

OPEN *and* HONEST WORKBOOK

Information and activities for parents and puberty-aged
young people



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INTRODUCTION

WE ARE ALL SEXUAL BEINGS FROM BIRTH TO DEATH,
AND SEXUALITY IS A NATURAL PART OF US.

Parents, main caregivers and whanau are the first people to teach their children about sexuality and relationships. This resource will help you as a parent or caregiver of a puberty-aged child to educate and support her/him to develop the attitudes, knowledge, skills and behaviours s/he needs to become a happy and responsible sexually healthy adult. This includes helping your child feel that sex and sexuality are a normal part of family life. Even though we are all sexual beings, some of us may find it difficult to talk to our children and whanau about sex and sexuality. The information and activities in this resource are designed to help you prepare for discussions with your young person so that you can answer their questions with confidence and without embarrassment.

WHY TALK ABOUT SEXUALITY?

Sexuality includes the biological, psychological, social, cultural and spiritual aspects of ourselves. It's about self-worth, relationships, feelings, communication, intimacy, sexual desire and expression, a person's attitude to their own body, being a sensual person, and ideas about how men and women should behave. "Sex" is purely about the act of having sex.

Teaching your child about sex is just a small part of sexuality education. What is most important is that you are able to help your child grow up feeling comfortable about his/her own body and sexuality. This can be easier said than done.

Developing good communication about sexuality is important and should start when children are very young. This encourages young people to feel comfortable with their own bodies from an early age, to know about keeping themselves safe, to understand there are people within their family and whanau they can talk to about a whole range of things. And, with puberty starting as young as eight for some children, getting an early start on these conversations is a good thing.

Puberty is a time of many emotional and physical changes. Although a lot of these changes can be learned about in school, children will look to their parents or caregivers for

ideas around morals and values about sex and relationships.

In this resource you will find some ways of working with your young person to help empower them and enable them to better understand their bodies and emotions at this time.

Good sexuality education, and parents communicating with their children about sex, can raise the age young people try out sexual activity, so do not worry that talking about sex and relationships will make your children start having sex at a younger age.

CULTURE AND VALUES

VALUES ARE TAUGHT NOT CAUGHT.

Naturally our different backgrounds and experiences make us who we are. They also influence how we feel about our sexuality and relationships.

"It's hard for us because it goes against our culture when the young ones want to know about sexuality. It's a big culture issue".

Loleni, Samoan mother.

It is possible to respect our own culture, traditions and values while at the same time preparing our children for the future.

As a parent you may have religious or cultural views about sexuality that you will want to introduce to your young people. If you are bringing your child up with a particular faith, your young person still needs clear information about sexuality and relationships. You can give them this in the context of your faith or culture.

Attitudes and values are "taught not caught." With your help your child has been learning about values and attitudes and developing new skills since they were little by:

- **Watching those around them and how they treat each other.**
- **Listening to how people talk to each other and express their feelings.**

Now it is time to build on what they have already learned. When parents talk openly and honestly around sexuality topics it helps young people to further develop their own attitudes and values. As they grow it is normal for them to challenge their parents on their values; it is important to listen carefully to what they have to say, even if you don't agree with them.

It can be a good idea to take time to think about how you feel about some of the topics in this resource before you go on to work through the activities with your young person.

This questionnaire is designed to be filled in by you and any other caregiver who has close involvement in caring for your young person. Do it separately and then compare your answers. Take note of the similarities and differences. Talk together about your beliefs and ideas before you talk with your young person about sexuality and relationships.

Think and talk together about what you believe are appropriate behaviours, within the context of your culture, faith and belief systems.

FIRST PARENT/ CAREGIVER

CONSIDER THIS

SECOND PARENT/ CAREGIVER

What sort of life do you want your child to have?

At what age is it okay for your young person to go on a date?

Would there be criteria? For example, a time to be home or where they could go?

What are your beliefs about sex before marriage?

Is marriage expected?

What are your beliefs about casual sex?

If your daughter became pregnant in her teens how would you feel?

What would you say or do?

What would you expect of your daughter?

If your son told you his girlfriend was pregnant, what would you say?

Would you have any expectations of your son?

What are your beliefs or feelings about abortion?

If your child came to you and told you they were gay, how would you react?
What would you do or say?

If your son or daughter told you they have been sexually abused, what would you do?

What would you want their first experience of sex to be like?

In your family, who should be responsible for sexuality education?

What messages does your son or daughter get from you about relationship behaviours and roles?

What messages does your son or daughter get from your role modelling around alcohol use?

Is alcohol use by teens okay? What, where, and who should provide alcohol to teens?

It is normal to have some differences in the things we value. When it comes to parenting and care-giving it can be helpful to have discussed what those differences are, and how you may find a compromise. Otherwise your young person may receive mixed messages.

COMMUNICATION

ALTHOUGH IT'S BEST TO START TALKING TO YOUR
CHILDREN ABOUT SEXUALITY WHEN THEY ARE
VERY YOUNG, IT'S NEVER TOO LATE TO START.

Communicating effectively and assertively is one of the most important skills a person can have. Role modelling that for our children can be a challenge. It can be hard to talk about sex and sexuality but starting when children are young and bringing sexuality chats into everyday life rather than saving it for "The Big Talk" can help to break down some of the embarrassment.

Often the time just before and after puberty can be when conflicts arise within the home as the young person starts developing their own ideas about things. This can be a good time to teach about assertive, respectful conversation.

Children tend to mirror how people in their world – parents, teachers, friends, and family

members – communicate with them in different situations. This can make it difficult for them to understand the difference between communicating aggressively, assertively or passively. Understanding how to communicate can have an effect on their friendships, family and future partner relationships and their ability to communicate effectively in relationships throughout life.

A person who communicates in an aggressive way expresses their own thoughts, feelings and opinions without respect for the rights and needs of others. People who communicate in this way often blame others, are threatening, nasty or hurtful and use their anger to control others.

When a person communicates passively, they are unable to express their feelings or thoughts, or when they do they express them in such a way that others can easily disregard them.

When a person communicates assertively, they express their thoughts, feelings, beliefs and opinions in ways that are direct, honest and appropriate.

Another form of communication – one that young people tend to do very well, especially in the home environment, is to communicate in a passive aggressive way – such as sighing, refusing to make eye contact or ignoring someone. If questioned they may verbally deny the feelings but continue to express them non-verbally.



COMMUNICATION ACTIVITY

It can be easier to talk to some people rather than others about sensitive topics. It can empower a young person to help them identify who in different situations they feel they would be able to go to and ask for support.

- Talk through the different scenarios provided, together coming up with ways to deal with them. Some are gender specific.

It's a good idea to ask your young person what they would like from you in certain situations. It's important that you **actively listen** and take on board what they have to say.

SUPPORT SCENARIOS

1. One day while at school you notice some blood on your knickers.
2. You wake up one morning and notice a wet patch on the front of your pyjamas.

What would you do if you were having a sleep over at someone's house?

3. You have just had a big fight with your best friend. You feel really upset at the things they said.
4. Adults are arguing at home, you feel a little scared.
6. You have started feeling sad for no apparent reason.
7. You are feeling a little anxious about the changes that are happening to your body.
8. You are being pressured by some kids at school to do something that you know is wrong, but if you tell they will pick on you.
9. You have been told a secret about something that you know is wrong or where someone is in danger.
10. You really like someone in your class and want to talk to someone about these intense feelings.
If the person you were attracted to was someone of the same sex who would you talk to?
11. A family friend keeps walking in on you while you are getting dressed. You have asked them to stop but it keeps happening.

- Next, ask your young person to fill in the boxes on the sheet provided, (page 10) writing in names of at least one person that they feel they could go to for support. In the blank boxes add places that are relevant to the places your young person spends their time.

NOTE TO PARENTS:

for different situations a young person may choose to talk with different people in the family/whanau. Sometimes it may seem a little hurtful, but remember that the most important thing is that your young person is communicating with someone safe.

- **It would be easy if all we needed to teach young people was to say "No." Young people need skills to be able to make good decisions and negotiate their way through complex situations.**
- **Talk about effective and assertive communication and boundary setting. Use a clear, calm voice and statements. Make it clear that these skills can help keep them safe.**
- **Acknowledge that these skills can be difficult for many people and that practicing them can be helpful.**
- **Tell young people that if they find it difficult to resist pressure, it can be helpful to try and avoid being alone with someone who has tried to pressure them in the past.**
- **Remind young people that a good, safe and respectful friend/girlfriend/boyfriend does not pressure them to do things they do not want to do.**

Home

Me

School

Other
Family/Whanau

TOP FIVE TIPS ON COMMUNICATION

- You are the primary sex educators of your young people. You are the ones who should communicate to them specific values about sexuality. Tell them what you believe and what you want for them.
- Don't wait for young people to ask questions about sexuality – initiate conversations. Use everyday occurrences to begin conversations about sexuality. For example, you could talk about people on television kissing, or when changing babies' nappies talk about genitals and the physical differences between boys and girls.
- You communicate with your young people about sexuality both verbally and non-verbally. Your young people are aware of what you do and don't say, your reactions and your behaviour. Try to make sure that your actions are consistent with the values you hope to teach your young people.
- Listen attentively to your young people. Let them know that you care about their feelings and respect their ideas – even if you don't agree with them.
- Use your sense of humour when talking about sexuality. Young people often complain that their parents are too long-winded and too serious.

Remember, education about sexuality is a life-long process, not something that will be accomplished in one conversation.

HOW CAN PARENTS MAKE THEMSELVES APPROACHABLE?

Being approachable generally means that young people see you in the following ways:

- **You are non-judgemental and willing to discuss varying points of view.**
- **You are inclusive and not prejudiced when it comes to giving information – you don't say things like "only girls need to know that" or "I'll tell you when you're older".**
- **You make yourself available and are willing to answer questions.**
- **You encourage discussion by initiating it sensitively, casually and relatively often.**
- **You are honest about your own attitudes and values and are tolerant of others.**
- **You are honest about the extent of your knowledge and are prepared to refer the young person to another source of information if you're unable to answer a question.**
- **You are prepared to support the young person's desire to know even if other adults express opposition.**
- **You respect their privacy and don't disclose confidential information to others without their permission to do so.**

ANSWERING THOSE 'TRICKY QUESTIONS'

Even though we may know the answer, it can be quite difficult answering those tricky questions, especially when more often than not they seem to come completely out of the blue.

It's ok to buy yourself time before answering, "That's a good question how about we talk about it at bed time" that way you can have time to process how you would like to answer. Sometimes when trying to answer off-the-cuff we can come across as awkward and embarrassed, in which case that is what your child may remember, rather than what it is you are trying to say.

Answering tricky questions can be worked through following some simple techniques:

- Acknowledge the question "That's a good question."
- Think to yourself "Why might they be asking this?"
- Decide what message/information you want to give. What do they need to know for their age and stage of development?
- Check prior knowledge – "What do you think?"
- Keep it simple - state the facts.
- If you don't know, say so - "I need to get back to you on that."
- Check understanding – "Have I answered your question?"

TWEEN TO TEEN

Puberty can be a time of confusion and uncertainty. Young people want to know they are changing at the same rate as everyone else but they aren't quite sure what that is. They want to know that what's happening to them and how they're feeling are normal. Even though their worries may seem unimportant to adults, they can seem huge in their eyes.

Puberty is a time that young people are often very aware of the physical changes to their bodies, but forget that there are a lot of other changes going on as they are becoming young adults. You may notice changes in the way young people behave and how they relate to others, including you and other adults, at this time.

For example:

- **They may believe that nothing bad will ever happen to them.**
- **They may have heaps of energy, get very tired and very hungry.**
- **They are more likely to masturbate, or rub their genitals for pleasure.**

- **They may have sexual feelings for others – for the same sex and the opposite sex.**
- **They may feel pressure from their friends to behave in a certain way.**
- **There is a strong desire to “fit in” with their peers.**
- **They may change their minds and their plans every few minutes.**
- **They are more modest, want more privacy and need time to themselves.**
- **They want to spend more time with their friends than their family.**
- **They may question family values.**
- **They may have trouble making decisions.**

The process of pubertal change doesn't happen overnight, it can take a few years with changes happening gradually. These changes can affect the way young people look, feel and think and how they relate to others. This time can bring lots of mixed feelings – some of the changes may feel great, embarrassing, confusing, exciting or perhaps a mixture of all of the above.

ANATOMY AND PHYSIOLOGY

BOYS AND GIRLS REPRODUCTIVE BODY PARTS

It can make it a lot easier for a young person to understand and accept the changes that happen to their bodies when they have an idea about their body parts, what they are there for and what they are designed to do.

Many young people do not know the technical names for sexual and reproductive body parts but may be more familiar with informal terms. It can often be easier for you and your young person to use informal terms (as long as they are respectful) when conversations start. This can be a great way to introduce and explain the technical names associated with puberty and body parts.

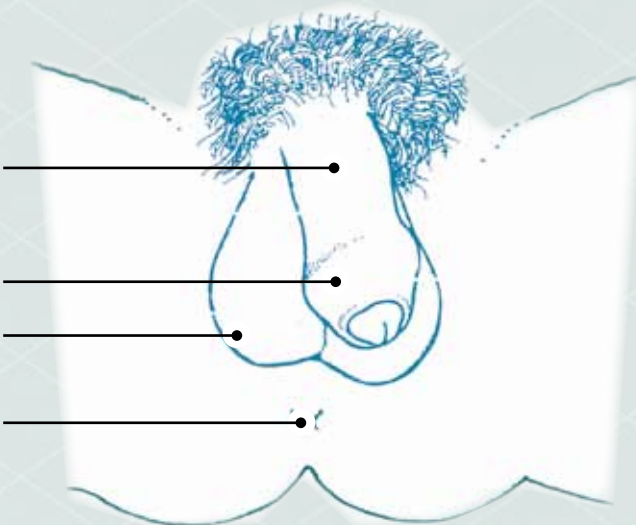


PENIS

FORESKIN
(UNCIRCUMCISED)

SCROTUM
(CONTAINS TESTICLES)

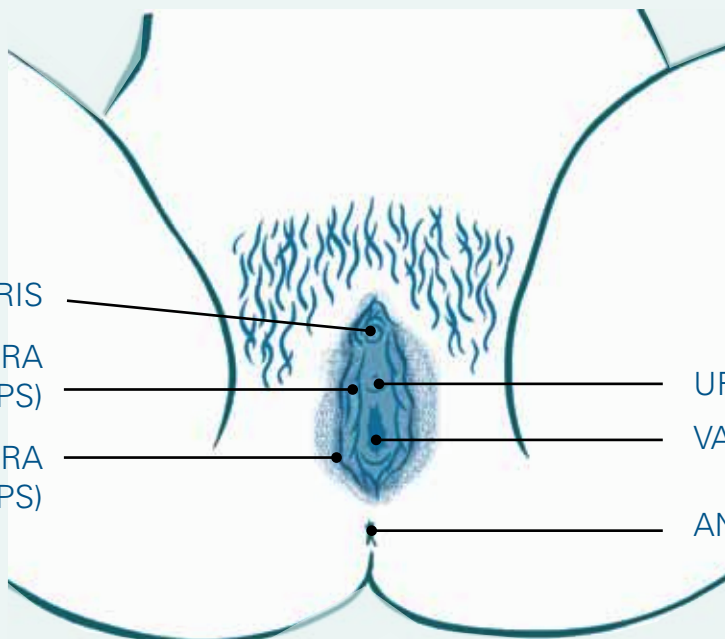
ANUS





VULVA {

CLITORIS
LABIA MINORA
(INNER LIPS)
LABIA MAJORA
(OUTER LIPS)



URETHRA
VAGINA
ANUS

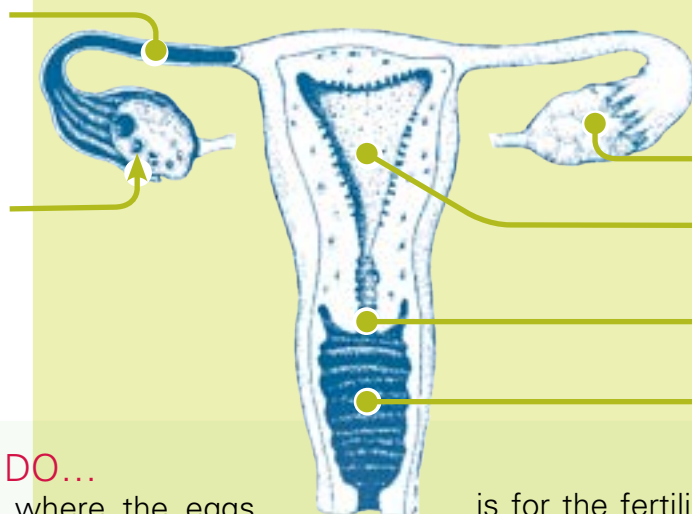
FEMALE REPRODUCTIVE PARTS

DID YOU KNOW.... THE FEMALE EGG IS THE LARGEST SINGLE CELL IN THE HUMAN BODY.

WHAT THEY ARE...

FALLOPIAN TUBES

EGG/OVUM



OVARY

UTERUS

CERVIX

VAGINA

WHAT THEY DO...

Ovary: This is where the eggs (ovum) are stored. Females are born with around 400,000 eggs in their ovaries, by the time of puberty that has decreased. Until puberty the eggs lay dormant. Once the hormones are activated and puberty starts, the ovaries will begin to ripen eggs ready to be released. This is when menstruation begins.

Fallopian Tubes: The job of the fallopian tubes is to carry the eggs from the ovary to the uterus. Once an egg has been released, it will lie waiting for sperm for 18-24 hours; if no sperm arrive the egg is flushed out along with the uterus lining during menstruation.

Uterus: Sometimes called a womb, the uterus is a place where a foetus (baby) grows. Generally about the size of a closed fist, the uterus is the strongest muscle in the human body. Once puberty occurs the uterus produces a lining called the endometrium, which

is for the fertilised egg to embed into for a pregnancy to begin. If the egg is not fertilised then the

lining comes away during menstruation and a fresh lining starts to develop.

Cervix: The cervix is the head of the uterus and acts a bit like a plug. It has a tiny hole which is big enough to let sperm through and to filter the blood when a female has her period, but not big enough for a tampon to pass through into the uterus, nor a foetus into the vagina. The process of the cervix opening to let a baby through is called contractions where the cervix contracts/opens until it is large enough for the birth to happen.

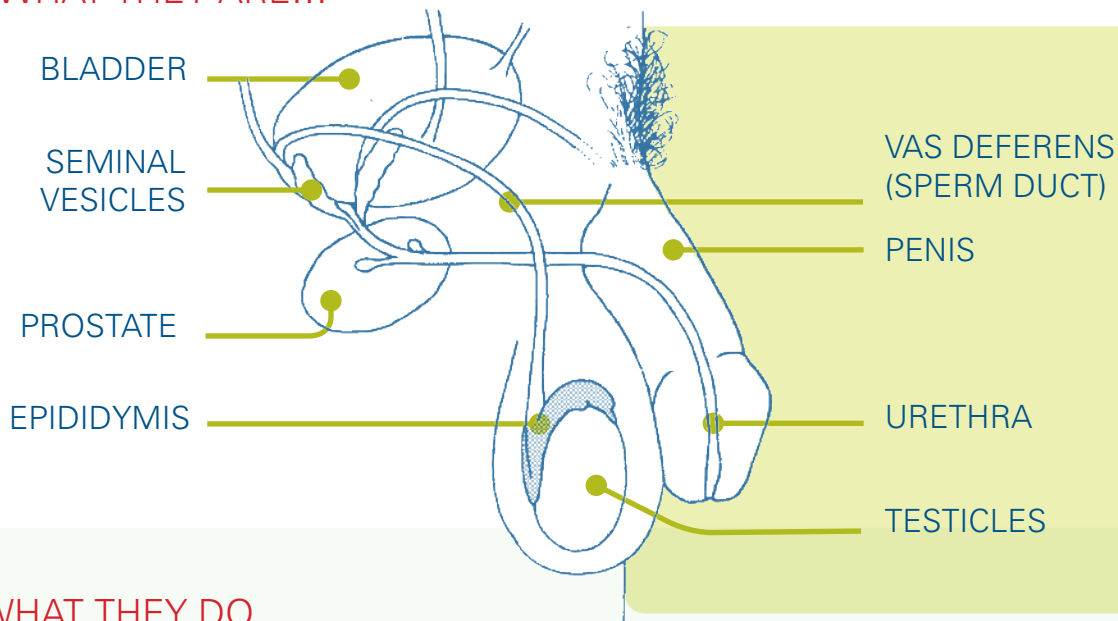
Vagina: The opening of the vagina has muscles that then open up to a stretchy tube. The vagina sits on an angle sloping towards the lower back. It differs in length between women. If a female chooses to use tampons when she has her period, they sit in her vagina.

MALE REPRODUCTIVE PARTS

DID YOU KNOW....

SPERM IS THE SMALLEST SINGLE
CELL IN THE HUMAN BODY.

WHAT THEY ARE...



WHAT THEY DO...

Testicles: The testicles or testes are where sperm is made. This doesn't happen until a boy has reached puberty. It is normal for one testicle to sit lower than the other.

Epididymis: This is a long folded bit of tubing where sperm go to mature before going into the sperm ducts. It's a bit like a waiting room.

Vas Deferens (Sperm Duct): This is a tube that carries the sperm, once matured, from the testicles round to the seminal vesicle where the sperm then mix in with semen.

Seminal Vesicles: These are where semen is made. This is also where sperm mix in with the seminal fluids and wait to be ejaculated.

Prostate: The job of the prostate is to act like a pump to push the ejaculate (semen) out of the penis when a male has an orgasm. This happens at around 45km an hour and only after puberty has commenced. The prostate also produces

one of the fluids that contributes to semen.

Urethra: The urethra is the tube that passes both urine and semen out of the body.

Sperm: Sperm are the smallest cell in the human body. They provide the male half of the chromosomes that combine to make a baby. Sperm have a head and tail (and look a lot like tadpoles.) The tip of the head has a protein that acts like an explosive so that it can penetrate the egg.

Semen: Semen is a milk coloured fluid that contains alkaline and fructose. This keeps the sperm alive and gives them a slippery substance to swim in. The **bladder** (where urine is stored) is not a reproductive part but it's helpful to explain that there is a valve at the base of the bladder that closes when the penis becomes erect. This means that when the penis is fully erect, a male is unable to urinate (pee).

REPRODUCTIVE PARTS ACTIVITY

For the activity below ask your child to use the words from the box to fill in the gaps in the story. It is good for girls and boys to understand what happens to the opposite sex, so work through both the Girls and Boys activities.

GIRLS:

Girls are born with millions of in their . When they reach puberty the eggs begin to ripen and are released one at a time into the where they wait to be fertilised by . Most of the time there is no sperm so the egg dies. Then the body works to flush out the egg along with the lining of the which is called the . This is what a or is. When a girl first gets her period, it can take some time to settle into a monthly routine.

BOYS:

When boys begin puberty their are able to make approximately 50,000 per minute. Once made they wait in the until it's time to make their way up the which takes the sperm all the way to the . This is where is made and sperm and semen mix together waiting to be . This only happens when the penis is hard (or erect). When the penis is soft (or flaccid) only urine can exit the penis. There is only one tube inside the penis called the .



ENDOMETRIUM	FALLOPIAN TUBES	PERIOD	UTERUS
EGGS	SPERM	MENSTRUATION	OVARIES
TESTICLES	SPERM	EPIDIDYMIS	VAS DEFERENS
SEMINAL VESICLES	SEMEN	EJACULATED	URETHRA



WHAT IS PUBERTY?

Puberty is the time when a young person's body moves from childhood to adulthood. It is a time of both physical and emotional change.

In girls, puberty generally starts anywhere between the ages of 8 and 13 years old but often the first changes happen around 10 or 11 years.

In boys, puberty tends to start a little later than for girls – somewhere between 10 and 15 years. For many boys, the first changes start to happen when they are around 11 or 12 years old.

PHYSICAL CHANGES DURING PUBERTY

Although there are changes that happen only to boys or only to girls during puberty, there are also a lot of changes that happen to both. It is important to remind young people that body changes happen in their own time and in no set order. Puberty can be quite an insecure time for young people when their bodies start to change, so reminding them that everyone changes at a different pace and not to compare themselves with others, can help with how they feel about themselves when these changes start to happen.

This table lists most of the physical changes that happen during puberty.

GIRLS

Changes generally start around 8 years.

Breasts develop, may not be at the same rate.

Hair appears under arms and around pubic area.

Increased oil production can cause pimples, hair may become more oily.

Increased tiredness and appetite.

Hips widen and body becomes more curvy.

Sexual desires develop.

Sweat starts to smell due to hormones. Body, clothes and hair need to be washed more frequently.

Vaginal discharge becomes more noticeable.

Ovulation begins and periods start.

Height and weight increases.

Hair on arms and legs becomes thicker.

BOYS

Changes generally start around 12 years.

Penis and scrotum get bigger and change shape.

Hair appears under arms, around pubic area, face and later may grow on the chest, shoulders and back.

Increased oil production can cause pimples, hair may become more oily.

Increased tiredness and appetite.

Vocal chords start to grow – this is sometimes called the voice “breaking.”

Sexual desires develop.

Sweat starts to smell due to hormones. Body, clothes and hair need to be washed more frequently.

Wet dreams start to occur.

Sperm starts being made in the testicles.

Height and weight increases. Muscles become more prominent.

Hair on arms and legs becomes thicker.

Note: it is common for young people to become clumsy during the time of body changes.

PUBERTAL CHANGES ACTIVITY

After talking through the table of the physical changes that happen at puberty ask your young person to draw in the changes that happen during puberty. E.g. Body hair, breasts, bigger penis etc. Girls' changes are to be drawn on the girl outline, boys' changes on the boys outline. When finished ask the young person to then circle with a different colour the changes that happen to both boys and girls.

Note: most of the physical changes that happen during puberty happen to both boys and girls.

HORMONES

During puberty a young woman's ovaries get bigger and her body will start to produce two hormones – oestrogen and progesterone.

Oestrogen causes the breasts to grow and helps the vagina, uterus and fallopian tubes to develop. Oestrogen makes girls grow taller and also changes the way fat is stored on the body – changing a young woman's body shape. Waist, hips and buttocks will become more obvious. After puberty, the hormones oestrogen and progesterone control a woman's menstrual cycle.

For young men, the hormone testosterone is the hormone that triggers development from boy

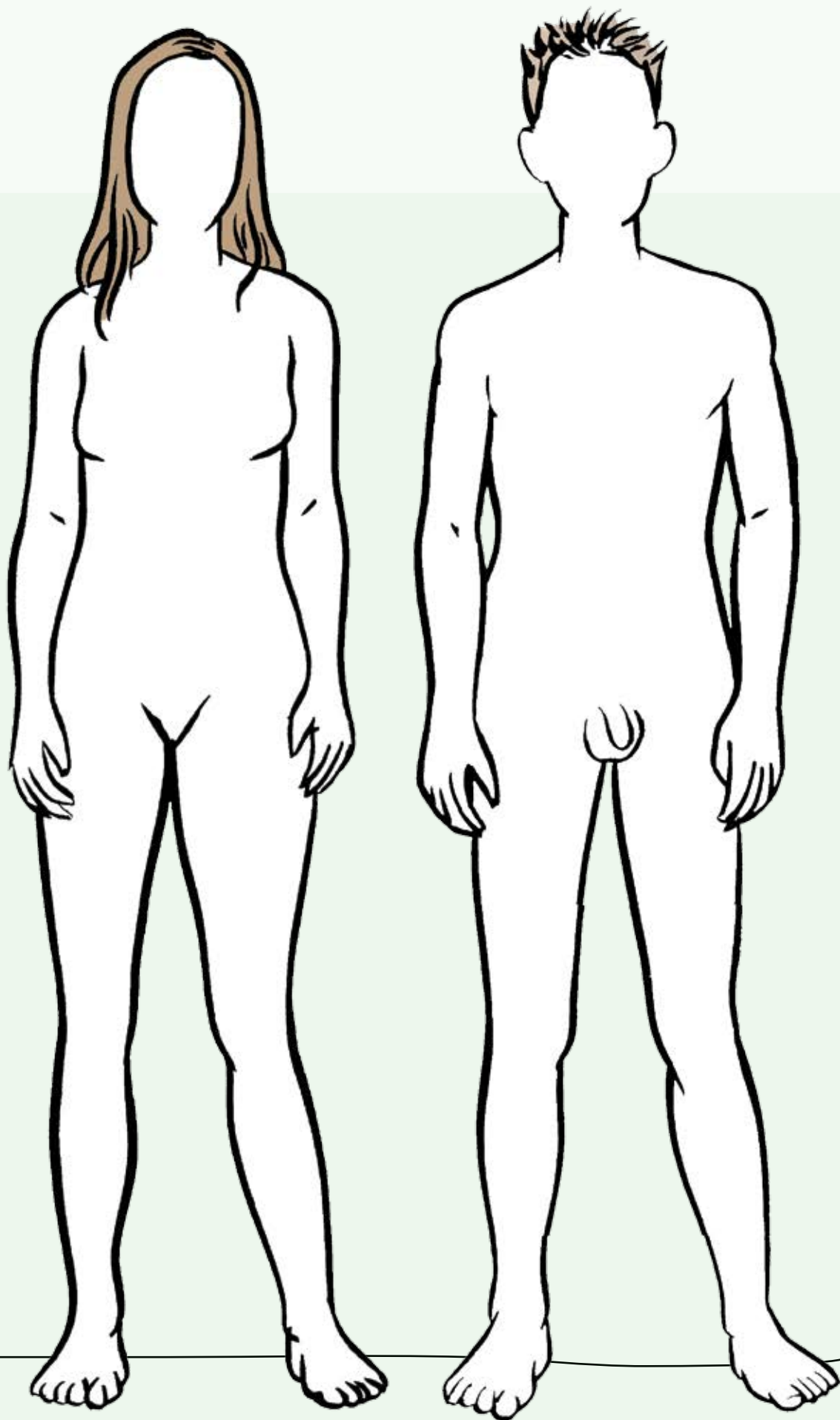
to man. Testosterone is the major male sex hormone. The levels of testosterone, which is produced in the testes, rise significantly during puberty. When levels are high enough, testosterone starts the production of sperm, causes the chest and shoulders to broaden and causes facial hair to grow.

Hormones are also the cause of a lot of emotional changes during puberty – this is true for young women and for young men.

EMOTIONAL CHANGES DURING PUBERTY

The influx of hormones produced during puberty can cause a range of emotions and feelings in both young women and young men and these can often change quickly. Young people might feel happy and positive, then feel angry or moody for no particular reason. This is very normal. These hormones might also trigger stronger feelings towards some people. They might be romantic or sexual feelings and could be towards someone of the opposite sex, the same sex or perhaps could be feelings of attraction to people from both sexes. These feelings are perfectly natural and are all part of growing up.

PUBERTAL CHANGES ACTIVITY



MASTURBATION

MASTURBATION IS NORMAL
FOR BOTH MALES AND FEMALES.

Masturbation has been surrounded by myths and superstition throughout history and even now some people can be made to feel guilty about meeting their own sexual needs. Masturbation involves stimulating the clitoris or penis to gain sexual pleasure and possibly orgasm. Masturbation is a safe way for your child to get to know and understand their body, their sexual response and to feel pleasure.

MASTURBATION...

- Is a normal, healthy activity.
- Can be done either alone or with a partner.
- Should be done in a private place, such as the bedroom.
- Is a safe alternative to sexual intercourse.
- Will not affect fertility.

In adolescence, when sexual feelings are strong, masturbation enables teenagers to explore and enjoy their sexuality when they are not in a relationship or if they do not want their relationship to become sexual.

If you find your young person masturbating, try to react as calmly and with as much understanding as possible. Negative reactions will only attach shame and embarrassment to a healthy expression of sexuality. This is also a timely reminder that young people require and deserve certain levels of privacy. As a family you can have a discussion around what private places are and how you can all respect these spaces.

GIRLS' GOSS

THE MENSTRUAL CYCLE /PERIODS

Periods are a normal and healthy part of being female. During puberty, the female reproductive organs begin to develop. When females are born they have around two million eggs (ova) inside their ovaries – each egg is the size of a pinhead. During puberty, hormones cause an egg to start maturing and be released from the ovary each month. This is called ovulation. The egg moves along the fallopian tube to the uterus.

At the same time as the egg is released, the lining of the uterus (endometrium) becomes thick and soft with blood and tissue. This happens in case the egg is fertilised (egg and sperm join). The fertilised egg would implant itself into the lining of the uterus and a pregnancy would start.

However, more often than not, the egg isn't fertilised so it is absorbed back into the body. The lining of the uterus is not needed so it comes away and leaves the body through the vagina – this is called menstruation or a period. The amount of blood lost during a period is very small – usually only around half a teacup full – and it leaves the body gradually – a period usually lasts between three and seven days.

A woman's menstrual cycle – from the buildup of the lining to the period – is usually about 28 days from start to finish.

Girls usually get their periods anytime between the ages of eight and 18. Periods usually start a year or two after other physical changes such as breast development, vaginal discharge and pubic hair. It is unlikely a period will start for the first time as a sudden gush of blood. A girl is more likely to notice a reddish-brown stain in her underwear. In the first year or two, periods can be very irregular. A girl might have her period one month but not get it again for another couple of months. It can often take a year or two for a girl's menstrual cycle to settle down and become more regular.

Girls often worry that everyone has started their periods except them or that they have their period before anyone else. Remind girls that their period will arrive when it is time for each individual girl – there is no right or wrong time.

Each girl and woman will experience different levels of discomfort with a period. It is good to talk about this with your daughter. Let her know that it is normal to feel a bit uncomfortable in the way of lower abdominal or back pain, tender breasts, or head aches. Although these things may seem extreme to a young person, especially when experiencing periods for the first few times, at no time should the pain become unbearable. There are painkillers that can be taken if it is very sore.

Check with your daughter what things she may be thinking or worried about e.g.

- What if I get my period at school?
- Will it hurt?
- How much blood will I lose?

If you need help finding answers to questions check the Family Planning resource "Q & A – Answers to all those interesting questions about growing up" – see www.familyplanning.org.nz for details.

BOYS' BLURB

Most males have erections throughout their lives – even as babies. When a boy reaches puberty, erections may happen more frequently. It is also the time when boys will become more aware and often self-conscious of them.

Erections can happen as a result of sexual thoughts, feelings or touch. But, erections can also happen for no obvious reason (spontaneous erections), especially during puberty.

Spontaneous erections can be really embarrassing for boys. A tip to help them disappear quickly is not to focus on them. You can suggest they try think of something really boring instead. Alternatively, a boy could try wearing types of clothing that makes them less obvious.

Semen production in boys starts on average at 12.9 years. And although sperm may be present in a boy's first ejaculate, often sperm does not appear until about 1 year after the first time they ejaculate. When boys do start producing sperm they produce approximately 50,000 sperm per minute.

A wet dream (or nocturnal emission) is an erection and ejaculation while a boy is asleep. Wet dreams usually start approximately one year after the first ejaculation. Some boys

may have wet dreams often, for others they might happen only occasionally. Wet dreams may involve sexually exciting dreams, but not always.

Wet dreams can be quite embarrassing for boys, they can be worried that their parents will think they are having sexual dreams, and therefore they might want to hide the fact that they're happening. It is good to let them know that wet dreams happen to all males at some stage and although they're not a big deal, it is important to wash sheets or pyjamas if needed. Penis size is another issue that is close to boys' hearts and can at times cause distress and embarrassment.

It is important to let boys know that penises come in all shapes, sizes and colours and some may even curve slightly. They can be explained as "show-ers" and "grow-ers." That is, when flaccid (soft) they are either small and will become much larger when erect (grow-ers), or may be already large when flaccid and not grow much more (show-ers). Each man's erection is as unique as his penis, and penis size isn't related to his size or build.

REPRODUCTION

SPERM CAN LIVE FOR UP TO SEVEN DAYS ONCE
INSIDE THE FEMALE REPRODUCTIVE ORGANS.

Dealing with the physical and emotional changes that puberty brings with it can be tough for young people. Sometimes it can help to encourage them to look at the big picture – why they go through puberty in the first place. The easy answer to this is so that one day, if we choose to, our bodies can be part of the baby making process. More often than not the question that then follows is “So how do you make a baby?” For a lot of parents this question is not so easy to answer. It is very important that this question is

answered open and honestly. It is good for young people to clearly see the connection between the physical changes that occur and the ability to reproduce.

Although as adults we have a reasonable idea how babies are made, putting this process into words to explain it to a young person can be tricky.

CONCEPTION PROCESS:

Sexual activity – For the purpose of reproduction, sexual activity is when the man's erect penis enters a woman's vagina.

Egg comes out – Egg (ovum) is released from the ovary into the fallopian tube. Egg will wait there for sperm for 12 to 24 hours.

Sperm comes out of the penis – Semen containing sperm is released (ejaculated) in or around the vagina. Sperm then make their way through the cervix and swim on to find the egg. (As sperm can live for up to seven days once through the cervix, and the egg is only viable for 24 hours, sometimes sexual activity and ejaculation can happen before the egg is released, this can still result in pregnancy).

Sperm meets egg – Some sperm swim in circles, some get lost but eventually hundreds of sperm will make it to the egg.

Conception – This is when one sperm enters the egg.

DNA Merge – DNA from the egg and sperm meet and join together. This is when a unique cell is created.

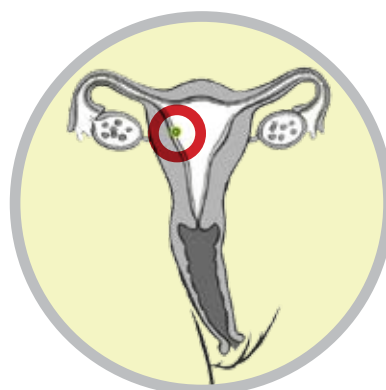
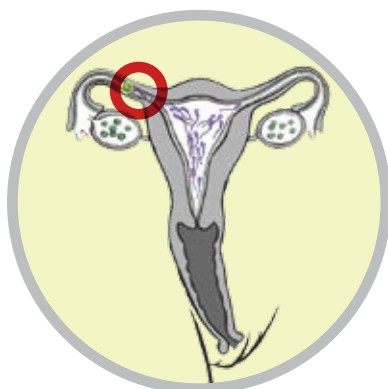
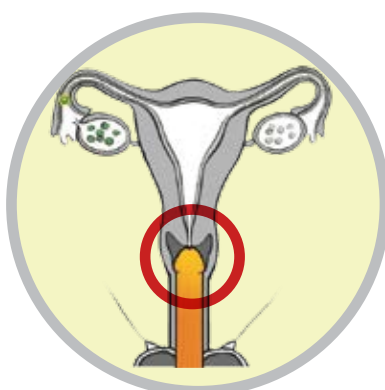
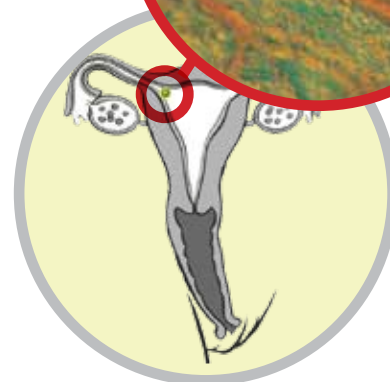
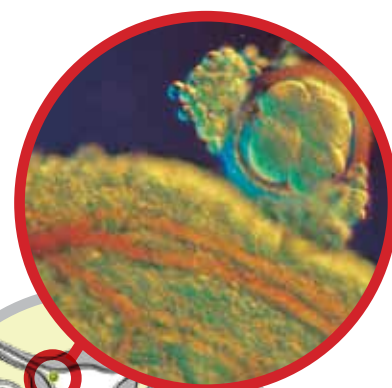
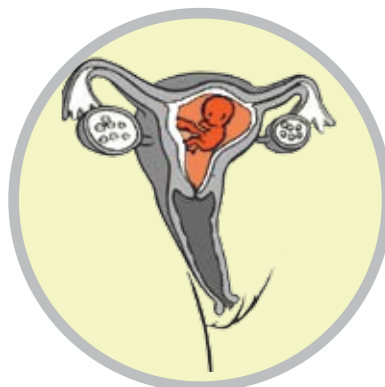
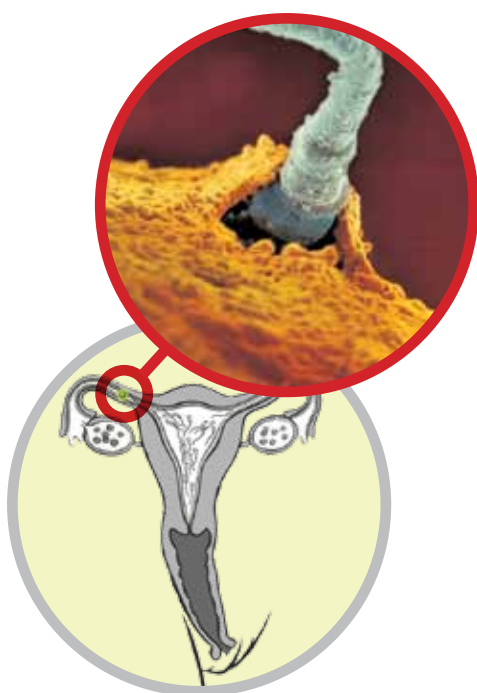
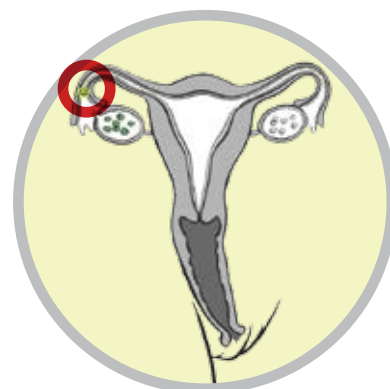
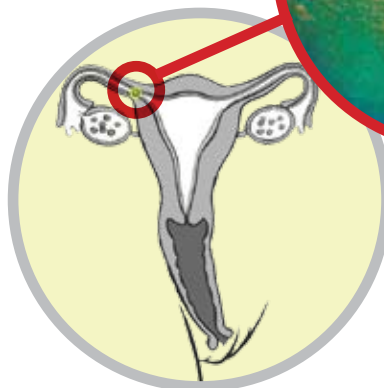
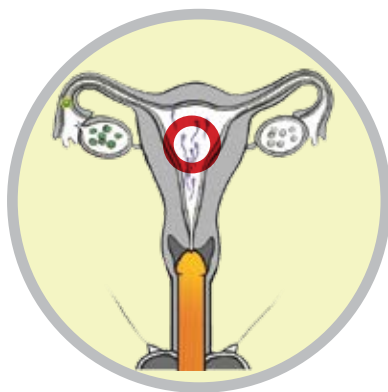
Cell Divides – After a few days the single cell starts to divide and multiply. The cell divides into two groups – one will become the new human being and the other the placenta.

On The Move – Eight days after conception the fertilised egg comes out of the fallopian tube and embeds itself into the wall of the uterus.

Pregnancy – Over the next nine months the cluster of cells develop into a foetus and will become a new human being at birth.

CONCEPTION ACTIVITY

Looking at the statements and the pictures, draw to match the correct statements with the picture.



Content from NZ Family Planning's 'The Sexuality Road - Discovering Me' (2009)

Answers located on page 44

RELATIONSHIPS

I REALLY LIKE SOMEONE IN MY CLASS....

HOW DO I TELL HIM/HER?

There are many types of relationships, including romantic and intimate relationships. Not all of these are sexual.

- In a healthy relationship, people feel respected, valued, cared for, able to communicate and to be themselves. Violence is not acceptable in any relationship – this includes sexual, physical or psychological violence.
- Developing a positive self-esteem and a healthy sense of self-worth help young people make the best decisions about their sexual and reproductive health.
- Good self-esteem develops resiliency and helps young people have the ability to cope with difficult situations.

Hormonal changes and pressure from friends and peer groups can make puberty a difficult and confusing time for young people and their families. It is important that young people have the knowledge and skills to be able to recognise, understand and communicate about these changes and to feel comfortable that if they don't want to talk, they are supported and have someone to talk to - when they're ready.

We all need to have intimate relationships: close, safe, caring

connections with other people. These relationships may be with people in our family, or with a partner, girlfriend or boyfriend, or a close friend. They may not be people we have known for a long time, but they are people we can trust with our deepest feelings, who care about us and we about them, and with whom we can talk openly and honestly about our fears, the things that upset us or make us happy.

Although we often think that intimacy means being sexually involved with someone, we can be intimate without making a sexual connection, and we can have sex with someone without being really intimate.

Young people are going to go through many emotional highs and lows throughout puberty. They will deal with crushes and new infatuations and some will struggle with their sexual identity as well as the physical changes that are occurring. Existing relationships and friendships may change along with their bodies and emotions. Having someone they can talk to is vital in how well they cope with puberty. Parents and whanau members who are well-informed and educated on the processes of puberty will be best equipped to support their young person when they are needed.

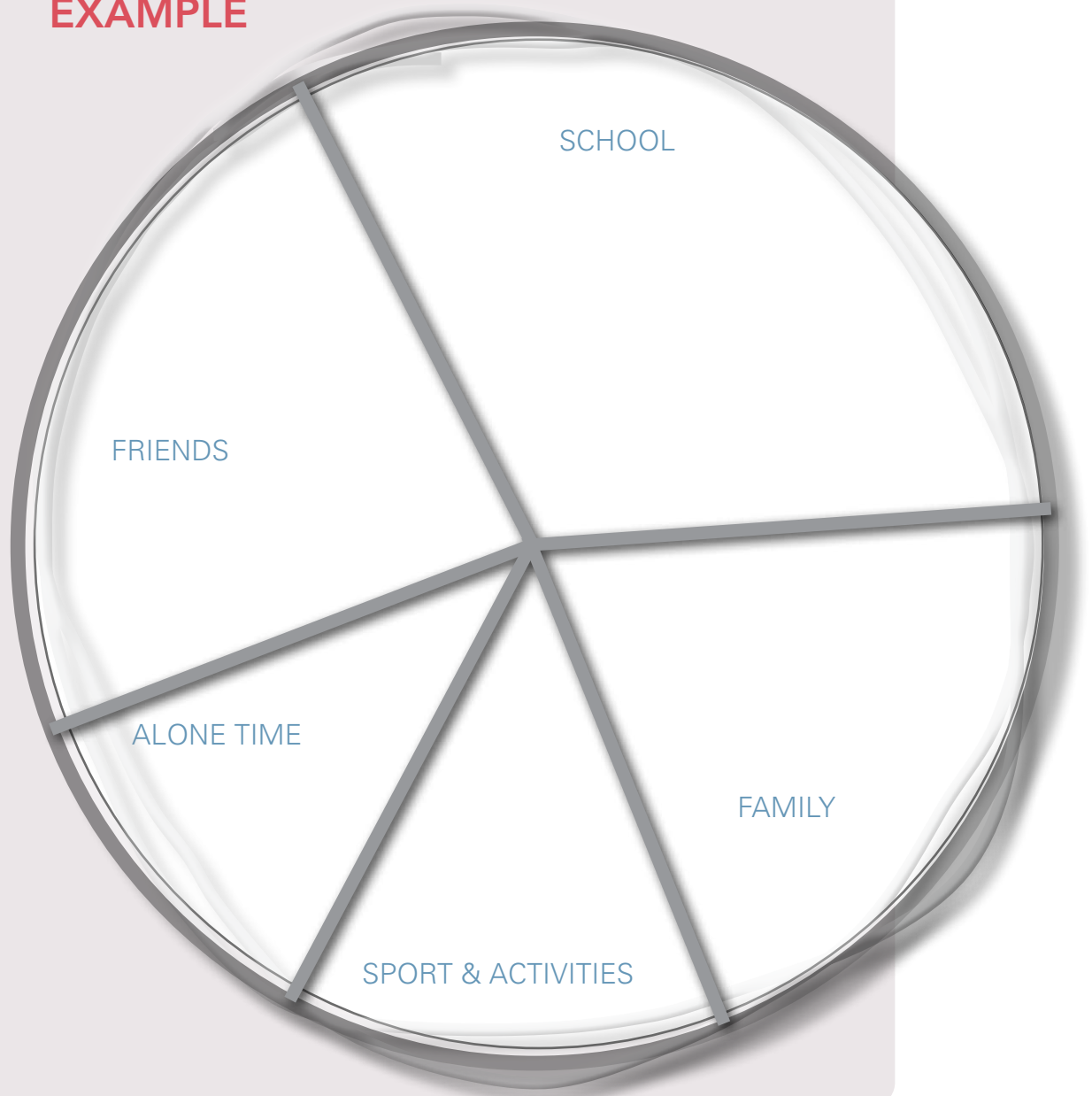
RELATIONSHIP ACTIVITY:

As young people are growing up, they go through a period of seeming more self-absorbed and may spend more time away from their family. The purpose of the following activity is for your young person to think about their ideal activity and relationships balance in their lives, and for you as parent/ caregiver to consider what you think is appropriate for them.

For this activity, you and your young person each draw a circle or pie on a separate sheet of paper.

- On another sheet of paper together make a list of the activities and parts of your young person's life, through which they may have friendships/relationships with people e.g home, friends, school, special friendship, sport, extended family, iwi, personal time, church, clubs, and hobbies.
- Ask your young person to divide their circle/pie allocating appropriate size wedges to how much time they would like (being realistic) to spend on these things.
- Divide your circle/pie up according to how much time you see your child actually spending on the things on the list.
- Have a look at your individual circles. Are they the same? How are they different?

EXAMPLE



Important discussion points:

- What would happen if one person or one activity was taking up all their time and if, for some reason, that one thing stopped, what impact or changes would that have on their life?
- It's important to have a balance between the different aspects of our lives while being able to identify what are the most important things to us.
- How does your young person find a balance between different friends and the time they spend with them?

If there are differences between the two diagrams, what can you do to find a compromise?

DIVERSITY

IT'S OK TO BE WHO YOU ARE.

Who people like or are attracted to, or who they fall in love with depends on their sexual orientation. This is something everyone has to discover for themselves as they experience friendships and relationships with different people.

People who are attracted to the opposite sex (male/female relationships) are described as being "straight" or preferring opposite sex (heterosexual) relationships. People who are attracted to people of the same sex as they are (female/female or male/male) are described as lesbian or gay or preferring same sex (homosexual) relationships. Some people like both guys and girls and can have relationships with men or women. This is called being bisexual.

Some people have always known who they are attracted to, while other people recognise these feelings later in life. For a lot of people it's hard to work out because these feelings can change.

Research in New Zealand and overseas has consistently shown that gay men, lesbian women or bisexual people with a strong sexual identity, high self-esteem and good

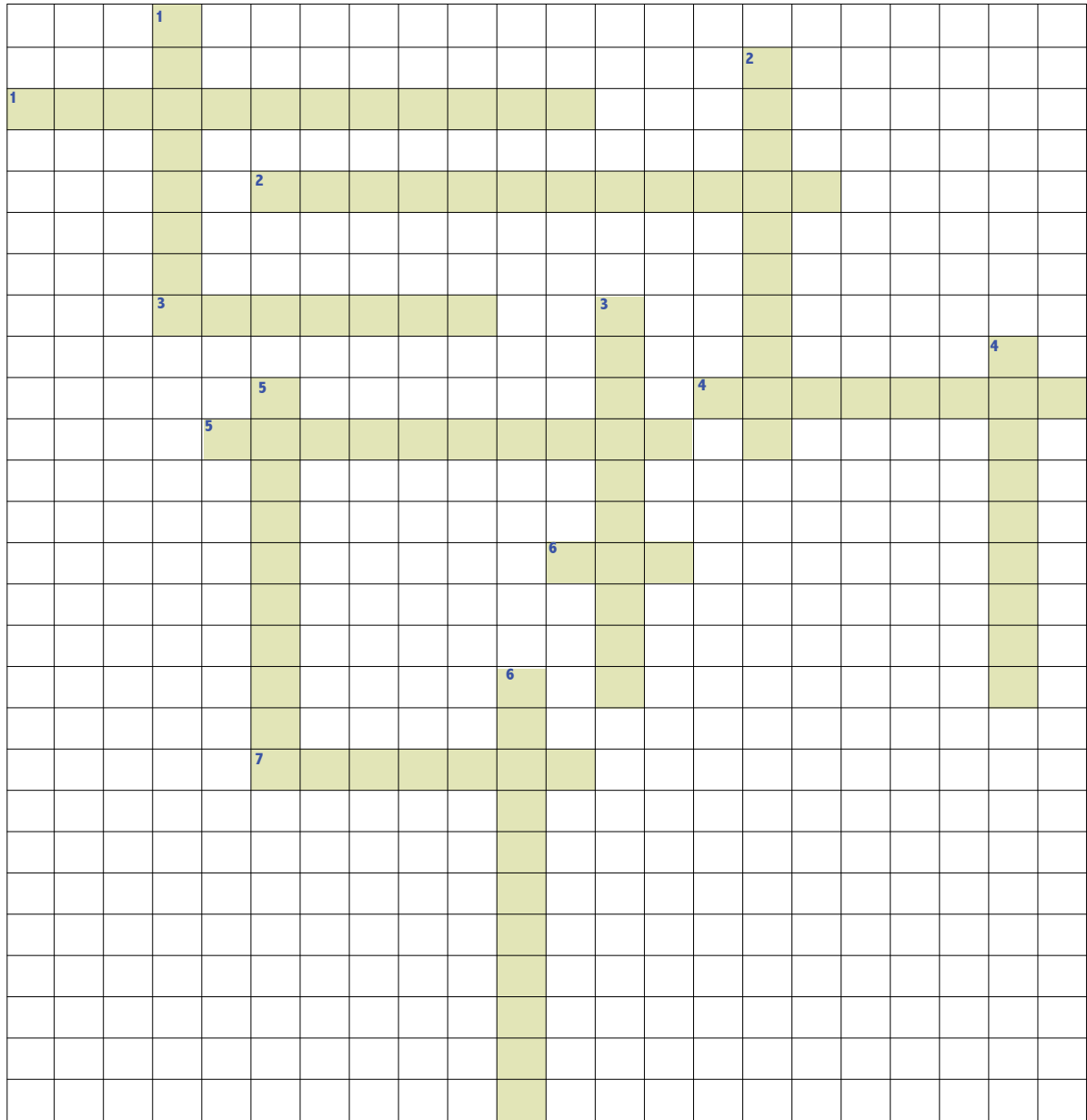
personal support are less likely to engage in unsafe sex and other health-risking behaviours.

Parents may have difficulty initially coming to accept that their child is gay, lesbian or bisexual. This is not surprising given myths such as homosexuality is caused by bad parenting. This is untrue. Sexual orientation appears to be biologically determined.

Parents may feel that their hopes or plans for their son or daughter will need to change. This may be untrue. Gay, lesbian and bisexual people can form stable, loving relationships, become parents and have the same education and career options as heterosexual people.

For help with accepting a young person's coming out, talk to a school counsellor, or Relationship Services. There are support groups for parents – try online, or phone 0800 OUTLINE.

DIVERSITY CROSSWORD



CROSSWORD CLUES

ACROSS

1. Someone who likes to wear clothes traditionally worn by the opposite sex, but does not want to live as that gender.
2. Someone attracted to the opposite sex.
3. A word that is often used to refer to a woman who is only attracted to other women.
4. Someone who is born with genitals or reproductive anatomy that has some characteristics of both sexes.
5. Someone who is attracted to people of the same sex.
6. A word often used to refer to a homosexual man.
7. Someone who is not sexually attracted to anyone.

DOWN

1. A person who is attracted to both males and females.
2. Samoan cultural identity for a person born male but who is like a woman.
3. A Māori word for people who identify as other than heterosexual.
4. The slang term for the physical, legal and social process of changing gender.
5. Someone who discriminates in words or actions against someone who is gay.
6. Person who identifies with a gender that is different from their physical sex (i.e. the physical /sexual characteristics they were born with.)

BODY IMAGE/MEDIA/ SEXUALITY

Young people are naturally interested in their own and others' bodies and development. In New Zealand, young people are flooded with relationship and body image messages from TV shows, music videos, DVDs, pre-teen and teen magazines.

Parents need to ask how messages about ideal body shapes and styles of dress may affect children's self-esteem. Does popular music and media content encourage an earlier sexual awareness for both boys and girls? What pressures do these images place on young people?

It is a challenge to allow children to enjoy their childhood without undue pressure to conform. Young people are exposed to intensive marketing, and are aware of brands and their association with image.

There are strong messages about the expected behaviours of girls and boys. Children who do not fit these stereotypes can feel especially isolated.

Parents can counter these messages and images, and give some balance to the flood of information children receive by talking with their children about how realistic the images are.

PORNOGRAPHY

Exposure to pornography is also an issue that parents need to consider even for younger children. While children generally do not have a natural sexual capacity until between the ages of ten and twelve they are susceptible to influences affecting their development. Schools deliver sexuality education in age and developmentally appropriate increments. Exposure to pornography can short circuit this and may leave children feeling confused.

Pornography has underlying messages that can be extremely damaging: sex without responsibility is acceptable and desirable; sex is about fulfilling male desires and is not mutually pleasurable; women are sexual objects and not people; and porn presents unrealistic body types and outside the norm body parts. All of these can put pressure on young people growing up, distorting reality and expectations of relationships and sex.

Most parents want to instill in their children their own personal values about relationships, sex, intimacy, love, and marriage. Exposure to pornography can impact on attitudes and values, and sexual behaviour.



ONLINE AND PHONE SAFETY

There is some excellent online information and support available for both young people and parents. See www.netsafe.org.nz for specialist information.

There are a number of actions parents can take to minimise risks.

- Have the home computer in a family space such as living areas rather than in bedrooms or home offices.
- Set times and sites for computer use.
- Talk with children about images or sites they may have seen that were concerning to them.
- Explain to older children your concerns about certain sites or images and discuss the differences between pornography, fantasy and real life relationships.
- Be aware that any equipment with wireless access (including cellphones and iPods) may expose young people to pornography, or possible exploitation.



MEDIA ACTIVITY

Help your young person identify the different kinds of pressure they face everyday from TV, magazines, billboards, music, movies, video games and more.

Discuss the consequences of accepting or not accepting media messages (for example, being a bone-thin female, being a muscular male, buying designer clothes).

Teach your child the two-step refusal process:

Check out the message and apply the self-esteem rule: Does it make you feel bad about yourself?

If the answer is yes, act quickly to avoid being influenced. Do one of the following:

- Change the channel or station, turn the page, stop playing the game.
- Turn off the TV, song, game or radio, or throw away the magazine or newspaper and leave the place where the message is being presented.
- Talk back to the message with a positive counter-message.
- Make a joke about the message.

Ask your young person to describe a good friend or family member. What characteristics do they have? Now, describe a good doctor, lawyer or teacher. What are they like? As they imagine these model people, what part (if any) does body weight or percent body fat play in determining their quality or effectiveness? Probably not much.

GLOSSARY

Age of Consent: The age at which the law says a person can have consenting sex (both people say yes) with a male or a female. In New Zealand, the age of consent is 16 years old.

Anus: The hole at the end of the back passage or rectum through which the body rids itself of solid waste.

Balls: A slang word for testicles.

Birth Control: Contraception.

Cervix: This is a ring of muscles at the top of the vagina. It has a very small opening to allow the blood to pass through it during menstruation. It also allows sperm to pass through during unprotected sexual intercourse. Because the opening is so small, a tampon cannot get lost inside the body. During birth, the cervix expands to allow the baby out of the uterus or womb.

Clitoris: The clitoris is just inside the inner labia and is the most sensitive sexual part of a woman's body. It contains erectile tissue.

Conceive: If one of a woman's ovum or eggs is fertilised by a sperm, a woman conceives and a pregnancy starts.

Conception: Another word for fertilisation. When a sperm joins with an egg or ovum in the fallopian tube. The fertilised ovum then travels down into the uterus. If it attaches to the wall of the uterus or endometrium it may develop into a baby.

Contraception: Preventing pregnancy.

Erection: When blood engorges a male's penis and makes it hard or erect.

Foreskin: The skin which covers the end of the penis of a boy or man. When the penis is erect the foreskin rolls back, exposing the sensitive end or glans. Boys who have reached puberty need to wash under their foreskin regularly. The foreskin is sometimes removed in an operation called circumcision.

Family Planning: A place where you can get confidential information and advice about sexual health. Anyone can go to Family Planning – you don't have to be over 16 years old. Family Planning can help with contraception, pregnancy tests and referrals, tests and treatment for infections, cervical smears and pre-menstrual syndrome. You can find your nearest Family Planning Clinic at www.familyplanning.org.nz

Gay: Another word for someone who is homosexual or lesbian.

Gender: Whether you are male or female. Gender is a social construct so some people may have sexual characteristics of one sex but consider themselves a different gender.

Genitals: The external sex organs. The male genitals include the penis and the scrotum. The female genitals include the labia, clitoris and vaginal opening.

Having sex: To be physically sexual with another person. Usually refers to intercourse.

Heterosexism: The belief that everyone is heterosexual and that heterosexual behaviour is more highly valued than homosexual behaviour.

Heterosexual: A person who has sexual feelings for, and prefers relationships with, the opposite sex.

Homophobia: A dislike or fear of homosexuality or gay people. Can involve put downs, hatred and abuse of gay, lesbian or bisexual people.

Homosexual: A person who is sexually attracted to someone of the same sex. The word is most often used to describe a man who is attracted to men. The term most commonly used for women who are attracted to other women is lesbian.

Hormones: Hormones are natural chemicals that affect different parts of the body. They travel around the body in the blood. The sex hormones control growth and sexual development. The main female hormones are oestrogen and progesterone. The male hormone is called testosterone. At puberty, the body starts to change as these hormones are made.

Labia: Part of a woman's genitals.

Lesbian: A woman who is sexually attracted to another woman. Another word for a gay woman.

Masturbation: Self-pleasure, playing with yourself. Sometimes call wanking.

Menstruation: Also called a period. The menstrual cycle is the monthly process of shedding the lining of the uterus. A period happens when an egg or ovum has NOT been fertilised by a sperm.

Oestrogen: A female sex hormone produced by the ovaries.

Oral Contraception: The contraceptive pill.

Ovary: Where eggs or ova are stored in the female's reproductive system.

Ovulation: When a mature ovum or egg is released by the ovary.

Ovum: This is the female sex cell. Girls are born with about 400,000 ovum in their ovaries. When a girl reaches puberty, one ovum is released each month. The ovum travels down the fallopian tube and if unprotected sexual intercourse has occurred it may be fertilised by a sperm. An ovum is often called an egg.

Penis: Part of the male genitals. Also used to pass urine or pee. Most of the time the penis is soft and hangs down. When sexually excited, blood flows into the penis and it becomes erect and hard. This is called an erection. After orgasm a small amount of semen (about one tablespoon full) spurts out of the penis which then returns to its normal size.

Progesterone: One of the female sex hormones.

Puberty: The time of your life when your body and your feelings and emotions change as you move from being a girl to a woman or from a boy to a man. Puberty is caused by hormones and is a natural part of growing up. Everyone goes through puberty although for some people it will happen earlier than for others.

Pubic Hair: The hair which grows around the genitals from around the time of puberty. Sometimes called the pubes.

Queer: A slang word used to describe someone who is lesbian, gay, homosexual or bisexual and is increasingly used within the LGBTT community to include other sexual and gender identities.

Scrotum: Part of the male genitals. It is the sac that contains the testicles or balls. The testicles cannot produce sperm at normal body heat so the scrotum hangs outside the body to keep the testicles cool. If the outside temperature gets too cold, the testicles are drawn up towards the body for warmth.

Semen: A milky liquid made up of sperm and seminal fluid which comes out of the end of the penis during ejaculation.

Sexual intercourse: When a man's penis enters a woman's vagina.

Sexuality: Is more than just sex. It involves who we are as males or females, our identities, our feelings about our sexuality and how we express those feelings.

Sperm: These are very small male sex cells. Under a microscope they look like tadpoles. Sperm are made in the testicles once a young man has reached puberty. When a man ejaculates about 400 million sperm are released.

Straight: Another word for heterosexual.

Testosterone: The male sex hormone which is produced by the testicles.

Testicles: The testicles are part of the male genitals. Sperm are made inside the testicles. After a man has ejaculated, the testicles make new sperm. Slang terms include balls and nuts.

Vagina: The vagina leads from its opening to a woman's uterus. When a girl or woman becomes sexually aroused, her vagina becomes wet or lubricated.

Virgin: A virgin can be male or female and is someone who has not had sexual intercourse.

Vulva: Another word for the external female genitals. Slang terms include twat, fanny or pussy.

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FROM PAGE 18 REPRODUCTIVE PARTS ACTIVITY

GIRLS:

Girls are born with millions of EGGS in their OVARIES. When they reach puberty the eggs begin to ripen and are released one at a time into the FALLOPIAN TUBES where they wait to be fertilised by SPERM. Most of the time there is no sperm so the egg dies. Then the body works to flush out the egg along with the lining of the UTERUS which is called the ENDOMETRIUM. This is what a PERIOD or MENSTRUATION is. When a girl first gets her period, it can take some time to settle into a monthly routine.

BOYS:

When boys begin puberty their TESTICLES are able to make approximately 50,000 SPERM per minute. Once made they wait in the EPIDIDYMIS until it's time to make their way up the VAS DEFERENS which takes the sperm all the way to the SEMINAL VESICLES. This is where SEMEN is made and sperm and semen mix together waiting to be EJACULATED. This only happens when the penis is hard (or erect). When the penis is soft (or flaccid) only urine can exit the penis. There is only one tube inside the penis called the URETHRA.

FROM PAGES 34-35 DIVERSITY CROSSWORD ANSWERS

ACROSS

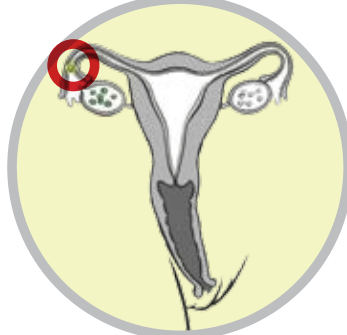
1. **Cross dresser** – someone who likes to wear clothes traditionally worn by the opposite sex, but does not want to live as that gender.
2. **Heterosexual** – someone attracted to the opposite sex.
3. **Lesbian** – a word that is often used to refer to a woman who is only attracted to other women.
4. **Intersex** – some who is born with genitals or reproductive anatomy that has some characteristics of both sexes.
5. **Homosexual** – someone who is attracted to people of the same sex.
6. **Gay** – a word often used to refer to a homosexual man.
7. **Asexual** – someone who is not sexually attracted to anyone.

DOWN

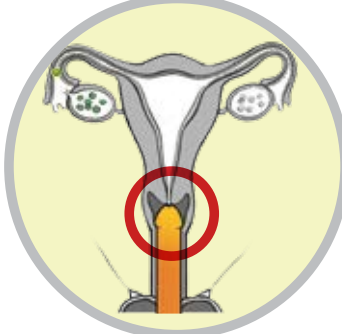
1. **Bisexual** – a person who is attracted to both males and females.
2. **Fa'afafine** – Samoan cultural identity for a person born male but who is like a woman.
3. **Takataapui** – a Māori word for people who identify as other than heterosexual.
4. **Sex change** – the slang term for the physical, legal and social process of changing gender.
5. **Homophobia** – someone who discriminates in words or actions against someone who is gay.
6. **Transsexual** – person who identifies with a gender that is different from their physical sex (i.e. the physical /sexual characteristics they were born with.)

FROM PAGE 28-29 CONCEPTION ACTIVITY ANSWERS

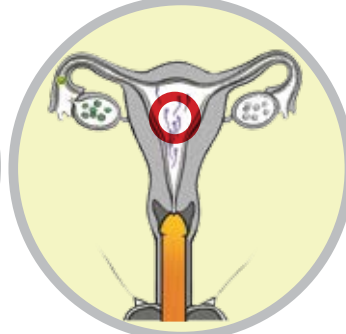
Egg comes out



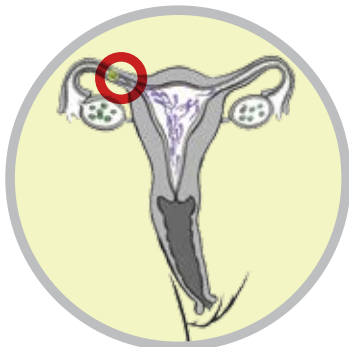
Sexual activity



Sperm comes out of the penis



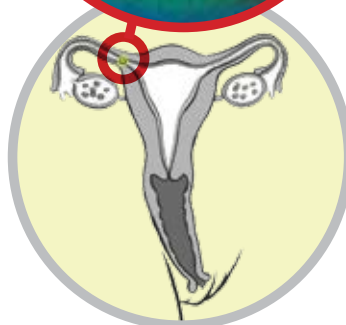
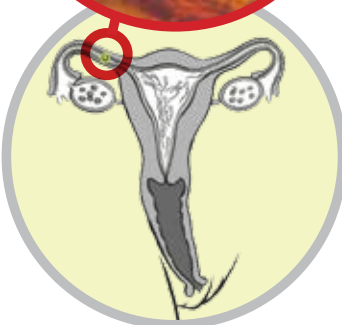
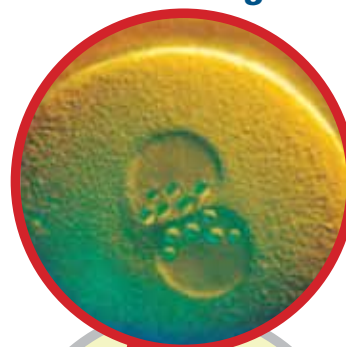
Sperm meets egg



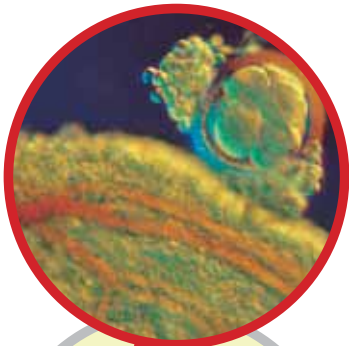
Conception



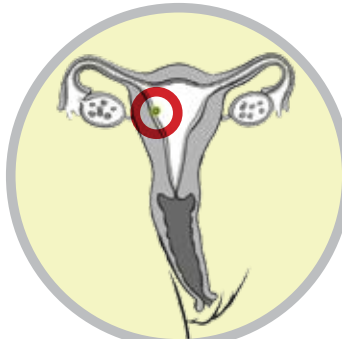
DNA Merge



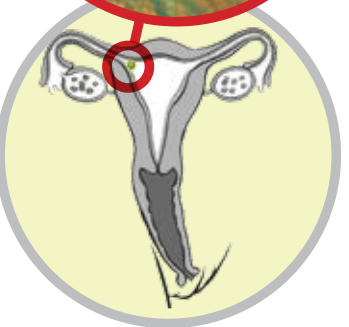
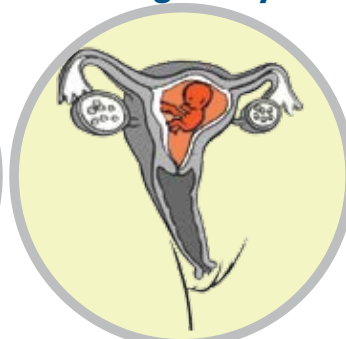
Cell Divides



On The Move



Pregnancy



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