



## Bodies (1 of 8)



Which comb is right for me?

Look at the chart using the QR code or web link below and find your hair type.

You may have different types on different parts of your head!

Talk about which combs work well with different hair types.



[steeltoothcomb.com/blogs/blog/what-is-your-hair-type-hair-types-1a-4c](https://steeltoothcomb.com/blogs/blog/what-is-your-hair-type-hair-types-1a-4c)

## Bodies (2 of 8)



Some people choose to shave their hair or remove it in other ways. If you have short hair on your head or arms, run your hand along it to feel the grain.

Practice "shaving" with a popsicle stick or pencil. Shaving WITH the grain prevents razor bumps, especially for people with curly or kinky hair.

## Bodies (3 of 8)



Draw three stick figures or body outlines, labeled "Assigned Female," "Assigned Male," and "Everyone."

Draw the changes that happen during puberty. (Note: Youth who are gender diverse may have a different puberty path.)

Sometimes change is tough.

How can we find and celebrate our strengths?

## Bodies (4 of 8)



Talk with an elder or other trusted adult about natural relief from the cramps many people get when they menstruate.

Do they know any herbs?

Teas?

A hot water bottle?

Yoga poses?

## Bodies (5 of 8)



Go through each of the personal care item samples. Each person can share what they know about how they are used - what are they for, how often do we use them, how do we use them safely?

## Bodies (6 of 8)



In the blank notebook included with this kit, draw or write three things you like best about yourself/your body.

An adult could also do this activity on their own paper. You could choose to share with one another, or keep your ideas private.

## Bodies (7 of 8)



Try different types of oils or lotions on different patches of your skin.

Which feels the best to put on?

How does your skin feel with lotion and without?

Which one lasts the longest?

How does your body feel with scents or chemicals?

## Bodies (8 of 8)



One great reason to learn about body parts is to be able to communicate if we are having pain or problems.

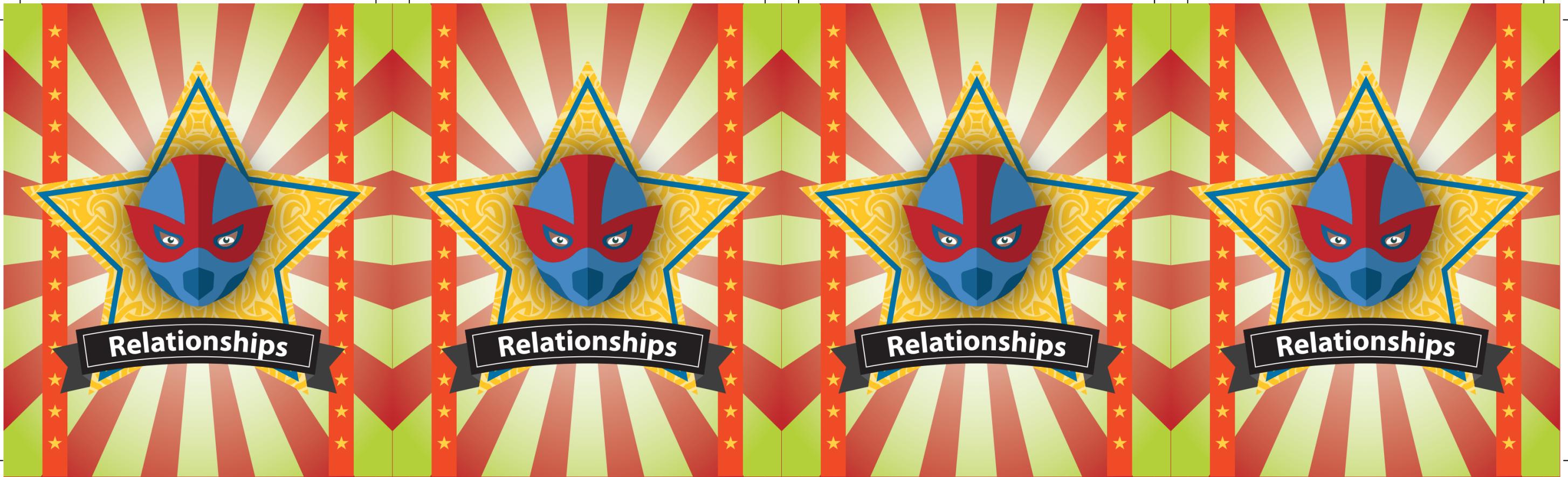
Who are two adults you could talk with about your body?

Student Health Centers are open to youth of any age.

Watch the video with the QR code or web link below to learn about Student Health Centers. Find the one nearest you!



[multco.us/why-i-usestudent-health-centers](https://multco.us/why-i-usestudent-health-centers)



## Boundaries (1 of 4) ★

Your favorite YouTuber starts giving you compliments. You feel flattered but also kind of confused by all the attention.

Who are some adults you could talk with?

## Boundaries (2 of 4) ★

Play "Red Light/Green Light" as your friend walks toward you.

How much space do you like in your "personal bubble"?

## Boundaries (3 of 4) ★

Ask a friend your age to have a tickle fight or DJ some music. (Some people are sensitive to sound, so it's good to ask for consent, just like before you touch someone.)

Practice saying "stop" and "no more."

Agree with your friend that you both will stop - no joking.

Help your friend practice, too.

## Boundaries (4 of 4) ★

While driving or on a walk, talk about public and private places.

How are they different?

How do you feel in different places [safe, watched, free, nervous...]?

## Relationships (1 of 4) ★

Talking Jar - cut strips of paper with the questions from the QR code or web link below, (or your own ideas) put them in a jar, envelope, hat or box.

Draw questions out of the jar on a road trip, at the dinner table, or whenever you want to start conversations.



[multco.us/file/95442/download](https://multco.us/file/95442/download)

## Relationships (2 of 4) ★

Relationships and touch should feel good. If they don't, we have a right to say no. In the blank notebook provided, write or draw which dessert, treat, song or other things make you feel good.

Who do you share them with?

An adult can also do this activity on their own paper. You can choose to share, or keep your ideas private.

## Relationships (3 of 4) ★

Pair up with a friend.

How are you similar/different?

What are some things you know how to do?

What are some things you would like to learn to do?

What is your personality like?

How do you like to dress?

Our differences make our communities stronger!

## Relationships (4 of 4) ★

Do a role play of scenarios about consent and bullying (unwanted hair touching or tickling, cyberbullying, an adult touches you in a way you don't want).

How would you respond?

How can you get help?



## Adult Reflection (1 of 2) ★

Reflect on your own experiences of puberty.

What information did you receive?

What do you wish had been different?

How have things changed since your own adolescence?

## Gender (1 of 3) ★

Watch the two minute video “The Meaning of Mahu” using the QR code or web link below.

What is “colonialism”?

How did white settlers change gender traditions for Native Hawaiians?

How do you think colonialism has affected “coming of age” traditions around the world?



[youtube.com/watch?v=2pCThN5y46Q](https://www.youtube.com/watch?v=2pCThN5y46Q)

## Gender (2 of 3) ★

Have a toilet paper fashion show. (Get permission first!)

You could also use scrap paper, cardboard, etc.

You could make bows, hats, ties...use your imagination!

What styles make you feel best?

## Gender (3 of 3) ★

Look at this “Map of Gender Diverse Cultures” with the QR code or web link below.

Look for where your family has roots.

Are you familiar with any of the gender traditions there?

Why do you think many of these traditions have been covered up?

What do you think gender will be like 100 years in the future?



[pbs.org/independentlens/content/two-spirits-map-html/](https://pbs.org/independentlens/content/two-spirits-map-html/)

## Adult Reflection (2 of 2) ★

How have your identities, experiences, cultures and communities shaped puberty and sexuality for you?

Do you tend to think of puberty and sexuality as mostly negative, positive, or neutral?

Why?

## Culture (1 of 3) ★

Quinceañeras, bar or bat mitzvahs, or “Sweet 16s” can be a way to honor a change in a young person’s life.

Plan a special ceremony or meal that recognizes the changes that have happened for participants in the past year.

You could talk to elders or research traditions from your cultures.

## Culture (2 of 3) ★

Read the poem “Where I’m From” by George Ella Lyon.

Use a template to write your own “I Am From” poem in the blank notebook included with this kit.

One possible template is at the QR code or web link below.



[shelovesmagazine.com/wp-content/uploads/2013/09/I-AM-FROM-template.pdf](https://shelovesmagazine.com/wp-content/uploads/2013/09/I-AM-FROM-template.pdf)

## Culture (3 of 3) ★

A stereotype is when all or most members of a group are shown in a certain way. Look at kids’ toys, or advertisements in magazines or on TV.

What stereotypes do you see about race, gender, and disability?

How can you modify toys or ads to fit your world?