Lesson One

Title: Getting Started

Theme: Introduction to Sexual Health Education Classes

Time: 70 minutes

Materials:
- “Find Someone Who” - Handout
- Anatomy Review - Teacher Guide
- Using The Question Box - Teacher Guide
- Question Box
- Question Box - Handout
- Questions And Answers - Teacher Guide

Objectives
- to set ground rules for sexual education classes
- to establish clear boundaries for acceptable behaviour in the classroom
- to increase the comfort level of students and teacher
- to assess the level of student-understanding in the subject area
- to identify the students' areas of interest or curiosity
- to stimulate discussion among students and with their teacher
- to offer students the opportunity to ask sensitive questions in an anonymous format

Curriculum Expectations

4p36 – demonstrate respectful behaviour towards others in the group

5p40 – follow the rules of ‘fair play’ in activities

6p34 – follow the rules of ‘fair play’ in activities and support the efforts of peers
Lesson One

Procedure

Talking with students about sexuality and puberty can be difficult for many teachers. Since sexuality is intimately connected to personal values, family backgrounds and spiritual beliefs, it can be a sensitive issue. Before beginning this unit, you may want to consider the ideas presented in the document entitled, “Preparing To Teach About Puberty - Teacher Guide”. You may also want to refer to the “Anatomy Review” and various other Teacher Guides that follows. Prior to this lesson, you will need to make/design a question box for your classroom. For example, you might cover a cardboard box with black construction paper and decorate it with yellow question marks. Remember, the box must be large enough to hold approximately thirty folded sheets of paper at one time.

Activity One: Establishing Classroom Rules - 20 minutes

The first part of this lesson is designed to ensure that all students know and respect the classroom rules about sexual education. Before you begin this unit, spend some time thinking about the rules you feel are important. Here are a few suggestions to consider;

● Everyone is responsible for his/her own learning.

● Everyone has the right to his/her own beliefs and opinions.

● Everyone has the right to be heard.

● Everyone will be treated with respect.

● We will use the proper terms for body parts and sexual activities.

● We will not make fun of our peers.

● We will not name-call or put people down.

● We will not ask personal questions during our discussions.

After you have chosen your rules, introduce them to the class. Students may also suggest rules they would like put in place. Once all rules are complete, you could post them in the classroom. You might also create a contract. This way, each student can sign the contract agreeing to abide by the classroom rules. Students will now have a clear sense of acceptable behaviour during this unit.
Lesson One

Activity Two: “Find Someone Who” Ice-Breaker Activity - 10 minutes

As a warm-up, have your students participate in an ice-breaker exercise. Distribute the “Find Someone Who” Handout. Ask the students to follow the directions on the top of the page. They will walk around the classroom gathering signatures as they find people who possess the characteristics described in each box.

Activity Three: Addressing Student and Teacher Apprehension - 25 minutes

The third part of this lesson confronts student and teacher apprehension in talking about sexuality.

Begin by explaining that it is perfectly normal to feel embarrassed when it comes to the subject of puberty. In an effort to reduce student anxiety, try initiating a discussion based on the following questions. If you like, write the questions on the chalkboard.

1) What is puberty?

2) What topics do you think we will study in a unit about puberty?

3) Why do students laugh when they are asked to talk about puberty?

Invite students to participate in a large group discussion. Be sure to include a basic definition of puberty: Puberty is a process of development that begins at ages six to eight, when the adrenal gland begins to secrete certain hormones, and continues until ages fifteen to seventeen, when anatomical sexual maturity is complete. Stress that puberty is a long, slow process rather than a specific event.

Conclude your discussion by explaining that most of the embarrassment may be attributed to the fact that puberty, and sexuality in general, remains a subject that is not often broached among families or inside classrooms. Sometimes children and adults do not talk about issues involving sexuality because they feel embarrassed. Some students may feel like they are not supposed to talk about puberty. They might be worried that other students will laugh at them if they get an answer wrong. The cultural, religious or family traditions of some children may discourage discussions about sexuality. Consequently, some children may not participate in class discussions. Be sensitive to your students’ individual situations.
Lesson One

Since you have established classroom rules around respectful behaviour, your students should know that you intend to create a safe space to talk about this issue. Remind your class how important it is for them to understand what is happening to their bodies, and to those of their peers. Talking about puberty and sexuality is healthy - preteens need to know about the changes they will experience, and be offered strategies for successfully managing these changes.

Activity Four: Introduction to the Question Box - 15 minutes

Tell your class that it is very common for students to have a lot of questions during a sexual education unit. You will have already established that some people feel a little nervous when talking about sexuality. Briefly explain the concept of a question box to your students. Ask them to spend a few minutes thinking about some questions that came to mind during today’s class. Photocopy and distribute the Question Box Handout for Lesson One. Request that students attempt to write at least one question under each heading. Encourage them to write more questions if they wish. Tell the students that you will be reading their questions and preparing answers for the following class. Remind students not to write their names on the top of the page, so their questions can remain anonymous. Ask them to fold the handout and deposit it in the question box.

Possible Extensions

You might consider using the question box after each lesson. This way, students can ask difficult questions throughout the entire unit. Leaving the question box out at all times may encourage students to submit questions as they occur to them.

If you have space in your classroom, you might post the classroom rules and/or diagrams of female and male anatomy for student reference.
Lesson One

Possible Assessment

This lesson lends itself to diagnostic assessment. When the teacher reads through the question box submissions, s/he will be able to assess how much information, and misinformation, is possessed by students. This activity will also assist teachers in developing relevant curriculum for students. Certain classes may express an interest in a particular sexuality-related issue. Many students may share common concerns. By collecting the questions from the question box, the teacher can review them, research answers if necessary, and organize when and if the topic will be covered in class.

Since the nature of the discussion may be difficult for some students, and because this is the first class of the unit, teachers may refrain from giving a mark for participating in the class discussion. Further assessment might best be left for future lessons.
Find Someone Who …

Take this sheet of paper with you while you walk around the classroom. Try to find someone who has the characteristic that is described in each box. Have the person sign your sheet in the box. See how many signatures you can get. Have a seat back at your desk once you have collected a name in each box.

<table>
<thead>
<tr>
<th>Has a pet at home</th>
<th>Was born in a country other than Canada</th>
<th>Loves pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows how to make cookies</td>
<td>Plays soccer</td>
<td>Plays an instrument</td>
</tr>
<tr>
<td>Takes martial arts classes</td>
<td>Has a younger sister</td>
<td>Has talked with a friend or parent about puberty</td>
</tr>
</tbody>
</table>

Changes In Me: A Puberty and Adolescent Development Resource for Educators
Junior Grade Level, Second Edition
Peel Public Health, Healthy Sexuality Program, 905-799-7700
Anatomy Review

Everybody has them, but not many people talk about them. Some people call them their "privates" and others may blush and whisper, "down there". However, the truth is that your reproductive parts are not any more cause for embarrassment than your feet or your eyes - it’s just that they are covered up most of the time. The reproductive system gets its name from the fact that its parts allow a person to reproduce or have a child.

To make things even more complicated, youths and adults often give slang names to the reproductive parts. This means that a lot of youths are confused. They wonder, “What is that part really called?, What does it do? Who has one of those?”. These questions, and others, are answered in this guide.

**Girls**

When a female is born, she has all the parts of her reproductive system in place, but it is not until puberty that she is able to reproduce. A female’s reproductive system is made up of the vulva, vagina, cervix, uterus, fallopian tubes and ovaries.

Female Reproductive Anatomy

*Note: colours do not reflect actual colours of organs*
Anatomy Review

Vagina
The vagina is a muscular, hollow tube that is about 7cm to 12cm long in an adult female. Because it is made of muscle, the vagina can expand and contract. Its ability to become wider or narrower allows the vagina to accommodate something as slim as a tampon or as wide as a baby. The hymen is a membrane that surrounds or partially covers the external vaginal opening and is a thin piece of tissue that has one or more holes in it. The hymen is often different from person to person. Many women find their hymen has stretched or torn after their first sexual experience. Some women who have experienced sexual intercourse do not have much of a change in their hymen. If the hymen is stretched or torn, it may bleed a little, but this usually causes little, if any, pain. Although many people use the word vagina to describe the part outside the body, the vagina is actually completely inside the body - you cannot see the vagina at all. The entire outside area that shields the vagina is called the vulva. The vulva is made up of the mons pubis, the labia, the clitoris, and the urinary and vaginal openings. The mons pubis (pronounced: monz pew-bis) is the mound just below the abdomen. This is the area of the vulva that becomes covered with pubic hair when a girl experiences puberty.

At the bottom of the mons pubis, there are two folds of skin on either side of the opening of the vagina. These are called labia (sometimes called lips). There are actually two sets of folds: the labia majora (or outer lips) and the labia minora (or inner lips). In the space where the labia minora (inner lips) meet at the bottom of the mons pubis, the lips cover a small sensitive bump called the clitoris. Below the clitoris is the urethral (pronounced: you-ree-thrul) or urinary opening, which is part of the urinary system. This is where urine leaves the body. Finally, below the urinary opening is the vaginal opening, the entrance to the vagina.

Cervix
The cervix (pronounced: sur-vix) is the narrow bottom part of the uterus that extends into the vagina. The cervix has strong, thick walls. The opening of the cervix, which is very small - no wider than a drinking straw - provides an entrance to the uterus. This is why a tampon can never get "lost" inside a female – the cervix is much too narrow to allow a tampon to pass into the uterus. During childbirth, the cervix expands and dilates in order to allow a baby to be delivered.
Anatomy Review

Uterus
The uterus (pronounced: you-tuh-rus) has thick muscular walls and looks like an upside-down pear. Normally, the size of a woman's uterus is about the same size as her closed fist. The walls of the uterus touch one another. The uterus contains some of the strongest muscles in a woman's body. These powerful muscles are able to expand and contract in order to accommodate a growing fetus and then to help push the baby out during labour. The uterus is also where menstruation begins each month – an inner lining, known as the endometrium (pronounced: en-doe-mee-tree-um), accumulates extra blood and tissue, anticipating that an egg might be fertilized by sperm entering the woman's body. The fertilized egg or embryo can then attach to the endometrium and pregnancy occurs. If an egg is not fertilized, the uterus sheds this extra blood and tissue, which exits the uterus through the cervix and out of the vagina as a menstrual period.

Fallopian Tubes
The two fallopian (pronounced: fah-loh-pee-un) tubes are attached at one end to either side of the uterus, and they extend out and back from the uterus. Each fallopian tube is about 10 cm long and is about as wide as a piece of spaghetti. Within each tube is a tiny passageway no wider than a sewing needle. At the other end of each fallopian tube is a fringed area that looks like a funnel. This fringed area wraps around the ovary, but is not completely attached to the ovary. When an egg is released from the ovary, it enters the fallopian tube. Once the egg is in the fallopian tube, tiny hairs in the tube's lining help push the egg down the narrow passageway toward the uterus.

Ovaries
The two ovaries (pronounced: oh-vur-eez) are located about 10 or 13 cm down from a female's waist. Each ovary is about the size of an almond in its shell. They are shaped like eggs and measure about 3.5 to 5 centimetres in length in an adult female. The ovaries sit on either side of the uterus, and special tissue keeps them connected to the fallopian tubes. Each female's ovaries contain about 1 million ova (eggs). A female is born with all these eggs, but it isn't until puberty that the eggs begin to be released. Usually, after a girl reaches puberty, one ovum (or egg) will be released from an alternate ovary each month until she begins menopause. An egg leaves the ovary and enters the fallopian tube, where it makes its journey to the uterus. If the egg joins with sperm in the fallopian tube and is fertilized, it will attach to the inner lining (endometrium) of the uterus and begin to develop into a fetus. If the egg is not fertilized, it is washed away along with the blood and tissue of the endometrium that grows on the inside walls of the uterus each month - this is a menstrual period. The ovaries are also responsible for making hormones, such as estrogen and progesterone. Estrogen plays a major part in puberty in girls - it is responsible for the development of breasts, female body shape, and other changes that girls experience during puberty.
Anatomy Review

Boys

When a male is born, he has all the parts of his reproductive system in place, but it is not until puberty that he is able to produce viable sperm. A male's reproductive system is made up of the penis, scrotum, testicles, vas deferens, epididymis, seminal vesicles and prostate gland. Some of these parts are visible, whereas others are hidden inside the body.

Penis

The penis is actually made of two parts: the shaft and the glans (pronounced: glanz). The shaft is the main part of the penis, and the glans is the tip (sometimes called the head). All males are born with a foreskin, a fold of skin that covers the glans. Some males are circumcised, which means that the foreskin is removed from the head of the penis. Whether a boy is circumcised can depend on the preference of the individual family, his family's religion or culture: Circumcised penises work just the same as penises with foreskin. At the end of the glans, there is a small slit or opening, called the urethral opening.

The inside of the penis is made of a spongy tissue that can expand and contract. When a boy is sexually aroused, or sometimes for no apparent reason, special tube-like passageways in the tissue fill with blood and cause an erection. When this occurs, the penis becomes hard and straight and stands away from the body.
Inside the penis, there is also a urethra (pronounced: you-ree-thruh). The urethra is part of the urinary system. The urethra carries urine from the bladder, through the length of the penis, and out of the small opening in the glands.

**Scrotum**
The scrotum is a loose pouch of skin that hangs behind the penis. The scrotum is also sometimes called the scrotal sac. The scrotum holds and protects the testicles, which are where sperm are produced. In order for sperm to be capable of fertilizing an egg, the temperature of the testicles must be lower than the inside of the body. The scrotum is designed to keep the testicles on the outside of the body and therefore at a lower temperature than a male’s regular body temperature (at 92 or 93 degrees Fahrenheit which is about 6 degrees lower than normal body temperature). The scrotum is able to change size to maintain the correct temperature. In cold weather, the scrotum shrinks and becomes tighter to hold in body heat. In warm weather, the scrotum becomes larger and more floppy to get rid of extra heat. This shrinking and expanding of the scrotum occurs involuntarily – a male’s brain and nervous system give the scrotum the necessary cues to ensure that the testicles are maintained at a satisfactory temperature.

**Testicles**
The testicles are two grape shaped organs that are each about 5 cm in length in an adult male. They are sometimes also called testes. The testicles are contained in a small sac of skin called the scrotum. When the testicles are about 6 degrees cooler than normal body temperature, they will successfully produce sperm. When a boy reaches puberty, special coiled tubes inside the testicles begin to make sperm cells. From this point on, the testicles continue producing sperm for the rest of a male’s life at the rate of hundreds of millions each day. The testicles are also responsible for making the hormone testosterone. Testosterone plays a major part in puberty in boys. When a young male makes his way through puberty, his testicles produce more and more of this hormone. Testosterone is the hormone that causes boys to develop deeper voices, larger muscles, and body and facial hair, among other body changes.

**Epididymis, Vas Deferens, Seminal Vesicles and Prostate Gland**
The epididymis (pronounced: eh-puh-dih-duh-miss) is a long, coiled tube that sits on top of and behind each testicle. As the testicles produce sperm, the sperm are continuously being transported away from the testicles and through the epididymis. It takes sperm about 4 to 6 weeks to travel through the epididymis.
Anatomy Review

After travelling through the epididymis, the sperm then make their way out of the scrotal sac via the vas deferens (pronounced: vas deh-feh-rinz). Millions of sperm enter the vas deferens each day. The vas deferens extends from the epididymis to the urethra (the tube that carries semen and urine out of the penis but never at the same time) and connects the two parts. The vas deferens is also the reproductive system’s storehouse for sperm. The seminal vesicles (pronounced: seh-mih-nuhl vess-ick-uls) and prostate (pronounced: prahs-tate) gland are responsible for producing fluids that mix with sperm to create semen.

Semen is the fluid that leaves a male's penis when he ejaculates. When ejaculation occurs, sperm are pumped out through the vas deferens, mix with semen from the seminal vesicles and prostate gland, and travel out through the urethra. Each time a male ejaculates, the fluid released can contain up to 500 million sperm in approximate 2 to 5ml of fluid.
Using The Question Box

The first part of this unit discusses general information for teaching sexual education classes. The second part specifically addresses the use of the question box. Both sections are designed to assist you in preparing to teach this unit. These sections may also help you to think about some of the about the challenges you may encounter teaching this unit.

Increase your comfort level

Talking with students about puberty and sexuality can be difficult for many teachers. Since sexuality is intimately connected to personal values, family backgrounds and spiritual beliefs, it can be a sensitive issue. Sexual education specialists recommend the following advice to teachers who wish to increase their level of comfort in teaching sexuality education.

- Try to develop a healthy attitude toward your own sexuality.
- Identify your own values and possible reactions toward different topics related to sexuality.
- Read current reliable literature in the field of sexuality education. Acquire a basic knowledge of sexuality so that your class may benefit from your expertise, but remember that your knowledge is less important than your attitude towards sexuality. Students learn best about sexuality when they are taught by a kind, tolerant and respectful teacher. Creating a classroom in which students feel safe and free to ask questions is very important. You can accomplish this in a number of ways. Some ideas are as follows.

- Use your facilitation skills. The contributors to Beyond The Basics: A Sourcebook on Sexuality and Reproductive Health Education,* suggest these ideas:
  - be student-centred and address different learning styles.
  - be sensitive to non-verbal communication and react positively to questions.
  - ask participants about what they would like to learn.
  - encourage self-confidence and decision-making skills.
  - use humour to ease embarrassment and create a comfortable environment.

*Changes In Me: A Puberty and Adolescent Development Resource for Educators
Junior Grade Level, Second Edition
Peel Public Health, Healthy Sexuality Program, 905-799-7700

69
You might also want to attain the following goals in your classroom.

Establishing A Healthy Classroom Environment

- Respect and care for others.
- Create an atmosphere of trust in which all students can be themselves.
- Be sensitive towards the attitudes, values and feelings of others.
- Respect the values and beliefs of people from all cultural communities.
- Communicate with warmth.
- Be capable of discretion should students decide to confide in you.
- Be sincere.
- Do not be afraid to express discomfort.
- Listen carefully to your students’ questions, concerns, worries and thoughts.
- Keep an open mind.
- Value your students’ opinions and realize they may change over time.
- Be flexible.
- Respect the privacy of others.
- Answer questions honestly when you know the correct answer.
- When you do not possess accurate information regarding a topic, research the answer and report back to your students at a later date.
- Avoid criticising students’ opinions.
- Share positive feedback with students whenever possible.

*Adapted with permission from: Canadian Federation for Sexual Health (2005). Beyond The Basics: A Sourcebook on Sexuality and Reproductive Health Education 2nd Ed. Ottawa: Author

Asking questions has long been recognized as an important learning activity. In sexual education classes, this activity becomes complicated. Since communicating about puberty can be difficult for both students and teachers, a sexual educator can create opportunities for anonymous question-asking. By using the Question Box, teachers allow students to ask questions related to puberty without risking embarrassment. This technique also allows teachers to prepare answers for the students rather than find themselves “caught off guard”. As well, when teachers use the Question Box, they capitalize on teachable moments, enriching the entire class experience.

Changes In Me: A Puberty and Adolescent Development Resource for Educators
Junior Grade Level, Second Edition
Peel Public Health, Healthy Sexuality Program, 905-799-7700
Using The Question Box

Teachers often feel nervous about answering student questions about sexuality. For this reason, you may want to consider the following suggestions -

- Assess whether the question is related to information, feelings or values. Each type of question requires a different type of answer:

  - **Information Questions**: Try to provide simple, straight-forward factual information to students. Consider both curriculum relevance and age-appropriateness.

  - **Feeling Questions**: Always attempt to give honest responses that reflect the feelings you wish to portray. If a topic is difficult for you, consider saying something like, “I’m a bit uncomfortable with this...” or “Everyone is embarrassed sometimes, but it is important to discuss this issue...”. If the question is about the student’s feelings, try to validate them. Offer comments like, “this student seems to be expressing ‘x’ feeling...” or “Each of us may feel differently about this topic. Some people might feel comfortable, others might be nervous. It’s okay for us to have different feelings about sexual issues...”.

  - **Value Questions**: When the question is really more about values than facts, consider asking students to discuss this topic with someone they trust. You might offer varying opinions, or you might refer students to other sources of information including texts, internet sites, family members or spiritual mentors. Encourage students to listen to people they respect while they form their own opinions. When the question has no concrete answer (e.g., How old should a person be before s/he has sex?), tell the students that every individual will have to answer that question for her/himself.

- Treat all questions in a respectful manner. If possible, affirm the person who is asking the question. Use phrases such as, “This is a good question”, “I am glad someone asked this question” or “A lot of people have questions about this topic”.

Changes In Me: A Puberty and Adolescent Development Resource for Educators
Junior Grade Level, Second Edition
Peel Public Health, Healthy Sexuality Program, 905-799-7700
Using The Question Box

● If a number of students asked similar questions, inform the class that you will address all of them in one answer. This helps you to save time and avoid repetition.

● Should you encounter questions that seem unrelated to the course content or that are difficult to understand, try to acknowledge them respectfully. You could tell students that there were some questions you did not understand or that some seemed to be “off topic”. You can request that students who don’t hear the answer to their question come to see you individually after class or that they resubmit the question.

● Defer questions that will be answered in the next few classes. For example, if you have a number of questions on contraception, try telling the students the following: “There were five questions about contraceptive choices in the question box. We will be discussing this topic next week in lessons four and five.” Let the students know that their questions will be answered shortly.

● If a student has written a question intended to shock you or the class, remind the class of the ground rules you established at the beginning of the unit. Sometimes the shock comes not from the content of the question, but from the language used. You can always reword the question in an effort to defuse it.

● When you are not sure of the answer to a question, please research for further information before talking with your students.
Question Box Handout

Please write a question in each of the following areas. The headings are meant only to guide you. If you have other questions, feel free to add them in the last section. Also, remember NOT to write your name on this sheet!

Puberty

Relationships

Other topics
(body parts, sex or sexuality, birth, concerns you have, etc.)
Questions And Answers

The following is a list of questions collected from actual students in the Peel Region. The answers presented are simply suggestions. Please use your own good judgement when responding to your students’ questions. If you wish, refer to the “Using The Question Box-Teacher Guide” for further assistance.

Sample Puberty Questions and Answers

1. What is puberty?

Puberty is the time in a human being’s life when s/he moves from childhood to becoming an adult. This is the period of time in a person’s life when it becomes physiologically possible to reproduce. Puberty usually begins between the ages of nine and sixteen years. Your body will know when it is the right time for you to begin puberty. Generally, girls begin puberty about two years before boys. Puberty is a long process; it actually takes several years to complete all the changes. While puberty can be an exciting time, it can also sometimes be confusing, awkward and scary for young people. Asking questions about puberty during our unit, and talking with your parents or another trusted adult, are two good ways to better understand the changes your body is making. Learning more about your body can help you feel more comfortable about growing up.

2. Why is it hard to talk about sex?

Most people find it somewhat difficult to talk about sex. Sex is very personal, private and intimate. Some adults are nervous that they do not have all the answers to questions asked by their children or students. Some adults think that talking about sex encourages children to have sex. However, research proves that when youth learn about sex, they become more confident to make their own good decisions to abstain, delay sex or engage in safer sex when the time comes.

Youth might find it hard to talk about sex as well. They might be nervous that their classmates know more about sex than they do. Some students worry that they will not be able to stop giggling during sexuality education classes. Some parents have told their children not to talk about sex. For all of these reasons, and others, some of you may find it hard to talk about sex. It is important to remember that talking about sex gets easier if we are open and honest about our questions. Once we get over the feelings of embarrassment, and think of health topics just as we do history or science, learning about puberty and sexuality becomes easier.
3. What is a "healthy breakup" and how do you do so?

Although there is no one correct answer to “what is a healthy breakup?”, there are a few things to keep in mind.

- Choose a quiet location where you will be able to let your partner know you want to break up.
- Respect your own feelings and let your partner know how you feel.
- Use an assertive style of communication, which is honest, direct and calm (as opposed to a passive or aggressive style of communication).
- Acknowledge that your partner had an influence in your life, whether positive or negative, and that you and your partner will go through a range of emotions (for example, anger, sadness, happiness, relief, etc…) all of which are normal.
- Respect your partner’s feelings.
- Make sure you have support and are able to talk to trusted people, friends and/or family about your feelings.

Whether you are a youth or an adult, breaking up can be difficult.

4. What is a virgin?

According to medical dictionaries, a virgin is a female or a male who has not had sexual intercourse.

Possible Extension:

- However, some people believe that virgins are people who have never had any sexual experience including kissing or sexual touching. Others believe that even if people have experienced some form of sexual activity (masturbation, touching, oral sex, etc.), they are still “virgins” if they have not had (penis in vagina) sexual intercourse.
5. Why do people want to have sex?

There can be a lot of different reasons why people want to have sex, for example:

- Many people feel that sexual activity between loving partners helps a person to feel intimately connected with another person. Partners may express love and celebrate the closeness of their relationship through sex.

- Sometimes people engage in sex in order to try to reproduce or conceive a child.

- Some people desire physical intimacy as a means to feel appreciated and accepted by their partner.

- Sometimes people have sex simply because it feels good for them.

- People might have sex if they are looking for love and affection from another person.

- Some people might have sex because they feel pressure from their partner, their friends or even from the media. They may feel like “everyone is doing it”.

- Some people have sex as an experiment to see what it feels like.

- While there are a lot of reasons people have sex, some reasons are better than others. It is important to ask yourself why you want to have sex before you do so. This way, you can consider if your decision is healthy and the right decision for you.

Possible Extension:

- You may want to discuss the idea of healthy and unhealthy reasons for having sex. For example, some unhealthy reasons may include - if someone is having sex in an attempt to gain or save a relationship, or if a person is having sex to please someone else, rather than to please him/herself. Please see question # 5 for further information.
Questions And Answers

6. How much pubic hair are you supposed to have?

- Pubic hair varies by amount, color, texture, and coarseness. However your hair looks and feels, and wherever it grows, it's normal!

7. What is the right time to have sex?

There is no magic age to start dating or having sex. You must each decide what is right for you. It is really important to think about the reasons why you want to have sex. There are healthy and unhealthy reasons for having sex. Here are some reasons that might make you begin a sexual relationship before you are ready:

- If you think that all your friends are having sex, you might feel pressured into having sex as well.

- You might be trying to prove your femininity or your masculinity. You do not need to have sex to convince yourself or others that you are attractive and capable of having a relationship.

- Some people have sex in order to “get even” with their parents. Starting a sexual relationship because you are angry at your parents, or because you want to rebel by doing something you know would upset them, is not a good idea. These are not healthy reasons for having sex.

- When your peers start talking about sex, you might get more curious about it. That’s perfectly normal. However, simple curiosity is not a great reason for having sex.

Sexual activity between mature, responsible partners can be a positive experience. When people do not feel ready for sex, they are often disappointed when they do engage in sexual activity. The most important thing you can do is decide if you are ready to have sex. You need to be sure that you are ready for the possible consequences of beginning a sexual relationship. Ask yourself if you could imagine talking to your partner about sex, pregnancy, protection from STI’s (sexually transmitted infections) and about your feelings. If you cannot imagine talking with your partner about these issues, you are probably not ready for sex.
Thinking and talking about these points may help clarify your feelings. Remember that should you decide that sexual intercourse is not going to be a part of your relationship, you may still enjoy hugging, kissing, holding hands and touching. Love, trust, caring, communication, respect and commitment are all important parts of a positive healthy relationship.

8. How do you know if you like boys or girls?

When a child begins to discover sexual feelings and attractions they may find that they are developing these attractions to people of the same sex. When they reach their teens, they may continue to have these feelings and it may mean that they are homosexual (emotionally and physically attracted to someone of the same sex) or bisexual (attracted emotionally and physically to persons of the same sex and opposite sex). Teens often feel pressure to define themselves as “straight” or heterosexual (emotionally and physically attracted to someone of the opposite sex). There is no rush to make this decision. Talk about these feelings with someone you trust and will keep this information private until you are ready to be more open about it. There are also several organizations in the Region of Peel that can help answer questions such as, Peel Pride (www.prideeventspeel.com), Postive Space (www.positivespacepeel.ca), and Pflag Canada (www.pflagcanada.ca).

9. Why are some people gay or lesbian?

When children are discovering their sexuality, some will find that they are developing romantic and sexual feelings towards people of the same sex. If these feelings continue through adolescence and into adulthood, this may mean that they are homosexual. Homosexuality means a person has feelings of affection and sexual attraction for people of the same sex. There is one no cause for homosexuality, just as there is no one cause for heterosexuality – or when people of opposite sexes develop romantic or sexual feelings for one another.

A lesbian is a female who has feelings of affection and attraction, both emotionally and physically, to other females.

A gay male has feelings of affection and attraction, both emotionally and physically, for other males.
Possible Extension:

- In every school, approximately one in ten boys will be gay and about one in twenty girls will be lesbians. Because student’s families and peer groups may not be supportive of gays and lesbians, it may take years before these teenagers can accept, and act on, their sexual orientation. One major concern teens may have about their homosexuality is that their family and friends will reject them if they were to know the truth. All students, regardless of their sexual orientation, deserve to be treated with respect.

10. Are fantasies normal?

Having sexual fantasies is completely normal. Sexual fantasies allow a person’s mind to wander and experience thoughts and encounters. Fantasies can be exciting. You may or may not wish to act on your fantasies.

Sexual encounters of the mind differ from person to person and may range from romantic to sexual activities. The details and depth in which one fantasizes does not reveal anything about that individual. A fantasy gives one the freedom to explore new encounters and control how much happens, as the experience only exists within the mind.

11. What is masturbation?

Masturbation is defined as touching or rubbing your own genitals for sexual arousal and satisfaction. Masturbation can lead to orgasm. Slang expressions for masturbation include “jerking off” and “playing with yourself”.

In some cultures and within certain religious groups, masturbation is discouraged or forbidden. If a person from such a group experimented with masturbation, s/he may experience feelings of guilt. While it is normal to masturbate, it is also normal not to masturbate. There are no physical side-effects of masturbation. Each person must choose if s/he wishes to masturbate.
Questions And Answers

12. What is oral sex?

Oral sex involves a person using his/her mouth on another person’s genitals – usually the penis or the clitoris and vulva. Slang terms for oral sex include “giving head”, “blow jobs”, or “going down on someone”. When oral sex is performed on a female, it is called cunnilingus. When oral sex is performed on a male, it is called fellatio.

13. Is sex better with a big penis?

The simple answer is “no”, however, this is a common question asked by males. At some point in their lives, many young men are preoccupied with the size of their penis. Sometimes boys are convinced that their penis is “too small”. Almost all males experience a growth spurt during puberty. By the age of seventeen or eighteen, a male’s penis will have reached its full adult size. The average size of a non-erect penis usually measures between 5 and 10 cm. When erect, a man’s penis normally measures from 10 to 20 cm in length. Although many people talk about “bigger being better”, penis size is not important for the sexual satisfaction of males or females.

14. What is an orgasm?

When a male or female becomes sexually aroused, usually through masturbation, heavy petting, oral-genital stimulation (oral sex) or sexual intercourse, the pulse rate and breathing speed up, and tension builds in the muscles throughout the body. With orgasm, there is an explosive feeling of release from this tension. An orgasm can be mild or intense. The sensation is most intense in the genitals, although the whole body is involved. When a female has an orgasm, she experiences a throbbing in her genital area. Her vagina becomes more lubricated with natural fluids. When a male has an orgasm, he experiences an ejaculation in which semen is released from the urethra at end of his penis. After orgasm, a male loses his erection and his penis returns to its normal, soft state.

15. Is there anything wrong with having sex at a young age?

As a young person, you have to consider many important factors before you will be able to decide if there is anything “wrong” with having sex. The right time to have sex will be different for each person.
Questions And Answers

There are possible legal implications of sexual activity with young people. The age of consent, also known as the "age of protection", refers to the age at which a young person can legally consent to sexual activity. All sexual activity without consent, regardless of age, is a criminal offence.

When a person is over the age of 16, s/he can legally consent to sexual activity with another individual regardless of this person's age, as long as this person is not in a position of trust or authority (e.g., a teacher, counsellor, coach or babysitter), or in a relationship of dependency (e.g., a guardian).

16. Does it hurt to have sex?

Sex should not hurt. Sex can be very pleasurable when both partners consent to and are comfortable with a decision to have sex. While the first times a person has sex may be uncomfortable. Also, sex might be painful when one partner is not physiologically prepared (e.g., lubricated enough), or sex might hurt when one partner is being forced.

17. Why do I sometimes wake up with a boner in the morning? Is this normal?

It is normal for males to wake up in the morning with a "boner" otherwise known as an erection. During adolescence and adulthood, males may have spontaneous erections without any sexual stimulation. Males could also have "wet dreams", also known as nocturnal emissions. A young male may find that there is some fluid (semen) in his underwear or pyjamas when waking up. If the erection is painful, you should see a doctor.

18. How large is a penis supposed to be?

Almost all males experience a growth spurt during puberty. By the age of 17 or 18, a male’s penis will have reached its full adult size. The average size of a non-erect penis measures between 5 and 10 centimetres. When erect, a male’s penis usually measures from 10 to 20 centimetres in length.
19. Why can’t some people control their emotions during puberty?

Puberty begins, in both boys and girls, with the release of hormones from the pituitary gland – a pea-shaped gland located in the brain. Hormones are chemical messengers that allow different parts of the body to communicate with each other. In girls, the pituitary gland sends a message to the ovaries to start releasing hormones called estrogens. In boys, the pituitary gland sends a message to the testicles to start producing the hormone called testosterone. These hormones are responsible for many of the changes associated with puberty. There is nothing you can do to control when puberty will begin for you. Your body will know the right time for you. Sometimes people say that teenagers cannot control their emotions during puberty. While it is true that many teens experience some mood swings due to increased hormonal levels, most teens remain capable of making smart decisions regarding sexual activity and other important choices.