Charleston County School District Growth and Development
5th Grade Curriculum

5th Grade Scope & Sequence			
Lesson	**Lesson Topic**	**Health-Related Skill**	**Performance Indicators**
1	Hormones and Your Body	Access Valid & Reliable Resources; Interpersonal Communication Skills	G-5.1.3 Describe the physical, emotional, and social changes that occur in puberty and adolescence (e.g., changes in voice; growth of body and facial hair; sensitivity to peer influence; mood swings).♦ G-5.3.1 Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty.♦ G-5.4.1 Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence.
2	Good Hygiene and Feeling Good About the Way You Look	Access Valid & Reliable Resources	G-4.1.4 Identify personal hygiene needs during puberty and adolescence. G-5.3.1 Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty.♦
3	Send the Message: My Body is Private	Interpersonal Communication	G-5.1.4 Define the term abstinence.♦

		Skills	G-5.4.1 Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence. G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.

Lesson 1: Hormones and Your Body	
Health-Related Skills	Access Valid & Reliable Resources; Interpersonal Communication Skills
Standard	Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007). Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007).
Learning Target	G-5.1.3 Describe the physical, emotional, and social changes that occur in puberty and adolescence (e.g., changes in voice; growth of body and facial hair; sensitivity to peer influence; mood swings).♦ G-5.3.1 Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty.♦ G-5.4.1 Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence.

District/State Adopted Textbook: The Great Body Shop	G5, B6- Growing Up, L1: Hormones and Your Body
District Approved Resources	Advocates for Youth: Making Sense of Puberty
Other Supplemental Resources	
Materials Needed	Social, Emotional and Physical Changes Activity: Graphic Organizer and Cards Ask A Trusted Adult Handout (Take-Home Activity)
Parent Playbook	What is puberty? What are some changes one may experience during puberty? What is a trusted adult? Who are the trusted adults in your life?
Lesson	**Ice Breaker** **Opening:** Who can tell us what the word puberty means? What are some things you already know about puberty? In this unit, we will be talking about puberty and adolescence. Adolescence is the stage of growth and change that happens between childhood and adulthood. Puberty marks the beginning of all of these changes. It is during puberty that your

reproductive system begins to function, you experience emotional growth, and you become more responsible for yourself and others.

As we talk about puberty, it is important to understand that not everyone starts at the same time. Just like not everyone grows at the same rate. There seem to be genetic factors that affect growth and development. Heredity plays a role in the onset of puberty, as well as the physical characteristics. In other words, just like you inherited the genes for eye color from your parents, you may begin puberty about the same time they did.

What causes puberty to start? *Signals from hormones.*
What are hormones? *Special chemicals in the body.*

Hormones are sometimes described as chemical messengers. They stimulate certain parts of the body to do their job. It is hormones that trigger puberty.

Activity 1: Social, Emotional and Physical Changes

When people think about changes that take place during puberty, they often focus on the physical changes of puberty- what our body goes through. But there are also emotional changes- ways in which we change that has to do with our feelings. There are also social changes- ways in which we change based on the people we spend the most time with. We are going to do an activity that looks at these changes.

You have been given a pie chart with "Physical, Emotional, and Social" written in their section and cards containing changes that someone might experience during puberty. Each person may or may not experience all of the changes listed on the cards. Working with your partner, sort the type of change into either the physical, emotional, or social category.

Type of Change	Change
Social	Friendships become more important Interested in dating May want to try more and riskier things May have more conflict with parents/caregivers Peer pressure increases Want more independence Taking on more responsibility at home or school Looking for new experiences
Emotional	Mood swings Might have hard time making up your mind/feel unsure a lot Anxiety and stress Intense feelings Feel "paranoid" – everyone's looking at/talking about you Concerned about appearance (looks) Feel self-conscious about how your body looks Might start thinking, "Who Am I?" – try to define yourself as a person
Physical	Acne (pimples) Grow taller Weight gain Hair texture may change Hair grows in armpits, legs

	Hair grows on face Muscle growth Skin gets oily Sweat starts to smell Voice changes

Discuss.

Physical Changes

Grow taller

- Everyone goes through puberty at different rates. This is totally normal.
- How tall you will be is determined a lot by genes – or whether your biological family members were tall or short or somewhere in between.

Weight gain

- All young people gain weight during puberty. Sometimes this is due to physical growth; sometimes this is due to an increase in fat on the body. Both are completely normal.
- Many young people try to diet to lose weight during this time – and while it's always important to eat healthy food and exercise, a lot of the weight gain during puberty is temporary and evens itself out if you maintain a healthy lifestyle.

Hair grows in armpits, legs

- For people with darker hair, this hair growth may be more apparent.
- Some people choose to shave this hair, whether it's on the face, legs, under the arms or elsewhere. There is no medical reason to shave, it is only about personal preference.

Acne (pimples)

- During puberty, your body starts producing more oil. The oil and dirt that gets trapped in the pores can lead to pimples or more widespread acne.
- Pimples can appear on the face or other parts of the body, like the back or shoulders.
- Young people of all genders experience this at some point.
- Usually, this is an occasional zit here and there; sometimes it can be more serious.
- If you get a lot of acne, talk with a parent or caregiver about seeing a dermatologist (skin doctor).

Hair texture may change

- Not everyone experiences a change in hair quality during puberty, but many people do.
- Previously straight hair will sometimes become curlier or coarser; lighter hair may darken.

Voice changes

- Voice deepening is more pronounced in boys. But kids of all genders may experience a deepening of their voice during puberty.
- Sometimes, kids' voices will deepen dramatically, going from higher to lower. Other times, there will be a transition between the two where the voice cracks. This can sound funny, but it usually makes the person feel self-conscious. The cracking is temporary, and the voice will be lower at the other end of it!

Muscle growth

- All bodies and muscles develop during puberty. Everyone is different, and so some people may be more or less muscular.

Sweat starts to smell

- Puberty is when we tend to see a big increase in how frequently kids shower or take baths. This is also when a lot of young people start using deodorant.

Closing:

What did you learn about yourself and your changing body?
What aspects of puberty are you excited about experiencing?
What aspects of puberty are you nervous about experiencing?

Distribute the "Ask a Trusted Adult" handout for students to complete as a homework assignment. Explain that students can complete this interview with any adult they trust, including a parent, grandparent, foster parent, older sibling, aunt, uncle, coach, or family friend.

A trusted adult is someone you can talk with about anything; someone you feel safe being around; someone who is a good listener; or someone who has helped you before.

Explain that this is not a graded assignment and there are no right or wrong answers; however, the activity will be discussed during the following class period.

Dedicate time to debrief this activity during the next lesson.

Lesson 2: Good Hygiene and Feeling Good About the Way You Look	
Health-Related Skills	Access Valid & Reliable Information
Standard	Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007).
Learning Target	G-4.1.4 Identify personal hygiene needs during puberty and adolescence. G-5.3.1 Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty.
District/State Adopted Textbook: The Great Body Shop	G4, B6- Be Cool, Keep Clean, L1: What is Good Hygiene? G4, B6- Be Cool, Keep Clean, L4: Looking Good, Feeling Great G5, B6- Growing Up, L3: Good Hygiene and Feeling Good About the Way You Look
District Approved Resources	
Other Supplemental Resources	
Materials Needed	The Hygiene Kit

	Hygiene Concern Cards Art Supplies (Paper, Markers)
Parent Playbook	What are some hygiene products you learned about and how do you use them? Where could one access products within the home, school, and community?
Lesson	**Opening:** Ask students to take out their "Ask A Trusted Adult" homework assignment. Yesterday we discussed physical, social, and emotional changes someone might experience when going through puberty. When interviewing your trusted adult yesterday, what was their first sign that they had started puberty? (Allow for discussion. Categorize the change as physical, social, or emotional.) According to the interview, what was difficult about puberty? What were some coping strategies they used to handle the difficult parts of puberty? What did they enjoy about puberty? **Activity 1: The Hygiene Kit** Who can tell us what the word **hygiene** means? (the conditions and practices that promote and maintain cleanliness and good health) How about **appearance**? (the way one looks and dresses) **Emotions**? (feelings on the inside of a person) Do you think there is a connection between good hygiene, your appearance, and the way you feel about yourself and others? What do you think the connection is?

There are common problems that show up during puberty. When children are faced with these problems, they may feel they are not looking their best. Sometimes these problems can make someone feel self-conscious and uncomfortable. Understanding the hygiene connection will help you look and feel your best.

Distribute one product from the "The Hygiene Kit" to each partner.

Hygiene Concern	**Products**
Body Odor	• Antiperspirant and/or Deodorant • Laundry Soap • Soap/Shower Gel • Wash Cloth
Oily Hair	• Brush & Comb • Hat • Shampoo
Acne/Pimples	• Acne Cream/Face Wash
Bad Breath	• Toothbrush, Toothpaste, and Dental Floss

Explain directions for "Find Your Match" (matching the product with the hygiene concern). Give students a few minutes to discuss their item with their partner and identify the purpose of the item.

Item	Purpose
Acne Cream/Face Wash	Some lotions and creams have ingredients/medication in them to help prevent and clear up minor acne like pimples and blackheads. Be sure to follow the directions exactly. Some people experience serious acne and can get help from a doctor who can prescribe stronger medication or cream.
Antiperspirant and/or Deodorant	Can be used in addition to daily washing of the underarms. Antiperspirant stops sweat from forming and deodorant is an absorbent odor remover. Check ingredient list for allergies or other concerns.
Brush & Comb	A comb or brush can be used to untangle, manage and style hair. Some people may choose to spend more time styling their hair, as concerns about appearance may become more important to them.
Hat	Hats are good protection from the sun's heat and damaging rays. Hats or caps can become dirty. Wash or change hats regularly to keep germs, dirt, old sweat and oil from being rubbed onto the face or hair.
Laundry Soap	Wear clean socks and underwear every day and wash clothes often. Change and wash bedding at least once every two weeks. Wash towels every three uses or at least once a week.
Shampoo	Used to wash hair to clean away oil and dirt. Some people wash their hair every day or two; some less often. Over-washing can increase oil production and irritate the scalp.

Soap/Shower Gel	A mild or unscented soap in bar or liquid form is used for showering or bathing and for washing the face twice daily. If a person doesn't shower or bathe daily, it is important to remember to wash the feet, neck/ears, armpits and private area daily. Scented, deodorant soaps can cause dry skin.
Toothbrush, Toothpaste, and Dental Floss	Brush and floss teeth at least twice a day. Also brush the tongue and inside of the cheeks. Visit the dentist once or twice a year for checkups. Do not share toothbrushes.
Wash Cloth	A clean washcloth or sponge can be used twice daily to wash the face with warm water and mild soap. Generally, no other skin care products are necessary unless advised by a doctor or parents.

Activity 2: Debrief the Activity

Ask one student to hold up their item or picture and share what they think the item has to do with puberty. Encourage them to guess if they are unsure. Encourage other members of the class to add their own ideas about the item. Add any information still missing, clarify any incorrect information and answer questions about each item, before going on to the next item.

Hygiene Concern	**Important Discussion Points**
Body Odor	Body odor may be a new problem for you as you go through puberty. During puberty, the

	sebaceous and sweat glands, located in your skin, become more active. Both may work overtime during puberty, until they regulate themselves. Sweat has no odor itself. Odor appears when the sweat mixes with bacteria on the skin. After washing, the skin smells pleasant because both the sweat and odor-causing bacteria have been washed away.
Oily Hair	Because the scalp is an extension of the skin, the overactivity of sebaceous glands affect hair too. Your hair becomes more oily more quickly during and after puberty and therefore needs to be washed more often. How often depends on you, how active you are, and the climate. Brushing your hair will help remove much of the surface dirt on your hair and distribute the oil more evenly, but shampooing is the only way to rid your hair of oil and keep it smelling fresh.
Acne/Pimples	Remember, as you go through puberty, your oil glands may produce too much oil. Too much oil can produce pimples. The oil in the skin combines with dead skin cells to form a plug that cannot escape through the pores of the skin. The plug remains just under the surface of the skin until it breaks through, erupting as a whitehead or a blackhead. A blackhead looks black simply because the oil has come into contact with the air and oxidized, turning the oil black. It is true that washing your face will rid the skin of excess surface oil. Pimples are caused by oil production underneath the skin. Washing will not affect oil production. An

	adolescent with acne has oily skin- he or she is not dirty. He or she has inherited the same type of skin as the mother or father. Acne usually goes away after a few years. If it is severe, a doctor can prescribe special medication that can be very effective.
Bad Breath	Brushing and flossing help to prevent bad breath. Good dental hygiene should be a lifelong habit. Brushing and flossing eliminates the plaque between teeth and helps prevent gum disease called gingivitis. Advanced gum disease means that the gums can no longer hold the teeth as they should and the teeth will fall out.

Activity 3: Good Hygiene Poster

Have each student design a poster that stresses the importance of proper hygiene. Posters can focus on one concern of hygiene such as body odor, bad breath, oily hair, or acne/pimples. Invite students to share their posters with the class and then display posters in the hallway for other classes to see.

Closing:

1. What part of the experience did you find challenging? Exciting? Surprising?
2. What did you learn about yourself? What did you learn about others?
3. How will the information and experiences that occurred during our time together help you to respond to real-life changes of puberty?

Lesson 3: Send the Message: My Body is Private

Health-Related Skills	Interpersonal Communication
Standard	Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007).
Learning Target	G-5.1.4 Define the term abstinence.♦ G-5.4.1 Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence. G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.
District/State Adopted Textbook: The Great Body Shop	G5, B5- Those Crazy Mixed Up Emotions, L4: Send the Message: My Body is Private G5, B6- Growing Up, L4: Growing Up with a Healthy Attitude
District Approved Resources	Advocates for Youth: Figuring Out Friendships Second Step: Grade 5, Lesson 4: The Private Parts Rule
Other Supplemental Resources	
Materials Needed	Healthy and Unhealthy Relationships Quiz Safe, Unsafe, and Confusing Touches Graphic Organizer

	Touchy Situations Scenarios Trusted Adults Handout Circles of Trust Handout
Parent Playbook	What are some characteristics of a healthy relationship? How can others positively or negatively influence your decisions or actions? What is an example of an unwanted or uncomfortable touch? What could you do if a person touched you in an unwanted, not okay or confusing way? Who are people you could go to if you needed help or if a friend needed help? Who are the trusted adults in your life and how do you get into contact with them in the case of an emergency?
Lesson	**Opening:** Today we are going to talk about healthy and unhealthy aspects of relationships and who they can talk to about them. Ask students, "What do you think of when I say the word 'relationship?'" If students respond that it means dating or romance, ask "Does a relationship always have to mean two people dating?" (No). "What are some different kinds of relationships that people can have?" (Possible answers include: friendship, romantic relationship, relationship between family members or between a child and an adult such as a parent, teacher, coach, doctor, etc.). Tell students that for this class you want to focus on relationships that children or teens might have with each other, whether friendships or dating relationships. **Activity 1: Healthy and Unhealthy Relationships Quiz** Ask students to find a partner. Hand out the quiz and discuss. Write 'true' if the description is of a healthy friendship and write 'false' if the description is of an unhealthy

friendship.

1. One person puts pressure on the other person to do something they may not want to do.
2. One person shows interest in how the other person is feeling, shares personal information, and trusts the other.
3. One person does what the other person wants so they won't get mad at them.
4. Peers always think the same way and never argue.
5. One doesn't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or swearing at them).
6. Peers support and encourage one another and stand up for each other when they are being teased or bullied.

1. TRUE/FALSE. People in healthy relationships don't insist that the other person do what they want to do. Putting pressure on someone to do something is not a sign of respect or friendship. However, the point can be made that the "something" may be for a good cause.
2. TRUE. People in healthy relationships often share personal concerns, stories, and experiences with each other that they wouldn't share with other people who may not be close friends or who they just don't know very well. They should be able to have the expectation that the other person will keep that personal information private and not tell anyone, unless they feel that keeping the secret can be harmful or dangerous to their friend, in which case they may tell a responsible adult.
3. FALSE. Healthy relationships are equal relationships, meaning both people get to have a say in what they do together. If one person gets angry because the other won't do what they want, that is not respectful and is not an equal relationship. It's okay to be annoyed with someone who doesn't want to do what you want to

do, but that doesn't mean the other person has to give in if they feel strongly about it.

4. FALSE. Disagreements are fine and perfectly healthy. It would be more unhealthy if there were never any disagreements because that might suggest that one person is getting their way all the time and the other person is giving in all the time. People in healthy relationships discuss their viewpoints and feelings together to reach a solution.
5. FALSE. People in healthy relationships should never call other people names, or tease one another with words that can be hurtful. Healthy joking around doesn't include insults, put downs or threats.
6. TRUE. It can be really difficult for someone, even a good friend, to stick up for someone who is being teased or bullied because they are afraid that they may then be bullied, too. When friends stick up for each other, however, they are less likely to be bullied. If it is impossible to stick up for them because it doesn't feel safe, it is important to find an adult to tell who can intervene. Helping a friend when they are in trouble is very important to a healthy relationship.

Activity 2:

Tell students, "It can sometimes be hard to know if you are in a healthy or unhealthy relationship. It can be confusing. As we just talked about, even people in healthy, good relationships argue and disagree. Also, they can hurt each other's feelings without meaning to. What can you do if you are having a problem or trouble with a relationship?"

Ask for student responses. These may include: Tell the other person how you feel; end the relationship; talk with someone about it. After collecting some responses, tell students you want to focus on talking with someone about it.

Activity 3: Safe, Unsafe, and Confusing Touches

	Who can tell me what private (for one person; personal) and privacy (condition of being private) means? Did you know that parts of your body are private too? This means you have the right to privacy when it comes to your body. Why is this important? (It keeps a person safe.) Let's talk about safe, unsafe, and confusing touches. Safe touches are found in healthy relationships with family and friends. They are a healthy way of expressing how we feel about someone and they make both people feel physically and emotionally safe. What are some examples of safe touches? (Safe, touches feel physically and emotionally safe. Examples include hugs from someone you trust, petting, a puppy, holding hands with a brother or sister, etc..) If a relationship is unhealthy, it may involve unsafe touches that hurt our bodies and emotions. Unsafe touches don't express the way someone may feel about you in a healthy way. What are some examples of unsafe touches? (Unsafe touches hurt our body and our emotions. They include hitting, pushing, punching, and touching private parts. Unsafe touches hurt our body and our emotions. They include hitting, pushing, punching, and touching private parts.) Unsafe touches can also be sexual touches between someone, such as an adult or teenager and a child. This kind of touching feels uncomfortable and hurts one's body and emotions. When someone is touched this way their "gut" may sound an alarm that this type of touching is not okay, and personal space has been violated. Confusing touches are just that- confusing! Confusing touches might start out feeling nice, but they confuse our feelings. For example, tickling might start out fun, but when it makes us uncomfortable, it can be confusing. Both unsafe and confusing touches can be abusive. If a touch is confusing to you it is important that you know you can tell a trusted adult who will be better able to understand and help you.

We are going to do an activity looking at different scenarios and determining whether they are safe, unsafe, or confusing touches.

Distribute the graphic organizer with "Safe, Unsafe, and Confusing Touch" header along with the "Touchy Situations" cards. Have students discuss their card with a partner, and then place each card under the title that best fits the situation outlined.

Your uncle asks you to sit on his lap at a family gathering	A friend hugs you	Your teacher gives you a kiss for doing a good job
Your bus driver tickles you	Your coach slaps your bum	A family friend shakes your hand
A family friend rubs your shoulder and back	Your cousin asks you to touch their private parts	Your parent hugs you
Your friend links arms with you	Your best friend sleeps in the same bed as you during a sleepover	Your grandmother kisses you hello
A family friend pats your head	Your doctor examines you when you are completely undressed	Your older brother tickles you
Your mother pats you on the behind	Your tutor rubs your leg during homework help	Your mother's boyfriend holds your hand

As a class, review the card placements, and make any changes. Be sure to confirm that appropriate touch depends on the student's feelings, and that it can depend on the situation whether or not touch is appropriate. Not okay or unwanted touch

is anything that makes you immediately or eventually uncomfortable. Ask students if they have ever heard of the word, "abstinence." Now that we know there are safe, unsafe and confusing touches, it is our obligation to abstain from using unsafe or confusing touches on others as well.

Private Body Parts Rule-

Private body parts are private. No one should ever:

1. Touch yours.
2. Ask to see yours.
3. Make you look at or touch anyone else's private parts.

Debrief this activity using the following questions:

1. What could you do if a person touched you in an unwanted, not okay or confusing way?
    - Tell the person you don't like it.
    - Leave the situation if possible. Sometimes resistance or leaving are not possible or safe in the moment.
    - Try to avoid being with that person.
    - Remember that the person doing the inappropriate touching (or asking for inappropriate touch) is doing something wrong, not you! You can tell someone even if the abuse is a 'secret' and even if you are afraid.
    - Speak to an adult you trust. If nothing happens, speak to another adult you trust.
    - Keep telling until you get help.
2. Who are people you could go to if you needed help or if a friend needed help?
    - See Activity 4 and 5.

Activity 4: Trusted Adults

Tell students that there are many different people they can talk with if they are having a problem in a friendship or other relationship. Sometimes people talk with other friends or classmates, but sometimes it can be really helpful to talk with a trusted adult.

Pass out the "Trusted Adults" handout. Read and review it with students, then ask students to think of a few adults in their life who they have gone to with a question or a problem or who they can imagine going to with a problem in the future.

Trusted Adults

Who is a trusted adult? A trusted adult is someone you can talk with about anything; someone you feel safe being around; someone who is a good listener; or someone who has helped you before.

What kinds of things can you tell a trusted adult about? Anything you want to; things that make you feel scared, uncomfortable, or confused; a problem you are having including a problem in a friendship or other relationship that is a problem. A trusted adult will try to help you no matter what the problem is.

What would a trusted adult do if you told them that something bad or dangerous had happened to you or you were worried that something might happen to you? A trusted adult would try to help you solve the problem, be understanding, get help, and work hard to keep you safer.

Do I only need one trusted adult in my life? Some people have one person who they talk with about any issue or problem they are facing. Some people have different trusted adults they talk to depending on what they want to talk about. It is good to be able to identify who you would talk to in different situations.

Divide the board/newsprint into three categories: Family, adult neighbors and friends, and Adult helpers in the school or community. Ask students, "What types of people could possibly be trusted adults in your life? As students brainstorm suggestions, record their answers under the appropriate columns.

Possible answers may include: Under "Family" – parents or guardians,
grandparents, older siblings or cousins, aunts and uncles; under "Adult neighbors and friends" – family friends, next door neighbor, parent of a friend; under "Adult helpers in the school or community" – teachers, principals, school nurses, police officers, doctors, clergy. Tell students to remember that the most important thing is always to go to an adult who makes them feel safe and comfortable; someone who is trustworthy. If a person they trust does something to make them feel uncomfortable or unsafe, there are always other trusted adults they can go to.

Activity 5: Circles of Trust

Flip over the worksheet and locate your Circles of Trust

Tell students that the purpose of this activity is to show that they are surrounded by adults who care about them and who can help them to solve a problem that may be too big to solve on their own. Tell students that the center circle is labeled "Me." Say, "Around you, you have your family, and each family is unique. Write the names of the people in your family you can talk with or go to if you are having a problem in a friendship or relationship, or some other problem. In the next circle is "Adult Neighbors and Friends." In this circle, write the names of the trusted adults that would fall into this category who you could go to about a friendship or relationship problem, or some other problem. The outside circle is labeled "Adult Helpers in the School and Community." These are the people who surround you when you are away from home. Write the names of people in school and the community who you could ask to discuss a relationship issue or some other problem. On the bottom of the handout, have students fill out the following statement: "If I wanted to talk with someone about a

	friendship or other relationship problem I was having, the two people from my circles of trust I would most likely go to first are:" **Closing:** Encourage students to share this activity with a trusted family member. Talk with their family about which adults they could report to about a broken Private Body Parts Rule at school, at home, and other places to go. As a reminder, Private Body Parts Rule- Private body parts are private. No one should ever: 1. Touch yours. 2. Ask to see yours. 3. Make you look at or touch anyone else's private parts.