



Healthy Friendships

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PURPOSE

This lesson focuses on foundational knowledge and skills young people need to develop and sustain healthy relationships, including setting and respecting personal boundaries, communication, and consent. Puberty is a time when many students experience changes in their friendships, and they are building awareness and skills to navigate challenges that may occur with their friends and classmates.

While the focus of the lesson is on developing healthy friendships, it will build a foundation for students as they get older, when they may start to explore romantic relationships. Learning how to communicate one's boundaries, identify consent, and respect other people's boundaries provides students with lifelong skills they will continue to develop as they form relationships in the coming years.

STUDENT LEARNING OBJECTIVES

After completing the Healthy Friendships lesson, students will:

1. Describe the characteristics of healthy and unhealthy relationships.
2. Define consent and identify personal boundaries.
3. Practice effective communication within friendship situations.

LESSON SUMMARY

Activities	Minutes	Materials and Preparation Checklist
A Opening Activity	15	<input type="checkbox"/> Choose an opening activity. <input type="checkbox"/> Copy Making a Pizza handout for each small group, or Make space for students to move for the Greeting Game and prepare music.
B Qualities of a Healthy Friendship	10	<input type="checkbox"/> Find a soft ball or object students can pass to each other safely. <input type="checkbox"/> Identify a space where they can form a circle.
C Hurtful Behaviors	10	<input type="checkbox"/> Half sheets of blank paper, one for each student. <input type="checkbox"/> An empty wastepaper basket.
D Understanding Consent & Boundaries	15	<input type="checkbox"/> Write definitions of consent and personal boundaries on the board. <input type="checkbox"/> Copy What are Your Boundaries worksheets for pairs of students.
E Dear Puberty: Handling Friendship Challenges	15	<input type="checkbox"/> Read through the Dear Puberty Scenarios. <input type="checkbox"/> Copy Dear Puberty Scenarios for small groups.
F Puberty Happens Closure and Exit Tickets	5	<input type="checkbox"/> Slips of paper or notecards for exit tickets, one per student

OPTIONAL VIDEOS FOR THIS LESSON

You may wish to introduce or supplement this lesson by using one of the following videos.

PBS Kids Talk About: Friendship (9:28 minutes) PBS KIDS asked real families with young people aged 8-11 to share what makes a good friend, what to do when someone is being a bully, and how to be a friend to others.

Teasing: Not Just Harmless Fun (2:17 minutes) This Amaze.org video shares examples of how teasing can be harmful and does not respect a person's boundaries. The video provides solutions for what someone can do if they or someone they know is being teased.

These two videos from Gloucestershire OPCC, an organization in England, can be used together.

Consent for Kids (1:35 minutes) describes consent and provides examples of what is consent and what is not. **You for I** (1:55 minutes) demonstrates how to communicate effectively when you don't agree or feel hurt in friendships.



ACTIVITY A: OPENING ACTIVITY



Before beginning the lesson, pass out slips of paper or index cards to each student. Remind students they can ask questions during class, however if they prefer not to ask their questions in class, they can use the paper or index card to ask an anonymous question. At the end of class you will collect a card from each student.

You can choose from the following two activities, or create one of your own, as an introduction to the importance of communicating and negotiating so that your students' choices are heard and valued.

Say,

Today, we are going to talk about healthy friendships, personal boundaries, and how to communicate with friends so that everyone feels valued and respected.

OPTION 1: MAKING A PIZZA

This activity uses the example of making a pizza together to introduce communication and consent. In small groups, students work together and share their individual preferences as they build a pizza that they can all agree on.

DIRECTIONS

1. Divide students up into small groups of 3 - 4.
2. Give each small group a copy of the Making a Pizza handout.
3. 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 they will have to work together by communicating and compromising to create a pizza they can all enjoy.

DIRECTIONS FOR STUDENTS

Say,

We're going to start with a small group activity. Your group's task is to create a pizza that all of you can eat and enjoy together. There are a few rules you need to follow when deciding what will go on your pizza.

1. Your pizza should have a minimum of 3 toppings.
2. You are not allowed to divide the pizza with different toppings on separate sections.
3. Take turns having each person in your group suggest a topping, one at a time.
4. After each person says their desired topping, the others will have a chance to say YES or NO to that topping.
5. After 5 minutes, you must have a pizza with at least 3 toppings that everyone in the group agrees on.

Ask the students to repeat back the instructions to check for understanding.

DEBRIEF

After the groups are done with their pizza, if you have time, ask for a volunteer from the groups to describe their pizza. Debrief the activity by asking:

1. Was making a pizza easy or difficult for your group?
2. Did everyone feel that they had an equal part in creating the pizza? If you didn't, why not?
3. What do you think making a pizza together and friendships have in common?

Possible answers:

- *Friends don't always agree on the same things, so if they want to stay friends they need to work together.*
- *It's important for friends to respect each other's needs and boundaries.*

4. Why is it important for friends to make sure that each person is heard and respected?

Possible answers:

- *Respect is an important part of a friendship, because people like to feel heard and their ideas accepted.*
- *If they always just do what one person wants, the other friends might end up feeling hurt.*

SUMMARIZE

Finish up the activity by providing the following messages:

- **In doing this activity, you had to communicate what you wanted and respect what the other people in your group wanted. If people in your group did not agree, you may have needed to compromise so that everyone could agree on the pizza toppings.**
- **You also practiced your communication skills, in asking for what you wanted on the pizza and hearing what others wanted.**

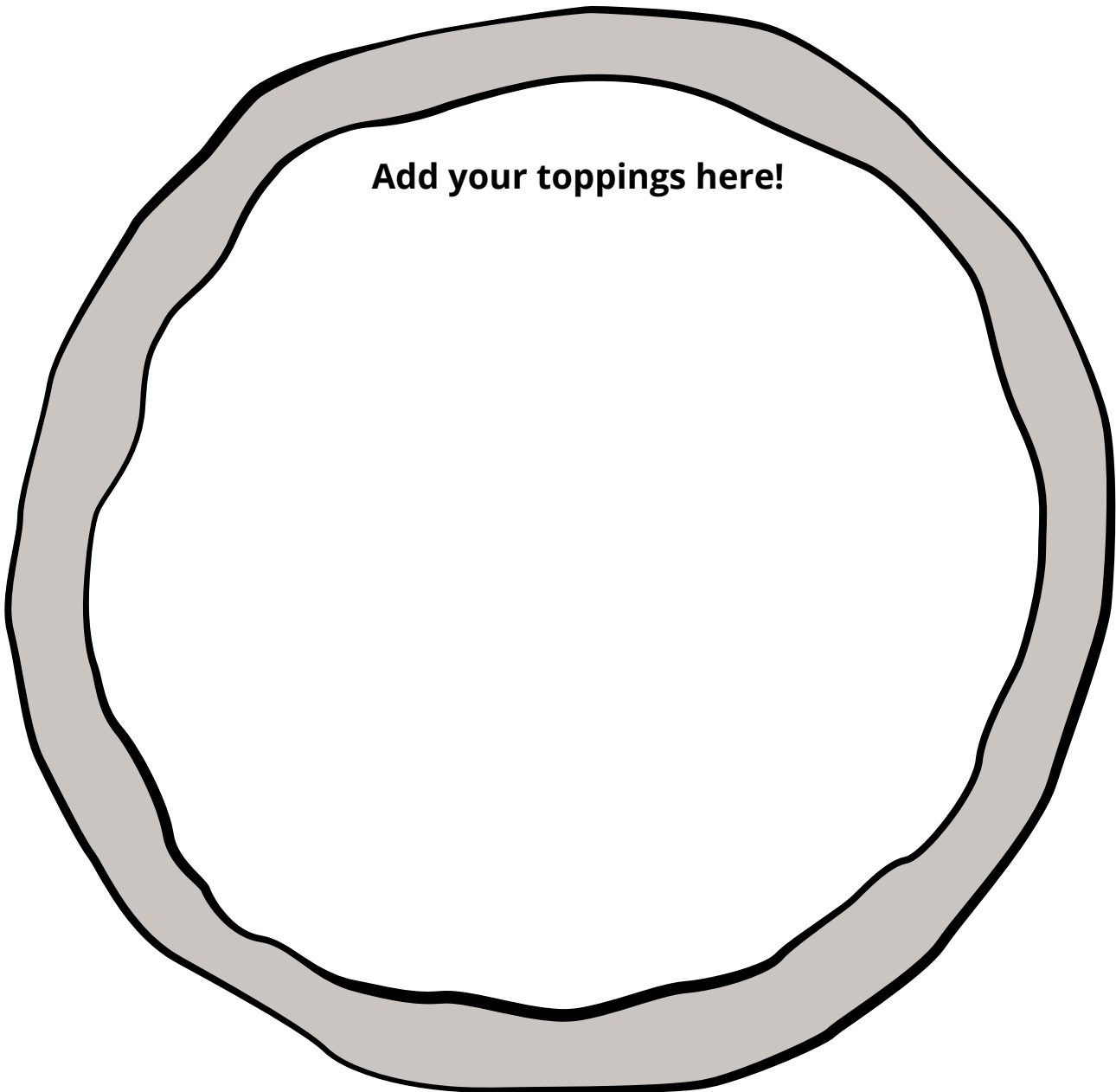
Next, we're going to talk about what makes a friendship healthy and how to communicate with friends. These are important parts of having happy, healthy friendships now and as you grow older.

MAKING A PIZZA

Who is in your group? _____

Directions:

1. Your group has 5 minutes to create your pizza.
2. Everyone in the group needs to contribute, adding as many toppings as you can.
3. You are not allowed to divide the pizza with different toppings on different sections.
4. After 5 minutes, you must have a pizza that everyone in the group agrees on.



OPTION 2: GREETING GAME

This opening activity introduces communication and consent and lets students get up and move around. Students practice and agree upon ways to greet each other. Using non-verbal forms of greetings, students can choose from 3 different types of greetings each involving different levels of touch. They will have to communicate and negotiate how to greet each other, without speaking. The goal is for students to communicate their boundaries and respect the boundaries of others.

If there are students that do not want to participate, you can ask them to be observers during this activity. They will watch the interactions and take notice of how students negotiate the greetings they will use.

DIRECTIONS

1. Prepare music to play while students are doing this activity.
2. Tell students:

We're going to start with a small group activity. You will get up and move around the room and give a greeting to your classmates. You will greet each other quietly with actions, not words.

You can choose, or ask your students to choose, 3 different kinds of greetings that they can use during the game. These choices should include different levels of touch, such as:

- a wave (no touch)
- a high five or fist bump (less touch), or
- a hug (most touch).

An important rule for this activity is that you need to AGREE on the type of greeting you will use each time you greet a different classmate. If you don't choose the same greeting type, you should use the greeting with the lowest level of touch. For example, if one person wants a hug, and the other wants a high five, they should greet each other with a high five.

Remember – you will use hand or body motions, not words, to decide on the greeting.

3. When you start playing the music, students will mingle around the room. When they meet someone face to face, they will decide how to greet each other. If they start to talk, remind them that they need to try to communicate non-verbally – without talking.
4. Check for understanding and demonstrate if needed.
5. Give students a few minutes to go around exchanging greetings, then have them sit down.
6. Quickly get some feedback from students about the activity:
 - How was that activity?
 - Was it easy or difficult to find a way to greet others?
 - Was there a time when you weren't sure what the other person wanted?
 - If yes, how did you end up figuring out how to greet each other?
7. If you used observers, ask them what they noticed around the room as their peers were greeting each other during this activity.

Say,

In doing this activity, you had to communicate what greeting you were most comfortable with, and also respect what other people wanted. In some cases you had to negotiate and reach a compromise.

DEBRIEF

Debrief the activity by asking the students the following questions.

- **What do you think this activity and friendships have in common?**

Possible answers:

- *Friends don't always agree on the same things, so if they want to stay friends they need to work together.*
- *It's important for friends to respect each other's needs and boundaries.*

- **Why is it important for friends to make sure that each person is heard and respected?**

Possible answers:

- *Respect is an important part of a friendship, because people like to feel heard, and have their ideas accepted.*
- *If they always just do what one person wants, the other friends might end up feeling hurt.*

SUMMARIZE

Finish up the activity by providing the following messages.

- **In doing this activity, you had to decide which type of greeting you were comfortable with and communicate that without talking to the other people you greeted.**
- **You also had to understand and respect the type of greeting the other people wanted. Sometimes you may have had to compromise in a way that both of you would be comfortable.**
- **You also practiced your non-verbal communication skills by not using words to show what you wanted and to respect what others wanted.**

Next, we're going to talk about what makes a friendship healthy and how to communicate with friends. These are important parts of having happy, healthy friendships now and as you grow older.



ACTIVITY B: QUALITIES OF A HEALTHY FRIENDSHIP



In this activity, you will help students come up with characteristics of a healthy friendship.

Say,

We know communication is important in a friendship. Now we are going use a ball toss activity to come up with a list of positive qualities in a friend.

DIRECTIONS

1. Students will stand in a circle in the room with a ball (or other soft object) they can throw to each other safely.
2. Ask them to think about a quality or characteristic they think is important in a friend.
3. Let them know that you will start off the game by passing the ball to someone who is ready to share. Then the ball will be tossed around the circle with each person adding another quality or characteristic of a friend.
4. Tell students that it's important to not throw the ball too hard and to be sure that the person you're throwing to is ready to catch it. If anyone doesn't want the ball, show them ways they can signal that they don't want it to be tossed to them (for example, cross their arms in front of them, or put up their hand in a 'stop' position).
5. To get the ball toss started, ask if someone in the circle is ready to share a characteristic of a friend. You may need to give them an example to start them off.
6. Once you begin the activity by tossing the ball to a student, step outside the circle and have the students continue. List the characteristics the students share on the whiteboard or easel paper.
7. Challenge the class to name 10 or more characteristics. If the students have difficulty, use the following characteristics to prompt them.
 - Listen to each other.
 - Encourage each other.
 - Care about or comfort each other when sad or upset.
 - Look out for one another (they have your back).
 - They are loyal (stick with you in good times and bad).
 - Trust each other – you can rely on them.
 - Are truthful and honest (don't lie to each other).
 - Have a good time doing things together.
 - Don't pressure each other to do something they don't want to do.
 - Share similar interests.
 - Include each other and 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.

DEBRIEF

Debrief the activity with students using the following questions.

- Was it easy to come up with the qualities you think were important in a friendship?
- Were there some qualities that you found more important than others?
- Were there some qualities that you hadn't thought about before?

SUMMARIZE

Finish up the activity by providing the following messages.

- **Knowing the qualities that you value in a friend is important. Just like it's important to think about the positive qualities you bring to your friendships.**
- **At the same time, most friendships are not perfect. We are all human and there are times when we don't always bring these healthy qualities to our friendships.**
- **It's important to communicate with our friends and try to work through the times when our friendships may not be very healthy.**



ACTIVITY C: HURTFUL BEHAVIORS



This activity follows up the characteristics of healthy friendships with students identifying some characteristics in friendships that can be harmful and unhealthy.

Say,

Now that we've shared qualities of a healthy friendship, let's think about hurtful behaviors that can happen between friends. Even in healthy relationships there can be hurtful behaviors from time to time. When that happens, it's important for friends to apologize and change the hurtful behavior so it doesn't become a pattern in the friendship.

DIRECTIONS

1. Share a short example or anecdote of a hurtful behavior.

For example, "One time I was having a really bad day and when my friend was talking to me, I called them annoying. They got mad at me and walked away. Afterwards I felt terrible."

2. Hand out a half sheet of blank paper to each student and be sure they have something to write with.
3. Instruct them to write a hurtful behavior on their paper. It might be something they have experienced or something they have seen. Share an example.

From the anecdote above, you could say "name calling."

4. While students are writing, put an empty wastebasket in front of the class.
5. After all the students have written down a hurtful behavior on their piece of paper, invite volunteers to share theirs, then crumple it up, and throw it into the wastebasket. Let students know that they also have the option to pass.

DEBRIEF

Debrief the activity with students using the following questions.

- **How does it feel when someone is hurtful in a friendship?**

Possible answers:

- *Unsafe or uncomfortable to say what you feel.*
- *The person who was hurtful might feel guilty.*
- *The person who was hurt might feel like they can't trust the other person.*

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- **What can friends do if hurtful behaviors happen?**

Possible answers:

- *Tell the person using the hurtful behavior that it is not okay.*
- *Apologize if you said or did something hurtful to someone else.*
- *Talk to a trusted adult to get support.*

SUMMARIZE

Summarize the activity by sharing the following points.

- **Now that we have tossed the hurtful behaviors in the wastebasket, let's all work hard not to say or do these hurtful behaviors.**
- **If there are hurtful behaviors in your friendships and you need support, reach out to someone on your trust team for help.**
- **By communicating with each other, people can build healthy friendships based on respect.**



ACTIVITY D: UNDERSTANDING CONSENT & BOUNDARIES



This activity defines consent and personal boundaries and explains why these are also important components in healthy friendships.

Write the terms and short definitions of consent and personal boundaries on the board or easel paper.

CONSENT: when someone gives their permission.

PERSONAL BOUNDARIES: limits for what someone is comfortable with.

Say,

In the earlier activities we did, the goal was to get everyone's permission or agreement. Another word for this agreement is consent.

When a person gives consent, they are giving permission for something. What someone consents to is often different for each person or situation. Each person has the right to give their consent or not give their consent. Everyone has the responsibility to respect other people's right to give their consent or not.

Ask,

When have you heard the term consent used?

Possible answers:

- *When a parent or guardian signs a paper allowing you to go on a field trip.*
- *When a classmate asks to borrow your pencil, and you say yes, you are giving consent, or permission for them to use it.*
- *Not having consent would be if someone takes your pencil without asking.*

Brainstorm other examples of consent, and provide possible answers if prompting is needed.

Say,

Personal boundaries are a person's own limits around what they are comfortable with or okay doing. Each person gets to set their own personal limits. That includes what things they want or do not want to do. What they are comfortable with or not comfortable with. Personal boundaries are individual to each person.

Help students brainstorm some examples. Provide possible answers if prompting is needed.

Possible boundaries:

- *Not wanting to eat certain foods you don't like or that you're allergic to.*
- *Only hugging certain people and in certain situations, or not wanting to hug at all.*
- *Not wanting to be interrupted by a friend or sibling when you're playing a video game.*

Say,

It's important to figure out what your personal boundaries are and how to communicate those to others. Since we can't read each other's minds, we need to find ways to communicate our boundaries with each other. Now we're going to practice how we can let other people know our boundaries.

DIRECTIONS

1. Have students form pairs. Give each person a What are Your Boundaries handout.
2. First, each person will write down their answers to the questions on the handout.
3. Next, they will share their responses about that boundary with the other person.
4. After they have shared in pairs, ask if anyone wants to share their responses with the large group.

DEBRIEF

As you debrief the activity, use these questions.

- **What was it like to share your own personal boundary with your classmate?**
- **Were there situations in which you had different opinions?**
- **What can you do or say to someone who doesn't respect your personal boundaries?**

Possible answers:

- *You can tell them what your personal boundaries are and why they're important to you.*
- *You can let them know that you want them to respect your boundaries, just like you will respect theirs.*

- **What can you do or say if you have not respected someone else's boundary?**

Possible answers:

- *You can apologize to the person for not respecting their boundaries.*
- *You can ask them to share why those boundaries are important to them so you can better understand how they feel.*
- *You can ask them next time, to be sure you are respecting their boundaries.*

SUMMARIZE

Summarize the activity with the key messages below.

- **It's important to think about what your boundaries are and be clear with others about your boundaries.**
- **We need to ask and respect the personal boundaries of other people.**
- **If someone doesn't respect your personal boundaries, even after you've told them, go to one of your trusted adults and ask them for help so that the behavior will stop.**

WHAT ARE YOUR BOUNDARIES?

Personal Boundary: Sharing something special of yours with a friend.

Directions:

1. Read the personal boundary above.
2. Take a few seconds to think about how you personally feel about this activity.
3. Share your personal boundaries about this activity with your partner.
4. Would you have different boundaries depending on the situation?

There are no right or wrong answers, each person has their own boundaries and limits.

1. What are your personal boundaries around sharing something special of yours with a friend?

2. Are there situations when you would feel comfortable sharing something of yours with a friend?

3. In what situations would you not share something special of yours with a friend?

WHAT ARE YOUR BOUNDARIES?

Personal Boundary: Posting pictures on social media.

Directions:

1. Read the personal boundary above.
2. Take a few seconds to think about how you personally feel about this activity.
3. Share your personal boundaries about this activity with your partner.
4. Would you have different boundaries depending on the situation?

There are no right or wrong answers, each person has their own boundaries and limits.

1. What are your personal boundaries around posting pictures on social media?

2. Are there situations when you would post pictures on social media?

3. In what situations would you not post pictures on social media?

WHAT ARE YOUR BOUNDARIES?

Personal Boundary: Sharing homework with a classmate.

Directions:

1. Read the personal boundary above.
2. Take a few seconds to think about how you personally feel about this activity.
3. Share your personal boundaries about this activity with your partner.
4. Would you have different boundaries depending on the situation?

There are no right or wrong answers, each person has their own boundaries and limits.

1. What are your personal boundaries around sharing homework with a classmate?

2. Are there situations when you would be comfortable sharing homework with a classmate?

3. In what situations would you not share homework with a classmate?



ACTIVITY E: DEAR PUBERTY: HANDLING FRIENDSHIP CHALLENGES



Wrapping up the lesson on healthy friendships, this activity provides students a chance to work in small groups to respond to specific examples of challenges that can come up in friendships.

Say,

Since friendships are not perfect 100% of the time, it is important to work out your differences and communicate your boundaries, while also respecting your friends' boundaries. You will look at some situations that pretend people your age posted online to a fake website called *Dear Puberty*. It's your job to give them advice about the challenges that can come up between friends.

DIRECTIONS

1. Divide students into small groups of 2-3. They can work individually or as a group. Then they can share their responses with others.
2. Identify the scenarios that are most relevant for your class or come up with your own if there are specific friendship challenges you would like students to address.
3. Give students these directions:

Each group will be given one scenario. After you read it, you will:

- Discuss the person's problem within your group and come up with ways to help the person handle the situation.
 - Suggest how they can address this issue with their friend(s) in the scenario.
4. Pass out a Dear Puberty scenario to each group. Give them 5 minutes to read and respond to the questions.
 5. Back in the large group, ask if any of the groups would like to share their scenario and their advice. Other students can offer additional advice if there's time. Use the Educator Key prompts as needed.

DEBRIEF

Use the following questions to process the *Dear Puberty* scenarios.

- **What is some general advice you would give people dealing with friendship challenges?**

Possible answers:

- *Remember that most friendships are not perfect.*
- *Talk with your friends if something is bothering you.*
- *Try to put yourself in their place and respect their boundaries.*

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- **What could someone do if they can't solve friendship problems on their own?**

Possible answers:

- *A family member or older sibling might be able to give advice for handling problems with friends.*
- *Talk to a teacher or school counselor if there are problems with friends at school*

SUMMARIZE

Summarize the activity with the points below.

- **As you are going through puberty, friendships can sometimes be challenging.**
- **In friendships, taking time to understand each other and work out differences is part of growing up and building healthy relationships.**



ACTIVITY F: PUBERTY HAPPENS CLOSURE & EXIT TICKET



Summarize the end of the *Puberty Happens* lessons by saying the following key messages.

Congratulations on completing the *Puberty Happens* lessons. You have now learned about the many changes that can happen to you and your classmates during puberty. You also have skills you can use to solve problems that might come up when going through these changes – whether it’s now or in the future.

Remember there are a lot of people who can help you with the changes you might go through during puberty. This could be someone at home, a relative, or trusted adults in school or in your community.

Identify specific people in your school that they can go to if they have questions or concerns that may come up after the *Puberty Happens* unit. Personalize any additional information you’d like your students to know.

DIRECTIONS

1. Say,

Now you’re going to share something you learned during these puberty lessons.

2. Pass out index cards or slips of paper to each student.

3. Ask students to respond to the following questions. You can also write these on the board.

- What was one thing you learned about puberty that you will remember?
- What was one thing you learned that was most helpful?
- If you could say something to the next group of students learning about puberty, what would it be?

DEAR PUBERTY SCENARIOS



Dear Puberty Scenario #1

Dear Puberty,

I have a crush on someone. I told my friend, as a secret, and then they shared it online. I am very upset with my friend. What should I do?

What advice do you have for this person?

What are some ways they can discuss this with their friend?

Dear Puberty Scenario #2

Dear Puberty,

In my friend group, I am the only one who wears a hijab (head covering). My family celebrates different holidays and has different traditions than my friends, which can make me feel left out. These parts of my religion and culture are important to me. I feel like my friends don't understand me, what can I do?

What advice do you have for this person?

What are some ways they can discuss this with their friends?

DEAR PUBERTY SCENARIOS



Dear Puberty Scenario #3

Dear Puberty,

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

What advice do you have for this person?

What are some ways they can discuss this with their friends?

Dear Puberty Scenario #4

Dear Puberty,

My friends and I all recently got phones. They message me all the time wanting to hang out. They get mad when I don't reply. There are so many messages and it's getting to be too much! What can I do?

What advice do you have for this person?

What are some ways they can discuss this with their friends?

DEAR PUBERTY SCENARIOS



Dear Puberty Scenario #5

Dear Puberty,

I like to tease my friend about their height since 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 for this person?

What are some ways they can discuss this with their friend?

Dear Puberty Scenario #6

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. Should I just get over it or should I talk to them?

What advice do you have for this person?

What are some ways they can discuss this with their friend?

Dear Puberty Scenario #1

Dear Puberty,

I have a crush on someone. I told my friend, as a secret, and then they shared it online. I am very upset with my friend. What should I do?

What advice do you have for this person?

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

What are some ways they can discuss this with their friend?

- Take some time to process your feelings and then write them a note or talk to them one-on-one about how it made you feel.
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Dear Puberty Scenario #2

Dear Puberty,

In my friend group, I am the only one who wears a hijab (head covering). My family celebrates different holidays and has different traditions than my friends, which can make me feel left out. These parts of my religion and culture are important to me. I feel like my friends don't understand me, what can I do?

What advice do you have for this person?

- Talk to your friends and tell them how this makes you feel.
- Explain why wearing a 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 they still feel left out.

What are some ways they can discuss this with their friends?

- Take some time to talk to a trusted adult to process your feelings. Share with your friends how you feel in a message or in-person.
 - Ask them if they want to learn more about the traditions that are important to your family.
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Dear Puberty Scenario #3

Dear Puberty,

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

What advice do you have for this person?

- 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.

What are some ways they can discuss this with their friend?

- Let them know that you want to be friends with them and your new teammates.
 - You may want to tell them in-person or through a note or online message that it is not okay and how it makes you feel.
 - Talk to a trusted adult to get ideas on how to handle this.
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Dear Puberty Scenario #4

Dear Puberty,

My friends and I all recently got phones. They message me all the time wanting to hang out. They get mad when I don't reply. There are so many messages and it's getting to be too much! What can I do?

What advice do you have for this person?

- It is important to set your own boundaries and ask friends to respect your boundaries on technology use.
- Just because you aren't always on your phone and can't reply right away doesn't mean you aren't being a good friend.
- Everyone gets to decide on their boundaries for how to use technology. You can also see if you have a "Do Not Disturb" setting on your phone to stop notifications and so your friends know when you are not responding.

What are some ways they can discuss this with their friends?

- Tell your friends about your boundaries in-person or by messaging them.
 - Try to be friendly and firm in how you communicate with them.
 - Feel confident that it is okay to have this boundary.
 - Explain why you have this boundary and ask them to respect it.
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Dear Puberty Scenario #5

Dear Puberty,

I like to tease my friend about their height since 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 for this person?

- 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. They might feel 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!

What are some ways they can discuss this with their friend?

- Try and put yourself in their shoes to understand how this makes them feel.
 - If they are upset, they clearly do not like it when you tease them. Apologize, stop teasing, and keep doing things that you both enjoy.
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Dear Puberty Scenario #6

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. Should I just get over it or should I talk to them?

What advice do you have for this person?

- 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.

What are some ways they can discuss this with their friend?

- Talk to them in-person about how you feel.
 - You may be able to each share what you want to do and come to a compromise of some Fridays watching movies and some Fridays doing something new.
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