



# Changing Relationships



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## CHANGING RELATIONSHIPS

### Summary

This unit focuses on the social and relationship changes that often occur during puberty. These activities are just the tip of the iceberg when it comes to friendships and changing relationships. Identifying the ingredients of a healthy relationship builds a foundation for developing romantic or dating relationships in the future.

This unit does not include all of the relationship-related topics young people typically explore during their elementary years. Schools can integrate the material from this unit with other educational programming offered around bullying prevention and bystander/upstander interventions, sexual harassment prevention, LGBTQ inclusiveness and safety on the Internet. Resources for additional relationship topics can be found in the Supplemental Lesson Appendix.

### Student Learning Objectives

After completing the *Changing Relationships* unit, students will:

- Describe types of relationships that can change during puberty (knowledge)
- Identify the ingredients that make up a healthy friendship (knowledge, attitudes)
- Demonstrate ways to handle challenges between friends (skills)
- Identify trusted adults they might talk to about relationships (skills)

Activities	Minutes	Materials & Preparation Checklist
A. Getting Started <i>Defining Relationships and Making a Pizza</i>	15	<input type="checkbox"/> White board and markers for brainstorm on relationships. <input type="checkbox"/> Copy the <b><i>Making a Pizza</i></b> handout or note cards.
B. The Ingredients of a Good Friend*	15-20 10-20	<input type="checkbox"/> Ball if using this activity option. <input type="checkbox"/> If using the video option: preview the video, prepare projector in advance and set up video to play. <input type="checkbox"/> White board and markers for <i>Qualities of a Friend</i> . <input type="checkbox"/> Note cards or paper for the Friendship Ad.
C. Navigating Friendships*	15-20	<input type="checkbox"/> Copy and color the traffic light cards to post on the board, or make your own. <input type="checkbox"/> Copy and cut into strips the friendship characteristics cards.
D. <i>Dear Puberty</i> : Handling Challenges between Friends	15	<input type="checkbox"/> Cut up <i>Dear Puberty</i> question slips and review educator notes.
E. Closing*	5-10	<input type="checkbox"/> Copy the <i>Me, Myself and I...and Puberty</i> handout for each student.

**Instructional time:** Times for each activity are estimates. Because of varying class times, educators may need to shorten or add activities.

\*These activities are deemed essential for meeting the learning objectives in this unit.

### Advanced Preparation for Educators:

- 2012 Boston Globe article on the way children connect with one another  
<https://www.bostonglobe.com/ideas/2012/09/01/how-kids-make-friends-and-why-matters/7ZKqGszwNq5PDmdCh1M7H/story.html>
- Scholastic article on helping your students navigate their social world  
<https://www.scholastic.com/teachers/articles/teaching-content/when-friendship-hurts/>

## Common Student Questions and Suggested Answers

*My best friend only wants to hang out with me when her new friends aren't available. What can I do?*

A: Friendships change as we get older. People we used to spend time with may not want to hang out anymore or vice versa. Tell the friend how you are feeling. Sometimes when you explain how you feel, it can help, but sometimes it doesn't. Explaining how you feel is important if you want to keep the relationship going.

A. It is normal to think about sex never, sometimes, or always—everyone is different. During puberty, your body and brain go through a lot of changes that might result in thinking about sex more than you used to. This is totally normal, and has to do with the signals hormones are sending in your body. You might find that even though your body is changing, you're not thinking about sex, and that's normal too.

*Is it normal to think about sex a lot?*

*My friend keeps wanting me to do stuff I don't want to do. How do I ask them to stop?*

A. You always have the right to say no to things you don't want to do. People should always respect your answer when you say no to something. When sexual activity is involved, it is especially important to listen when people say no or don't seem interested, even if they don't say no directly. If you feel like you can't have this conversation with them, turn to a trusted adult and ask for help. Don't assume this kind of problem will get better on its own; even if your friend stops pressuring you, they may be pressuring others too.

A. Around this time, it is completely normal to start to develop romantic and sexual feelings for people of the same or opposite sex. It can be challenging to express those feelings, especially if doing so means changing that relationship. You won't know until you talk with them. Be prepared that they might not have the same feelings for you.

*I'm starting to have romantic feelings towards my friend, but I'm afraid they don't feel the same way. What should I do?*

## ACTIVITY A: GETTING STARTED

### i. Defining Relationships

Say,

*Today, we are going to talk about how friendships and relationships may change during puberty. We sometimes call this the “social changes” of puberty.*

**Name some people you have relationships with.**

Prompts: family, friends, teammates, teachers, other adults like coaches, etc.

**How have these relationships changed as you have grown older?**

Let students brainstorm their ideas, write them down on a white board or flip chart paper.

If students struggle to come up with responses, ask them to think about a particular person, it could be a sibling, parent or friend. Now ask them to imagine how that relationship is different now compared to how it was a few years ago. *Here’s an example: You used to enjoy going to the grocery store with your parent, now you want to stay home because it’s not as cool to be grocery shopping with parents.*

Prompts: use some of these examples to spark conversation.



### Educator Note

If you have questions in the anonymous question box, take a few minutes to answer these questions before moving on with this unit. If you give students the opportunity to ask more anonymous questions, be sure to make a plan for how you will answer those questions after your puberty unit ends.

Families	Other adults such as teachers, coaches, etc.	Friends or other kids your age
<ul style="list-style-type: none"><li>• Expected to do more around the house to help out</li><li>• May argue more with parents about rules</li><li>• Have disagreements with siblings</li><li>• Want more privacy</li><li>• Want to spend more time with friends; less time with family</li></ul>	<ul style="list-style-type: none"><li>• Have higher expectations of you</li><li>• Want you take on more responsibility without making excuses</li><li>• Expect you to do more independent work</li></ul>	<ul style="list-style-type: none"><li>• Want to spend more time with friends</li><li>• More time spent connecting with friends on social media</li><li>• Make new friends through sports teams or other activities</li><li>• Grow apart from friends you have grown up with</li><li>• Try to figure out how to fit in with different social groups</li><li>• Have crushes, develop romantic interests, want to date</li></ul>

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Next say,

*Are relationships just about dating or romance? No, in fact you have all kinds of relationships, and most of them will be with people other than a romantic partner. Today we are going to focus on relationships you have with friends and other people your age.*

## ii. Making a pizza

*To help us think about what you want in a friendship and what kind of friend you want to be, we are going to begin with an activity that may seem a bit strange when talking about happy and healthy relationships. We are going to make a pizza!*

Directions:

1. Have the students divide up into pairs or small groups of 3-4.
2. Give each group a copy of the handout *Making a Pizza* or give each group a note card or paper to write down their pizza ingredients.

Tell students that the goal of the activity is to create a pizza that everyone in their group would like to eat. Take into consideration that some people are allergic or can't eat certain foods. This means that they will have to work together, by communicating and compromising, to create a pizza they can all enjoy.

Give students the following directions:

1. *You will have 3 minutes to create your pizza.*
2. *Everyone in the group needs to contribute, adding as many toppings as possible. You are not allowed to divide the pizza with different toppings on different sections.*
3. *After 3 minutes, you must have a pizza that everyone in the group agrees on.*

Have students repeat back the instructions to make sure they know what to do. (Ingredients can include sauce, cheese as well as toppings.)

Call time after 3 minutes. Have a few groups describe their pizza. Ask the groups these processing questions:

- *What was difficult about the activity?*
- *Did everyone feel that they had an equal part in creating the pizza?*
- *If you didn't, why not?*
- *What does making a pizza together and being a good friend have in common?*

Say,

*In doing this activity, you had to communicate with each other to decide what kind of pizza you would all be able to eat. In your friendships you also need to communicate what you want and don't want and find a way to compromise. In the next activities, we will look at the ingredients (or qualities) of a good friend and how to handle challenges in friendships. This unit will help you as your relationships grow and change.*



### Educator Note

This activity is an introduction to consent in relationships — a concept that will be important in dating and romantic relationships. Students practice negotiation skills in making the pizza so everyone is satisfied. As educators, we want to empower young people to make decisions and choices in their relationships.

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## ACTIVITY B: THE INGREDIENTS OF A GOOD FRIEND

Say,

*Now that we've talked about the ingredients for making a pizza, we're going to list some ingredients, or characteristics, we like in a friend.*

### i. What is a good friend?

Start out by having students do one of the following.

#### Option 1

**Stand in a circle in the room with a ball.** Tell students they will be asked to think of an ingredient or characteristic of a good friend. A ball will be tossed to them and when they receive the ball, they are to call out a characteristic and then toss it to another classmate. Tell them they can say pass and toss the ball to someone else. Challenge the class to get at least 10 or more characteristics. Once you begin the activity by tossing the ball to a student, step outside the circle and list the characteristics the students call out. If the students haven't mentioned qualities on the list below, you can add them to your list after the activity.

#### Option 2

**Show one of these optional videos:** After showing the video, ask students to list the qualities of a good friend as mentioned in the video. Add qualities from the list below, as needed.

*Kids Talk About Friends from Kidshealth.org:*

<http://kidshealth.org/en/kids/talkingabout-life.html?WT.ac=k-woar>

*Healthy vs. Unhealthy Relationships:*

<http://amaze.org/video/healthy-vs-unhealthy-relationships/>

#### Qualities of a good friend:

- \* Listen to each other
- \* Don't put each other down
- \* Care about each other/comfort each other when sad or upset
- \* Look out for each other
- \* Are loyal
- \* Trust each other
- \* Don't lie (are honest) to each other
- \* Bring up good ideas for things they can do together
- \* Don't pressure each other to do something they don't want to do
- \* Share similar interests
- \* Include each other/don't exclude each other
- \* Don't keep secrets or say things behind each other's back
- \* Help each other solve problems
- \* Respect each other's differences

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## ii. Creating an ad for a new friend

Pass out note cards or ask students to take out a piece of paper and something to write with.

Say,

*Now that you've identified some of the qualities of a good friend, you are going to pretend you just moved to a new school or town. You'd like to make some new friends, so you are going to create an advertisement that includes the qualities you would like most in a new friend.*

In writing their ad, they can include the ingredients they value in their current friendships or ingredients they wish they had. Ask them to think about the following questions when writing their advertisement.

- *What information about yourself would you share in the advertisement?*
- *What age would you like your new friend to be?*
- *What are some characteristics you would want in this new friend?*
- *Are there any interests or activities you would like to share with this new friend?*

To start them out, you can give them an example of what your friend ad would look like, or you can share the following sample:

*I am a ten-year old looking for a friend who is also in the 5<sup>th</sup> grade. I like to play video games, go fishing and eat pizza. I would like a friend who is funny, honest, and a good listener.*

Give students 5 minutes to complete their advertisement. If you have time, you can ask students if they would like to share their responses.

Ask students:

*Why is it important to know what qualities you want in a friend and what kind of friend you want to be?*

### **Finish up this activity by saying:**

*We all have characteristics we value in a friendship. There might be some qualities that certain friends have that others don't. It's important for you to know what qualities are important to you.*

In the next activity, students will learn how to navigate and resolve challenges that come up in friendships.



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## ACTIVITY C: NAVIGATING FRIENDSHIPS

Say,

*In the next activity we will explore some ways to navigate the challenges that can happen in friendships when characteristics of a good friend are missing.*

### Friendship Traffic Light Activity

Introduce the activity by saying:

*Like all relationships, friendships can impact the way we feel, think, and act. **Healthy** friendships make us feel good about ourselves, because the people involved respect, trust, and are honest with one other. Sometimes, friendships that start off feeling great can become **unhealthy**.*

*Next you will have a chance to consider some behaviors and characteristics and decide which ones you think are signs of a **healthy friendship**, ones that may be on the way to **becoming unhealthy**, and some that are signs of an **unhealthy friendship**.*

Directions:

1. Use the attached traffic lights for this activity, or make your own.
2. Color the circles red, yellow and green.
3. Hang the three circles next to each other on the board.
4. Pass out the friendship behavior cards. Create additional cards, as needed.
5. Ask students, individually or in small groups, to place the cards under the circle they feel most describes that trait or behavior.
6. After all the cards have been placed, ask if there are any cards that students feel should be moved.
7. Ask students to explain some of their choices.



### Educator Note

The most important part of this activity is the discussion around whether each scenario constitutes a healthy, unhealthy, or a warning in a friendship. When facilitating the discussion, be sure you include what to do if a friendship is becoming unhealthy.

### Process the activity

1. For the examples under the **red light** ask:

*Why might these friendship characteristics be unhealthy?* Have students identify keywords.

Possible responses:

- *Being afraid and being hurt are not signs of a healthy friendship.*
- *Being teased or made fun of all the time can make someone feel bad about themselves or their choices.*
- *It's important to spend time with family and other friends and not feel isolated.*

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Where could someone go to for help if they are in these situations?

Possible responses:

- *Parents, guardians, older siblings, other trusted adults, teachers, school nurse, guidance counselor, coaches.*

2. For the examples under the **yellow light** ask:

*What warning signs do you see in these statements?*

Possible responses:

- *It's important for friends to talk to each other and not be ignored, even if someone is having a bad day.*
- *Only having one person make the decisions or decide who to hang out with is not an equal friendship.*

*Just as in the red light friendships, you will need to weigh whether or not this friendship encourages you to have a voice and be an equal in the relationship. It's important to be yourself and not worry what your friend thinks. A friend is someone you can count on and is supportive of you.*

3. For the examples under the **green light** ask:

*What makes you believe this would be a good friendship? Have students identify key words.*

Possible responses:

- *There is support, and friends can count on each other.*
- *There is respect and trust.*
- *Someone that contributes to you being a happy person.*

4. *How could we help turn the yellow light examples closer to the green light?*

Possible answers:

- *Talk with your friend and tell them how your friendship makes you feel.*
- *You could ask for a parent or other adult for help.*
- *In the end, this is a friendship that you may decide is not a healthy, supportive friendship for you*

Conclude the activity by saying:

*Now you've had a chance to see what a healthy friendship might look like. Think about your own friendships and how to make those friendships fit under the green light. Also think about how you can be this kind of friend to others. Not every part of your friendships will always fit under the green light. Friendships take work and the important thing is to talk to each other when there are parts of your friendship that fall under the yellow or red lights.*

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## ACTIVITY D: *DEAR PUBERTY*: HANDLING CHALLENGES BETWEEN FRIENDS

Introduce the activity by saying:

*Most friendships are not great 100% of the time. Sometimes friends have to work out their differences, but other times friends have to recognize when a relationship or set of behaviors is unhealthy or harmful. Below are some new questions to the Dear Puberty online advice column from some pretend people who are dealing with the challenges that can come up in friendships.*

Directions:

1. Divide students into small groups of 2-3 (or keep them in their same groupings from the previous activity). You can have them work alone on their scenarios, then talk about them together, or read and respond as a group.

Identify the *Dear Puberty* questions that fit for your class or come up with your own if you have specific issues you would like to address.

Say,

*You will each be given one Dear Puberty scenario. After you read it, you will:*

- Discuss the person's dilemma among your team and come up with a group answer to help the person understand what they are going through.
  - Suggest how they can handle the changes they are experiencing and people or places they might go to for help.
2. Pass out *Dear Puberty* scenarios to each group and give them 5 minutes to read the question and provide a response.
  3. Have a member of each group share their question and response. Invite other students to add to the responses. Use the educator key with prompts and make sure the students identify a helpful adult who can help with each situation.

**Optional video** Watch and show the following video and ask students to reflect on their own friendships based on what they saw in the video.

*Friends Forever* from amaze.org: <http://amaze.org/?topic=healthy-relationships#popup514>

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## ACTIVITY E: CLOSING

Regardless of the order in which you delivered the units, end *Puberty Happens* with this activity. The student handout **Me, Myself and I..and Puberty** provides an opportunity for students to reflect what they have learned during the puberty unit. You can use this as an assessment of what students have learned and how they will apply it to their own puberty experiences.

Say,

*We are now at the end of our unit on puberty. Congratulations! We have learned a lot about how our bodies, minds, and hearts change as we go through puberty. For our last activity, I am giving you a worksheet. Please put your name on it and answer the statements. I will make a copy and give it back to you. You can use it to have a conversation with a parent or trusted adult or keep it for yourself.*



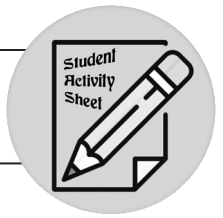
### Educator Note

Students may still have questions after the end of class. If this is your last class period devoted to puberty, you may need to make a plan for how you will answer those questions.

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## Making a Pizza

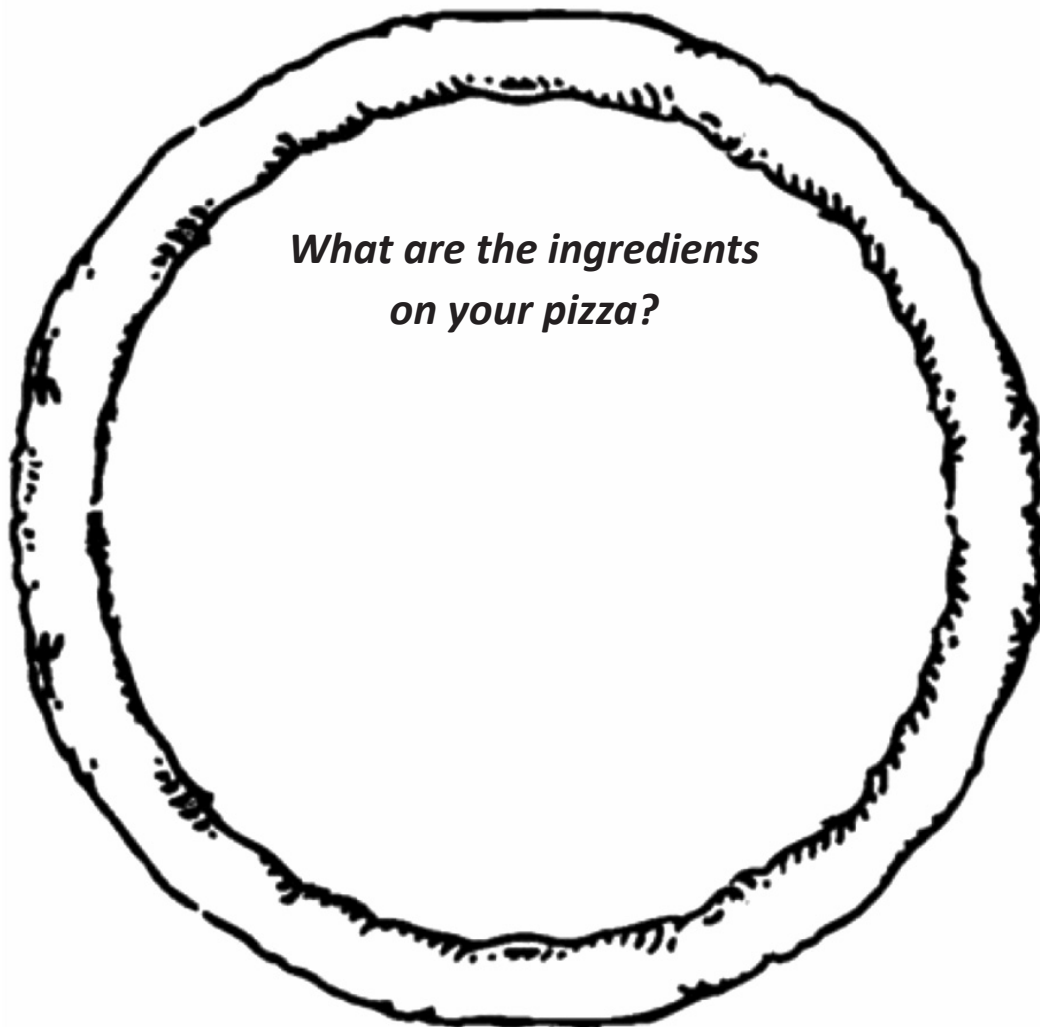
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Who are the people in your group? \_\_\_\_\_

Directions:

1. *You will have 3 minutes to create your pizza.*
2. *Everyone in the group needs to contribute, adding as many toppings as you can. You are not allowed to divide the pizza with different toppings on different sections.*
3. *After 3 minutes, you must have a pizza that everyone in the group agrees on.*



**Color the circle red for unhealthy friendship examples.**



**Color the circle yellow for warning signs in a friendship.**



**Color the circle green for healthy friendship examples.**





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**RED LIGHT FRIENDSHIP EXAMPLES** (blank strips to add your own examples)

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You're afraid of upsetting your friend because they have a bad temper.

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Your friend makes fun of you and the people you care about.

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Your friend threatens to hurt you, but they say they're just kidding.

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Your friend wants you to spend all of your time with them, and gets mad when you do things with your family or other friends.

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**YELLOW LIGHT FRIENDSHIP EXAMPLES** (blank strips to add your own examples)

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Things with this friend are hot and cold – one day you're best friends and the next day they ignore you.

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Your friend tells you not to hang out with certain people they don't get along with.

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You rarely get to decide what the two of you are going to do together— you mostly do what they want to do.

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You pretend to agree with your friend even when you really don't, because you don't want them to get upset.

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You spend time together, but you also have separate interests.

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You trust each other with personal information and know your friend won't tell others.

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You can always count on each other if you're sad or upset.

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You usually feel happy when you are with this person.

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Your friend respects your feelings and your opinions.

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## Dear Puberty Scenarios

Cut each Dear Puberty Scenario into strips to hand out to pairs or groups of students.



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### #1

Dear Puberty,

I have a crush on someone. I told my friend as a secret and then they shared it on snapchat. I am very upset with my friend.

What advice do you have?

Who might this person go to for help?

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### #2

Dear Puberty,

My friend sometimes makes fun of me for wearing a hijab, but it is really important to me as part of my culture. Sometimes they even try to pull it off. What do I do?

What advice do you have?

Who might this person go to for help?

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## Dear Puberty Scenarios

Cut each Dear Puberty Scenario into strips to hand out to pairs or groups of students.



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### #3

Dear Puberty,

I just started playing soccer and I am really close with my new teammates. My old friends are acting really jealous and get mad when I hang out with my team after practice. They've even started spreading gossip about my teammates so that I stop hanging out with them. How do I get them to stop?

What advice do you have?

Who might this person go to for help?

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### #4

Dear Puberty,

I usually like hanging out with both boys and girls but now groups are becoming more divided—the girls get together on the weekend and don't include me, and the boys only want to play sports and I don't do sports. I feel left out and don't fit in with either group any more.

What advice do you have?

Who might this person go to for help?

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## Dear Puberty Scenarios

Cut each Dear Puberty Scenario into strips to hand out to pairs or groups of students.



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### #5

Dear Puberty,

I keep asking my friend to come over to my house after school but she keeps making up excuses. I know her parents won't let her go to someone's house if no parents are there, but you'd think she'd tell them a little white lie. I am her best friend!

What advice do you have?

Who might this person go to for help?

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### #6

Dear Puberty,

I am getting some attention from a few of my classmates. They always try to talk to me and ask me what I'm doing. They message me on the weekend and ask my friends if I like them. But I'm not interested. It's getting to be too much!

What advice do you have?

Who might this person go to for help?

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## Dear Puberty Scenarios

Cut each Dear Puberty Scenario into strips to hand out to pairs or groups of students.



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### #7

Dear Puberty,

My friend is a boy that doesn't really like to do the typical boy things. Sometimes he gets called 'gay' by the other kids. I feel bad, but I don't know what to do.

What advice do you have?

Who might this person go to for help?

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### #8

Dear Puberty,

I like to tease my friend about their height—they're so much smaller than the rest of the class. Now, all of a sudden they're getting mad at me. What's the big deal?

What advice do you have?

Who might this person go to for help?

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## Dear Puberty Scenarios

Cut each Dear Puberty Scenario into strips to hand out to pairs or groups of students.



### #9

Dear Puberty,

My friend and I have a tradition of watching movies on Friday night. All of a sudden they want to do something different. I can't understand why we can't just do what we always did. Maybe they don't really care about being my friend anymore?

What advice do you have?

Who might this person go to for help?

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## Dear Puberty Scenarios – Educator Key

### #1

Dear Puberty,

I have a crush on someone. I told my friend as a secret and then they shared it on snapchat. I am very upset with my friend.

What advice do you have?

- *Explain to your friend how this made you feel.*
- *Think about the type of information you share with this friend in the future.*

Who might this person go to for help?

- *Ask a parent, guardian, older sibling or other trusted adult how you might handle talking to your friend.*

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### #2

Dear Puberty,

My friend sometimes makes fun of me for wearing a hijab, but it is really important to me as part of my culture. Sometimes they even try to pull it off. What do I do?

What advice do you have?

- *Talk with your friends and tell them how this makes you feel.*
- *Explain why wearing the hijab is important to you and what it means to wear it.*
- *Understand that true friends are respectful of one another's choices, beliefs, and values.*
- *Talk to a trusted adult if the behavior continues.*

Who might this person go to for help?

- *A teacher or other trusted adult at school might be able to talk to the whole class about the importance of cultural or religious beliefs and customs.*

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## Dear Puberty Scenarios – Educator Key

### #3

Dear Puberty,

I just started playing soccer and I am really close with my new teammates. My old friends are acting really jealous and get mad when I hang out with my team after practice. They've even started spreading gossip about my teammates so that I stop hanging out with them. How do I get them to stop?

*What advice do you have?*

- *It is normal for friend groups to shift and change during this time.*
- *Explain to your friends that it is not okay to spread rumors or gossip about people.*
- *Find opportunities to show your friends you still care about them.*
- *Maybe even find ways to hang out with your old friends and your teammates together.*

*Who might this person go to for help?*

- *Ask an older sibling, parent or trusted adult how you can negotiate your old friends with your new teammates.*

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### #4

Dear Puberty,

I usually like hanging out with both boys and girls but now groups are becoming more divided—the girls get together on the weekend and don't include me, and the boys only want to play sports and I don't do sports. I feel left out and don't fit in with either group any more.

*What advice do you have?*

- *It's normal for friend groups to change during puberty, and for certain gender roles to become more apparent.*
- *It can be challenging to feel like you don't fit into either group, but remember that you're not alone.*
- *Explore new activities and hobbies that include other people, or both girls and boys.*

*Who might this person go to for help?*

- *A parent or guardian may help to find things you can do with a group of friends that isn't sports or just separated in boy or girl groups.*

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## Dear Puberty Scenarios – Educator Key

### #5

Dear Puberty,

I keep asking my friend to come over to my house after school but she keeps making up excuses. I know her parents won't let her go to someone's house if no parents are there, but you'd think she'd tell them a little white lie. I am her best friend!

What advice do you have?

- *Friendship is all about respect, and that includes respecting your friend's choices.*
- *Understand that each family has their own beliefs and values, and it is important to respect those even if you don't agree with them.*
- *Friends don't ask friends to lie, and they don't pressure each other into uncomfortable situations.*
- *If you want to find other places or times to hang out, ask your friend what they want to do.*

Who might this person go to for help?

- *Talk to your parents about times when you can hang out with your friend, knowing they can't come to your house if no adult is at home.*

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### #6

Dear Puberty,

I am getting some attention from a few of my classmates. They always try to talk to me and ask me what I'm doing. They message me on the weekend and ask my friends if I like them. But I'm not interested. It's getting to be too much!

What advice do you have?

- *It is important for other people to respect your space and privacy.*
- *If you feel comfortable, explain to your classmates how their attention is making you feel.*
- *Although it is important to be kind and polite to everyone, you are always allowed to choose who your friends are.*

Who might this person go to for help?

- *A parent, guardian, teacher or school counselor may be able to give you some ideas on how to handle the attention and words you can use to tell others you need your space.*

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## Dear Puberty Scenarios – Educator Key

### #7

Dear Puberty,

My friend is a boy that doesn't really like to do the typical boy things. Sometimes he gets called 'gay' by the other kids. I feel bad, but I don't know what to do.

*What advice do you have?*

- *Understand that it is never okay to make fun of someone for their appearance, behaviors, or choices.*
- *People sometimes use the word 'gay' to harm or humiliate someone for not being masculine enough.*
- *This is bullying behavior, and the best thing you can do is stand up for your friend.*

*Who might this person go to for help?*

- *Let a teacher or school counselor know that this is happening to your friend and you'd like to find a way to stop others from calling him names.*

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### #8

Dear Puberty,

I like to tease my friend about their height—they're so much smaller than the rest of the class. Now, all of a sudden they're getting mad at me. What's the big deal?

*What advice do you have?*

- *Even though it might not seem like a big deal to you, comments like that can be hurtful.*
- *During puberty, everyone grows at different rates and in different ways, so it can be hard to feel like your body is different from other people.*
- *Making fun of someone for their appearance can make them feel self-conscious, and they might respond by getting angry, upset, or sad.*
- *Friends respect and support each other, so rather than teasing your friend about their appearance, find ways to boost their confidence!*

*Who might this person go to for help?*

- *Let a parent or trusted adult know how you feel. They might be able to give you advice on how to talk to your friend in ways that doesn't hurt their feelings.*

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## Dear Puberty Scenarios – Educator Key

### #9

Dear Puberty,

My friend and I have a tradition of watching movies on Friday night. All of a sudden they want to do something different. I can't understand why we can't just do what we always did. Maybe they don't really care about being my friend anymore?

What advice do you have?

- *Even though it can feel uncomfortable, it's normal for friends to want to do new things.*
- *Sometimes friendships change and people grow apart. Other times friends find new activities that they can enjoy together.*
- *Ask your friend about their feelings, and express your concerns.*
- *Give your friend a chance to show you that they care, but be open to change.*

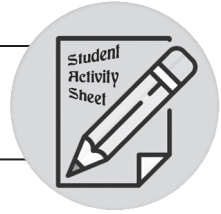
Who might this person go to for help?

- *Talk with a parent, guardian or older sibling about how to negotiate friendships as you change and grow. They've probably been through the same kind of experiences themselves.*

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## Me, Myself and I...and Puberty

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**What am I concerned about?**

**I know I can talk to these people if I have questions or just want to talk:**

**What am I excited about?**

**What was the one thing that I learned that will most help me?**

**I can take good care of myself by doing these things:**