Let's talk about relationship changes during puberty – Guide for using this video

Videos in the series	**Let's talk about relationship changes during puberty is part of a series. Check out the other videos in the series: Let's talk about private spaces and Let's talk about consent.**
Date produced	June 2025
Video audience	These videos are aimed at tāngata whaikaha aged 13 and over.
Lesson plan audience	This series is designed to be used by adults, including caregivers, support workers, teachers and whānau who are talking with tāngata whaikaha to increase knowledge, skills, and attitudes about these topics.
Brief description of this video	Let's talk about relationship changes during puberty covers: • Relationship changes that occur during puberty • Friendships, romantic crushes, family boundaries. • Coping tools to manage big emotions • Traffic light framework for noticing behaviour and feelings • Everyone has a right to feel safe
Purpose of video and guide	This guide can be used alongside videos to: • Have guided conversations as people develop and grow • To support adults to have conversations about sexual consent, puberty changes and private spaces.
These videos were created in partnership between Sexual Wellbeing Aotearoa, NorthAble Disability Support Service and tāngata whaikaha with an intellectual disability. This guide was developed by Sexual Wellbeing Aotearoa.	

What knowledge or attitude is useful for tāngata whaikaha to have before watching this video?
• Prior kōrero or learning on relationships and sexuality topics • A willingness to talk about sexual wellbeing • A basic understanding of what puberty is • A basic understanding of healthy relationships and communication If a person does not have prior knowledge, watching the video with a trusted adult who can explain words, terms and concepts will be useful.

Visit our Resources webpage to explore other resources that can support this learning.

What existing knowledge or attitude is useful for trusted adults to have before using these videos with people?

- The points above (existing knowledge or attitude)
- Awareness of inclusive language about sexual orientation, gender diversity and sexual practices, or a willingness to be curious
- Responding to sexual harm if it is disclosed
- Information about local services and support, including sexual health services for contraceptive support
- Where people can go if they have follow-up questions

Suggested reading and resources to support trusted adults and to refer young people to for more information

Information and knowledge:

- Read our Advice pages or direct young people to them for trusted information about topics relating to sexual and reproductive health
- Visit our Useful links to external organisations webpage for a list of organisations, support services and information relating to sexual wellbeing
- Visit our information page for disabled people
- Find sexual and reproductive health services across Aotearoa New Zealand

Skill development

- Visit our website to find out more about our range of training sessions and online courses and resources
- Tips for professionals talking to rangatahi
- Tips for whānau and caregivers talking to rangatahi

Specific resources

- Use this Easy Read: Consent for Sex resource
- Find out more about Bodies, Boundaries and Being Me
- Contact our Health Promotion team to find out more about how we can help

Suggested ways to use this video

There are different ways these videos can be used:

1) They can be shared with tāngata whaikaha who are participating in a sexual wellbeing or sexual and relationship education programme. Participants can access videos and continue their learning at home, either alone or with a person to talk to about it.

2) They can be used by a trusted adult (caregiver, whānau, family) to continue learning and conversation.
3) Use this as an ongoing tool to have conversations, applying the concepts in different ways. This will increase understanding when using the concepts.

We strongly recommend that trust and rapport is established before this resource is used. Create a safe and inclusive space to have open conversations and establishing boundaries and/or a group agreement before using this video.

These videos are more effective if people are given the opportunity to have follow-up conversations, to ask questions anonymously (if in a group situation), and to reflect on what they've learnt.

TALKING POINTS BEFORE YOU START
Introduce the video
• Explain that you are going to show a 5-minute video and what the video is about • Allow anyone to leave the room or engage in a different activity if they do not wish to participate • Acknowledge that people have different levels of understanding about these topics and that is okay, this is a space to learn and ask questions • Reinforce that it's useful for everyone to know this information whether they are sexually active or not • Remind them of the group agreement and/or safe space etiquette if a group setting. • Ask if anyone has any questions before watching the video • Explain that there are some activities that you'll all do before/after the video

	Let's talk about relationship changes during puberty 4.31 minutes Resources needed: Video and audio, link to video.
Suggestions:	• Talk through the "talking points before you start" • Use the "pause points" and "prompt questions" embedded through the video to kōrero • Encourage participants to answer questions, and ask questions of their own • If you provide the answer to a question, ask another question on top (layer questions to deepen understanding) • This is just one tool to explore relationship changes during puberty – learning is an ongoing conversation.

	• Use the suggested activities from Bodies, Boundaries and Being Me after watching the video, to deepen understanding	
Pause questions and suggested answers:		
Have any of your friendships changed lately? What helped and what would you like to try?	Suggested answer	Puberty includes changes to our feelings and friendships. Even when interests change, there are still ways to connect. This might be connecting through a game, hobby, or other interest (include answers from participants here).
	Extension questions	• How did Alex use the traffic lights to think about how they are feeling? • Who could Alex talk to about how they are feeling? • What helps you when you're upset? • Who could you talk to if you are feeling lonely?
Have you ever had a crush? What did it feel like? What helped you deal with those feelings in a kind and respectful way?	Suggested answer	Feelings and crushes are normal. What you do with those feelings is up to you. You shouldn't make someone do something they don't want to. A crush can feel like different things to different people. It might be a fluttery feeling in a tummy or genitals, or something else (include ideas from participants here). Some people have crushes often, and some people don't – everyone is different. You can keep things simple with a wave and being friends. Or you might want to ask them on a date (include ideas from participants here).
	Extension questions	• If you ask a person on a date and they say no, what can you do? *(respect their decision, talk to a trusted person)* • If someone says they have a crush on you and you don't return their feelings, how can you be respectful to them *(be clear, kind and firm with your answer, talk to a trusted person)* • Who gets to decide who you have a crush on?
What privacy rules do you have at home?	Suggested answer	Everyone deserves privacy in their home and room. Different homes have different rules (include answers from participants here).
	Extension questions	• Who can you talk to about making privacy rules in your home?

		• Why is respecting other people's privacy rules important? • How might a person feel if their privacy is not respected?
Wrap-up talking points for "relationship changes during puberty", considerations:	• Reflect back to the participants what they learnt and shared. • Mirror some of the language used in the video, including: o Puberty isn't just about changes to your body like growing taller or using deodorant. It's also changes about feelings, friendships and family o When you experience powerful emotions there are coping tools you can use, like breathing exercises, talking, or listening to music. o Crushes are natural and normal o Everyone deserves privacy o Feelings can change often • Explain that people can watch this video anytime, provide a link • Use language used in the video as ongoing learning with participants	
Bodies, Boundaries and Being Me resources and activities	These activities are in the Bodies, Boundaries and Being Me programme. Anyone who works with tāngata whaikaha can access these resources, at no cost. You will need to register to access the resources. Activities that can be used alongside this video to emphasis learning include: **Puberty Timeline Card Sort.** This activity helps participants understand the varied timing and sequence of puberty changes by arranging illustrated cards. Module 2: Puberty and Physical Changes: Activity 2A: Puberty Timeline Card Sort **Hygiene Station Cue Cards.** This hands-on demonstration lets participants handle personal hygiene routines such as deodorant application, pad placement, and washing. It builds confidence in self-care skills and clarifies correct product use. Module 2: Puberty and Physical Changes: Activity 2B: Hygiene Station Cue Cards **Body-Changes Sorting Game**. This sorting game invites participants to group cards into physical, emotional, or social changes experienced during puberty. It sharpens understanding of how puberty affects multiple dimensions of life. Module 2: Puberty and Physical Changes: Activity 2C: Body-Changes Sorting Game	

	Myth-vs-Fact Quiz. This interactive quiz challenges common puberty myths and reinforces accurate information. Participants practise identifying false statements and justifying correct facts. Module 2: Puberty and Physical Changes: Activity 2D: Myth-vs-Fact Quiz **Period Product Facts and Exploration Sheet**. This fact-sheet review ensures participants know different period products and disposal practices. Module 2: Puberty and Physical Changes: Activity 2E: Period Product Facts and Exploration Sheet **Mood Journal.** This journaling exercise encourages tracking of daily emotions linked to hormonal changes. It fosters self-reflection and mind–body awareness. Module 2: Puberty and Physical Changes: Activity 2F: Mood Journal Common questions alongside clear and rights-based answers about puberty and physical changes, can be found here: Module 2: Puberty and Physical Changes: Curious Questions 1