appropriate in different relationships prior to this lesson.

Resources

- › Planet Puberty ‘Types of Relationships’ poster (Handout 6)
- › ‘Planet Puberty Sexy Feelings’ image pack (Handout 7)
- › Scenes from a TV show or movie (optional)
- › Planet Puberty ‘Who’s in My Orbit?’ activity (optional) (Handout 8)
- › AV equipment

Preparation

Print a copy of the Planet Puberty 'Types of Relationships' poster (Handout 6) for each student and one to hold up at the front of the classroom. You might also want to print more copies for groups seated at tables, so the poster is closer for any students with visual impairments.

Print a copy of the 'Sexy Feelings' image pack (Handout 7) large enough for display at the front of the classroom.

If using scenes from a TV show or movie prepare now so they are ready to be played.

Print copies of Planet Puberty 'Who's in My Orbit?' activity (Handout 8) for each student, preferably on A3 sized paper (optional).

Instructions

- ⌋ Display Planet Puberty 'Types of Relationships' poster (Handout 6). As you describe the people in each image (e.g., two people who are kissing on the lips), ask students to identify the types of relationships and the different feelings a person can have in those relationships.
- ⌋ Ask students questions like:
 - ★ What is the difference between a friend and a boyfriend/girlfriend/partner?
 - ★ What things might boyfriends/girlfriends/partners do that friends don't do?
- ⌋ Explain "as you get older, your relationships can start to change. You might like to spend more time with friends. Sometimes you might like someone as more than a friend. You might want to spend more time with them and get sexy feelings when you think of them. This is called sexual attraction."
- ⌋ Using the 'Sexy Feelings' image pack (Handout 7) to prompt students, discuss how a person might feel if they feel sexual attraction towards someone. These images depict how a person might feel if they are sexually attracted to someone. You might like to ask students to describe what is happening in each image for other students who have visual impairment.

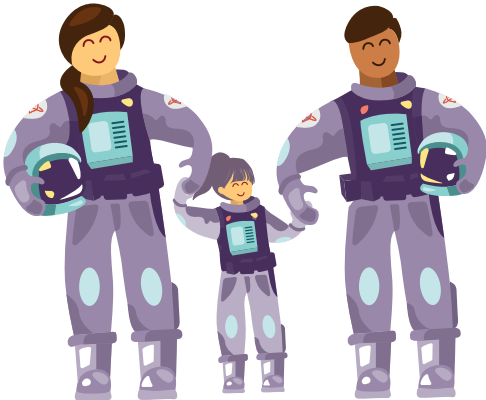
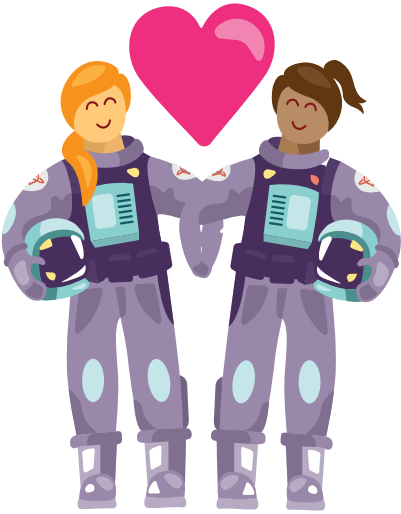
3 Sexy Feelings

- 📌 Break sexual feelings down into thoughts, body sensations and behavior. Identify that they might have:
- ★ Thoughts – think about the person a lot, you want to be around the person when you are not with them
 - ★ Behaviour – want to touch, hug or kiss the person (reinforcing students they must get consent before touching anyone)
 - ★ Body sensations – have butterflies in your tummy (these are not real butterflies, this is the fluttery feeling you get when you see someone you like a lot), feel hotter in your body, have tingling in your private body parts. Males might get an erection, or females might get wet and slippery fluid in their underwear. You might feel like touching your private parts. Remind students this can only be done in a private place (see Planet Puberty Private and Public Session Pack for lesson guides on this)

Reflection

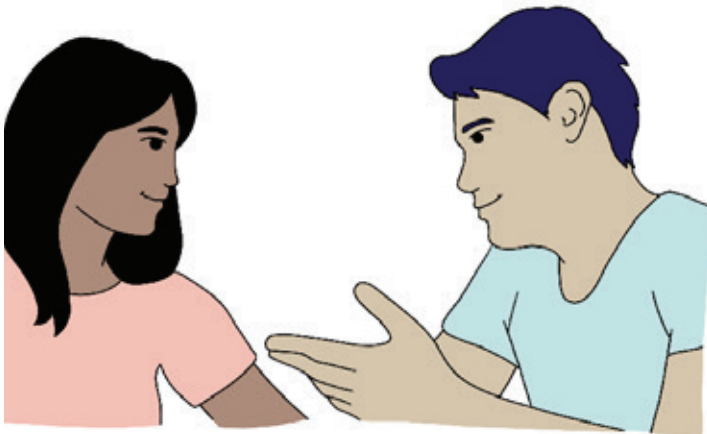
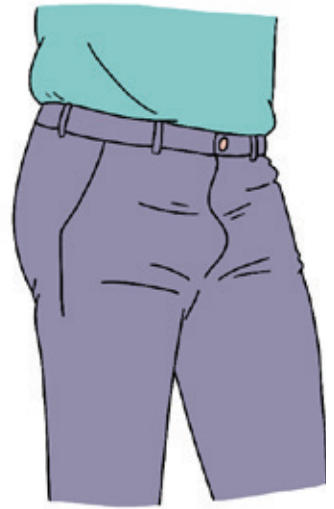
Ask students to reflect on how they might feel if they start liking someone as more than a friend. Possible answers could include feeling excited or nervous.

Planet Puberty Types of Relationships



Handout 7

Planet Puberty Sexy Feelings



DO NOT
DISTURB

Planet Puberty Who's in My Orbit?

How to use 'Who's in My Orbit'

- 1 Print out the 'Who's in My Orbit' activity sheet
- 2 Have your child place themselves on Planet Puberty by writing their name, drawing their face or sticking a photo of themselves in the centre of the activity sheet
- 3 Work with your child to identify all the different people in their life. If you have photos of those people, print them. Or your child can draw them on separate pieces of paper
- 4 Ask your child to stick the photo or drawing of each person in the orbit they belong in. Ask your child why they put that person in that orbit
- 5 If your child places a person in an orbit you don't agree with, ask them why. It is important to respect your child's choices, but sometimes you might need to explain why something is not a good choice. For example, 'The postman is a stranger and we do not hug strangers. But it is OK if you want to put grandma in the wave circle and not the hug circle'
- 6 When complete, you can stick the worksheet on your child's bedroom wall

Instructions

The 'Who's in My Orbit?' activity sheet can help you support your child to understand the types of touch that are appropriate in different relationships.

How does it work?

On the activity sheet, you will see a small planet (Planet Puberty) surrounded by different levels of circles. These circles are 'orbits'.

On Earth, the planets orbit, or go around, the sun. On Planet Puberty, we talk about the relationships that go around, or orbit, you. Every relationship or interaction in our lives belongs to one of these orbits:

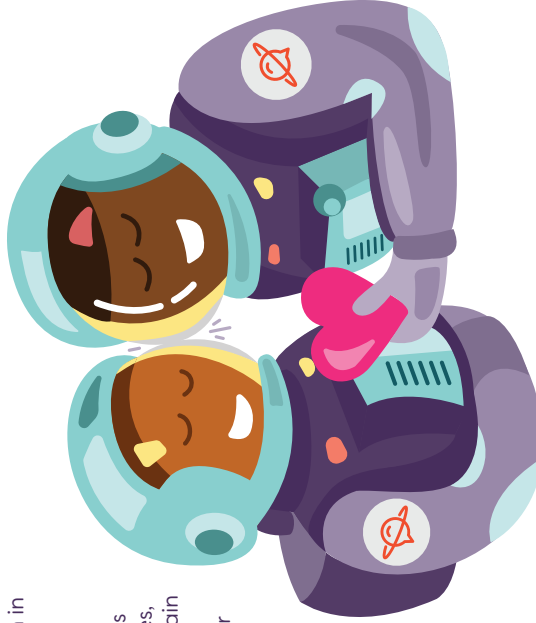
- private orbit
- kiss orbit
- hug orbit
- handshake or high-five orbit
- wave orbit
- stranger orbit

The orbits nearest to the centre are closer types of relationships or interactions. The orbits on the outside are more distant types of relationships or interactions.

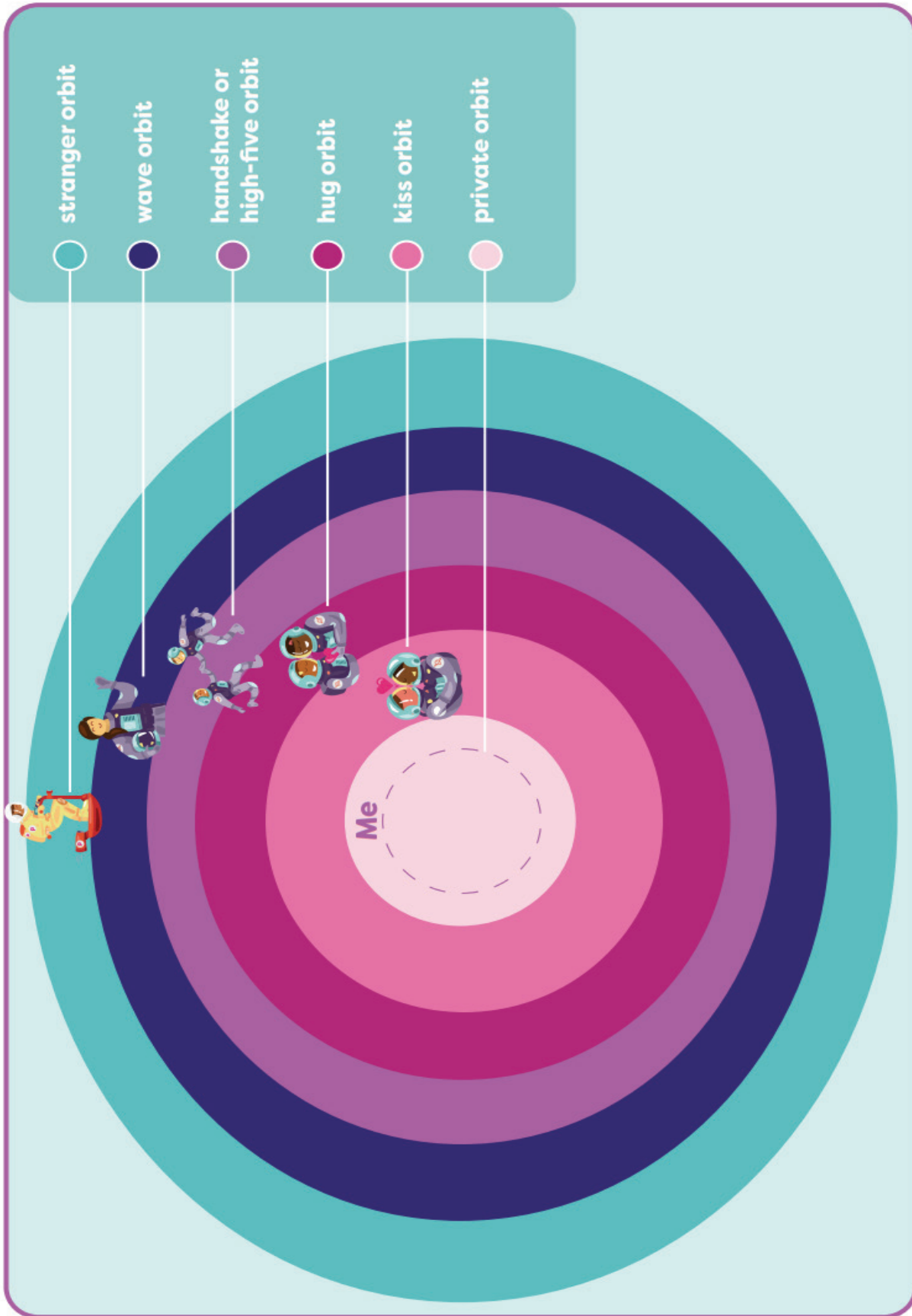
Use this activity sheet to help your child figure out the type of touch they are comfortable with in their different relationships. It will also help you to teach your child about the types of touch that are appropriate in different relationships.

When you child meets new people, they can add them to an orbit. Your child can move people between orbits if the relationship becomes closer, or the relationship ends. You can refer to the activity sheet if your child needs reminding about the type of touch that happens in relationships.

It is always important to emphasise that no matter which orbit a person belongs to, both people must always consent before any kind of touch.



3 Sexy Feelings



Lesson Details



Learning Intention

To help students understand the importance of consent in relationships and the many ways you can provide consent.



TIMING
20-25
MINS

Key messages

- › Your body is your own. People need to ask before touching your body
- › If a person touches you in a way that you don't like or that makes you feel uncomfortable, you should talk to an adult you trust
- › Always ask before you touch or hug someone and wait for them to say or sign "yes"

Teacher's note

The role play activity should be acted out with the assistance of another teacher, or a teacher's aide.

Instructions

- › Inform students that it is normal to start feeling sexy feelings, but there are rules about what you can do when you have these feelings. Specifically, around touching another person.
- › Remind students of the following from the previous lesson in the Public and Private Session Pack on consent:
 - ★ Consent is when one person agrees or gives permission to another person to do something
 - ★ One person asks for consent to do something before it happens. For example: touching any part of another person's body, touching somebody's belongings, doing activities together
 - ★ You can say 'yes' or 'no'. It is your choice
 - ★ You can change your mind later
 - ★ Tell an adult that you trust if something happens that you did not give consent to. You can always check with an adult you trust if you are not sure

4 Expressing Sexual Attraction Respectfully

- Inform students that they will be shown ways of asking for consent before touching another person and ways a person can respond, verbally or non-verbally.
- Using the prompts in the table below, teachers alternate asking and responding to consent questions to model consent before touch. You might choose to explain your body language to the class or ask them to tell you what your body language shows with each response.
- Explain that in some situations there can be exceptions to the rule of asking before touching. These can be emergency situations or to protect someone from harm, e.g., if someone is about to fall or get hit by a car.

Question	Verbal responses	Non-verbal	AAC Device
Can I touch your shoulder?	Yes	Step forward	Yes
Can I give you a hug?	No	Shake head	No
Is it ok if I use your pen?	No, I am using it	Shake head	Not + now
Do you want to come outside to play?	Let me ask mum/dad	Shrug/point in direction of parent	Ask + mum/dad
Can I hold your hand?	I don't want to	Cross arms	Don't + want

Reflection

Ask students to share other ways they can provide consent.

Lesson Details



Learning Intention

To help students understand that consent is important in relationships. A person can say yes or no to being your boyfriend or girlfriend. It is important to respect their decision.



TIMING
20-25
MINS

Key messages

- › Everyone has a right to their own feelings
- › If a person says 'no' to going on a date or spending time with you, respect that. Don't keep asking them
- › If someone asks you to be their boyfriend or girlfriend. You can choose to say 'yes' or 'no'. That person should respect your decision
- › We should try to be aware of what other people like and dislike and try not to do things which might upset them or make them feel uncomfortable
- › Always ask before you touch or hug someone and wait for them to say or sign "yes"
- › If a person touches you in a way that makes you feel, bad, feel yucky or scared you should talk to an adult you trust

Teacher's notes

The interactive social story activity can be adapted to a role play and acted out between teachers.

Resources

- › Planet Puberty 'Thumbs Up & Down/Happy & Sad' images (Handout 9)
- › 'Sexual Expression Scenario' images (to accompany scenario exploring expressions of sexual interest (Handout 10)
- › ['Accepting Rejection \(Good Example and Bad Example\)' Videos](#) (optional) Click the link and go to website. To find videos, select dating etiquette and then choose either or both 'accepting rejection (good example)' and/or 'accepting rejection (bad example)'

5 Expressing Sexual Attraction Respecting Decisions

- › AV equipment
- › Blu tack

Preparation

Print copies of the Planet Puberty 'Thumbs Up & Down/Happy & Sad' images (Handout 9) (whichever one you feel works best for your students) to display at opposite sides of the room, large enough to cater to visual impairments. Alternatively, print enough copies for each student.

Prepare both [Accepting Rejection \(Good Example and Bad Example\) Videos](#) so they are ready for viewing (optional).

Instructions

- › Explain to students: "When it comes to expressing your romantic feeling towards someone, there are some things to be mindful of. Being mindful means trying to be aware of what other people like and dislike and trying not to do things which might upset them or make them feel bad or uncomfortable."
- › "Sometimes when you like someone, they may not feel the same way you feel about them. It's ok and normal to feel sad if this happens. If someone does not like you the way that you like them, this does not mean that something is wrong with you. That person just might not be the right match for you."
- › "If someone does not feel that same way as you do, you need to respect their feelings. This means that you need to listen when they say no. Other people also need to respect you when you say "no". Remember, both people need to agree to doing something. This is called giving consent."
- › Inform students that they will be exploring appropriate and inappropriate ways to express romantic feelings towards someone.
- › You can complete this activity in one of two ways. Display the Planet Puberty 'Thumbs Up & Down/Happy & Sad' images (Handout 9) so that they are visible to all students at opposite sides of the room. Alternatively, you can hand students each a copy of the Planet Puberty 'Thumbs Up & Down/Happy & Sad' images (Handout 9).
- › Hold up the first 'Sexual Expression Scenario' images (Handout 10) images and introduce the storyline. Then read out each of the prompts below one by one and for each ask "Is Ethan showing mindful behaviour? How do you know?" Once students have identified this, follow up by asking "how do you think Ethan's actions make Lily feel?"



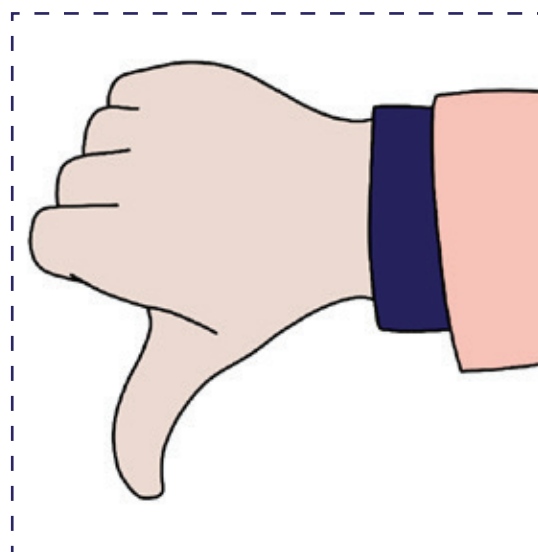
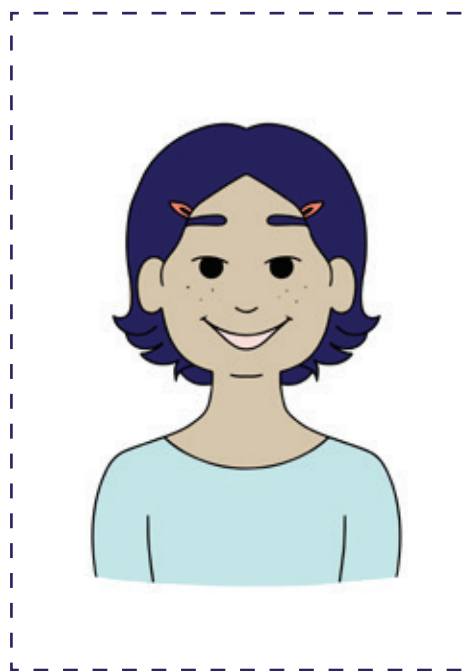
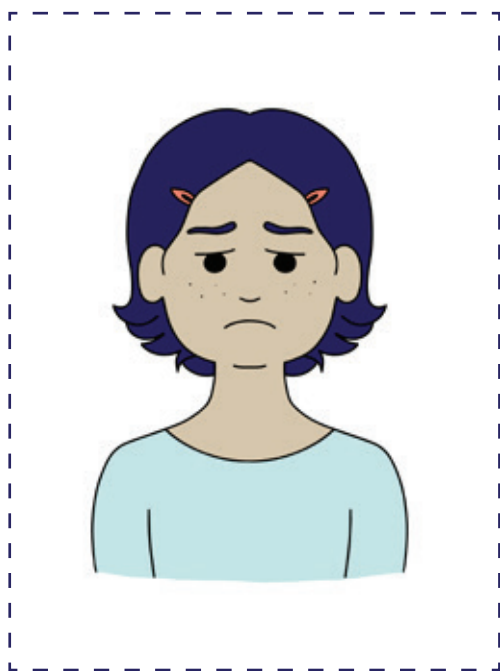
- 📌 Ask students to move to either of the Planet Puberty 'Thumbs Up/Down and/or the Happy and Sad' images (Handout 9) or ask them to hold up or point to the card they think best represents Lily's feelings.
- 📌 Alternatively, students can say, sign, or use their AAC device to communicate 'happy' or 'sad'. Your choice on activity will depend on the mobility of your students.
- 1. **(Image 1)** Storyline: Ethan and Lily sit next to each other in maths class. They often work together on class projects. Ethan starts to like Lily as more than a friend.
- 2. **(Image 2)** Ethan asks Lily if he can give her a goodbye hug at home time. Lily says yes. Ethan hugs her goodbye.
- 3. **(Image 3)** The next day at lunch, Ethan comes and sits very close to Lily. Lily moves away. Ethan moves closer again. Lily gets up and leaves.
- 4. **(Image 4)** Ethan starts to text Lily everyday after school. Lily stops answering his messages. Ethan keeps texting her.
- 5. **(Image 5)** Before maths class one day Ethan asks Lily out on a date. Lily says no thanks, she does not like him as more than a friend. Ethan keeps asking, saying it's just one date. Lily continues to say no.
- 6. **(Image 6)** Ethan feels sad Lily doesn't like him back, but he doesn't try to ask her out again. He spends time with his friends which helps him to feel better.
- 📌 Brainstorm with students' ways to appropriately deal with being turned down and things they can do to help feel better. Write responses on the whiteboard or butcher's paper.
- 📌 Conclude the lesson by recapping that when expressing romantic interest, we should always:

 - ★ Ask someone if it is ok before you touch or hug them and wait for them to say or sign "yes"
 - ★ Respect people's personal space
 - ★ Try to be mindful of how your actions might make the other person feel
 - ★ Respect when a person says "no"
- 📌 Optional reinforcement activity:

 - ★ Play the '[Accepting Rejection \(Good Example and Bad Example\)](#)' Videos. Discuss what happened in each video, each character's responses and how they might have felt during and after the interaction

Handout 9

Planet Puberty Thumbs Up & Down/Happy & Sad



Sexual Expression Scenario

1.



2.



3.



4.



5.



6.



