



# **Fifth Grade Growth and Development Education**

# Schedule of Lessons

## Notes to Teacher:

Day 1, 2, and 3 will be taught in split gender groups

Day 4 will be taught in classrooms with homeroom teachers

## Day 1

Watch Overview Video (*Just Around the Corner*) and go over Ground Rules

Lesson 1: Making Sense of Puberty

## Day 2

Lesson 2: Understanding our Bodies

Lesson 3: The Menstrual Cycle

## Day 3

Lesson 4: Learning about Communicable and Noncommunicable Diseases  
Questions

## Day 4

Lesson 5: Figuring Out Friendships

Lesson 6: Being Clear With Your Friends (Gr. 5 L5)

# Ground Rules

**What are some guidelines we want to follow in order to maintain a safe classroom environment during this instruction?**

**In addition to the guidelines we just created, remember:**

- Please share the information from class with your parents.
- Do NOT share anything personal, such as someone's questions, stories, etc. with anyone else.

**Index Cards:**

- Write down questions during the lesson.
- Use appropriate terms whenever possible.
- Do not write your name on it, unless you'd like to discuss the question privately.
- All questions will be collected and answered on the follow up day.

# Lesson 1: Making Sense of Puberty

**Day 1**

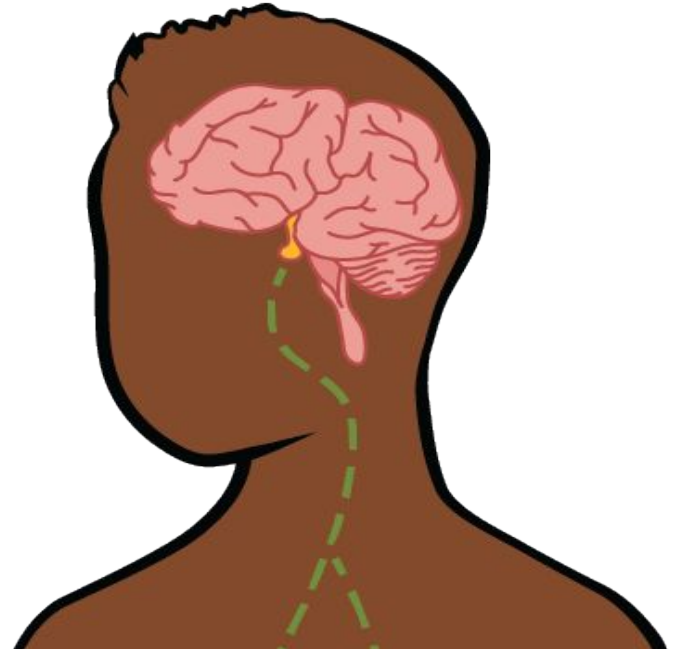
# Changes We Experience During Puberty

Let's begin with a definition of puberty.

- Puberty is defined as “the stage of physical development when sexual reproduction first becomes possible”.
- It is something everyone goes through starting at around your age and over their teen years.
- It has to do with all of the ways our bodies change to prepare us for becoming adults.
- Along with physical changes also come:
  - Drastic emotional, hormonal changes
  - Psychological changes
  - Social changes
- There is also a need to consider new ways to maintain hygiene for our changing bodies.

The **pituitary gland** is very small — only about the size of a pea!

Its job is to produce and release hormones into your body.





If your clothes from last year are too small, it's because your pituitary gland released special **hormones** that made you grow.

# Let's start with a video!

As you watch the video, think about the changes the people are experiencing and how they handle them.

Now let's do an activity that looks at these changes.

- Most people know something about the physical changes of puberty - **what our bodies go through.**
- There are also emotional changes - **ways in which we change that have 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.**



# Activity

- I'm going to divide the group into pairs. Each pair is going to receive two sheets of paper. On each sheet of paper, you will see one of the changes of puberty.
- With your partner, decide if the change is a physical, emotional, or social change of puberty.
- Once you've decided, bring your sheets to the front of the room and hang them in the appropriate column.
- We are going to review each of the changes in each category to see if we agree with where it's been placed. We will move any that we feel are misplaced.

- Most of the changes we go through during puberty are physical. It is a good idea to figure out how you can manage these changes.
- The worksheet I will distribute will give you a chance to plan what you're going to do when/if you experience these changes. You will have some time to think about your plan and write it in the designated area. Make sure that you will feel comfortable sharing what you wrote with another person in our group.
- Now share your responses with a partner. What was it like to have those conversations with another student?
- Did you notice that you had more ideas in common or were most of your answers different from one another?
- Would anyone like to share whether they had a tough time coming up with a plan for any of the items?

# Healthy Hygiene During Puberty

As our bodies change, we need to consider the ways to stay healthy and socially acceptable.

Products you may need will be demonstrated, but are also below:

Deodorant

Acne cleansers, medication

Pads, tampons

More frequent showers, more frequent shampooing

# Positive Self Image

- **Beware - don't compare!**

Comparing ourselves to others (both in life and through social media) can be problematic because everyone develops at different times.

- **Treat your body well!**

Make healthy choices about food and exercise.

- **Befriend Your Body**

Get to know and love your new body.

- **Walk tall - even if you're not!**

What people notice is how you project your feelings about yourself (ex. confidence).

# Lesson 2: Understanding Our Bodies

Day 2

# Our Bodies

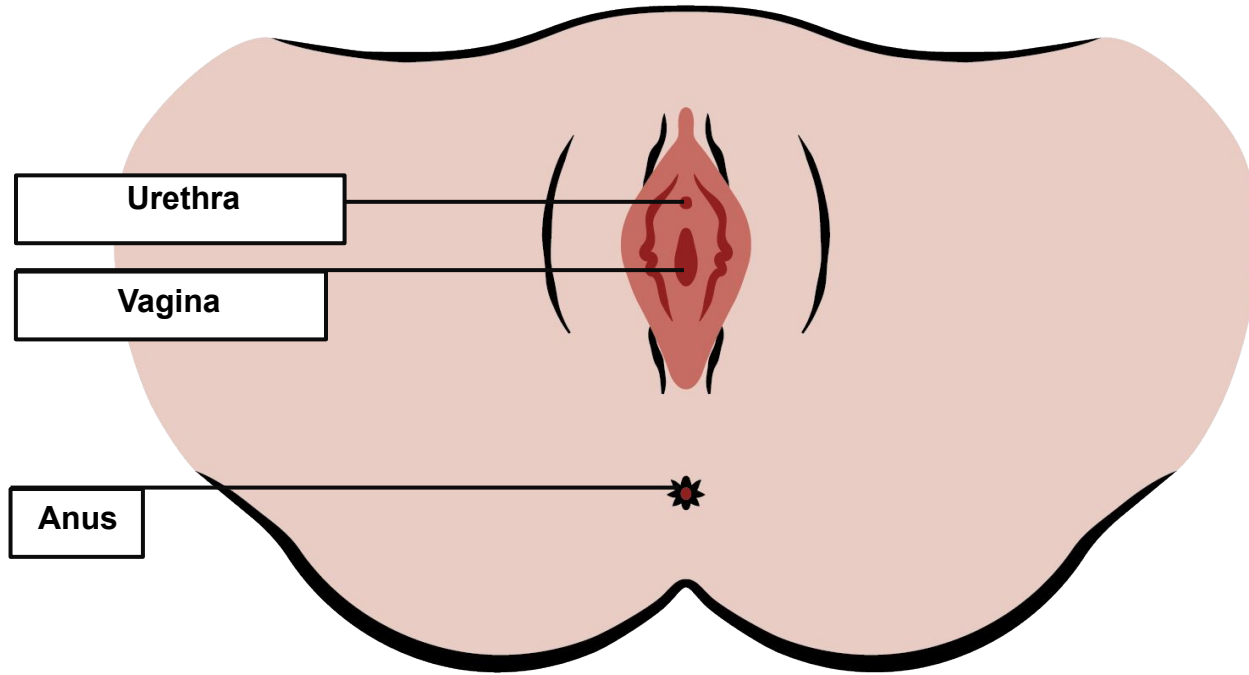
- Today we are going to talk about our bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public.
- It's important that everyone knows how their body works and how to take care of it so we can all be healthy.
- Name some body parts that most people have in common.
- While there are all these body parts that almost everyone has, there are some parts that some people have, and some that others have.
- There are some body parts that just girls have and some parts that just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called **private parts** or **genitals**.
- Today we want to make sure everyone knows the **correct names** for these parts and who has what body parts.
- You will be given a worksheet with the female and male reproductive systems. Please fill it in with the correct terms as we go through the following slides.

# Names for Female Body Parts

- When we wash our bodies and go to the doctor for a check-up, it's important to know what our body parts are and how to keep them healthy.
- **Vulva:**
  - The name for the area between the legs.
  - This includes:
    - **Urethra:** the small hole where urine or pee comes out
    - **Vagina:** the hole below the urethra that is used when a female has a baby
- **Anus:**
  - The name for the hole below the vagina where a bowel movement, or poop comes out
- So females have three holes between their legs.
- **Breasts:**
  - Girls' chests will develop into breasts when they go through puberty.
  - Breasts and nipples can be how mothers feed milk to their babies.
  - Both people and animals that are mammals can feed their babies this way.

# Diagram 3

## FEMALE ANATOMY

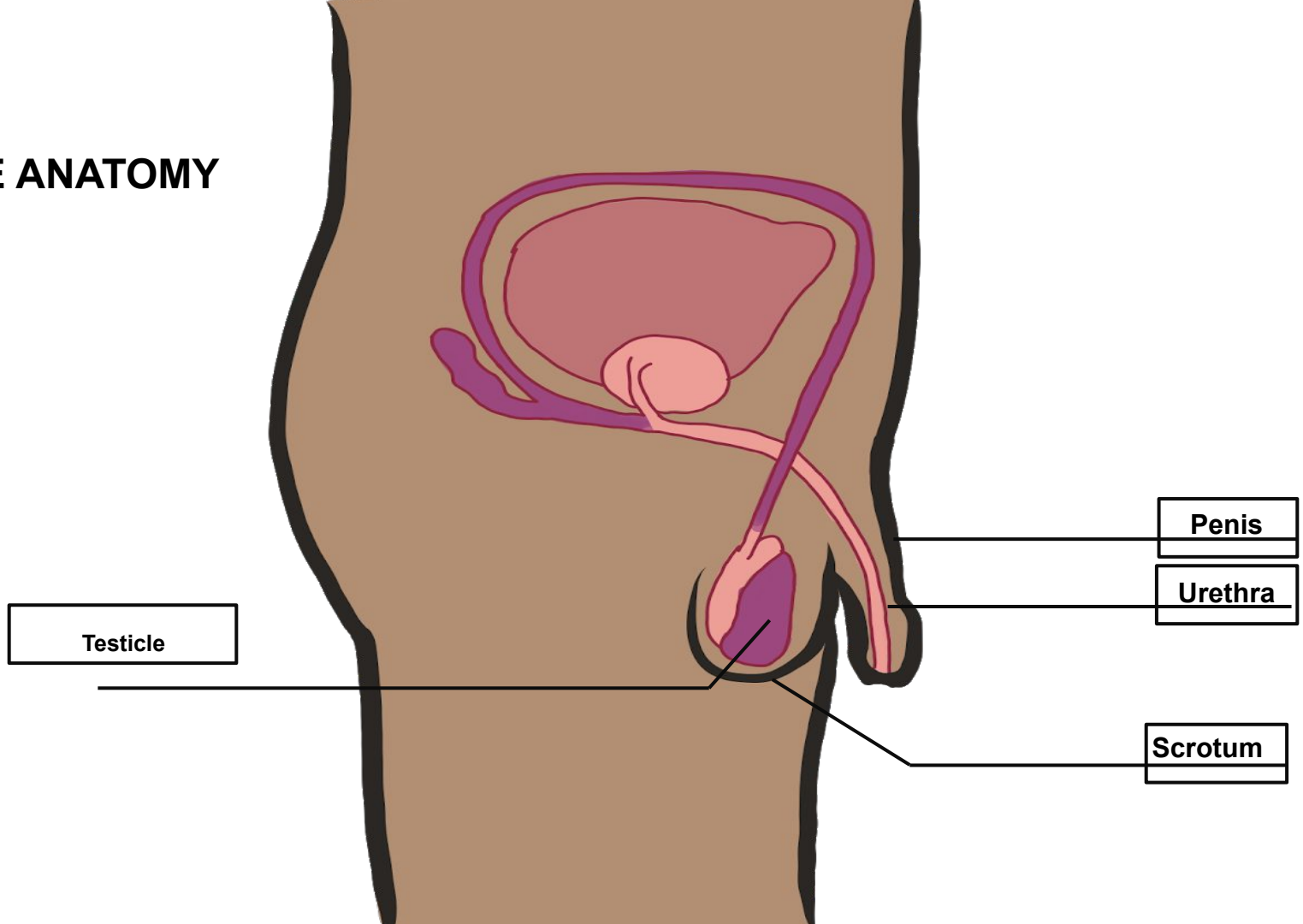




# Names for Male Body Parts

- Boys have a penis and scrotum between their legs.
  - **Penis:**  
The penis has a hole in it called a urethra where urine or pee comes out.
  - **Scrotum:**  
The scrotum is behind the penis and its job is to hold two round organs called **testicles**.  
The testicles are important for when a boy grows up and goes through puberty.
  - **Anus:**  
A hole where a bowel movement, or poop, leaves the body.
  - **Chest:**  
Boys also have nipples on their chests but they usually do not cover their nipples or chest when wearing a bathing suit.  
A boy's chest does not grow into breasts when he goes through puberty.

# MALE ANATOMY



Testicle

Penis

Urethra

Scrotum

# Let's play a game to see what you remember!

- You will be divided into four groups. Each group will select a spokesperson for their group.
- I'm going to read a question and your groups will get ten seconds to confer and come up with an answer. When you are ready, your spokesperson should come to the board and wait.
- When the spokesperson from each group is at the whiteboard, I'll say, "Go!" Each spokesperson will write the group's answer on the board.
- Each group that gets it right, will get one point. We will continue playing through the bonus round! The next person on the team becomes the new spokesperson.
- Good luck!

# In conclusion:

You may have heard different words to refer to your genitals, such as slang words referring to the penis or the vulva. Can anyone give me an example of words you have heard for these body parts?

Even if you use different names in your family for these parts, it is important to use the correct words for these body parts when talking with doctors, nurses, or trusted adults.

- Slang/inappropriate words for these parts may be offensive to people.
- People may not know what you are talking about.
- Using inappropriate words gives people an inaccurate perception of who you are as a person.

If a person's penis, vulva, or anus begin to hurt or a person is worried that something is wrong with their body, they should tell a trusted adult or the school nurse.

It's really important to use the correct words so that you can explain what you're feeling to a parent, trusted adult, a doctor, or nurse.

# Lesson 3: The Menstrual Cycle

Day 2

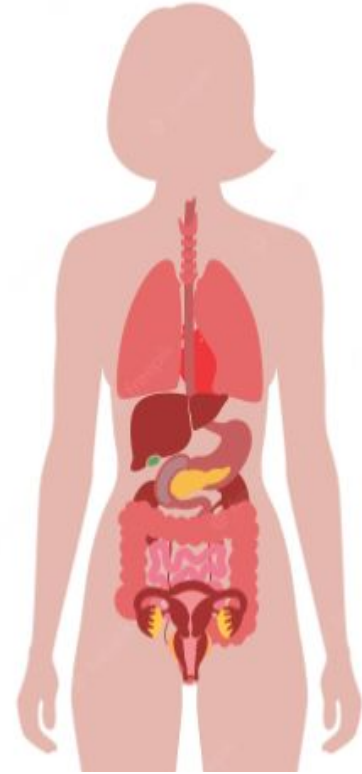
# The Menstrual Cycle

Now that you have some general definitions for key terms related to human reproduction, we are going to go through the steps of the menstrual cycle start to finish.

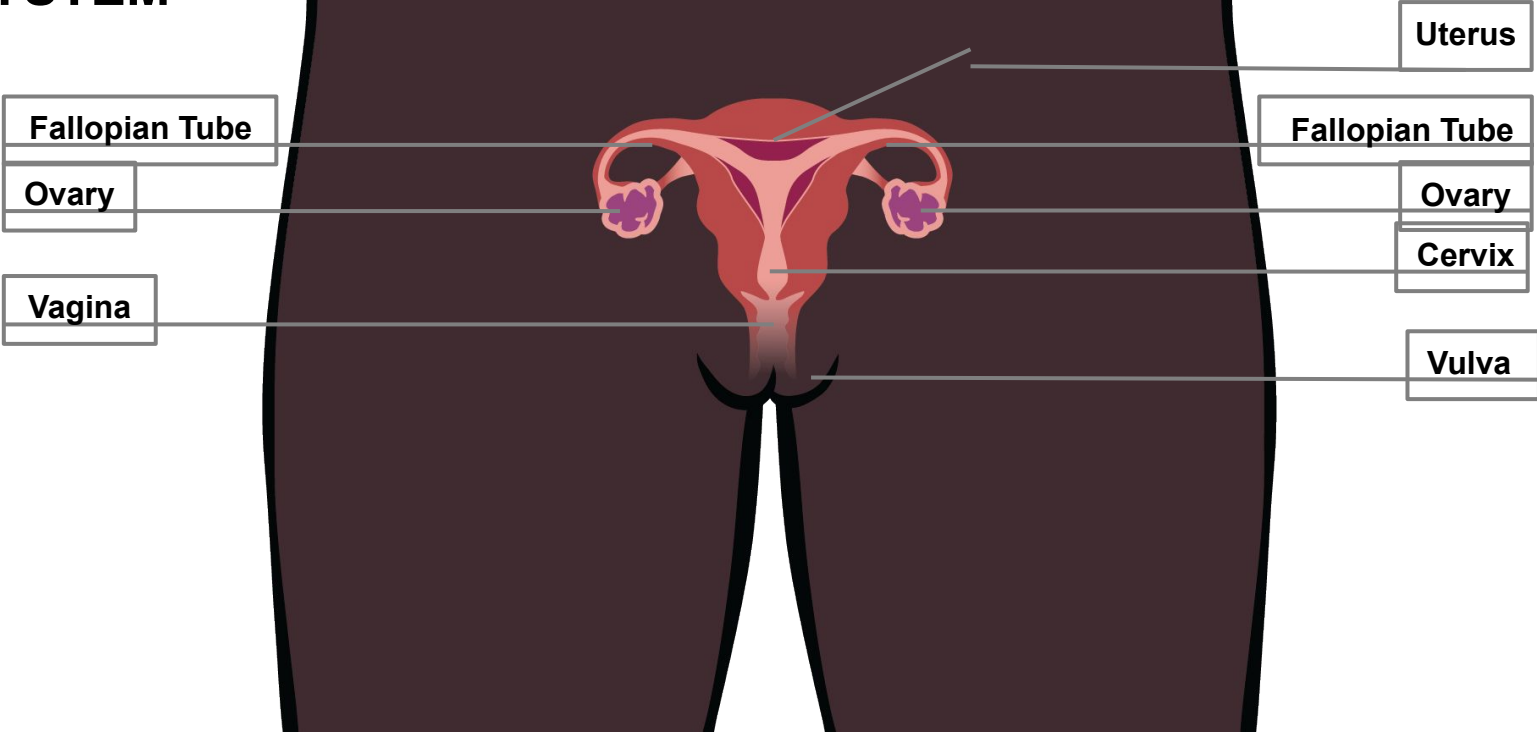
# The Menstrual Cycle

The female uterus is a hollow, pear-shaped organ located in the pelvis, between the bladder and the rectum.

It is involved in menstruation.

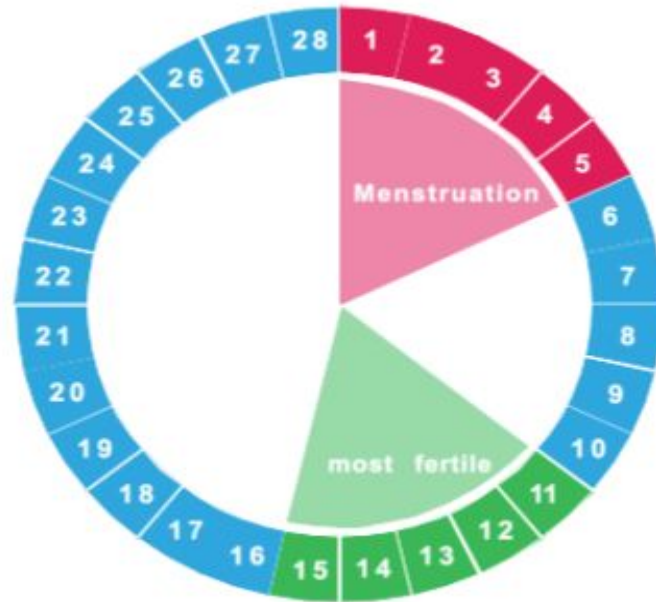


# FEMALE REPRODUCTIVE SYSTEM





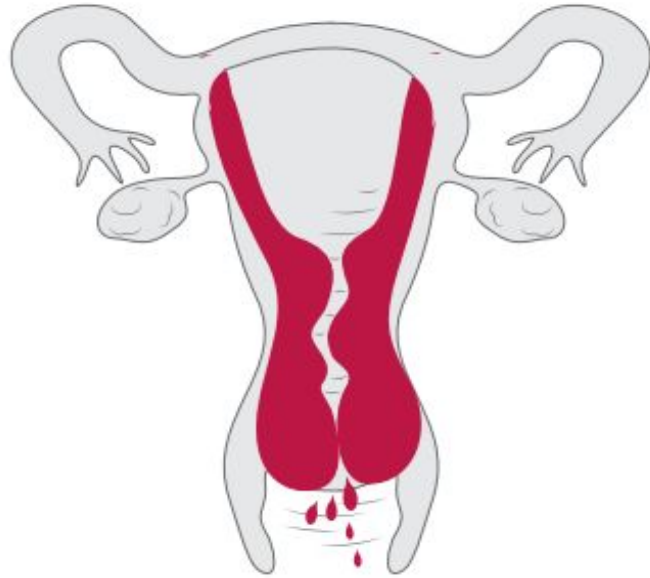
- Average menstrual cycle is about 28 days, but varies widely from person to person.
- Menstrual periods usually start between the ages of 9 - 15.



We will now look at what happens on each of the 28 days of the menstrual cycle, which is the average menstrual cycle.

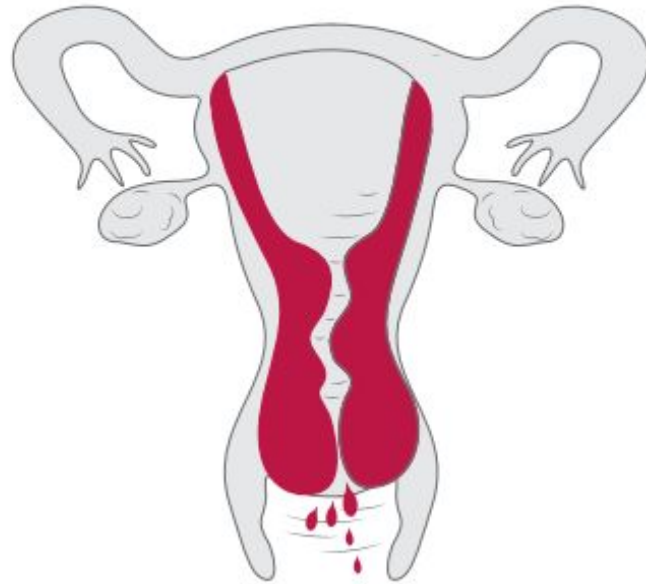
1

Menstrual period begins.



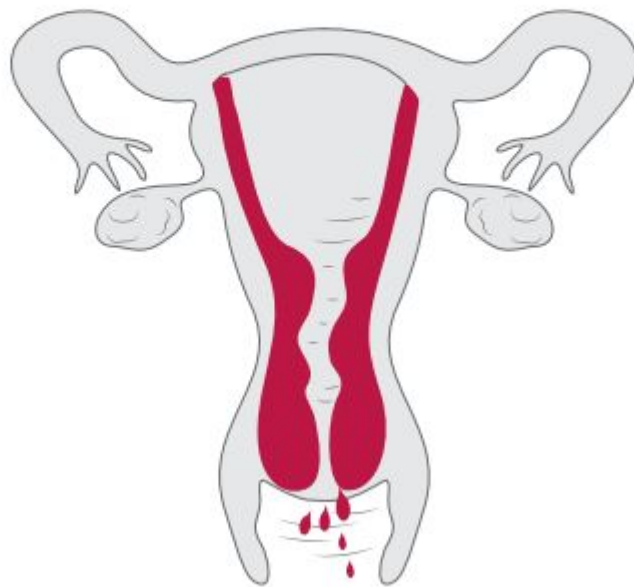
2

Menstrual period continues.



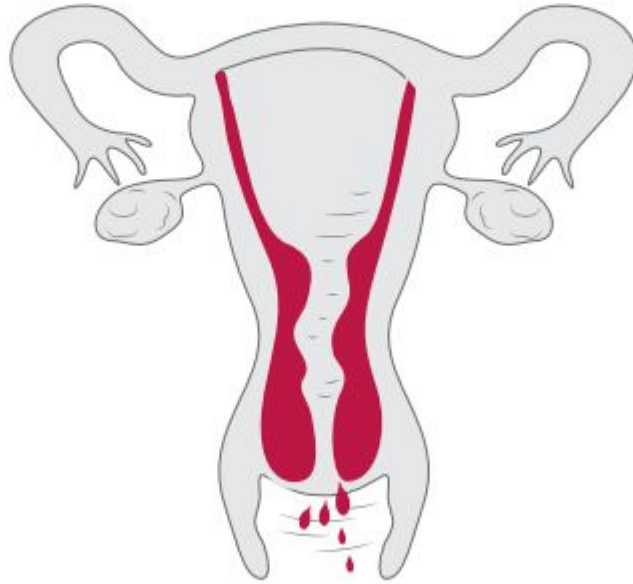
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Menstrual period continues.



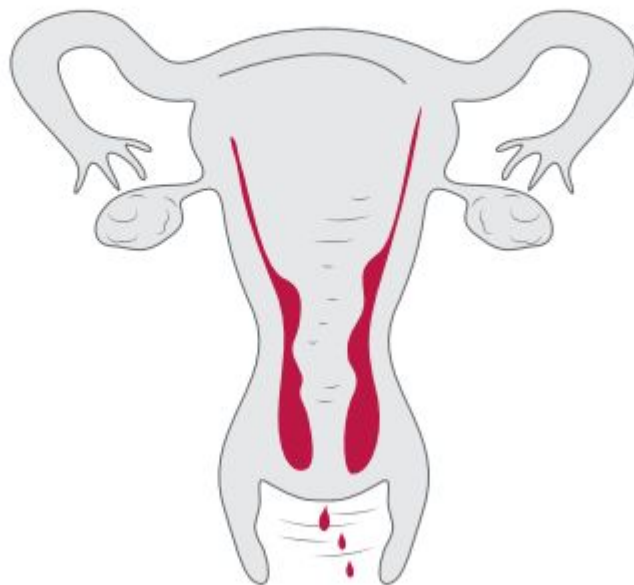
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Menstrual period likely continues.



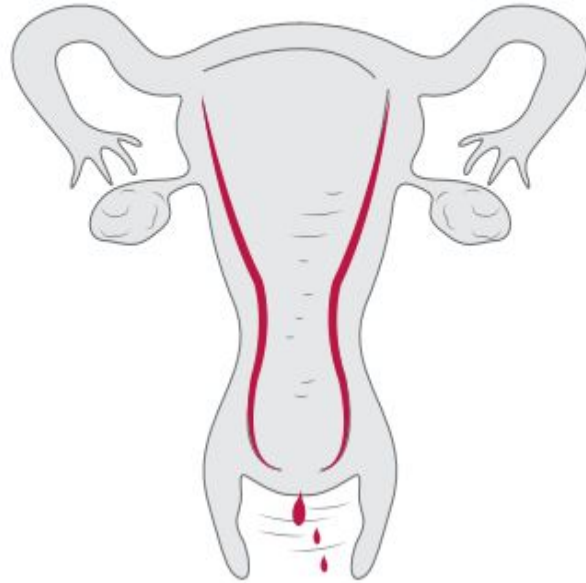
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Menstrual period may continue/may be finishing.





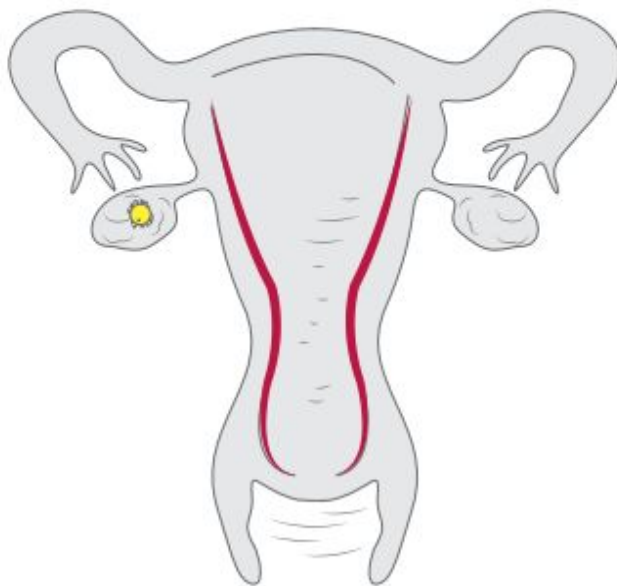
Menstrual period ending/ended and lining of uterus starting to grow again.





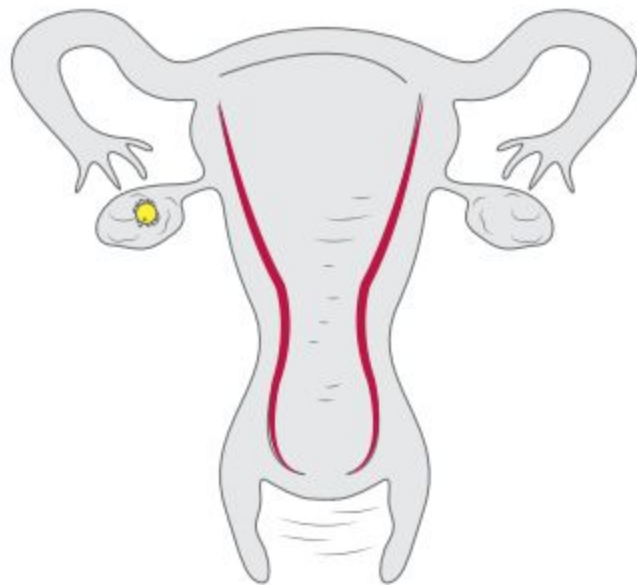


Menstrual period ending/ended and lining of uterus starting to grow again.



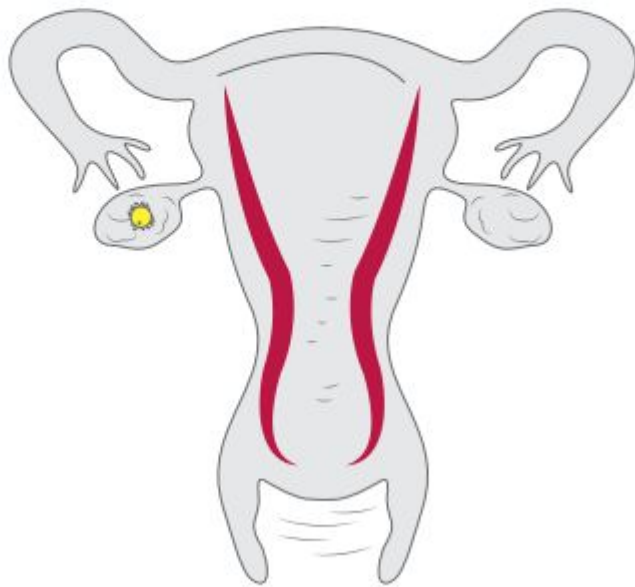
8

Lining of uterus continues to grow and one egg is preparing to be released.



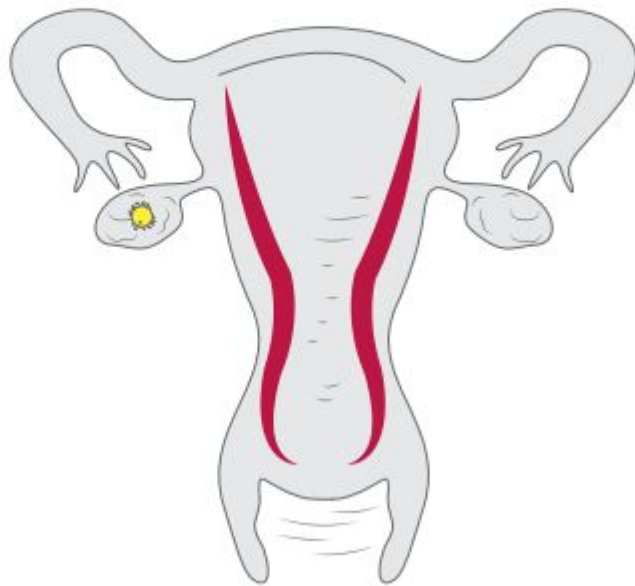
9

Lining of uterus continues to grow and one egg is preparing to be released.



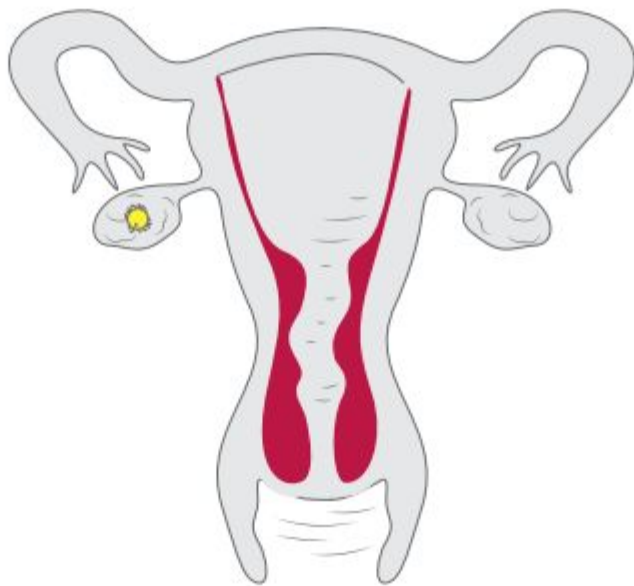
10

Lining of uterus continues to grow and one egg is preparing to be released.



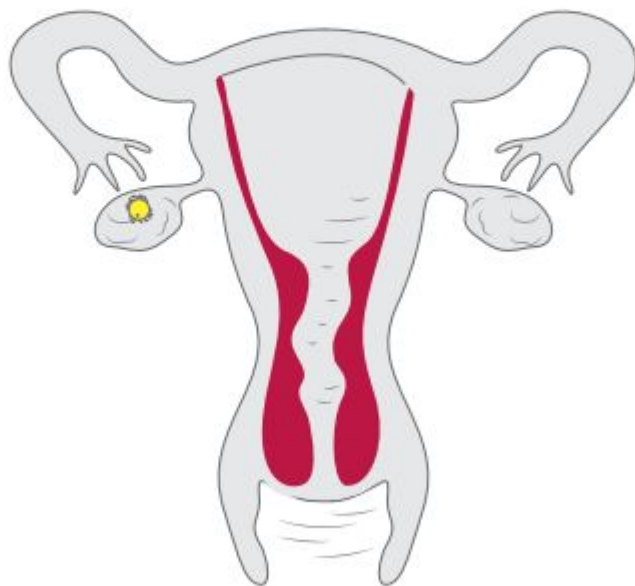
11

Lining of uterus continues to grow and one egg is preparing to be released.



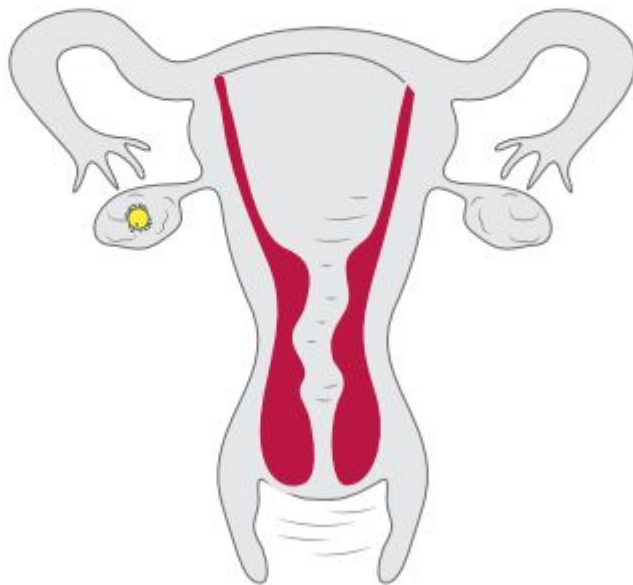
12

Lining of uterus continues to grow and one egg is preparing to be released.



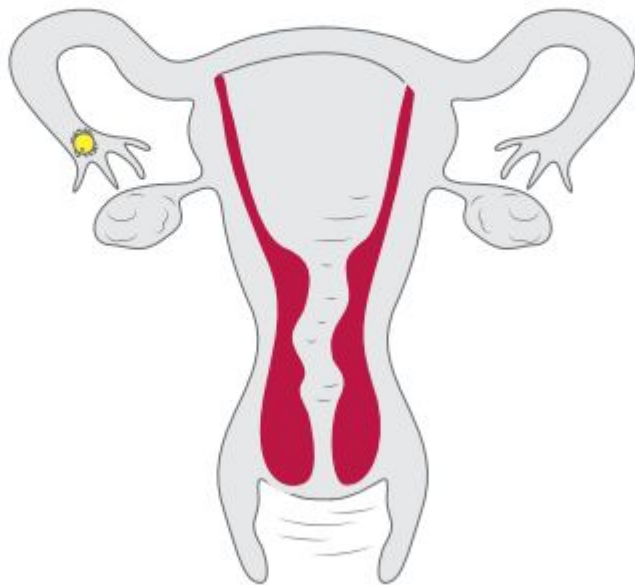
13

Lining of uterus continues to grow and one egg is preparing to be released.



14

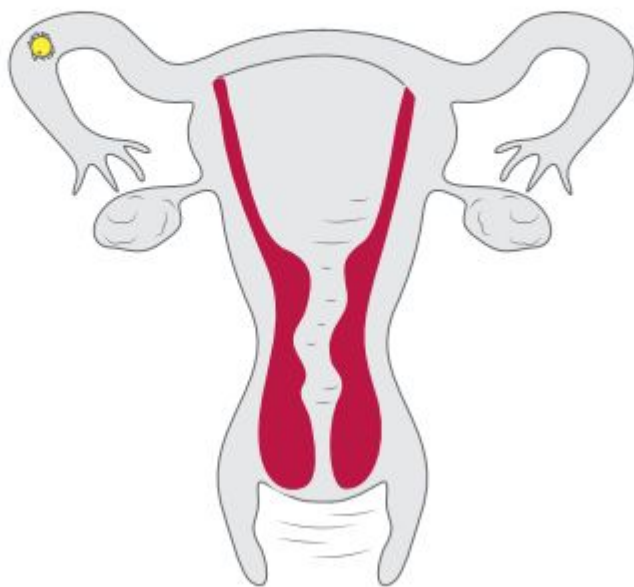
Ovulation is most likely to occur, meaning an egg is released from an ovary and starts to travel down a fallopian tube.





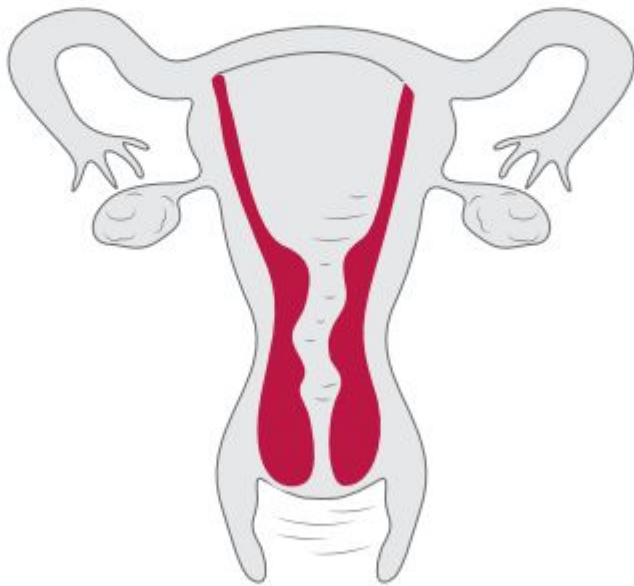
15

The egg, if it does not unite with a sperm by the end of Day 15, will dissolve and no longer be viable.



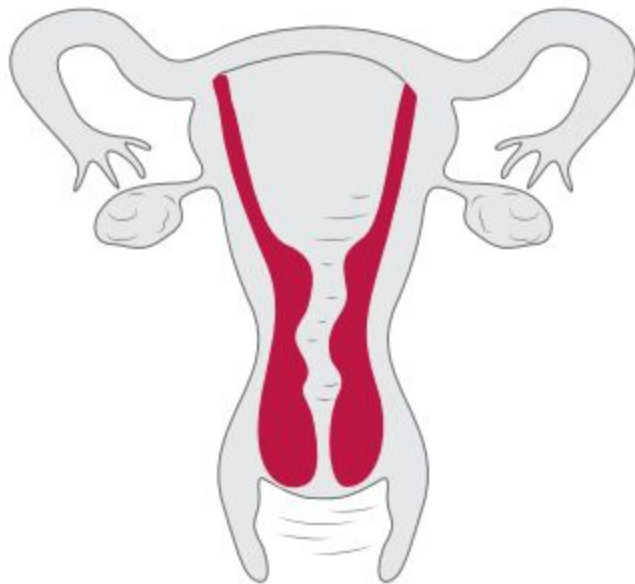
16

The egg has dissolved and will leave the body during the menstrual period.



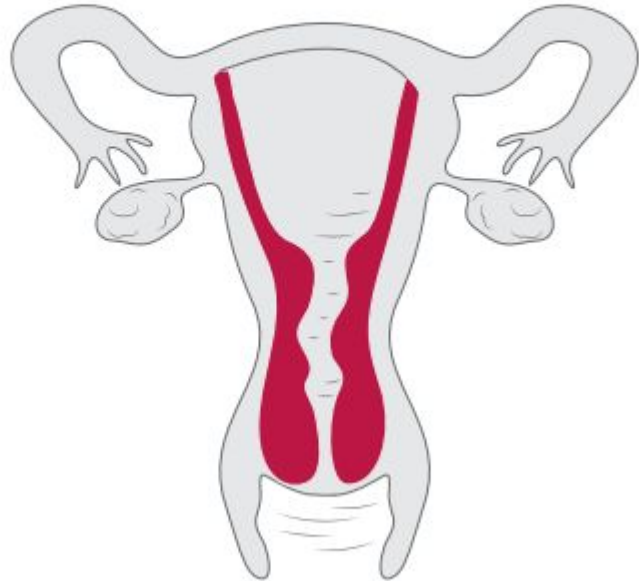
17

Lining of uterus continues to grow,  
just in case it's needed.



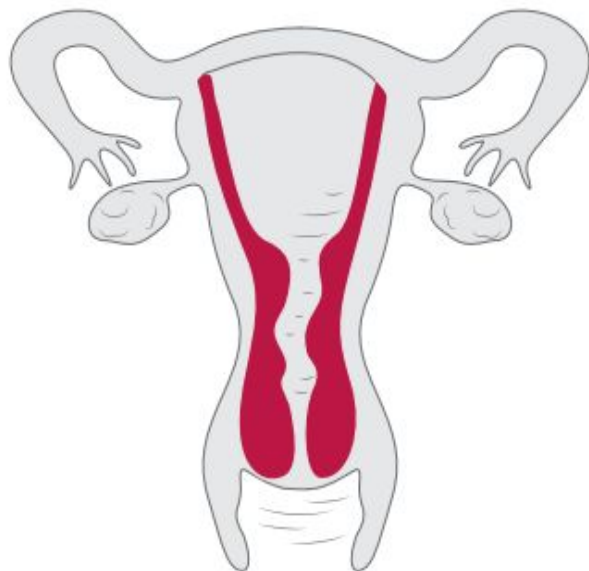
18

Lining of uterus continues to grow,  
just in case it's needed.



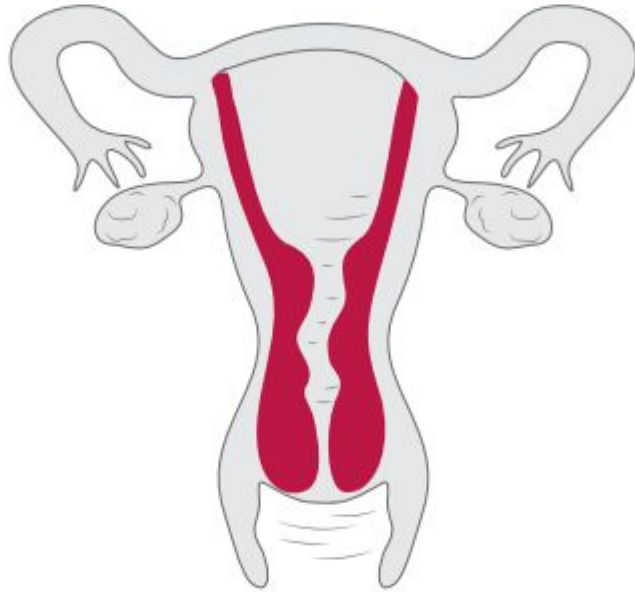
19

Lining of uterus continues to grow,  
just in case it's needed.



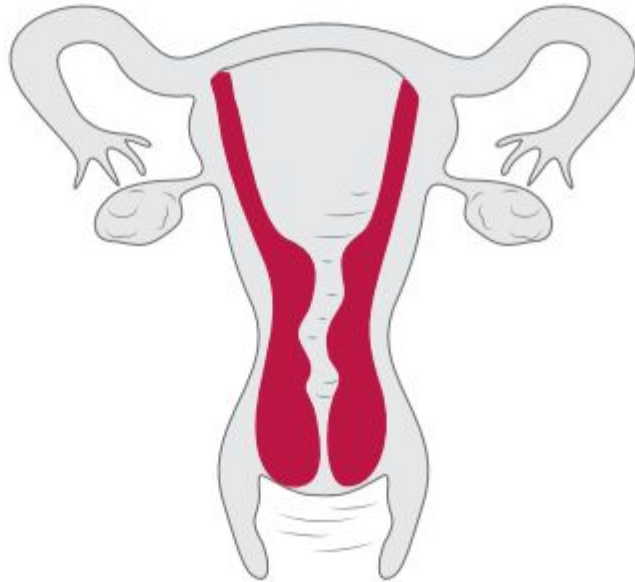
20

Lining of uterus continues to grow,  
just in case it's needed.



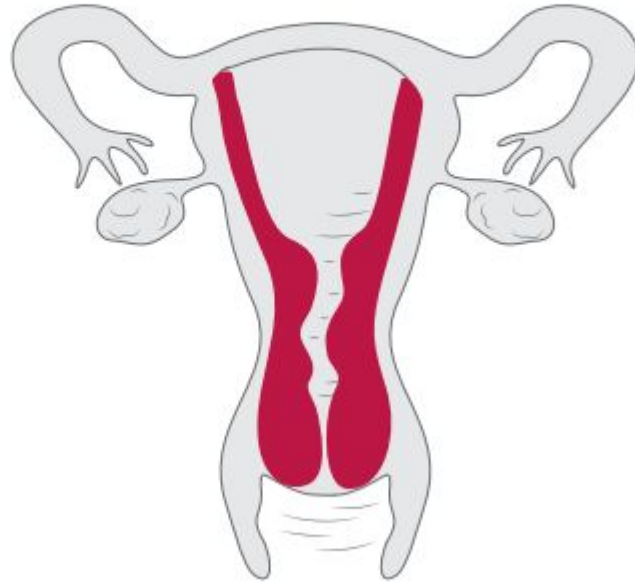
21

Lining of uterus continues to grow,  
just in case it's needed.



22

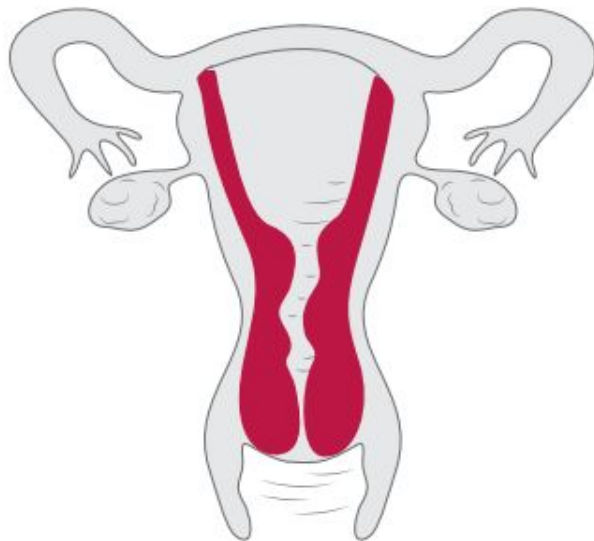
Lining of uterus continues to grow,  
just in case it's needed.





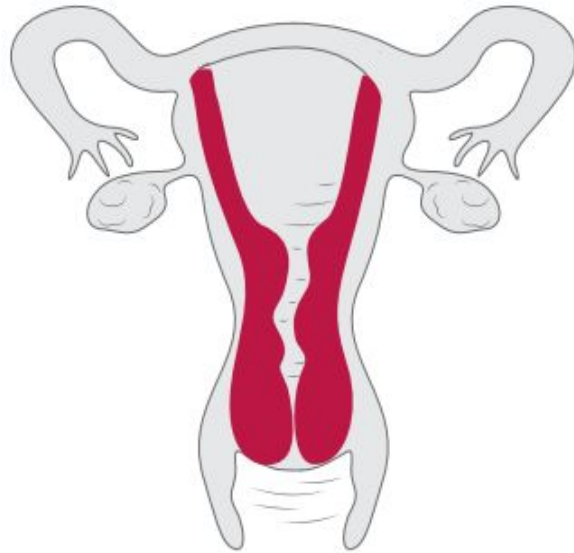
23

Lining of uterus continues to grow,  
just in case it's needed.



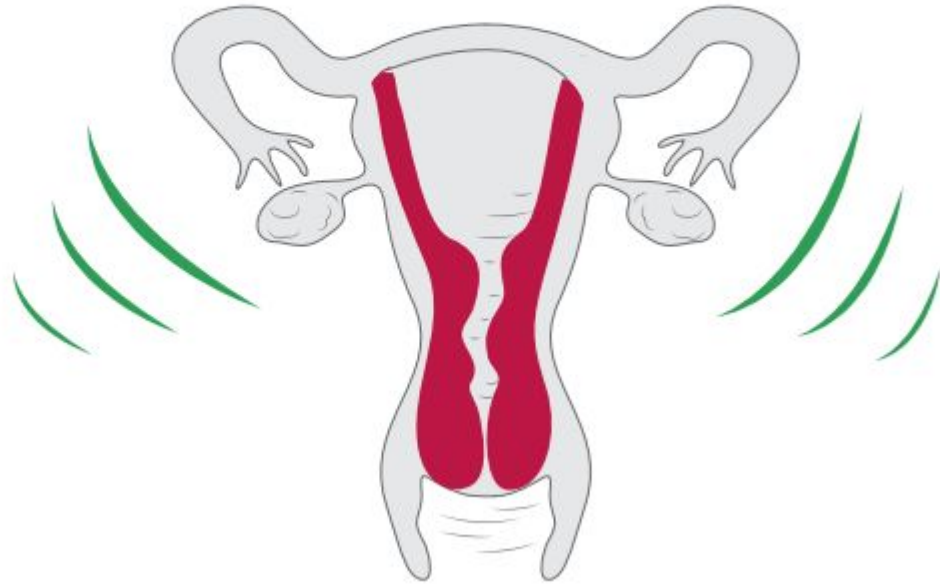
24

Lining of uterus continues to grow,  
just in case it's needed.



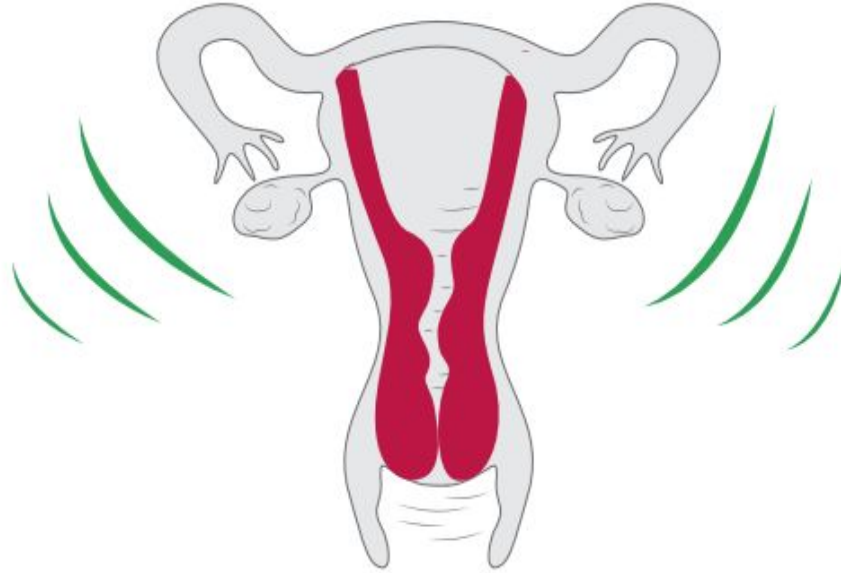
25

Lining of uterus continues to grow and hormones signal body to prepare for next menstrual period.



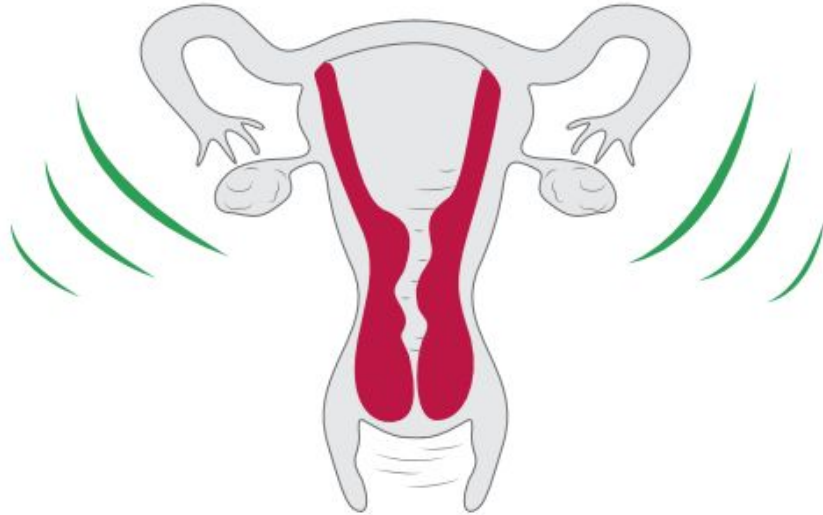
26

Lining of uterus continues to grow and hormones signal body to prepare for next menstrual period.



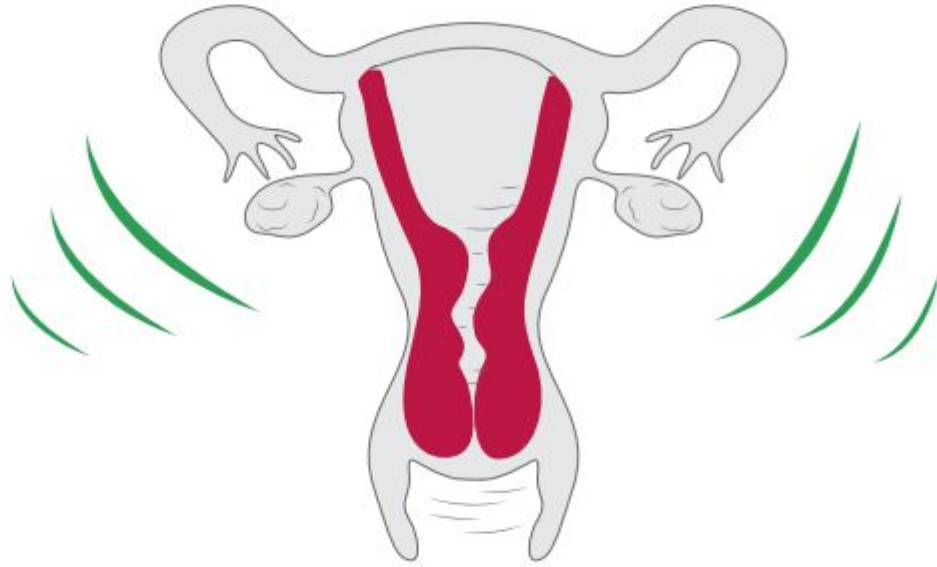
27

Lining of uterus continues to grow and hormones signal body to prepare for next menstrual period.



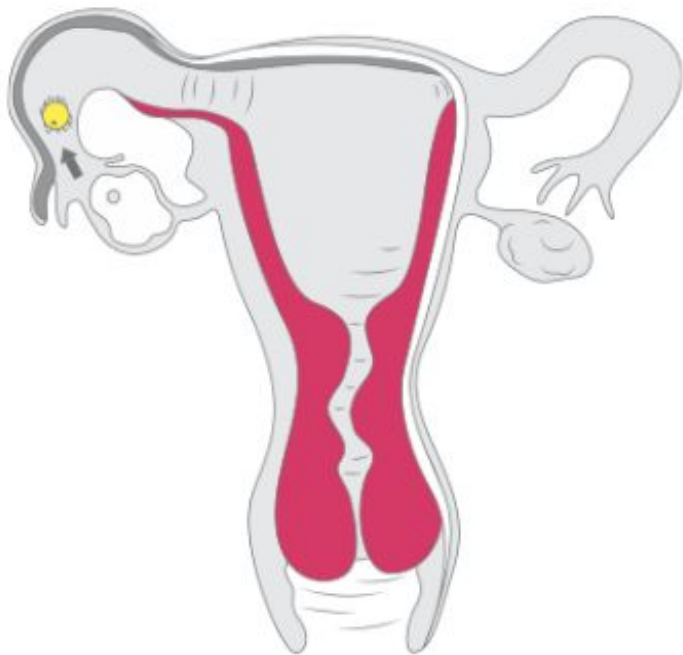
28

Lining of uterus continues to grow and hormones signal body to prepare for next menstrual period.



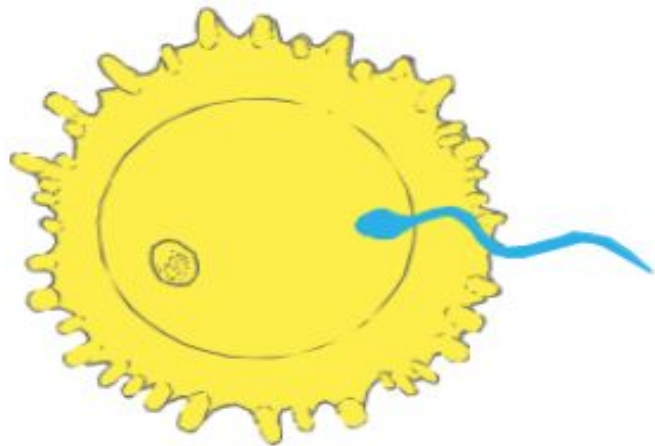
We will now look at the path of the egg through the menstrual cycle.

Each month, an ovary releases an ovum,  
or egg, into the fallopian tube.

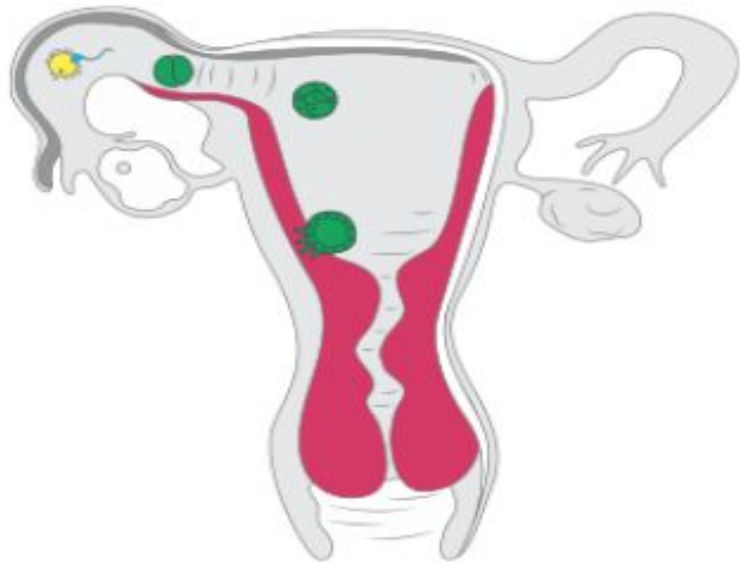




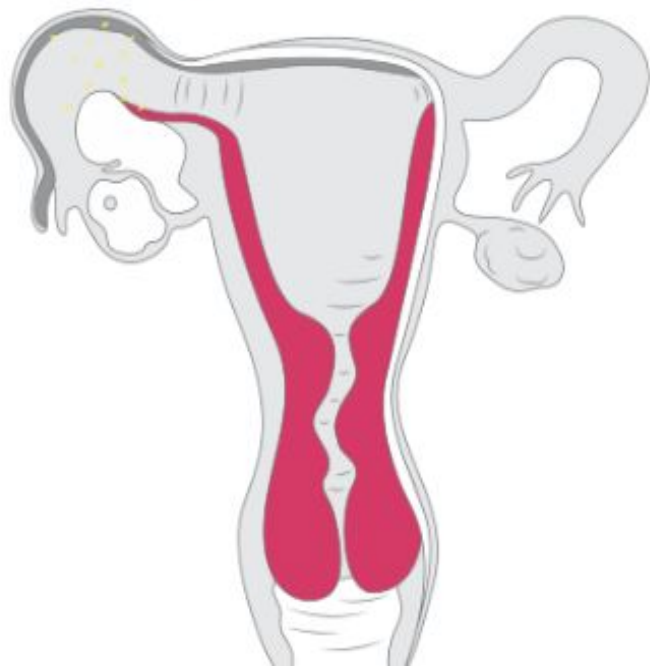
While it's traveling, if the ovum unites with a sperm and implants in the uterus a pregnancy can begin.



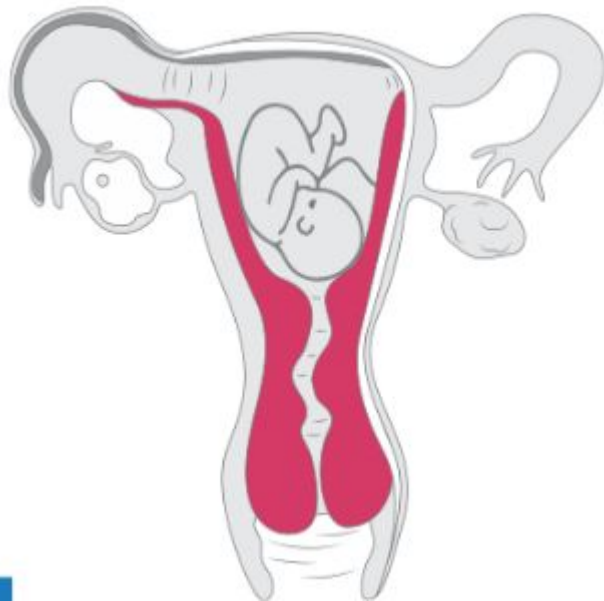
FERTILIZATION



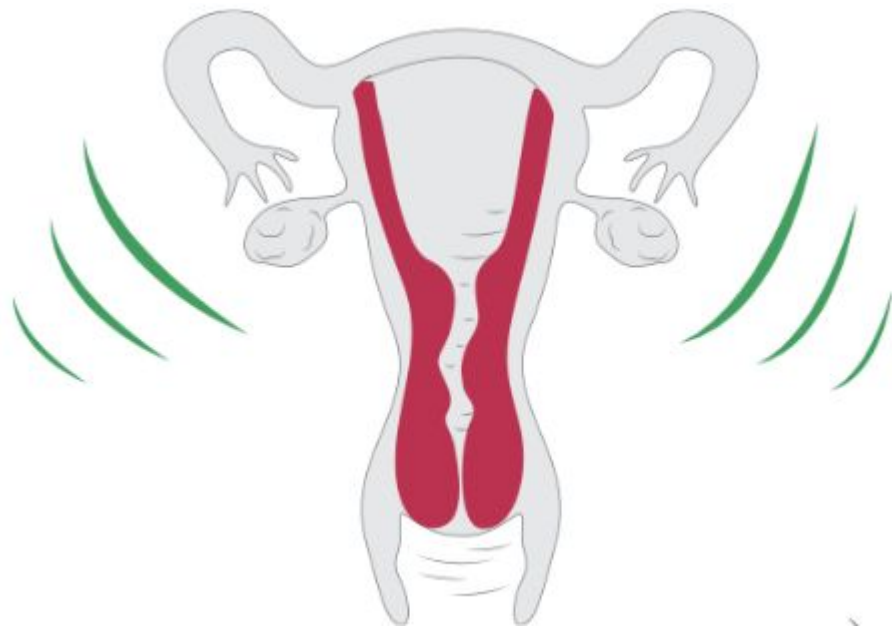
If the egg does not unite with a sperm within 24-48 hours, it will dissolve and be reabsorbed by the body.



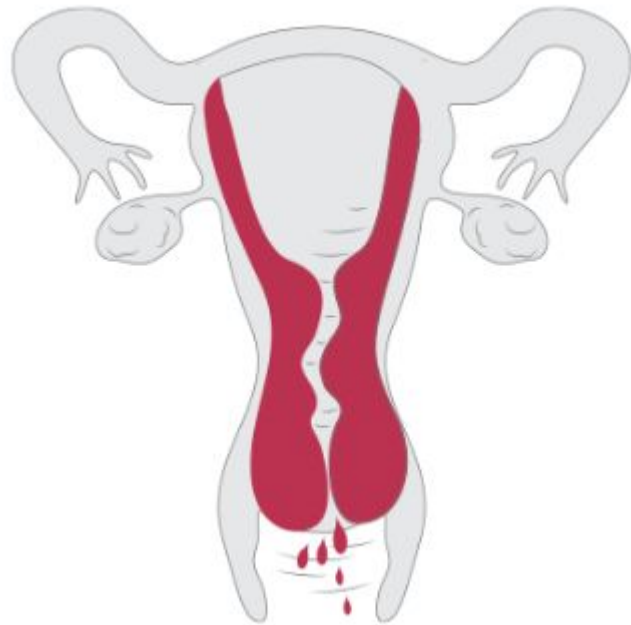
To prepare for a potential pregnancy, each month the uterus grows a thick lining to create a good environment for the potential fetus. That is what a baby is called before it's born.



If the egg and sperm do not unite, hormones signal the uterus to prepare to shed the lining causing someone to menstruate or have “a period”.



Menstruation, or having “a period” is when the uterus rids itself of the lining because there was no fertilized egg.



Review your questions, add any additional ones you may have, and give them to your teacher for our follow up session.

# Lesson 4: Learning About Communicable/Noncommunicable Diseases

**Day 3**

# Communicable Diseases and Noncommunicable Diseases

## Communicable Diseases:

- Diseases that one person can give to another; or get from someone else
- Caused by tiny organisms or germs that are contagious

## Examples:

- Colds, Flu
- Hepatitis
- Stomach virus
- COVID
- Strep Throat
- Cold sores
- Mono (Mononucleosis)

## Non-communicable Diseases

- Cannot be spread from one person to another
- Some are chronic conditions

## Examples:

- Appendicitis
- Asthma
- Diabetes
- Allergies

## Are the following medical problems communicable or noncommunicable?

- Can you get a sore throat from someone?
- Can you get allergies from someone?
- Can you get a broken arm from someone?
- Can you get lice from someone?
- Can you get cavities from someone?



# Communicable Diseases

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Communicable diseases are diseases spread from one person to another through a variety of ways that include:

- contact with blood and bodily fluids;
- breathing in an airborne virus;
- or by being bitten by an insect.

The ways in which these diseases spread depends on the specific disease.

Can these diseases be prevented?

The primary ways of **preventing communicable diseases** including:

- frequent handwashing
- wearing gloves when giving first aid (helping someone with a cut, bruise, or bloody nose, etc.)
- cleaning and disinfection of commonly used surfaces (kitchen, bathroom, etc.)
- coughing and sneezing into your sleeve
- not sharing personal items or food (toothbrushes, razors, towels, needles, drinks, eating from the same plate, etc.)
- getting vaccinated
- avoiding touching wild animals
- eliminate standing water, use of pesticides, insect repellent
- staying home when sick



# Practice Universal Precautions



# Questions

**Day 3**

# Lesson 5: Figuring out Friendships

**Day 4**

# Healthy Relationships

- Today we're going to talk about healthy and unhealthy aspects of relationships and who you can talk to about them.
- What do you think of when I say the word relationship?
- What are some different kinds of relationships some people can have?
- We're going to talk today about relationships that children or teens may have with each other, whether friendships or dating relationships.

# Healthy and Unhealthy Relationships Quiz

*True or False: In a healthy relationship friends .....*

- \_\_\_ 1. Put pressure on each other to do something they may not want to do.
- \_\_\_ 2. Are interested in how the other person is feeling, share personal information, and trust each other.
- \_\_\_ 3. Do what the other person wants so they won't get mad at them.
- \_\_\_ 4. Don'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).
- \_\_\_ 5. Always think the same way and never argue.
- \_\_\_ 6. Do what the other person wants to do even if they don't want to or don't think it's a good idea.
- \_\_\_ 7. Support and encourage one another, and stand up for each other when they are being teased or bullied.

# Healthy and Unhealthy Relationships Quiz

**True or False:** *In a healthy relationship friends .....*

1. Put pressure on each other to do something they may not want to do.

**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.

2. Are interested in how the other person is feeling, share personal information, and trust each other.

**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. Do what the other person wants so they won't get mad at them.

**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. Don'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).

**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.

5. Always think the same way and never argue.

**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.

6. Do what the other person wants to do even if they don't want to or don't think it's a good idea.

**FALSE.** Just like it is not okay to pressure someone into doing something they don't want to do, it is not healthy to do what another person wants if you don't want to. It is okay to compromise sometimes but if something just sounds like a really bad (or dangerous, or wrong, or just not at all interesting) idea, you shouldn't do it.

7. Support and encourage one another, and stand up for each other when they are being teased or bullied.

**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.

# Healthy Relationships

- What are some examples of things that friends might do or say that can help a friendship in a positive way? That keep it healthy?
- What are some examples of things that friends and peers might do or say that can influence a relationship in a negative way? That make it unhealthy?
- Work with a partner to create a list for each. We will share those lists when complete.
- It can sometimes be hard to know if you are in a healthy or unhealthy relationship. It can be confusing. 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?



# Talking it Out

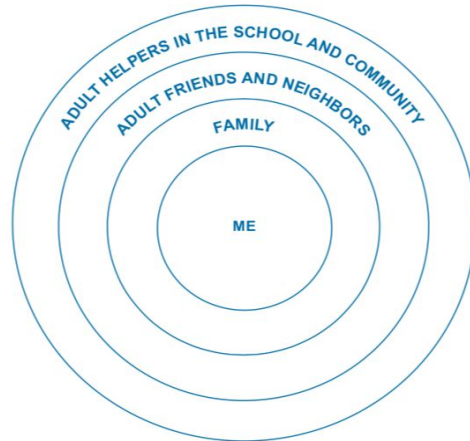
- There are many different people you can talk with if you are having a problem in a friendship or other relationship.
- Sometimes people talk with other friends or classmates, but sometimes it can be really helpful to talk with a trusted adult. Why would you talk to a trusted adult about some things instead of talking with a friend?
- **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.

# Circles of Trust Homework

The purpose of this homework activity is to show that you are surrounded by adults who care about you and who can help you to solve a problem that may be too big to solve on your own. This homework activity is also unique in that we want you to complete the Circles of Trust sheet with a parent/guardian and they will need to sign the sheet before you hand it in.

The center circle is labeled “Me.” 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. These may be teachers, lunch/recess supervisors, the school counselor, etc. 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, 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 \_\_\_\_\_ and \_\_\_\_\_.



# Lesson 6: Being Clear With Your Friends

**Day 4**

# Relationships

- Relationships aren't always easy, whether they are relationships with family members, friends, classmates, or even romantic relationships. One of the things that happens, even in the best relationships, is that people have different opinions, likes and dislikes, and ideas about how to spend their time.
- When conflict happens, it is very important to be able to communicate *honestly*.
- What can sometimes make communication difficult even with someone you really like?
  - Talk to a partner and create a list of those things.
  - Let's share these as a group.
- No relationship can last without good communication of some kind.

# Types of Communication

**HOW** we express ourselves is just as important as **WHAT** we are trying to communicate.

We're going to look at three ways that people communicate with each other:

- Being **AGGRESSIVE** is when someone tries to get what they want by bullying the other person into it.
- Being **PASSIVE** is when a person is unclear in expressing their needs or afraid to. Sometimes this means that they won't speak up about what they want, but just go along with what the other person wants.
- Being **ASSERTIVE** is when a person says what they want or mean without being hurtful to the other person. They express their needs or opinions clearly while being respectful of the other person.

# Let's Try These On

We're going to look at a scenario and try on the three ways that people can communicate their response.

***What if someone asked you to go see a particular movie that you really didn't want to see?***

- How might you respond if you were aggressive?
- How might you respond if you were passive?
- How might you respond if you were assertive?

What is the most effective response? Why?

# Points to remember

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly, and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that you give in sometimes, and the other person gives in at other times. But if one person is giving in more often than the other, it is an unequal, unhealthy relationship.
- It is important to stick to what you believe in and the decisions you make, even if they're different from what people around you are saying.
- No one should do anything in a relationship that they do not feel right about doing.

# Refusal Skills

Most people in relationships respect one another when one of them doesn't want to do something and take each other's feelings into account.

Sometimes, however, people just don't take "no" for an answer.

In these cases, it is really important to be able to stick to your beliefs and your decisions. But it can be hard, especially if the other person is putting pressure on you.

So, let's discuss some good refusal skills for those situations. There are **three** good strategies:

- Say "no" clearly and firmly.
- Keep repeating your refusal until the person stops asking (tell the person that they are pressuring you and they should stop).
- If all else fails, simply walk away and refuse to discuss the issue further.



# Some Additional Practice

You will now practice using assertive communication in response to a potential conflict situations.

In this activity you will role play carrying out a decision you make and communicating it clearly and assertively.

I'm going to divide you into pairs. These are your instructions for the activity.

- Review the situation and decide what to do.
- Decide who will play each role.
- Decide together how the person can be assertive and stand up to their friend.
- Plan a very short role-play.
  
- After each role play, we will discuss the following questions:
  - Was the student assertive?
  - What technique(s) did they use? (Said “No” clearly; Kept repeating refusal; Walked away)
  - Would something else have worked as well or better?
  - Do you think they were effective? Why or why not?

# Scenarios

## CONFLICT SITUATION – 1

- Monique’s parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little “get together” after school. Some of the other kids are coming over and Jamila’s mother won’t be home. Monique doesn’t want to go because she knows her parents will be really angry if she goes and she isn’t sure it is safe without any adults there. Jamila doesn’t want to take “no” for an answer because Monique is her best friend.
- **Question:** How can Monique use assertive communication skills to tell Jamila how she feels?
- *Write down some ideas for a role play that will demonstrate Monique using assertive communication to express her views. Think about some ways that Jamila might respond and what else Monique can do.*

# Scenarios

## CONFLICT SITUATION - 2

- Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn't want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.
- **Question:** How can Jared use assertive communication skills to tell Santi how he feels?
- *Write down some ideas for a role play that will demonstrate Jared using assertive communication to express his views. Think about some ways that Santi might respond and what else Jared can do.*

# Scenarios

## CONFLICT SITUATION - 3

- It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.
- **Question:** How can Maya use assertive communication skills to tell Ben how she feels?
- *Write down some ideas for a role play that will demonstrate Maya using assertive communication to express her views. Think about some ways that Ben might respond and what else Maya can do.*

# Scenarios

## CONFLICT SITUATION - 4

- Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, just to play around, but Tracey is uncomfortable with that idea.
- **Question:** How can Tracey use assertive communication skills to tell Michael how she feels?
- Write down some ideas for a role play that will demonstrate Tracey using assertive communication to express her views. Think about some ways that Michael might respond and what else Tracey can do.

# Scenarios

## CONFLICT SITUATION - 5

Noor's friend Taylor found her mother's cigarettes on the kitchen table. Taylor took them and said she always wanted to try one just to see what it was like. Taylor asked Noor if she would please try one with her so they could compare notes. Noor is a little bit curious but really doesn't want to try it. She is afraid she will become addicted and really can't stand the smell. What should Noor do?

**Question:** How can Noor use assertive communication skills to tell Taylor how she feels?

*Write down some ideas for a role play that will demonstrate Noor using assertive communication to express her views. Think about some ways that Taylor might respond and what else Noor can do.*

# In Conclusion

- Standing up for what you believe in or what you want without being mean or hurting your friend's feelings is not easy to do but is a very important skill to have.
- It is important to practice assertive communication whenever you can so you can get good at it.