

Chapter 12: Sexuality During Childhood and Adolescence

Learning Objectives

1. Discuss examples that demonstrate how infants of both sexes are born with the capacity for sexual pleasure and response.
2. Discuss common features of sexual development that occur during childhood, including discussion of the responses of parents and other adult caregivers
3. Define adolescence, and explain childhood and adolescent sexuality in Western society.
4. Define puberty and describe the physical changes that occur for males and females.
5. Describe the changes that occur in adolescent friendships during puberty.
6. Discuss the double standard as it affects adolescent social and sexual behavior.
7. Describe the incidence and frequency of masturbation among male and female adolescents.
8. Define noncoital sexual expression and discuss how common it is among adolescent females and males. Discuss the phenomenon of sexting and other online sexual activities and the implications of each.
9. Explain how likely ongoing sexual relationships are among adolescents.
10. Summarize what the research reveals regarding the incidence of and reasons for intercourse, including multi-person sex, among adolescents. What factors are related to early or late initiation of intercourse? Include a discussion of the racial and ethnic differences regarding intercourse.
11. Assess how common same-sex contact may be during adolescence and explain how this may reflect a transitory, experimental phase of sexual development, or how it may be indicative of a homosexual orientation. Discuss antigay bullying.
12. Examine the impact of HIV/AIDS on teenage sexual behavior.

13. Summarize available research and statistical data regarding various aspects of adolescent pregnancy, including its impact on teenagers and their infants.
14. Discuss how an adolescent mother's decision to keep her child may affect her education, financial status, and the life of her child.
15. Explain how prevalent contraceptive use is among adolescents and what factors affect contraceptive use on a regular basis.
16. Discuss factors that may contribute to differences in teen pregnancy rates.
17. Describe some general guidelines that the authors suggest for reducing teenage pregnancy and evaluate the research concerning effective and ineffective methods.
18. Analyze the nature of sex education programs in schools, including the controversies surrounding them, and discuss how parents can talk to children about sex.

Discussion Questions

- At what age should an adolescent be considered responsible to make decisions about sexual behavior, including contraception and protection from STIs? What are the advantages and disadvantages of less or more conservative approaches?
- How or why is the term “premarital sex” problematic, as it pertains to measuring adolescent sexual behavior? If students need prompting, have them consider the following: it excludes a great deal of sexual behavior; it presumes that all or most people will marry; and it excludes those who, by law, cannot marry.
- Who do you think taught your parents about sexuality? Are your parents well-informed, misinformed, or under-informed? How comfortable are you in talking with your parents about sexuality? How comfortable do you think your parents are in talking with you about this topic?
- What information do you wish you had about sex as an adolescent? What would be different if you knew back then what you know now?
- What is the influence of the peer group on adolescent sexual behavior? Would your behavior have been different if your peer group were different?

- How would you respond as a parent if your adolescent “came out” to you as being gay or lesbian?
- What are the risks or special considerations that should be addressed for contraceptive use in adolescence? Some examples may be the long-term effects of birth-control pills and the misuse of contraceptives.
- Discuss why teens are at risk for malnutrition during pregnancy. What are some of the extra nutritional requirements for teens that are pregnant?
- Adolescents are physically capable of sex but often cognitively immature. Discuss some of the limits on adolescent thinking (for instance, poor future planning skills, casual sex) and how these limits can be overcome.
- Recently, several “reality” television programs have focused on teen pregnancy. How accurate are these shows? Do you think they encourage or discourage teen pregnancy?

Guest Speakers

- A representative from the local public health agency could discuss community outreach programs for teens, as well as provide current local statistics on teen pregnancy, sexually transmitted infection rates, and other issues.
- A representative from a local HIV/AIDS organization could discuss prevention programs for adolescents and provide information about local testing programs.
- A school board member could discuss the political pressures faced by elected officials in developing and approving a health care curriculum that includes sex education information.
- A preschool or kindergarten teacher could discuss appropriate ways of handling young children’s sexual behavior.
- A social worker who works with teen parents or pregnant teens could discuss the issues, current community programs, and help needed in the community.
- A health or sex-education instructor from a local elementary or junior/senior high school could talk about who decides what can be taught, what he or she wishes could be taught, and what questions are typically asked.
- A representative from Planned Parenthood could discuss the services they provide to members of the community.

- A developmental psychologist could be invited to discuss child sexual development, normal behaviors and appropriate parental responses.
- A history professor could be invited to discuss historical perspectives on masturbation and its prevention.
- A college student who became a mom as a teen could be invited to speak about what the experience was like for her, including physical, psychological, and social aspects.

Teaching Ideas

Sexual Behavior During Infancy and Childhood

Video/Film Use: Show part or all of the video “Where Did I Come From?” (30 minutes, PBS Home Video) to introduce how to talk to children about sex. Break students into small groups to discuss their reactions to the film (many students will state that they find the film “too graphic” for children). Discuss the importance of opening up communication early and helping children feel comfortable about asking questions. As a class, construct a list of guidelines for parents to discuss sexuality with children.

Guest Speaker/Panel: Invite parents of 2-, 4-, 6-, and 8-year-old children to discuss sexual behavior they have seen in their children and their reactions to such behavior. Ask parents to describe their understanding of why children display this behavior and how they prepared to handle this behavior.

Role-Play: Form nine small groups; each group gets a slightly different version of the following incident that they must role-play. You have just come across a child who is masturbating. What is a “good” response and why is it “good?” “What is a “bad” response and why is it “bad?” After the role-playing has concluded, discuss similarities and differences and whether all factors were considered (e.g., child's feelings, impact on child's sexuality, adult's feelings, others' feelings).

- 1) Versions 1, 2, 3 = in a daycare center at nap time: a 2-year-old, a 5-year-old, or a 7-year-old
- 2) Versions 4, 5, 6 = at home with a baby-sitter doing homework: a 2-year-old, a 5-year-old, or a 7-year-old
- 3) Versions 7, 8, 9 = at home with parents and siblings watching TV: a 2-year-old, a 5-year-old, or a 7-year-old

Field Trip: Take the class to a local elementary school playground, or ask permission for a few of your students to attend various school playgrounds, preschools, or daycare centers during recess to observe behaviors of children. Ask students to note interactions between same-sex and mixed-sex groups. Which group was more frequent? Which

behaviors were most frequent? What kind of touching did children engage in? What about teasing behaviors? Were there any overtly sexual interactions? What was the age range of the children being observed? Have students write a report comparing their observations with information in the text.

The Physical Changes of Adolescence

Letter Writing: Ask students to write a letter to themselves describing their own experiences with bodily and cognitive changes in adolescence.

These changes are probably still fresh in their minds, and they can use this letter later in helping to recapture the experiences so they can be more empathic to their own adolescent child. They might even consider sharing it with him or her at the appropriate time, having him or her add his or her own story, and continue passing it along from generation to generation. Items to include:

- 1) The physical change of adolescence I found most fascinating was...
- 2) The change I found most painful was...
- 3) My most embarrassing moment as a teen was when...
- 4) If I could relive my teen years, I would...
- 5) I am very happy that I am NOT a teen today because...

Brainstorming: Ask students to pair up or form small groups and make a list of characteristics of sexually healthy adolescents. Afterwards, have students divide these characteristics into physical, social and cognitive categories. Each group of students can then create a flier for adolescents and parents listing healthy characteristics and what can be done to encourage teens to be sexually healthy.

Sexual Behavior During Adolescence

Discussion: Have students consider what constitutes virginity. For example, many adolescents engage in a variety of sexual activities – oral-genital sex, anal sex – yet consider themselves to be virgins. Break students into dyads or triads to discuss what constitutes “virginity.” Why is penile-vaginal intercourse the only technical way to lose one’s virginity? Are same-sex couples who have never experienced penile-vaginal intercourse still virgins? Bring the class back together to share thoughts and feelings. Do we need to develop a different notion of “virginity” in our society?

Group Discussion: Provide the class with current statistics on teen oral sex behavior. Several national talk shows have covered this topic. You may be able to secure a video clip to introduce the topic. Advise the students that less than 50 years ago, oral sex was

considered a VERY intimate activity, and in some states, an illegal activity. What accounts for this change in attitude and behavior? Why might teens consider oral sex to be *less* intimate than intercourse? Conclude with a discussion of the health risks associated with oral sex.

Quick Poll: Ask for a show of hands for "How many of you kissed someone ('made out') when you were a teenager?" Most of the class usually raises their hands. Then ask, "How many of you ever masturbated when you were a teenager?" Note the usual reluctance of hand-raising. Discuss why most people are reluctant to admit to an almost universal healthy sexual experience. What social or cultural messages do we receive that still deem masturbation a "taboo" topic?

Pass the Hat: Distribute **Handout 12.1: Peer Group Norms**, for students to fill out anonymously. Collect the handouts, tally the results, and present the findings to the class. Discuss the norms, and ask students to reflect on how they learned these norms. Students could also ask people outside of their own cohort to complete the handout to discover generational differences.

Student Reflections: Have students discuss how the following four challenges faced by children and adolescents affect their sexual behavior: impulse control, frustration tolerance, delay of gratification, and the ability to live with uncertainty in the future. Given the effects they listed, what do they think parents, teachers, and adolescents can do to encourage safe, principled expression of their sexuality?

Group Discussion: Discuss the issues and concerns gay or lesbian teens may face at home, at school, and in society in general. Make sure to present current statistics regarding the higher rates of alcohol and drug abuse, suicide, and depression among GLBT teens. How, both as individuals and as a society, can we address these issues?

Group Discussion or Debate: In 2015 (<http://www.usatoday.com/story/life/people/2015/05/28/timeline-josh-duggar-19-kids-and-counting-tlc-sex-abuse-scandal/28066229/>), the Duggar family, a very large family of conservative Christians who had become reality television "stars" by displaying their own take on what families ought to be, was forced to confront a past that they had hoped was over when a lawfully-obtained police report revealed that oldest son Josh had repeatedly touched his younger sisters and at least one non-family member who was also underage in sexual ways. While some viewed Josh's behavior as normal sexual curiosity, others saw it as a natural consequence about the family's much publicized emphasis on rigidly enforced sexual purity and still others, noting that Josh seemed to seek out opportunities to have contact with his victims in secret, raised the possibility that he was a sexual predator. The family's response seemed to be rooted in their religious beliefs rather than what is known about adolescent sex offenders. It was later revealed that Josh had been active on a website for married

people who want to cheat on their spouses and he himself acknowledged the use of pornography, and he reportedly went to a residential facility that provided religiously-based teaching to treat individuals with addictions.

Invite students to consider their views on what motivated and maintained Josh's behavior. What role might the family environment have played? What about the family's beliefs emphasizing sexual purity outside marriage, even discouraging kissing and frontal hugs until after marriage? What about the initial response of the parents and their subsequent responses, after the events were exposed?

Adolescent Pregnancy

Survey: Ask students to anonymously respond to the following questions: What percentage of teenagers (12 to 18 years old) has sexual intercourse? What percentage of these teenagers use safe-sex practices (condoms and birth control) consistently and correctly?

What percentage of teenagers has at least one sexual contact with someone of the same sex? Did you have sexual intercourse as a teenager? Did you practice safe sex? Did you have sexual contact with someone of the same sex? Collect and tally the results. Do the estimates match what students reported? Do the estimates match the survey results found in the research? If not, why not? Discuss reactions to the survey. Did students trust that it would truly be anonymous?

Brainstorm: Given that poverty is strongly correlated with an increased risk for teen pregnancy, have students brainstorm solutions for addressing this issue. As students generate ideas, list them on the board or on a transparency. Encourage students to think out of the box, and to consider interventions at the individual, school-wide, local or community, and even state-wide or national level. Are any of these suggestions being used in their own community? What resources would be necessary to implement a few of these ideas?

Video/Film Use: Have students watch an assigned episode of the show, "16 and Pregnant" either within class or on their own time outside of class. This MTV series is available for free viewing online at http://www.mtv.com/ontv/dyn/16_and_pregnant/series.jhtml. After viewing, break students into small groups to discuss the physical, psychological, and social difficulties facing the teen mothers and fathers in the show. Students should also discuss the teens' cognitive planning abilities and social support networks. Students may also want to discuss whether such reality shows encourage or discourage adolescent pregnancy.

Another show that could be used for this activity is the ABC Family series, "The Secret Life of the American Teenager" which is a weekly TV series about a teenage girl that becomes pregnant.

This is a sitcom-style show and not a documentary, but students may be engaged in following the show week-to-week. Past episodes are available online at <http://abcfamily.go.com/>.

Sex Education

Group Discussion: Break class into groups of four to five students. Write the following questions on the board for students to discuss within their groups. A designated note-taker within each group should record responses.

Discussion questions:

- 1.) What were your experiences with sex education in school?
- 2.) What did you learn, and at what age?
- 3.) Do you feel that the sex education you received was adequate?
- 4.) Was it age-appropriate and realistic?
- 5.) Did you get all of your questions answered?
- 6.) What do you wish was taught?

Have student groups share their responses. As a class, construct a list of concepts that should be covered in a comprehensive, age-appropriate sex education curriculum for middle schools, junior high, and high schools.

Role-Play: Distribute copies of **Handout 12.2 Childhood Sexuality: Questions for Behavioral Rehearsal**. Break students into groups of three and assign each group an age bracket. Have each group role-play responses to their child's or adolescent's questions (advise students that they should provide age-appropriate, accurate information). Rotate among the groups to help them refine their skits. Present them to the class, and discuss which ones were realistic and which were not. Use the exercise to stress the importance of being honest, providing accurate and age-appropriate information, not making the child feel silly or embarrassed, and encouraging the child to come to the parent as a source for answers.

Personal Reflection: Did your parents or other family members have “the talk” with you? Watch Julia Sweeney's TED Talk on having “the talk” with her daughter (https://www.ted.com/talks/julia_sweeney_has_the_talk?language=en). What did you know about sex when you were about 8? Where did you get your information? What did you learn from your parents or other family members? In retrospect, how accurate was your knowledge?

Group Discussion: Some individuals who experienced “the talk” with their parents recall it as painfully embarrassing. There has been a move towards a lighter, more humorous approach, as shown by Sweden's dancing genitals (<http://www.theguardian.com/world/2015/jan/14/swedish-children-tv-cartoon-dancing-sparks-parental-outcry-genitals-penis-vagina-dancing>; Swedish version: <https://www.youtube.com/watch?v=8Wp9iNINHMc> English version: https://www.youtube.com/watch?v=Qd22--XZ31c&feature=iv&src_vid=8Wp9iNINHMc&annotation_id=annotation_1176365953)

and dancing tampons (<http://www.theguardian.com/world/2015/oct/14/singing-tampons-follow-dancing-genitals-on-swedish-kids-tv>; Swedish version: <https://www.youtube.com/watch?v=q4lbRCKbuCE>). Ask students what they think. Is this an effective approach? What about the slightly more staid “Hello Flo” website (<http://helloflo.com/>)?

Film Festival:

Arrange a film festival of vintage sex education films and invite students to review them for both their factual accuracy and their use of sound educational principles.

“As Boys Grow” <https://www.youtube.com/watch?v=1nf3MbrEUjk>

“Menstruation Cycle” <https://www.youtube.com/watch?v=Ht6xHX49FHM>

“Am I Normal” <https://www.youtube.com/watch?v=in6lYkDsuVk>

“Naturally... A Girl” <https://www.youtube.com/watch?v=YpQQ67n6xDs>

“Human Growth” <https://www.youtube.com/watch?v=9sxFY9IfCkI>

Videos

20/20: Audrey (50 min.) (1999) ABC News

A 17-year-old gives birth in her basement and claims she didn't know she was pregnant and the baby was stillborn; others believe she killed the infant.

20/20: Mom, I'm a Lesbian (50 min.) (2000) ABC News

In this program a "mother commits lesbian teen to institution."

24 Girls (29 min.) (1998) Women Make Movies

"One by one, pre-adolescent girls take the stage to announce and execute their chosen performances, from dancing to singing, poetry reading to storytelling, simultaneously revealing both unhindered childlike freedom and dawning self-consciousness."

Class Queers (40 min.) (2003) Filmmakers Library

"Adolescence is generally a difficult time, but when the young person is gay or lesbian, it is even more challenging."

Coming Out (88 min.) (2003) Filmmakers Library

Lesbian and gay teenagers share their stories of coming out to friends and family.

Desire (85 min.) (2005) Women Make Movies

"Nearly a decade in the making, this refreshingly honest film documents the challenges and desires of a group of young women in New Orleans by letting them film their own stories."

Don't Ask Why (58 min.) (1999) Women Make Movies

A 17-year-old Muslim girl would rather go to school than marry.

The Education of Shelby Knox (76 min.) (2005) Incite Pictures

This award-winning documentary follows the story of 15-year old Shelby Knox and her fight for comprehensive sex education in conservative Lubbock, Texas.

Frontline: Inside the Teenage Brain (60 min.) (2001) WGBH

What is going on in the brain during adolescence?

Frontline: The Lost Children of Rockdale County (90 min.) (1997) WGBH

"In the spring of 1996, as Atlanta prepared to host the summer Olympic Games, an outbreak of syphilis struck a group of teenagers in the prosperous bedroom community of Conyers, Georgia."

Girls Around the World Series (6 volumes, 222 min. total) (1999) Women Make Movies

This “collection of six extraordinary documentaries that examine the hopes, dreams and worldviews of a diverse group of 17-year-old girls from across the globe.” *Anna from Benin, Daughters of War, Heaven and Earth, Frontier, Don't Ask Why* (listed above), and *Night Girl*.

Girls Like Us (57 min.) (1997) Women Make Movies

“An ethnically diverse group of four working class girls strut, flirt, and testify in this vibrant, affecting portrait of teenage girls' experiences of sexuality.”

Grounded for Life: Teenage Pregnancy (39 min.) (1998) FFH

This video features “thought-provoking footage of single teenage parents portrays the economic and emotional hardships they face.”

Growing Up Fast (35 min.) (2004) FFH

This documentary follows six teen mothers and their partners through their last year of high school.

Growing Up and Liking It: The Menstruation Myth (28 min.) (1993) Filmmakers Library

“We meet women of varying ages and cultural backgrounds who share with us the vivid and often disturbing memories of coming of age.”

Is It Really Me? How Teenage Girls View Their Bodies (30 min.) (2002) Filmmakers Library

“With disarming candor the young dancers share with us their insecurities about their bodies.”

Jenny and Jenny (60 min.) (1997) Women Make Movies

“As North African Jewish immigrants living on Israel's working class Mediterranean coast, the girls' changing environment provides a fascinating window into a culture both religious and secular. In struggling towards self-definition, their experiences embody universal concerns of young women.”

Juno (96 min.) (2007) 20th Century Fox

This movie tells the story of a teenage girl who wants to give her baby up for adoption (rated PG-13).

Juvenile Sex Offenders: Voices Unheard (58 min.) (1997) FFH

“This program goes to a lock-down and into the community to develop a profile of juvenile sex offenders and to study the pioneering work of organizations attempting to reintegrate offenders into society.”

Kids Having Kids: Teenage Pregnancy (30 min.) (1992) FFH

Chapter 12 Sexuality During Childhood and Adolescence

“Exploring the reasons why so many teenagers get pregnant, it looks at the facts on adolescent sexual behavior and attitudes toward birth control.”

Kids Raising Kids: Teenage Parenthood (30 min.) (1992) FFH

“Once the decision is made to continue the pregnancy, expectant mothers need to be aware of the benefits and problems associated with the remaining options of marriage or single parenting.”

Looking for Common Ground: One School's Struggle for Gay and Lesbian Rights (29 min.) (2000) Filmmakers Library

“The film gives voice to the gay and lesbian high school students in Westhampton, Massachusetts after the state enacted an anti-discrimination law establishing their rights.”

The Match That Started My Fire (19 min.) (1991) Women Make Movies

“The telephone rings and the girl-talk begins: secrets emerge and confessions build. An exciting experimental comedy in which the joy of sexual pleasure is discovered and experienced by women in their childhood and early teens.”

Mirror Mirror (17 min.) (1990) Women Make Movies

Thirteen “women, of varying age, size, and ethnicity, candidly reveal the ambivalence with which they regard their own bodies.”

Monday's Girls (50 min.) (1993) Women Make Movies

In Nigeria “Young virgins, irabo, spend five weeks in ‘fattening rooms,’ emerging to dance before the villagers and to be married.”

My First Time (28 min.) (1990) Filmmakers Library

“A spirited group of people of varied ages and backgrounds recall the first time they made love.”

New School Order (56 min.) (1997) Icarus Films

This case illustrates the battle over who gets to determine school policy (including sex education policy).

Nightline: A Matter of Choice? Part 4 Gay Teens (50 min.) (2002) ABC News

“Ted Koppel also speaks with gay and lesbian teens from the Roanoke area who are grappling with their own issues of sexual identity.”

Nightline: Controversy Over Public School Pamphlet (50 min.) (1999) ABC News

The story discusses “the controversy over a pamphlet entitled ‘Just the Facts About Sexual Orientation and Youth: A Primer for Principals, Educators and School Personnel’ that has been released to the public secondary schools.”

Nightline: Teen Sex, What'll We Tell the Kids (13 min.) (1995) ABC News
What role should the public schools play in sex education?

On Becoming a Woman (90 min.) (1987) Women Make Movies
“This extraordinary documentary provides rare insights into some important health issues for African American women... deal[ing] candidly and constructively with teen pregnancy, providing in-depth information about reproduction, birth control, self-examination and sexual activity.”

Portraits in Human Sexuality: Human Development (35 min.) (2006) FFH
This program questions children and adolescence on their knowledge of sex and love.

Protect Your Child From AIDS (24 min.) (1997) FFH
How can parents and teens talk about HIV prevention?

Reviving Ophelia: Saving the Selves of Adolescent Girls (35 min.) (1998) Insight Media
“In this video, psychologist Mary Pipher examines the role of media and popular culture in shaping the identities of teenaged girls.”

Runaway (87 min.) (2001) Women Make Movies
Irani girls run away from abusive families.

Sex, Teens and Public Schools (58 min.) (1995) Filmmakers Library
This video “explores the conditions that have led to escalating rates of teen pregnancy and examines the role that public schools can play in stemming the tide of early and unwanted pregnancy.”

Speaking for Ourselves: Portraits of Gay and Lesbian Youth (27 min.) (1994) Insight Media
“Five gay and lesbian youths from different cultures and backgrounds...describe difficulties they faced in school and discuss such issues as substance abuse, suicide, HIV, homelessness, prostitution, harassment, family acceptance, and activism.”

Teen Pregnancy: Reel Stories, Real Life (15 min.) (2002) FFH
“This program follows the stories of three young women with unplanned pregnancies.”

Teen Sex (45 min.) (2004) FFH
Adolescents share their views in intimacy, peer pressure and sex.

Teen Sex: The Chastity Crusade (26 min.) (1994) FFH

Chapter 12 Sexuality During Childhood and Adolescence

“This program looks at two different approaches to the issue of sex education and discusses the merits of each.”

Teenage Pregnancy and Adoption (39 min.) (2007) FFH

This ABC News program examines teen mothers and their decisions to have others adopt their babies.

Teen Dad’s Point of View (38 min.) (1994) FFH

This program examines teenage pregnancy from the teenage father's point of view.

Through the Skin (18 min.) (2002) Women Make Movies

“Elyse Montague presents a daring meditation on the experience and trauma of growing up androgynous.”

Throwaway Teens (27 min.) (1999) FFH

“In this program, ABC News anchor Connie Chung explores the plight of young people who are disowned by their families because of their sexual orientation and are forced to live or die on the streets.”

Truth, Sex, and Videotape: What Teens Really Think and Do about Sex (14 min.) (1998) FFH

“In this program, ABC News anchors Diane Sawyer and Sam Donaldson turn loose five middle-class teenagers with video cameras to do their own investigative reporting on the primal issue of sexuality.”

When a Kid is Gay (60 min.) (1995) WGBH

“Meet the members of SWAGLY, a private peer-support group for gay and lesbian teens in Worcester, Massachusetts, and hear some stories that range from shocking to poignant.”

Where Did I Come From? (30 min.) (2002) PBS Home Video

“The facts of life take on a gently humorous note in this informative, animated program on sexuality. Hosted by Howie Mandel, the program is aimed at children from ages 5 to 10.”

You Oughta Know: Teens Talk About Dating and Abuse (24 min.) (1997) FFH

“In this straightforward program, a youth relationships facilitator and a diverse group of teenagers speak out about abusive relationships: how to identify them; what causes them; why, once in them, couples often try to make them work; and what should be done about them.”

Suggested Websites

- <http://www.iwannaknow.org/teens/index.html> American Social Health Association: This site provides sexuality information for teenagers. Students may be interested in the information presented on this site and its the mode of presentation.
- <http://www.cdc.gov/reproductivehealth/index.html> CDC Reproductive Health Information Services: This site is a resource for many reproductive health issues, including statistics on adolescent health.
- <http://www.childrenofthenight.org/> Children of the Night: Children of the Night is a privately funded non-profit organization established in 1979 and dedicated to rescuing America's children from the ravages of prostitution.
- <http://thenationalcampaign.org/> The National Campaign to Prevent Teen Pregnancy was founded in 1996 to work on decreasing teen pregnancy in America.
- <http://www.positive.org/> The Coalition for Positive Sexuality (CPS): This group was founded in 1992 to address teenage sexual issues and provide factual information to teenagers regarding sex education.
- <http://www.siecus.org/> Sexuality Information and Education Council of the United States: This non-profit organization promotes comprehensive education about sexuality, and advocates the right of individuals to make responsible sexual choices.
- <http://www.stopitnow.org/> Stop It Now! Minnesota works to prevent child and adolescent sexual abuse. The website offers resources for parents to identify normal childhood sexual behavior, and behaviors that may signal abuse.

Handout 12.1: Peer Group Norms

Your age: _____

Use the following scale to rate the “norms” of people within 5 years (plus or minus) of your own age.

- 1 = forbidden
- 2 = okay sometimes
- 3 = mostly okay
- 4 = always acceptable or expected

1. _____ premarital intercourse
2. _____ females carrying condoms
3. _____ breast and genital fondling
4. _____ oral sex
5. _____ using oral contraceptives
6. _____ having an abortion
7. _____ using condoms
8. _____ homosexuality
9. _____ cheating on your partner
10. _____ having a sexual partner significantly older than you
11. _____ using drugs or alcohol before or during sex
12. _____ dating for a year or more before having intercourse
13. _____ having intercourse before having oral sex
14. _____ having “no contact” sex such as “sexting” or “phone sex”
15. _____ having casual sex or “hook-ups”

Chapter 12 Sexuality During Childhood and Adolescence

Handout 12.2 Childhood Sexuality: Questions for Behavioral Rehearsal

2-4 year olds:

- 1) Where do babies come from?
- 2) Do girls have a penis? (or, Why don't they?)
- 3) Why is that lady's tummy so big?
- 4) How did the baby get inside the mother?
- 5) How do babies get out of the mother?
- 6) Can I have a baby?
- 7) Do you have to be married to have a baby?
- 8) Why is daddy's penis so much bigger than mine?

5-6 year olds:

- 1) Why do you have hair there?
- 2) What are breasts for?
- 3) Why does my penis get hard sometimes?
- 4) What does the "F" word mean?
- 5) Why do you make noise in the bedroom?
- 6) (Six year old catches her mother changing a tampon or pad:) What happened to you?
Are you hurt?

8-9 year olds:

- 1) Did you and Dad do that too (to have babies)?
- 2) Why do people have sex if they don't want any more babies?
- 3) What does "gay" mean?
- 4) What is a "blow job"?

Adolescents:

- 1) "Do you think it's okay to have sex if you're not married?"
- 2) (Refers to one of the girls at school as "a slut.") How would you respond as a parent?
- 3) "My boyfriend wants to have sex." (How would you respond as a parent?)
- 4) Your 13-year-old son has a girlfriend and you think he may become sexually active soon. What topics would you bring up with him?
- 5) Can I get birth control?

Chapter 12 Sexuality During Childhood and Adolescence