

Introduction

Welcome to the wonderful world of puberty.

I am Anu Sharma, a Sexual health Educator for Toronto Public Health. In this DVD, you will have an opportunity to observe several different educators and the various ways they approach the subject. From the main menu, you can choose the segments that are most useful for you. In order to get a sense of the flow of the program, we recommend that you watch the whole DVD initially.

We have included a lot of written material, including the entire script. You will also find a link to our *Changes in You and Me* manual as well as some additional classroom activities.

Toronto Public Health's Sexual Health Program has developed a philosophy with guiding principles, which are in the resource section of this DVD. Some of these principles include the importance of being inclusive. By this we mean being positive towards gay, lesbian, bisexual and transgendered people. It also means believing in gender equality. We aim to be non-judgmental, respectful and maintain confidentiality where necessary. We are pro-choice. We try very hard to ensure that people have access to this information despite differences in their abilities, language or culture. (Main words up on screen)

Regarding diversity, it is obvious to any teacher that their students come from many different types of families. When you are teaching about sexuality, each child will hear these messages from you differently, according to their age, physical maturity, exposure to sexuality messages and emotional maturity. Even if you know your students well, it is better not to make assumptions about what they know and have experienced. Your task is to talk to them in a very direct way without being overly graphic. Sometimes, this is a hard call!

Puberty classes are the basis for ongoing sexuality programming through middle and high school. The work you do now is crucial to their being able to listen, talk and act in healthy ways as adolescents and later, as adults. These classes are the building blocks of future sexuality programming. That means that the message about fertility is very important. They learn that they are capable of reproducing when boys produce sperm and girls ovulate. There are, of course, people who cannot have biological children; there are people – both heterosexual and homosexual – who choose not to have children. No matter who they are, students need to recognize themselves as part of the discussion. It is a part of supporting their self esteem so that they can make healthy choices for themselves as they mature physically, sexually and emotionally. Self esteem includes how they feel about their gender, their orientation and their bodies.

Teaching about sexuality is not like teaching geography. Sexually, adults all have different levels of comfort and experience: some of it is positive and some is not. What is important is to be aware of our own comfort level. Some teachers may choose to ask a colleague to teach this part of the curriculum. If you are not teaching your own students, you will have to take one extra step in getting to know your audience.

If you have a mixed grade five and six class, you may be thinking that the grade six students had it last year and don't need to hear it again. But they do. Last year, it went over some of their heads. This year, some of them have actually started the changes of puberty and have a more personal interest. Aside from that, these messages require constant reinforcement. In some ways, it's like French or math where they need to build on the information they learned before. You will find additional materials to use with students who have already done the basic program.

We think it's important to have boys and girls learn this material together. Most of these children will grow up to be heterosexual and need to know about each other's bodies. They need to know how to communicate openly with each other. At the same time, it is useful to have one class where they can meet in a same sex group and discuss issues that are pertinent to their gender. The Changes in You and Me manual has an outline of these classes.

It is important that you or your administration inform parents and/or guardians about the puberty classes as a courtesy. There is no need to ask for permission to attend because growth and development is part of the curriculum. There is a sample letter in the manual. It is also a good opportunity to invite parents to talk with their children about the classes and about puberty in general. Parents are the first and primary sex educators of their own children and can work in partnership with the school to get the job done. After all, we all have the same goal: raising sexually healthy individuals.

Some children come from families where sexuality is not discussed and they are likely to be uncomfortable. You can give them permission to sit at the back, working on a computer, for example, where they can listen if they choose to.

During the classes, students may want to ask questions as they would in any class. There also needs to be an opportunity for children who feel timid asking a direct question. They can use the question box or envelope. Have a look at the question and answer session for more detail. Some teachers will want to collect questions at the end of the first class and answer them all in the last class; others may prefer to collect questions throughout the week and answer them according to topic. For example, if there is a question about how babies are made, it can be answered at the end of the class on changes for girls.

Remember, the words you hear from our educators are their words. They are just different models for you to choose from as you develop your own style.

Enjoy.

Introduction to the first class

This is the first class of at least four sessions. It is your first opportunity to help students become more comfortable with the subject and its language. That means that you have already done some work on your own comfort level. Depending on the school, some teachers will have more time than others. You can adjust the timing of the exercises to fit with the amount of time you have. We like to spend 30 minutes to an hour on this first session.

What you end up doing in this class also depends on whether it is the first time your students are having puberty classes, and how mature they are – or aren't.

Introduction to Puberty

In this first class, which is the introduction, if you're teaching students from another group you can start by finding out if everyone in the group knows why you're there.

If the class doesn't know you well, spend a few moments introducing yourself, including why you are teaching this unit. Even if you know the class well, you can start with a warm-up exercise called "Stand Up" – for instance, "*Stand Up if you've ever seen something live born right in front of you...*" There's a list of questions in the *Changes in You and Me* manual. Whatever questions you use, they should be engaging, give you some more information about the group, rather than singling people out for being different. Make sure everybody gets the chance to stand up at least once.

Having students agree on the guidelines or rules for discussion is especially important for this topic. Often classes already have a version of classroom rules posted, so you can review them and add a couple to that list. Here are three key rules you want to make sure to include:

1. Show respect. This means no put downs – including things like eye rolls. Sometimes when people are embarrassed about this topic or don't understand something, they cover it up by putting someone down. How does it feel when you ask something or make a comment and someone laughs at you? Right – bad, shy...and the goal here is for everyone to feel comfortable.
2. No names. Please don't identify or mention names of people, your brother, for instance, probably doesn't want the whole class knowing about his love life. So what can you do instead? Right, "I know someone who..."

3. No personal questions. I'm not here to talk about the private parts of my life...so keep your questions general please. And I'm also not going to ask you about your private life."

"So, Puberty. Can anyone tell me what it means?"

At this point, read out a definition of puberty. Including when it happens and how it happens. Remind students that you can't speed it up or slow it down. Depending on the group, I often apologize at this point.

I'm sorry if any of the material I'll be sharing with you makes you feel uncomfortable. It's better that people know the real deal, the facts, than to be left guessing. You'll be amazed by the end of these five classes how much more comfortable you'll feel about being here.

I also address the fact that most of the lessons will be given to boys and girls together. There are several reasons for mixed groups, these include:
a) they live in this world together and need to know about each other;
b) they need to learn that they're not so different from each other; and
c) if and when they date, they need to become more comfortable talking about feelings and how bodies work, with both genders.

While some of you may not have heard much about this topic, others have heard more, and that's just fine. That's one of the reasons it's taught to all students in grade 5 and 6.

Explore with the class where they get their information about puberty, relationships, bodies and babies. You'll end up with the Porcupine list. Under "computer, the Internet/MSN", ask what they've been taught in terms of safe computer use. Reinforce never giving out personal details (last name, phone number, address). Remind them that pop-ups from porn sites can suddenly appear on your screen and are tough to get out of. They may need to turn off the monitor and get help. Ask about webcam use amongst students. Caution them about the potential dangers.

If you have a class that has already has some puberty education, you can quickly review guidelines and then hand out a quiz. Collect and take up the answers in this first lesson.

This is a good opportunity to have students write their questions on the bottom of the quiz sheet. You may want to sort their questions and answer them in the appropriate session.

At this time of life, a lot of really important things happen. After you've gone through puberty, your body has matured and you can you can reproduce - make

a baby. Just because you are able to make a baby, doesn't mean that it's a good time or that you're ready in all the other ways.

Ask the class what people need to consider, other than a mature body, before making a baby. This chat reassures those parents or teachers who incorrectly believe that by talking about sex, we're encouraging students to run out and get pregnant.

During these classes, I'll often refer to people making babies. But as you know, not everybody can reproduce; and there are others who can, but don't want kids. There is a difference of course between making a baby and being a parent. If someone wants to be a parent, but can't make their own child, they can adopt. Same with someone who has a baby but doesn't want to or can't take care of the baby – they'll give it up for adoption.

Another important thing that happens is you mature mentally, emotionally, socially and some may add spiritually. This means that you will become more aware of your sexual feelings and attractions. You'll also start to become independent from the adult or adults who raise you. You start to have your own opinions, want more time on your own and with your friends.

In terms of change, this is the third and last time of rapid growth in your life. The first is when you went from a single cell the size of a speck to, nine months later, billions of cells! The second is from the time you're born to your first birthday. Puberty is mild compared to either of those, but you are more aware of the changes this time around.

This explanation helps students see that puberty is part of the life cycle, and includes those who have not yet started to show signs of change.

Next I do a language exercise. A large part of this exercise has to do with letting the class get some of their giggles out...so expect that.

I explain that there are four kinds of words for private body parts and functions.

Refer to the "Changes in You and Me" manual for the full exercise.

Somewhere in this first class I describe a simple version of reproduction. I find that kids are just waiting to hear this explained. Again, I put this in the context of other living things so that students see it as nature rather than nasty.

OK, so back to puberty and reproduction. All living things reproduce; humans are not unique in this. When you learn more about plants, you'll find out that they have male and female parts. The female part makes reproductive cells in a special place, the ovary, and the male cells are really small. They are the things

that give some people allergies – know the name? Yes, pollen. They float through the air or are carried by birds or bugs to the ovary where they join with the female cell. This is called fertilization. With fish, the female swims up the river or lake, releases a bunch of eggs and then swims off. A male of the same species then swims along and, stopping over the eggs, releases his cells. Do you know the name of these cells? Yes, sperm. Then he swims off. The sperm join with the eggs (what's this called?) and then after several days they hatch. In birds you may have seen the male doing this mating dance, then the male mounts the female for a few seconds, and deposits his sperm under her tail feathers where they enter her body and join with the eggs she has inside.

You can spend some time talking about the eggs we buy...could they ever hatch? This age group loves the topic of fetal development, so this discussion takes advantage of their interest.

With mammals, the same kind of thing happens. You may have seen dogs practising this. When the male dog mounts the female, his penis slips into the female's vagina and the sperm are released. The same happens with humans. In humans we don't call it mating: it's called sexual intercourse - often just shortened to 'sex'. Some other names are "sleeping together" or "doing it". And for humans, it's not just done to make babies, but also because it feels good. There you can breathe now – I've said it all!

If you have not already given the students a chance to write down their questions and/or comments collect them now.

At the end of the lesson we encourage students, when they go home, to mention that they've started puberty classes. They can ask a family member how and when they learned about puberty. Discuss why some adults may be hesitant to talk about this puberty. Oh, and congratulate the group for a doing good job with lesson one!

Intro to boys' session

So, the first class is over. That wasn't so bad, eh? Next we deal with the changes specific to boys. It's a good idea to start the class by reviewing the guidelines - like no teasing - for this session. It's also useful to review the changes that are common to both boys and girls. See if you can get the students to come up with these changes by themselves.

This is the session where you will use the puberty models. You might want to practise this a little before class. If you can't get a set of felt models, you can use a paper outline of two students or draw it on the board.

Changes for Boys

Boys have many of the same issues as girls. I'll leave out the hygiene, pimples and voice changes, but will highlight some issues that are particular to boys. Have a look at the lesson plan which describes how to use the felt models. Follow the link at the bottom of your screen. I will describe erections, self pleasuring and wet dreams. I'll spend some time on feelings and worries about sexual orientation. We expect that boys and girls will listen to this session together.

Well, it's time for our second class. I must say, your behaviour was excellent in the first class. There was no teasing at all, which is great. There was some giggling, which was fine. At least no one had to leave because they were laughing so hard. Let's just review our guidelines...

So did any of you speak to an adult at home about our first class? How did it go? Sometimes they need a little push to talk about this stuff, especially if their own parents didn't talk with them.

Now, what do you remember about the changes that happen to both boys and girls? It's interesting that almost all of the changes are the same. Let's have that list back on the board. (Indicate changes on flip chart.) Today, we are going to spend more time on the changes that happen to boys.

The changes of puberty can start any time from 8 to 16. It's different for everyone. Do you remember the name of the gland that starts the whole thing off? Right, the pituitary. It sends a message down to the testicles. The testicles start making testosterone and everything starts to happen, but not all at once.

By the way, boys also produce some estrogen, the hormone that girls produce. And girls produce some testosterone, the one that boys produce. They are not always balanced in the beginning, so strange things can happen. For example, about 60% of boys have what looks like breast development. Hey, guys, relax, eventually it goes away as you start to replace it with muscle. If you work out as a teenager, the testosterone will allow you to build up a more muscular looking body. Some boys care about this; some boys don't. To look good and feel good, the usual stuff applies: eat a well balanced diet and get enough exercise.

Anyway, probably the first thing a boy will notice is that his scrotum starts to look darker and hangs down more. It's easy to see, because when a boy gets undressed, there it is. It hangs down more because the testicles inside are growing. You may notice that one side hangs down lower than the other. Some people think it's so there won't be friction when you walk. Anyway, the reason they hang down is because sperm can only be made at a certain temperature. So if you're really hot, they hang down more. If you take a cold shower – up they go.

You may notice a few straight hairs on the scrotum, then eventually, some wiry ones. The hair around your genitals will fill in little by little.

At some point, you will have a growth spurt – get a lot taller in a short period of time. For some boys, this happens when they are in grade 6. Others may not get taller till high school. In any case, look at your family. Are your people tall, short or medium height? Your height depends on your heredity. These messages about how you look, whether you will be musical, athletic and so on are in your genes. I am talking about “genes” not “jeans”. (Write “genes” on flip chart.) You’re already programmed for some things. It’s the same with your body type. If you come from people who tend to be short and stocky, you will probably be short and stocky too. There’s nothing you can do about heredity, so learn to live with it.

The same goes for hair growth. Think about the part of the world your families came from, either a few years ago, or a few generations ago. Are those people generally hairy or smooth-skinned? You may be a very hairy guy, with tons of hair on your back, arms and legs. Or, you may be the opposite or somewhere in between. Some boys begin to shave their upper lip and eventually their face during adolescence.

Let’s talk about the penis. (Draw the male genitals.) Every baby boy is born with skin that covers the tip of his penis. In some cultures and some religions, boys get circumcised. This means they remove this foreskin. The penis works the same either way. Some boys – and men – wonder if their penis is a normal size. There are a lot of variations in penises: some are longer, some are thicker, some lean left and some lean right. The important thing is that your penis works.

For example, every boy uses his penis to urinate, right? Urine comes out from here, (point) the urethra. The second thing a penis has to be able to do is get erect. Boys have erections when they are still inside their mothers’ uterus. They have erections as babies, toddlers and as little boys, especially if they touch and rub their penis. Boys going through puberty have erections without even touching themselves. That’s the testosterone at work. These erections are normal, but can be embarrassing if you think everyone knows you’re having one. You’re probably the only one who notices. They go away, though. What goes up must come down.

A lot of boys first find out they are producing sperm when they have a wet dream. See, the sperm are produced here in the testicles. (Point) They mature at the back of the testicle, here.

If mature sperm start to go up through this tube, they pick up fluid here, in the prostate, then the fluid comes out through the urethra. This can only happen when the penis is erect. The fluid that comes out is called semen. Let’s say a

boy has an erection while he is sleeping and having an exciting dream. He may feel a strong, pleasurable sensation called orgasm and then ejaculate semen. When he wakes up, he'll see or feel something sticky on his pyjamas or underwear or on the sheet. Some people use the word "cum" for semen, but it's not one of our dictionary words. Puberty is a good time to learn to do your own laundry. If you decide to tell a family member that you've had your first wet dream, that's fine. It is kind of exciting, after all.

Another way some boys find out that they are producing sperm happens when they are awake. Maybe a boy is lying down in his bedroom and thinking about someone he really likes. If he gets an erection and he touches and rubs his penis, it will feel good. This is called "masturbation". If he continues to rub it, he will probably have an orgasm. If he is already producing sperm, he will see the white fluid called semen come out. By the way, you may be wondering if a boy can urinate when he ejaculates. There is a valve, here, (points) that shuts off access to the bladder when he gets an erection, so it's not a problem. Older boys and men ejaculate semen when they have sex.

To sum it all up about penises, a guy who has a penis that urinates, gets erect and can ejaculate has a good working penis.

Once a boy start producing sperm in his testicles, he is able to start a baby. As we said in our first class, that doesn't mean that every man who can make a baby will want to. Remember how we talked in our first class about the things we need to think about before deciding to make a baby.

Boys go through the same mood changes as girls. They may be happy one minute, sad the next. Fighting with a best friend and forgetting about it the next day. It can be tough. You may find yourself close to tears sometimes. This is normal. Guys cry because they are human. It may take you years to figure out what it means to be a man.

This is a good opportunity to engage in a discussion about what it means to be a man.

Then there are attractions. You can have all kinds of romantic and sexual attractions during adolescence. You may be attracted to someone you know, on someone you don't know, like a celebrity, someone much older, like a teacher, someone of the same sex or someone of the opposite sex. As you grow up, if you continue to have attractions to people of the opposite sex, we call this being heterosexual or straight. Some boys will continue to have attractions on other boys as they grow into manhood. We call this being homosexual or gay. Some boys may grow up and have romantic and intimate relationships with people of both sexes. We call this being bisexual. The most important thing is to be comfortable with who you are.

Remember, everyone goes through puberty sooner or later. There is no right or wrong time. You may feel kind of awkward in your changing body. But you'll get used to it.

Introduction to girls' session

So now your students know a lot more about sperm production, orgasm and ejaculation. This next session gives the other half of the story. It's a long one, because it covers the changes for girls, but also deals with fertility, intercourse and conception. The students may have a lot of questions about twins and conjoined twins coming out of the explanation about conception.

Pay special attention to the words that describe intercourse. They are carefully chosen to underline the importance of consent and pleasure. If you have a separate session for girls, that will give you more of an opportunity to answer questions about pads, tampons, bras, hygiene, PMS and cramps.

Changes for Girls

The Changes in You and Me teaching manual will remind you how to use the felt model for girls, when to show the video and how to teach pad and tampon use. The amount of time you spend on body image issues including weight and body hair, is up to you. We have included a few comments on weight.

This segment will concentrate on the basic changes for girls without going through the whole list. In the first class, we gave a simple explanation of sexual intercourse. This class is a lot more detailed.

In our last class, we reviewed the changes that happen to both boys and girls and concentrated on the changes that happen to boys. Today we are going to look at the changes for girls and talk more about making babies.

It is the hormone estrogen that is responsible for the changes of puberty for girls, like testosterone is responsible for boys' changes. When the pituitary sends its message down to the ovaries - and that could be as young as eight years old - they start to make estrogen, the female sex hormone.

You will want to discuss all the changes that happen to girls. I will just talk about ones that can be more uncomfortable for some students and teachers to discuss.

One thing that often makes girls uncomfortable and boys giggle is talking about breasts. If you have a felt model and it has several sizes, use it to help talk about them.

Explain that breast development is caused by the female hormone estrogen. Remind them that because boys have some estrogen, some boys get some breast swelling but it goes away in a number of months. Girls are the ones who keep their breasts.

Here are some interesting things about breasts.

The first thing a girl may notice is a bump behind her nipples. This is called a breast bud. Then there would be some swelling underneath. The nipple will darken and the breast will fill out. This can take months and even years. Breasts come in all sizes and shapes. Some are nice and small, some nice and medium size and some nice and large. Size does not affect the amount of milk they produce to feed a baby.

One side may grow faster than the other. This is common but it doesn't stay that way.

They may feel sore at times as they are developing. The size of a girl's breasts is mainly determined by her genes.

This is a good place to have a class discussion about the feelings that girls and boys might have when they start to develop breasts.

Another issue for lots of girls is the fear that they will get "fat" when they body shape changes and their hips widen. They all need to understand that there are good reasons for what happens and that girls and guys have different strengths after they've gone through puberty.

Guys put on more muscle, so that compared to a girl of the same height, weight and build, he would be able to lift more weight and run faster. But girls have their own strength. It's called "adipose tissue". That means "fat" and fat is how energy is stored in our body. Since females need more energy for breast-feeding and caring for a newborn, they store more fat in their upper arms, breasts, thighs and buttocks. This means that a girl can survive things a guy who is her equivalent cannot. She could survive extreme drought and hunger, extreme heat and cold. It's just a different kind of strength.

It's important for both boys and girls to gain weight as they grow. That means eating a well balanced diet, getting enough exercise and water and sleep. While we can, to some degree, control our body shape by exercising and what we eat, once again it is our genes that determine our body type.

Somewhere in the curriculum you need to discuss the pressures from media, fashion and other sources on young people to have a certain look – and how impossible that is.

Talking about the female reproductive parts, particularly the sexual parts, can make many students feel uncomfortable and embarrassed. There are a number of ways to approach this content and you will have to determine which will be the best way for your students.

In some classrooms it will be fine to draw a diagram or show an overhead. In some circumstances you may talk about parts, write the names on the board and then hand out diagrams for students to fill in as seat work or homework. The OPHEA curriculum material has these.

The name for the part of a woman's body between her legs is the vulva. Children are often told that it is the vagina but that is inside. Just like penises, the vulva starts to look different at puberty. A girl will notice that the skin will get darker. The labia or lips are like the skin of the scrotum. They get stretchier as she develops. They also grow larger.

The opening between the two buttock cheeks is called the anus. That's where stool or bowel movements come out. In boys, both urine (pee) and semen come out one opening in the penis, the urethra. Girls have a separate opening for urine, which is also called the urethra. It is very tiny so a girl would not be able to see it if she looks for it.

At the top where the lips join is the clitoris. The part we see is about the size of a pea. The rest is inside. The clitoris is like the penis. It is very sensitive to touch and if a girl touches and rubs the clitoris - this is called masturbation - she may have that intense feeling we talked about, called orgasm.

You can add that most women who pleasure themselves – or masturbate – to orgasm don't ejaculate any fluid, but some do. This is not urine: it's called female ejaculation.

The vagina leads inside a girl's body to the internal reproductive organs. The vagina is a warm, soft, moist passageway. There may be a thin piece of skin inside the opening of the vagina. This is called the hymen. For many girls the tissue is no longer there or hardly noticeable; but some girls will have skin there.

The vagina leads to the uterus. That's where a baby grows and where the period comes from.

The cervix is the opening to the uterus. It has to open for a baby to come out through the vagina. It also makes a fluid – or mucus. A girl whose body is starting to change may notice that there is something in her underwear she has never seen before. It looks white or yellow when it dries. This is mucus. It tells the girl that her period will come; but it could be up to a year before this happens.

The Fallopian tubes are where a sperm and egg can meet.

The ovaries are where the eggs, or ova, are stored. Usually one egg is released about once a month. When a girl's body starts to make eggs, her uterus gets ready as if the egg were going to be fertilized by a sperm. It does this by building up a thick lining of blood and tissue.

Because there is no fertilized egg, the lining is not needed. Over a number of days, it comes out the vagina.

This is called menstruation but most girls just call it their period.

Another egg will get ready to be released, the lining builds up again and the girl will have another period because the egg is not fertilized.

Tell them more about the blood; for example, the bleeding feels like a nosebleed not a cut, differences in amount, colour and the average length of time a period lasts. This is a good opportunity to talk with both boys and girls about pads and tampons. Be sure to show a tampon. If you are having a girls' only class later on, you may want to leave more of the specifics till then.

Review how a girl knows her body is starting to release eggs (having a period) and a boy knows his body is making sperm (he ejaculates semen). Ask what age a girl might be when she starts her period (9 - 15) and a boy starts to make sperm (10 - 16). Remind your students about the discussion on being ready to have a child.

Your students will want to know about sex, fertilization and birth. Some will be old enough and mature enough to be interested in all the information I will share now. Others are too young or do not have the language or cognitive development yet to take it all in. Adapt the amount of content to make it appropriate for your group.

Let's talk about what happens when we have an adult woman who has a male partner and they feel ready to have a baby.

An adult woman can learn to tell when it's close to her fertile time, the time when she is releasing an egg. An egg is released from the ovary approximately 14 days before her next period. She doesn't know exactly when, but she can have a pretty good idea. One clue is the calendar.

She can see when she had her last period and guess when her next one is coming. About fourteen days before her next period is her most fertile time. That's one of the reasons girls and women keep track of their periods on the calendar. We really encourage you to keep track of your periods.

The second clue to her most fertile time is what the mucus from the cervix looks and feels like. When she urinates and wipes, if the mucus feels really slippery, that means an egg is coming – or has just come - out of an ovary. This is called ovulation.

If the couple wants to get pregnant, they will have sexual intercourse at this time. They kiss and touch and get excited. When a woman gets excited, one thing that happens is that her vagina gets wet. When a man gets excited, one of the things that happens is he gets an erection. It is very important for her vagina to get wet so it is easier and more enjoyable to make love. When they both want to, he slides his penis into her vagina.

You may want to do a simple hand gesture.

They move together until one of them or both of them has that intense feeling called orgasm. When he has an orgasm, he ejaculates semen into her vagina.

The egg is coming slowly down a tube.

It only lives for 24 hours and will disintegrate or fall apart if a sperm does not find it.

Some of the sperm in the vagina die right away. Some go up this Fallopian tube. There's no egg there, so they die.

Some sperm come up the other tube, find the egg and surround it. One enters. The egg creates a protective barrier so none of the others can get in. The sperm's tail drops off. The head of the sperm, which contains the man's genes, joins together with the centre, or nucleus, of the egg, which contains the woman's genes.

Explain that, in real life, the egg and sperm are very different in size.

This is about the size of a human egg. Sperm are so tiny that they can't be seen except with a very high powered microscope.

These two sex cells create a brand new cell. This fertilized ovum divides into two identical cells. Then they divide into four, eight, sixteen, thirty-two, sixty-four etc. This group of cells starts to roll along the Fallopian tube in the direction of the uterus.

This may be the time to answer their questions about identical, conjoined and fraternal twins; or you may prefer to finish the section on girls at puberty and deal with their questions at another time.

In the meantime, the uterus has been building up a layer of special blood and tissue. If these growing cells attach to the lining, she is now pregnant. In nine months, if all goes well, she will give birth to a healthy baby.

Most of the time, the baby comes out the vagina. Some babies are delivered by a surgical cut just above the pubic hair. This is called a “C-section” or “Caesarian”.

Of course, not all babies are planned in this way. Lots of times, pregnancies happen when people haven’t planned for them. There are also women who plan pregnancies on their own or with a female partner.

So, at puberty, girls go through physical changes that include releasing eggs and having periods.

There are other things that happen to girls. Like boys, girls have mood swings. They can affect your relationship with your family and friends. There may be a lot of arguments and tears during these years. Those of you with older brothers or sisters many have noticed this.

You may also start to have attractions. You may be attracted to someone your age, someone older, someone you know or someone you don’t know, like a celebrity. It may be someone of the same sex or someone of the opposite sex. Women who are attracted to and have relationships with men are called heterosexual. Women who are only attracted to other women are called lesbian. Some people say “gay”. Women who are attracted to people of both sexes are called bisexual. Some girls have issues with their gender. They are called transgendered.

I guess you have a lot more questions to ask, maybe even some concerns. I hope you have someone to talk to about this stuff. If you don’t, or if you’re feeling shy, you can call the Kids Helpline. There are some pretty terrific people working there.

Introduction to “touching” session

For some teachers, this next session may pose particular challenges. Given the high percentage of people who were sexually abused as children, it may raise uncomfortable feelings and/or memories for some of you. Bear in mind that some of the students in your care may have been or perhaps are being sexually abused. They need to know that sexual abuse is never the child’s fault and that there is help. You can provide this help by letting them hear these crucial messages.

If guest speakers such as police have presented to the class, it is still important to include this session. Police generally focus on street safety. This session focuses on the 90% of abuses that take place with someone the child knows.

Before you do this class, it is also important to be aware of the Child Protection Act which requires anyone to report a suspected abuse. Familiarize yourself with your school's policy about disclosures.

Touching

This section may be hard for some teachers, particularly those who were sexually abused as children, or who know someone who was. Although some of the more sensational sexual abuse stories find their way into the news, the everyday ones do not.

There are so many misconceptions about child sexual abuse. It is important to know that the child's offender, be it male or female, usually has the child's confidence; that it can go on for a long time; that the child often feels confused or guilty about the abuse; and that there are still adults who don't believe children when they disclose. For a child to heal, it is crucial that the person they tell give them the following messages:

**I believe you.
It's not your fault.
It's good that you told me.
I'm going to help you.**

Every now and again, a news item or a big story breaks about this issue. It may be a single pedophile who is charged with offences dating back for years. It may be predators using the Internet to lure children into meeting them or exposing themselves. Children hear these stories and become fearful. So that makes this class crucial. It will help them distinguish between manipulation and consent, different kinds of touches and encourage them to disclose so that they can get help if they are abused. I also you will see more than ever the importance of nurturing touch.

I am going to present a few different ways of dealing with the issue. Use what you are most comfortable with. The story I tell is about a girl. As you are well aware, sexual abuse also happens to boys. Especially when the offender is male, aside from the already heavy burden of carrying a secret and feeling guilty, some boys will wonder about their orientation. There is the additional worry of becoming offenders themselves. You may want to go to the link in the resource section to read more about sexual abuse.

In today's class, we're going to talk about what it means to say "yes". The fancy word for that is "consent". When adults do sexual things with each other, they have to find out if they both want to do them. Sometimes, older people trick younger people into doing sexual stuff. They pretend you *have* given them permission. But kids can't give permission when they're too young.

For example, have you ever heard of people who go on the Net and pretend they're kids so they can meet them and do sexual stuff with them? You know the rules about not giving out any personal information, right? That's not so hard. But, then there are things that can happen with someone you know. Then it can be harder to figure out.

Let's start by talking about touching. (Draw a happy face on the blackboard.) We all know about the touches we like to get. They make us feel good inside and outside. What kinds of touches are these and who do we get them from?

(Draw a sad face.) We know the touches that hurt and make us feel bad. Sometimes they come from the same people who give us the nice touches. Tell me some of them. You know if an adult hurts you, you can tell me about it. There is a big difference between discipline and abuse.

(Draw a question mark.) There are also touches that can be confusing. They may not hurt, but sometimes it's hard to know if they are OK or not. Someone may tickle you and make a game of it. If the tickling is near your genitals, you may not know what to think.

When someone older takes advantage of a child and tricks them or bullies them into doing things that are confusing, that makes them feel uncomfortable. It's not always an adult: sometimes it's someone closer to your age.

I'll give you an example of what can happen with an adult.

You can choose to tell one of the following stories.

Out west, there was a principal who worked in a number of different schools. When he was arrested after he had been molesting children for years, he was interviewed by a local paper. He said it was easy getting kids to do what he wanted. For one thing, he was the principal. And he was tricky.

He said he used to invite a kid to his office after school. He would treat that kid as someone really special. Then he used to play a game. (Sit down.) He sat the child down on his lap and said, "Close your eyes. I'm going to see how smart you are. I'm going to draw a shape on your leg. You're going to guess what it is." Then, he'd draw a shape. The child would guess – correctly – what it was and he'd say, "OK. Now it's your turn." The child would draw a shape on the principal's leg and he would guess. The next time the principal drew a shape, it was higher up the child's thigh. His trick was to plan it so that it was the child who would touch *him* between the legs first.

Now this must have been really confusing. Kids are told they're not supposed to let someone touch them "in certain places". But this was the principal. And it was a game. And it didn't hurt. So every time they would meet, the principal

would slowly do more stuff until the child felt they couldn't do anything about it. The principal would make them promise not to tell anyone about their special times together. So they felt they couldn't tell. They never said "no", so they felt it was their fault. Sometimes the things the principal did felt good. That was the strangest thing of all and made the child feel that he or she *wanted* what was going on. And that's what the principal said. "No one will believe you, so there's no point in telling." "You like me, right? You don't me to get into trouble." "You want me to do these things. You like it." That was the confusing part. The child felt he or she had given permission. So these children didn't tell for years. Some of them never told.

This is not fair. There is a name for what he did. It's called child sexual abuse. Some people call it "molesting". No matter what you call it, it is illegal. It hurts kids inside, in their emotions, and makes it hard to grow up and have healthy relationships. That's why it's important to tell.

Why do you think it might be difficult to tell? That's right. It's embarrassing. It's scary, even if the offender didn't make any threats. You're afraid you'll be punished. You're afraid you won't be believed. But even though it's hard, it's really important to tell until you find the adult that's going to help you. They can't help on their own. They need to talk to either the police or an agency that protects children.

So who would you tell? A parent, a friend, the police, the Children's Helpline?...Those are all good suggestions. What about me? We are trained to know what to say. Here's what's supposed to happen. Say, after today's class, someone comes up to me and says, "Can I talk to you? In private?"

I'll say, "sure." If the child says, "Can you keep a secret?" I have to say that it depends on whether someone is getting hurt. If the child tells me what's been happening, I will immediately call a child protection agency. They will make sure you are safe and that it doesn't happen again. Eventually, you will be able to carry on being a child.

So this is what I want you to remember: (write on board)

If something like this happens, it's not your fault.
Trust your feelings. If it doesn't feel right, it probably isn't.
Tell someone you trust who will be able to help you.
It's not your secret, it's theirs.

Alternative story

I want to tell you a story.

There was a girl named Jenny who didn't live far from here. She lived with her mom. Her dad had left a while back. Jenny and her mom got along most of the time and didn't fight too much.

Jenny's mom used to feel lonely sometimes. She would go out with friends, hoping she would meet someone special. Well, one night she did. She met Frank. He was great. He was funny. The best thing was, he liked kids. He was so happy to hear about Jenny and couldn't wait to meet her.

Eventually, he did. Frank had slept over one night. Over breakfast, he and Jenny got along just great. Jenny's mom felt relieved.

One day, Frank told Jenny's mom that he had lost his job and would have trouble paying the rent.

"Why don't you move in here with us," she said, "till things get better".

So he did. Actually, it was a big help to Jenny's mom, because she worked shifts at the hospital. Now she didn't have to send Jenny to the after school program.

The warm weather had arrived. Frank would pick Jenny up after school and they would go for walks even though she was supposed to be doing her homework. "I'll help you with it later," he would say. "I won't tell your mom." Sometimes he would let her taste his coffee. He even let her puff on his cigarette. They both laughed when she practically choked. "Don't tell Mom, Frank. She'll kill me."

When school was out, they started going to the local pool. After the first couple of times, Frank suggested they change at home and then go. He said the change rooms weren't very clean.

Frank was a real talker. He would talk to Jenny while they were changing and come wandering into her room. She was embarrassed at first, but he said now he was family, so it was OK. But one day he came in and just stared at her. "Jenny, my girl, you are turning into one beautiful woman". Jenny was blushing. She was really embarrassed. He said he thought she was going to be prettier than her mom.

Another time, he came in while she was changing, tilted up her chin and gave her the sweetest little kiss on the lips. Again, she felt flattered, but a little confused. After all, this was her mom's boyfriend.

Then, one day, he came in, walked straight up to her, but this time, when he kissed her, he put his tongue in her mouth and cupped her breast. He said, "I think I'm falling in love with you, Jenny. Better not tell your mom. She'd be so jealous."

Jenny said, "Come on, Frank, we'll be late for the pool."

When she got to the pool, she was really upset. She found a payphone and called her mom.

"Mom, you've got to come home."

"What's the matter, Jenny, are you sick?"

"No, mom, I just need you to come home."

"Jenny, you know I can't just leave work like that".

"Mom, if it weren't serious, I wouldn't be asking."

"OK, I'll get someone to cover for me."

When Jenny's mother came home, Frank had just gone out for a smoke. Jenny told her mom everything: the homework, the cigarette, the coffee, the first kiss and then, that last one.

Jenny's mom looked astonished and then really sad. She took Jenny in her arms and said, "Honey, I'm glad you told me. You haven't done anything wrong. Frank should never have done that. Now we have to call the police."

"No, Mom. I don't want to get Frank in trouble."

"Honey, he got himself in trouble."

So they called the police. They listened to Jenny's story. In fact, they taped it. They arrested Frank and checked their computers. It turns out that he had tried this and worse in three different provinces. He managed to slip away every time. Not this time.

Jenny went to a group with kids who had had similar problems. Even Jenny's mom went to a parents' group to figure out how to protect their kids better. They both started to feel better about it.

What happens next is outlined in the principal's story.

Introduction to Question and Answer session

You may have been answering questions all the way through these sessions or you may have waited to answer the bulk of anonymous questions in the last

class. No matter which way you did it, you probably came across some questions that left you scratching your head about how to proceed. It's important to answer all the questions that the children ask. If they ask, it's because they want to know. We don't want them to go looking in inappropriate places for answers. It is up to us to figure out how much or how little to say.

When you ask children to put their questions in a box or envelope, there are some tips you can follow:

- Tell them not to write their names.
- Tell them that everyone has to write something, even if it's just a comment.
- Remind them to use dictionary words if they know them.
- Tell them all questions will be answered, but not necessarily exactly as written.
- Tell them there is no such thing as a stupid question or a dirty question.
- You can give them some clues about things other children have wondered about.
- Remind them that we don't ask private questions.

We have prepared a number of typical questions children ask in puberty classes and have modelled some responses. This may be a good time to refer back to our sexual health program "Philosophy and Guiding Principles" from the introduction.

There is a four point plan for answering children's questions about sexuality:

- **Facts**
We need to state the facts, dispel myths and find the answer if we don't already know it.
- **Values**
A lot of their questions deal with loaded issues. People have many different values around these issues, in particular abortion, masturbation, homosexuality and sexual activity outside marriage. Our job is to answer in a way that teaches students that people have different views. They need to learn how to respect their own – and others' opinions.
- **Responsibility**
It is crucial for students to learn that they can make choices – and that these choices have consequences for themselves and others.
- **Self esteem**
The way we answer questions can help students value themselves and respect others. "That's a good question" is always a welcome phrase. "We will be talking about that a little later on. Thank you for raising it" is another example. "We aren't discussing digestion right now, but I'm glad

you reminded that class about the difference between the digestive and the reproductive system.” Tricky, eh?

Pay attention to the words our educators use, their demeanour and how they deal with personal questions. And take a deep breath.

The order is probably not the same as it was shot.

Introduction to: “When is it OK to have sex?”

This is a loaded question because there are values implied. We are not here to express our own values, but to help students deal with their families’ values. Our answer is based in health issues. Nevertheless, we acknowledge that people feel differently about when it’s OK to have sex.

When is it OK to have sex?

Well, what do you think? How people think it would be OK at say, 12 – hands up? Thirteen, fourteen...(Continue till 20 and add, “not till you’re married”) I can see that most people don’t think it would be a good idea until they’re 18 or 20. Why is that? (Review issues about readiness etc.)

If you mean vaginal intercourse, many young people choose to wait until they are old enough - and responsible enough - to make a healthy decision about it. This includes preventing an unplanned pregnancy and Sexually Transmitted Infections. Of course, both people have to want to have sex. That means talking about it first.

In some cultures and in some families, people are discouraged from having sex before marriage.

Although your body may look and feel ready, especially for girls, it’s healthier to wait until your late ‘teens.

Introduction to: “Can a nine-year old have a baby?”

Children may hear stories, especially from popular media about children who get pregnant and have babies. We point out that there is an age of consent – and for a good reason. We name sexual abuse and then deal with the biological reality.

Can a nine year old have a baby?

Children don’t have sex. If an older person is having sex with a nine year old, that is called sexual abuse.

If this is happening to someone, it is important to tell a parent, teacher or someone they trust. Sexual abuse is harmful to children and against the law.

A nine year old girl may have started getting her period; so if a male had sexual intercourse with her, she could get pregnant. It could be dangerous for her to continue the pregnancy and give birth.

Introduction to: “What is a blow job?”

The trick here is to explain what this sexual activity is without being too graphic or making any judgment about it. Sometimes, children ask questions for their shock value or to test the teacher. We know you can handle it.

What is a blow job?

The dictionary words we use are oral sex on a man. This means using the mouth on the penis. Like other sexual activities, both people have to agree to do it.

Introduction to: “Is it OK to be gay?”

Some school boards have clear policies about human rights issues like racism, sexism and homophobia. At the same time, some students hear homophobic comments at home. Students who are just becoming aware that they may be gay, lesbian, bisexual or transgendered need to hear that it’s OK to be who you are.

Is it OK to be gay?

This is an issue that may come up several times during the school year. Aside from dealing with it on an ongoing basis, students should also become aware of the contributions made by all their diverse communities, including gay/lesbian/bisexual and transgendered people.

If you are a gay, lesbian, bisexual or transgendered teacher, this is probably not a good time to come out to your students.

We think it’s best to start the answer with a strong affirmative before going into the details.

Is it ok to be gay? Absolutely!

By gay – or homosexual - we mean someone who has strong sexual and romantic attractions to people of the same sex. Sometimes the word lesbian is used for women who are attracted to other women. By the way, a gay man is

happy to be a man and a lesbian is happy to be woman. Let's get that straight. A person is bisexual if they are attracted to both men and women. Men and women who are attracted to people of the opposite sex are called heterosexual - or straight.

Someone does not become gay. Most scientists believe people are born gay, bisexual or straight. You cannot make someone gay, just like you cannot make someone straight. You are who you are. The only way to know for sure if someone is gay or lesbian is to ask them.

Gay, bisexual and lesbian people have existed in every period throughout history, in every nation, and in every religion.

It's funny, but there are other animals besides humans who mate - or try to mate - with the same sex; for example, some dolphins, monkeys, apes and birds. At a German zoo, there was a same sex pair of penguins who treated a round rock as if it was their egg.

With human beings, unfortunately, *other* people may have a problem with people who are gay. Some students in high school, for example, are afraid to say that they're gay because they don't know if they will be safe. They may be afraid people will bully them.

Our school is clear about what's OK and not OK. People can think what they want, but it's not OK to make fun of someone who is not like you because of their race, their religion, their gender or who they are attracted to. In fact, the Canadian Charter of Rights and Freedoms forbids discrimination of any kind.

If someone thinks they might be gay, lesbian or bisexual and feels fine about that, great. If they want to talk with someone about that, it can be arranged.

The Toronto District School Board has a policy on equity. Look up their website in the resource section. It is: Toronto School Board's Equity in Education Section 3: Anti-Homophobia, Sexual Orientation, and Equity.

Sometimes a student asks how gay people have sex.

There are many different ways to make love. I just want to remind you that when people are being sexual with each other, they can use their hands, their mouths – any and all parts of their body to kiss and touch and make each other feel good. It's the same with people who are gay or lesbian. There is no one way that people make love.

It is also important to mention the term “transgendered”. Many students may have heard the word and are confused about what it means. If you need more in-depth information on transgendered issues, the resource

section of the DVD will provide it. You also need to clarify that cross-dressing has nothing to do with a person's orientation. It does not mean that they are necessarily transgendered. They may also have heard the term "drag queens" who are mostly entertainers.

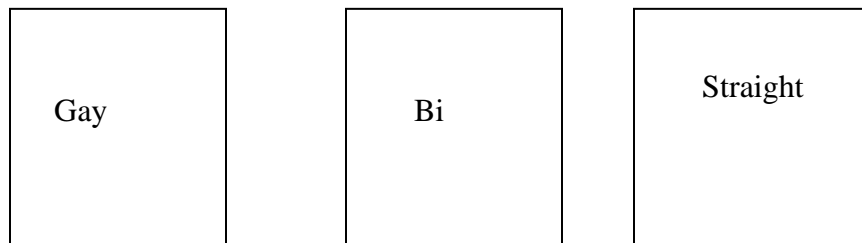
Has anyone ever heard the word "transgendered?" Most people who are transgendered know from a very young age that they are a different sex from the one their body tells them they are. A boy might feel that he is really a girl. A girl may feel that she is really a boy. It's like being in the wrong body. It's kind of like it would feel to wear your left shoe on your right foot. Some transgendered people feel they are more a blend male of and female.

Puberty can be a difficult time for young people. For transgendered people, it can especially troubling. As they go through the physical changes, their bodies become even more different from the sex they believe they are. Luckily, there is help for students who think they are transgendered so they can eventually become more like the gender they feel they are.

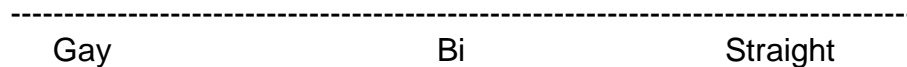
If you have more time to spend on this issue now or at another time in the school year, here are some additional suggestions for classroom work.

I put the words "gay, bi, and straight" on the blackboard.

Then I draw boxes around them.



I know we defined people as being gay, lesbian, bisexual or straight. We do tend to think people live in very distinct boxes, but the reality is more like this:



Most people are not 100% gay or 100% straight: straight people may also have attractions to people of same sex and vice versa. During puberty, children who see themselves as straight sometimes develop crushes on people of the same sex; and people who see themselves as gay sometimes develop crushes on people of the opposite sex. It's just part of learning about yourself as you grow.

Introduction to: “What does sex feel like?”

It is important to strike a balance between being sex-positive and encouraging children to wait until they are old enough for sexual activities like oral, vaginal or anal sex.

“What does sex feel like?”

It’s common to wonder about this – not because you’re thinking of running out and having sex at this age, but because you hear – and see - so much about it, from friends, TV, the Internet and films. First we have to talk about what people mean by “sex”. Most people mean sexual intercourse, specifically vaginal intercourse. Other people may mean oral or anal sex. As we said before, no two people are going to have sex in exactly the same way.

If we’re talking about vaginal intercourse, there’s no one answer to this question. It depends on so many things. (Walk to one side of the room.) For instance, you may be pressured or forced to do it. Say you’re a kid and the person is bigger or older than you. We already know about sexual abuse; but what if you’re 14 and the other person is 18. This person you thought was so great suddenly expects you to do something sexual with them that you’re not prepared to do. You weren’t thinking about having sex. So it could be scary and not a nice experience. Even if you get some pleasure out of it, your mind may not be happy with what’s going on. If on the other hand (walk to the other side of the room) you feel ready, then it’s likely to feel very nice. When I say “ready”, I mean that you are both physically and emotionally mature, you’re in a healthy relationship, you’ve talked together about whether you both want to, about how to protect each other and what would happen if your protection failed. Some people only want to have sex as part of marriage; for other people that is not as important.

There are some other things that make sex feel good. You have to kiss and touch a lot to make sure the vagina is wet. Otherwise it would hurt and there’s no point.

Another thing that can happen is orgasm. Remember, we talked about how people can pleasure themselves so that they have orgasm? When a person is sexually excited, more blood flows to the genitals. The muscles around the genitals become tenser. At the peak excitement time, there are quick muscle contractions, which feel great; and then the body gets a really nice warm relaxed feeling. It’s sort of like a sneeze between the knees – ah, ah, ah, chooo!

Introduction to: “Is abortion wrong?”

Although the student has asked the teacher for his or her personal answer to a question phrased as a moral one, the answer must be factual.

Is abortion wrong?

First of all, let's make sure everyone knows what abortion means.

There are two kinds of abortion (write on board), "spontaneous" and "therapeutic". Spontaneous abortions happen when the body rejects the pregnancy. People also call this "miscarriage" or "losing the baby". Sometimes this happens when it is not growing properly. Therapeutic abortion is something a doctor does to end a pregnancy.

So therapeutic abortion is something a woman decides to do and a doctor helps her with this. Is it right or wrong? It is a personal decision, so no one can make that decision for anyone else. Abortion is legal and paid for by the government. Some people who do not agree that a woman should have the right to make this decision say things about abortion that are not true. In Canada, when a woman has an abortion in a safe, clean place with a doctor, there is very little chance of her having any health problems in the future caused by the abortion. She should be able to get pregnant and have children just as if she had not had an abortion.

Most of the time, doctors do abortions before the 12th week of pregnancy. We call what is growing inside her an embryo before nine weeks; and after that, a fetus.

Some kids want to know what happens during an abortion. Most of the time, the doctor inserts a small tube, about the diameter of my pencil, into the opening to the uterus - the cervix. It is attached to a machine which draws out the embryo or fetus.

You will probably hear different opinions about abortion. Part of growing up is making decisions about what *you* think is OK and not OK.

Intro to the last three questions

The question, "have you had sex" gives the teacher an opportunity to model privacy.

The answer to "why does your dick get hard," reminds students to use the dictionary word and allows you to find out what the student really wants to know.

For "why do girls get a period", throw the answer back to the students to find out if they understood the explanation that was given in an earlier class.

Q: Have you had sex?

That's a private question. I don't answer private questions. As you grow up, there will be some questions you consider too personal; and then you can say the same thing. Sure we're curious about other people's sex lives, but they don't have to answer.

Q: Why does your dick get hard?

A: Does anyone remember the dictionary word for "dick"? Right. "Penis". Now, I'm not sure if this person wants to know the reason a guy's penis gets hard or how it happens. Let's talk about both.

Does anyone remember the dictionary word we use when a guy's penis gets hard? Yes. "Erection, or "getting an erection". A male fetus inside the uterus has erections as it starts to work. Baby boys get erections, especially when they have to urinate. Teenage boys get erections quite often. This is mostly because they have more of that male hormone we talked about, testosterone. So sometimes, they get an erection for no reason and sometimes it's because they are thinking about someone they are attracted to or because they are touching their penis. So there's the "why".

The "how" happens when the brain sends a signal. Extra blood flows into the penis, making it larger and harder. Some muscles contract, and the blood gets trapped, keeping the blood there for a while. (Show picture.)

Q: Why do girls get a period?

A: This is great. You already know the answer to this one, so I don't have to work so hard. First of all, who will remind us what a period is? Yes, it's blood. And where does it come out of? Uh hunh, the vagina. Where does it come from? No one remembers? It comes from the uterus. Do you remember what can grow in the uterus? Right, a baby. If a woman has unprotected intercourse with a man and doesn't get her period, what is the first thing she's going to wonder? That's right. She'll wonder if she's pregnant. When young girls first get their periods, they know that it is possible for them to get pregnant. So now you've answered your own question. Good work.

Wrap-up

At the end of the program, please remind your students that these classes are for their age group. While younger children can and should learn the same information when they are ready, this information and these materials are intended for grade five and six.

We hope this DVD has been useful. Remember that every teacher has his or her own style. Each classroom group is different. You will develop a style of teaching this subject like you would any other and adapt it to the children with whom you are dealing.

There is plenty of help for you. Look at the documents in the DVD. There are materials available in your school board, from OPHEA, for teachers in Ontario. Call Public Health to arrange for someone to come and work with a group of teachers.

Some of these children have had wonderful information; others have suffered from wrong information and/or negative attitudes. You can help them. This is learning for life. Thank you for watching.