



talk with your kids

Timeline User Guide for Parents, Providers + Educators

talkwithyourkids.org

Table of Contents

I. INTRODUCTION	02
II. ANATOMY + PHYSIOLOGY	03
III. GENDER IDENTITY	05
IV. HEALTHY RELATIONSHIPS	06
V. PERSONAL SAFETY	08
VI. PREGNANCY + REPRODUCTION	10
VII. STDS + HIV	11
VIII. ANSWERING DIFFICULT QUESTIONS	13
IX. RESOURCES	14

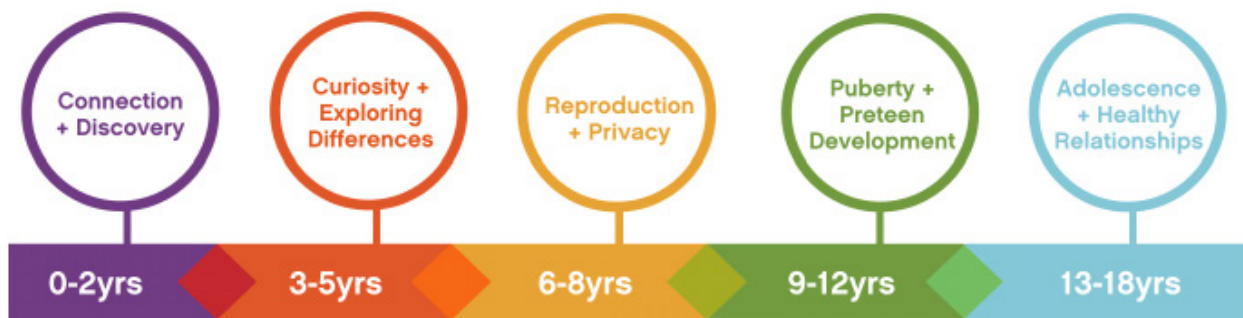


I. Introduction

Parents and caregivers can demonstrate throughout a child’s lifespan that they are trusted, caring adults and can reinforce healthy behavior and relationships starting at birth. TalkWithYourKids.org (TWYK) is a website that promotes family communication and features tips for parents on how to talk with their children to support them in making healthy and informed decisions to reduce their risk for unintended pregnancies, STD transmission, and experience healthy relationships. In 2014, TWYK launched a timeline to provide parents an online and print menu of age-appropriate conversations that span developmental milestones from birth through adolescence. This timeline was created in response to surveys and focus groups of California parents that highlighted the need for age-appropriate resources and has been tested with and informed by parents throughout California.

In 2017, an additional survey of California parents highlighted the need for expanded resources including age-appropriate activities and key messages for each developmental milestone. The Timeline (talkwithyourkids.org/talk-with-your-kids-timeline) has been enhanced with interactive and dynamic content developed by experts in the field and based on the National Sexuality Education Standards to better prepare parents and caregivers to have conversations around sexual and reproductive health with the young people in their lives. The updated Timeline has been vetted through focus groups with parents and has been informed by feedback from community health educators.

The Timeline and this supplemental User Guide are great resources for parents, caregivers, health educators, pediatricians, school staff, and any other adults working with young people to further encourage open communication about sexual and reproductive health. The Timeline is designed to ensure that topics, tips, and activities from previous milestones can be leveraged for use with any age group. TWYK is a project of Essential Access Health (essentialaccess.org). The printable timeline of milestones is available at the end of the Resources section and the interactive timeline is available at TalkWithYourKids.org.



How to Use this Guide

There are many opportunities to encourage family communication around sexual and reproductive health. Pediatricians, school staff, teachers, health educators, and community leaders are encouraged to provide these resources to the parents they work with. This User Guide is intended to be used as a more in-depth, printable resource that can be leveraged in education sessions with parents or given to parents directly. Trusted adults are encouraged to tailor activities and messages to fit their child’s age and needs.

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II. Anatomy + Physiology

We start teaching children anatomy from a young age. Understanding their bodies and proper names for body parts helps children feel comfortable with themselves. If a parent talks about genitals with comfort, it will help prevent children from feeling shame about these body parts. Learning about their bodies will also help children be able to talk more effectively with medical providers or other trusted adults if issues arise as they grow up.

Key Messages

These key messages can be used over and over with young people to reinforce that their body is normal and so are the changes their bodies will go through during puberty and adolescence. They also can help avoid self-judgement and judging differences in others.

- + “You have many body parts. They all have a purpose. They are wonderful, and you are wonderful.”
- + “People have lots of body parts in common. But these body parts can look different on different people. All bodies are special.”
- + “It’s normal to be curious about your body and other people’s bodies.”
- + “Everyone goes through changes when they start growing from a little person to a big person – that’s called ‘puberty.’ Puberty is a normal, exciting part of growing up. People go through puberty at different times, and that’s normal too.”
- + “It’s important to take care of all your body parts. Your body’s natural chemicals, called ‘hormones,’ are working really hard right now to help you grow. This means your body will both look and smell differently. This is all normal and it’s important to know how to take good care of your body as it changes.”
- + “You might feel like your body is a little out of control while it’s growing, this is normal and means your body is doing its job to help you grow! If you feel funny about how your body is growing, that’s ok. Don’t forget – your body is amazing and will feel more normal as you get used to it.”

Suggested Activities

These activities can be used with young people to teach them about their bodies starting at birth.

1. Diaper Change + Bath Time

Suggested Ages 0-3

During diaper change or bath time, describe to your child what you are going to do using proper names for body parts, such as “now I’m going to wash your arm” or “I’m wiping your vulva.” Including genitals with other body parts helps normalize genitals from the start.

2. Body Parts Game

Suggested Ages 2-5

Teach your child body part names including the proper names for genitals. Play the “Where is your _____?” game by asking your child to point to different parts of their body. Include proper names for genitals. For example, ask “Where’s your nose? Where’s your penis? Where are your toes?”

3. Read a Book Together

Suggested Ages 3-5

Read together any of the recommended books from the Resource section of the User Guide or website (talkwithyourkids.org/resources-parents/resources-parents.html). Ask questions to reinforce what’s in the book like: “What do you notice about this person’s body compared to that person’s body?”

4. Positive Messages About Bodies

Suggested Ages 3-5

Provide positive messages about bodies of all types. Share messages that promote that all bodies are different, and all bodies are wonderful. For example, a parent can say, "I have curly hair. That person has straight hair. We both have beautiful hair." Then ask your child to compare similarities and differences with someone they know. Then add "you both have wonderful ____."

5. Reinforce Consent

Suggested Ages 3-18

Remind your child that body parts require consent or permission to be touched and that they should tell an adult right away if someone ever touches them without consent. Model this behavior by asking your child for a hug, kiss, or cuddle.

6. Watch a Video

Suggested Ages 9-18

Suggest your young person check out one of the videos about body image and other topics at [amaze.org/age-guide](https://www.amaze.org/age-guide). You can watch it with them, or ask them if they'd prefer to watch videos on their own. If they want to watch on their own, encourage them to watch the videos by a certain day and you can have a discussion about the content with them at that time.

7. Reinforce Appropriate Language

Suggested Ages 2-18

If your child uses inappropriate or language that isn't medically accurate to refer to a body part, share with them the correct term to be used. You can also define slang terms and offer more medically accurate options. For example "Do you know what _____ means? The proper and medically accurate term is _____."

Quick Tip



If you use proper names for all body parts, including genitals, your child will be able to talk about their body more comfortably now and in the future. They will also be better equipped to effectively communicate any issues related to their bodies that might arise with you, a medical provider, or other trusted adult.

III. Gender Identity

Identity refers to both sexual orientation (who someone is attracted to) and gender (someone's identity as a man, woman, or non-binary). Many medical professionals agree that identity is biologically based and is not determined by how a child is raised or what toys or activities they participate in. Being open with a young person around identity shows them that you are a safe person to talk to, and love them no matter what. As more and more young people identify as somewhere on a spectrum of sexual orientation and gender, it is important for their safety that they have trusted adults to talk to about these issues early and often, and who will support them in their identity, expression, and experience.

Key Messages

These key messages can be used with young people to reinforce that you love and care about them no matter what their identity is. Creating this safe space for your child will let them know that they have someone to talk to should they or someone they know come out as LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, or an identity not listed).

- + "I love you. I am always here for you, no matter what."
- + "You are special!"
- + "It's ok to own all that makes you YOU!"
- + "Gender identity is how we feel on the inside, which might match our genitals and might not. Sexual orientation has to do with the gender or genders of people we're attracted to and want to be in a relationship with."
- + "Sometimes people are clear about their gender identity, and sometimes they aren't. It's the same with sexual orientation. You may come to discover these identities as you get older or you may be sure of them now. If you don't fall into one category or box, or change how you feel comfortable expressing your identity over time, that's fine too."
- + "If you have a friend who ever comes out to you as anything other than cisgender (when their gender identity matches their genitals, ie. a person born with a penis identifies as a man) or heterosexual, you need to know that takes a lot of courage. They're telling you how much they value you as a friend. Be sure to tell them you know and appreciate their courage and trust in you, and that you care about them and your friendship. If you came out to me as other than cisgender or heterosexual, I want you to know I would still value you and love you no matter what!"

Quick Tip

Children are mostly aware of two genders and will be curious about kids who are a different gender than theirs. Gender identity is not the same thing as sexual orientation. This has to do with their sense of being a man, woman, both, or neither. Sexual orientation has to do with who someone is attracted to and who your child might be in relationships with in the future. Support your child's gender expression and sexual orientation at home, at school, and with family and friends.

Suggested Activities

These activities can be used to reinforce that you support your child no matter their gender identity or sexual orientation.

1. Gender Neutrality

Suggested Ages 0-18

Children receive messages about their gender and identity at an early age. Babies often receive gifts based on their sex assigned at birth (male or female). Consider buying more gender neutral toys and clothing and encouraging your child to play with toys or wear clothes that they choose even if they are typical of a different gender.

2. Teachable Moments

Suggested Ages 3-18

If you watch a movie or TV show with open homophobia (prejudice against homosexual people), transphobia (prejudice against trans people), misogyny (prejudice against women), or other unhealthy behavior, point it out. Ask your child what they think. Talk about why it is wrong and compare it to other prejudices that are also wrong and shouldn't be laughed at. If you get pushback, you can remind them of something they might have experienced themselves and reinforce that just because something is a joke doesn't make it ok or less hurtful.

3. How Would You Do It?

Suggested Ages 6-18

Watch a movie or TV show together that has characters who are LGBTQIA+. Talk about how you think they were portrayed. Ask what they think was done well and what the show could've done differently to be more respectful.

IV. Healthy Relationships

Children encounter many relationships in their lives, from relationships with adults to friendships, and eventually romantic relationships. Teaching children to have healthy friendships will help them develop skills needed for healthy romantic relationships in the future. Exposure to adults that role model healthy relationships will teach children what behavior is appropriate, and will make your child more likely to have healthy relationships throughout their life.

Key Messages

These messages can be used to help your child understand what makes a healthy relationship - from friendships to romantic relationships.

- + "It's okay to disagree with other people. The way you disagree is important. It's never okay to call someone else names, bully another person, or be disrespectful or mean."
- + "In a relationship, everyone should have equal power. One person should not be making all of the decisions or picking all of the activities."
- + "No one deserves to be bullied or harassed. If you see someone being treated poorly, it's important to say something. If you don't feel you can say something to the person who's doing the teasing or bullying, tell an adult right away."

- + “There is a lot of pressure at your age to be in a relationship. It may feel simple to say this, but it’s better to not be in a relationship than to be with someone who makes you feel badly about yourself in any way, or who doesn’t make you feel happy and excited to be with.”
- + “You should never do anything sexual with another person you don’t want to do. It doesn’t matter if you’ve already done it before, even with that person. You should also never force or pressure another person into doing something sexual they don’t want to do. If they are hesitant, assume they really don’t want to, and stop. Ask for and give consent every step of the way. And remember, consent can only be given if someone is sober and not under the influence of drugs or alcohol.”

Suggested Activities

These activities can be used with your child to help them understand what a healthy relationship is and signs to look out for if they or someone they know is in an unhealthy relationship. These activities focus on friendship since friendships help set the stage for your child to be in a romantic relationship in the future.

1. What’s Going On?

Suggested Ages 6-8

Print this “What’s Going On Here?” (talkwithyourkids.org/sites/default/files/What-Is-Going-On-Here.pdf) worksheet (also found in the Resource section) and work with your child to complete the questions. Discuss the questions and answers.

2. Friendship Cake

Suggested Ages 6-8

Create a “Friendship Cake.” Talk about how when you bake something at home, there are ingredients that go in – flour, sugar, eggs, etc. When you put them all together, you get something really delicious! If something is missing or if there is too much of one ingredient, the results could be the opposite! Ask your child what they think the ingredients are to make a friendship that they would want. Write or have them write these down on a piece of paper. Walk through them and ask your child which ones they think are most important. Ask whether they’d like to know what’s most important to you and share that as well.

3. Conflict Situations

Suggested Ages 9-12

Teach your child the difference between communicating passively, aggressively, and assertively. Give examples. Print this “Conflict Situations” sheet (talkwithyourkids.org/sites/default/files/Conflict%20Situations.pdf) (also found in the Resource section) and discuss the examples given.

4. What Would You Tell Them to Do?

Suggested Ages 9-12

Print the “What Would You Tell Them To Do?” worksheet (talkwithyourkids.org/sites/default/files/Conflict%20Situations.pdf) (also found in the Resource section). Ask your child to complete it and talk about the advice they’d give to someone in any of the situations listed.

5. Is it Abuse?

Suggested Ages 13-18

Talk with your teen about what they’d consider to be abusive vs. healthy behaviors in a relationship. Ask them to complete the “Is it Abuse if...?” worksheet (talkwithyourkids.org/sites/default/files/Is%20It%20Abuse%20If.pdf) (also found in the Resource section), and complete one yourself. Discuss your answers, especially the situations under which you might consider changing your answers.

6. Teachable Moments

Suggested Ages 6-18

There are frequent opportunities to point out healthy and unhealthy relationships on TV and in movies. Discuss both positive and negative examples and ask your child their thoughts on the situation. Be sure to offer your own viewpoint – for example, when you see someone bullying another person, say, “I really didn’t like that! Why do you think I didn’t like that? What do you think?” Ask them to put the example(s) into the context of their own lives. “Do you ever see kids treating each other that way at school? Why do you think they act that way? What do people do in response? What would you do?”

7. Watch A Video

Suggested Ages 9-18

Have your adolescent check out this video on Common Sense Media (commonsensemedia.org/educators/lesson/safe-online-talk-6-8) about communicating online, or look at it together, and talk about what the young people in the video say about communication issues using technology.

Quick Tip



If you are partnered or married, talk with your partner or spouse about how you interact with each other in front of your child. Model healthy behavior in your relationships as much as you can including communication, compromise, respect, support and healthy boundaries. If you have special friendships, talk with your kids about what makes them great.

V. Personal Safety

Teaching children that they can set boundaries for themselves and that they have to respect the boundaries of others is the first step in teaching them about consent. It is important for parents and caregivers to model this behavior and respect children's boundaries as well.

Key Messages

These messages reinforce the importance of consent and will help teach your child to be safe and respectful of other people's boundaries and cues.

- + "Your body is your body. You get to say whether, when, and how people touch you. If someone touches you in a way that you don't like, tell them to stop. If they don't stop, tell me, or another adult you trust. That includes if the person who touched you is also an adult. I love you, and your safety and well-being are my number one concern."
- + "You can't touch someone if they do not want to be touched. If someone tells you they don't like how you're touching them, or asks you to stop, STOP immediately and don't do it again."
- + "You can always come talk with me if you feel you or anyone you know is in an unhealthy relationship. If you or people you care about don't want to come to me or another trusted adult, go online to "Break the Cycle (breakthecycle.org) for help and information."
- + "It's never okay to forward private texts or photos to other people without someone's permission. If you send partly or fully naked photos of yourself to someone – even a romantic partner – you may have broken the law. Think about how you would feel if the messages and images you send are shared with others."
- + "If you are ever forced into sexual activity of any kind, you should come to me or go to another trusted adult as soon as possible so that you can get the care you need."

Suggested Activities

These activities help to model consent and personal safety with your child.

1. Good + Bad Touch

Suggested Ages 0-3

Teach your child about good and bad touch. For example, if your young child pulls someone's hair, warmly but firmly say, "No, no, that hurts" and pull their hand away. Then take their hand and show them how to gently stroke your hair, give a big smile and say, "Yes, that's nice, I like that – thank you!" Repeat these responses and feedback regularly.

2. Consent Advocate

Suggested Ages 0-18

Understanding and modeling consent can help your child be safe and have healthier relationships in the future. If your child seems uncomfortable in a particular situation, such as receiving a hug from a family member, be their advocate. Bring your family member's attention to what your child is verbally or non-verbally communicating and ask them to give your child space and suggest they ask for permission next time.

3. Who Would You Tell?

Suggested Ages 6-18

Talk with your child about how you and your partner/spouse would want them to be able to speak with you about anything – but that there are other adults in their life they can talk to. Discuss the kind of things they should think about when choosing who to tell important information to. Print the "Who Would You Tell?" (talkwithyourkids.org/sites/default/files/Who%20Would%20You%20Tell.pdf) worksheet (also found in the Resource section) and ask your child to complete it. Then discuss their answers.

4. Practice Consent

Suggested Ages 3-18

Practice and role model consent with your child. If you would like to give your child a hug, fix their hair, or wipe something from their clothes or face, take a moment to ask them for their permission to do so first. Encourage your child to do the same. They can ask you or other people in their lives for a hug or cuddle when they want one. Ask your kids if you can share a photo of them before you post it on social media.

5. My Boundaries

Suggested Ages 12-18

Print the "My Boundaries" (www.talkwithyourkids.org/sites/default/files/MyBoundaries.pdf) worksheet (also found in the Resource section). Ask your teen to complete one and complete one yourself, then compare your answers.

Quick Tip



Understanding and modeling consent can help your child be safe and have healthier relationships in the future. If your child seems uncomfortable in a particular situation, such as receiving a hug from a family member, be their advocate. Bring to your family member's attention what your child is verbally or non-verbally communicating and ask them to try again later.

VI. Pregnancy + Reproduction

It's natural for children to have questions about pregnancy and reproduction. Using age-appropriate key messages and activities can help parents explain and navigate these topics even with young children. It's important for children to understand how pregnancy occurs biologically so they can understand how bodies work and how to make informed decisions in the future.

Key Messages

These key messages help provide a basic understanding of how pregnancy and reproduction happens.

- + "Babies need to grow inside a uterus for about nine months before they come out into the world. Even though it looks like they grow inside the tummy, the uterus is a separate part of the body."
- + "For pregnancy to happen, you need three things to connect: an ovum (egg), a sperm, and a uterus." For young children, you can simply say, "Babies are made with bodies."
- + "It's normal to be curious about sex. Curiosity doesn't necessarily mean, however, someone is ready to have some kind of sex. If you ever have questions, you can always come to me. Do you have any questions for me now?"
- + "The only 100% sure way of avoiding pregnancy (or sexually transmitted diseases) is to not have any kind of sex with another person. This is called "abstinence." Abstinence is the decision to not do something, or to wait to do it. Most kids your age do not have sex of any kind. Most people do end up having sex at some point in their lives. The most important things are to wait until you're ready, and be as safe as possible when you choose to be sexually active."
- + "People who have sex but do not want to cause a pregnancy can use one of many methods of birth control. When used properly, condoms can prevent pregnancy and sexually transmitted diseases."
- + "Before you choose to have any kind of sex, you can find teen-friendly, medically accurate information about sexuality, relationships, and other important things on [TeenSource.org](https://www.teen-source.org). You can learn about healthy relationships, birth control options, and STD prevention. Do you have any questions for me now?"

Suggested Activities

These activities help explain and demonstrate how pregnancy and reproduction take place.

1. Grow a flower

Suggested Ages 5-8

Get a small disposable cup, some soil, and some seeds from a plant store or online. Have your child put the soil into the cup, plant the seed, and then water it. Watch over the coming days and weeks as it grows. Explain this is similar to how babies grow inside people. It takes time, care, and the right conditions to grow a healthy being.

2. Read a Book Together

Suggested Ages 3-8

Read any of the books recommended in the Resource section. Ask questions to reinforce what's in the book like: "What did you learn from this book? Do you have any more questions for me?"

3. Talk About Pregnancy

Suggested Ages 3-8

Parents and caregivers can use the world around them as a tool to talk about pregnancy and reproduction. Is someone in the family pregnant? They can point that out to a young child. Parents and caregivers should give positive messages, as the idea of something growing inside and moving around can be confusing or even alarming to a very small child.

4. Check Out TeenSource

Suggested Ages 13-18

Visit TeenSource.org with your child or encourage your child to visit TeenSource on their own. Direct them to the birth control section to learn how to prevent pregnancy and let them know they can talk to you about different birth control methods.

5. Give Your Teen The Facts

Suggested Ages 13-18

Download our resource The Facts (www.talkwithyourkids.org/how-to-give-your-teen-facts.html) (also in the Resource section) and give it to your child. You can go through it with them or let them review it on their own, and discuss it later together.

Quick Tip

It is important to talk about how pregnancy and reproduction occur. Many parents and caregivers are concerned if they talk about sex or anything else related to sexuality that it will encourage their children to be interested in and have sex earlier than they would have otherwise. A lot of research has found that when parents talk with their kids about sexuality, their kids make better decisions around sex and relationships.

VII. STDs + HIV

Talking about Sexually Transmitted Diseases (STDs) and HIV can help your child understand how they can protect themselves and their health. Having a basic understanding of how diseases are spread and how they can prevent them will help safeguard your child in the future.

Key Messages

These key messages can help to explain basic information about STDs + HIV.

- + "STDs are 'sexually transmitted diseases.' Those are infections that can be passed from a person who has a disease or infection to someone who doesn't, by doing something sexual together."
- + "The only 100% effective way of avoiding an STD or avoid getting pregnant when you don't want to is by not having unprotected vaginal, oral, or anal sex. If you do have sex, using barrier methods like dental dams, internal condoms, or external condoms can help reduce your risk of getting an STD and using birth control can reduce your risk of getting pregnant."

- + “The most common symptom of an STD is not having any symptoms. That means that the only way someone can know if they have an STD is to get tested. You can find a clinic to get tested at [TeenSource.org](https://www.teen-source.org).”
- + “If you or someone you know tests positive for an STD, it’s ok and nothing to be ashamed of. Many STDs are common and all STDs can be treated. It’s important to get the medication you need if you test positive for an STD, and take medicine how the doctor tells you.”
- + “If left untreated, STDs can lead to long-term problems like infertility - which means not being able to get pregnant. Some STDs like HPV and HIV can even be life threatening. It is important to get tested and get the medication you need if you test positive for an STD.”
- + “There are many ways to prevent HIV, like using a condom, but someone can also take a medication called PrEP to protect against HIV. This medication is taken every day and is prescribed by a doctor.”
- + “The HPV vaccine is an important way to protect against HPV which can cause warts and some types of cancer.”

Suggested Activities

These activities help your child learn to protect themselves and their health, and understand STDs and HIV as they get older.

1. Wash Your Hands!

Suggested Ages 1-5

Begin to introduce the idea of germs and protecting yourself through hand washing. Remind your child to take care of their body so they can stay healthy.

2. Cover Your Mouth!

Suggested ages 1-8

If your child sneezes or coughs, remind them to cover their mouth to keep from spreading germs. Remind them that illnesses can be passed from one person to another through germs that can be spread by sneezing and coughing. You can model this behavior yourself and encourage others to do the same.

3. Go to the Doctor

Suggested Ages 13-18

Go to the doctor or health center with your teen and ask them to have some one-on-one time with the health care provider. This will help your child prepare to visit the doctor on their own in the future. You can also show them where to find a clinic on our clinic map ([talkwithyourkids.org/find-a-clinic](https://www.talkwithyourkids.org/find-a-clinic)) and help them make an appointment to go on their own.

4. Learn About Condom Use

Suggested Ages 13-18

Suggest your teen go to <https://sexetc.org/fun/condom-game/> to see whether they can put the steps to using an external condom in the correct order. You can also find free condoms at <https://www.teen-source.org/condoms/free> and practice how to use them. Fill a condom with water and show your teen how much they can stretch.

5. Give Your Teen the Facts

Suggested Ages 13-18

Download our resource The Facts ([talkwithyourkids.org/how-to-give-your-teen-facts.html](https://www.talkwithyourkids.org/how-to-give-your-teen-facts.html)) (also in the Resource section) and give it to your teen. You can go through it with them or let them review it on their own.

VIII. Answering Difficult Questions

Sometimes parents and caregivers are uncomfortable starting a conversation about sexual or reproductive health because they are unsure how they would answer tough questions from their kids. Here are some tips.

1. Validate the Question

Start by saying something like “thank you for coming to me about this” or “I am glad you feel comfortable asking that.” Be sure to add “that’s a good question!” to encourage them to feel comfortable asking in the future.

2. Ask Clarifying Questions

Be sure you understand what the young person is asking. You can ask questions like “What do you already know about that?” or “What do you think?” This will help you understand where the question is coming from so you do not need to explain more than what they are asking.

3. Determine the Type of Question They Are Asking

Most questions are fact based or values based. Answer fact-based questions with the facts you know. It is ok to say that you don’t know the answer to the question but you will find out and get back to them or suggest you research the answer together. Answer values questions by exploring your values and your child’s values. Many questions are about what is normal and what is not. You can share your values with your child and ask them what they think.

4. Use It as a Springboard

Use the question as an opportunity for a discussion. Encourage your child to come to you with other questions in the future. You can keep the conversation going by using their question as a starting point to share more information or create a dialogue. Start a lifelong conversation grounded in honesty, trust, and respect.

5. Practice

It may be uncomfortable at first, but the more you practice answering difficult questions, the easier it will be!

6. Be Pro-Active

Be a role model by asking your kids questions. Invite them to respond and share their thoughts and what they know about the topic.

Resources

This list of resources is also available on Talk With Your Kids (www.talkwithyourkids.org/resources-parents/resources-parents.html).

Books

- + It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health
- + It's So Amazing: A Book about Eggs, Sperm, Birth, Babies, and Families
- + What Makes a Baby
- + From Diapers to Dating: A Parent's Guide to Raising Sexually Healthy Children From Infancy to Middle School: Ten Talks Parents Must Have with Their Children About Sex and Character
- + Everything You Never Wanted Your Kids to Know About Sex (But Were Afraid They'd Ask): The Secrets to Surviving Your Child's Sexual Development from Birth to the Teens
- + Third Base Ain't What It Used to Be: What Your Kids Are Learning About Sex Today – and How to Teach Them to Become Sexually Healthy Adults
- + Sex and Sensibility: The Thinking Parent's Guide to Talking Sense About Sex
- + This is a Book for Parents of Gay Kids

Websites

- + Planned Parenthood: Tools for Parents
- + Parents Sex Ed Center
- + Talking with Kids About Tough Issues
- + The Sex-Positive Parent
- + Talking With Teens
- + The Parents Project (LGBTQ Resources)

Worksheets

- + What's Going on Here? Worksheet
- + What Would You Tell Them to do? Worksheet
- + Is it Abuse if? Worksheet
- + Who Would You Tell? Worksheet
- + My Boundaries Worksheet
- + The Facts

talk with your kids

It's always the right time to communicate openly and honestly with your kids.

The timeline + tips* below were developed to help you build a foundation of trust + mutual respect with your kids + start an ongoing conversation with them as they develop + grow.



This resource was developed by California Family Health Council + Planned Parenthood of Los Angeles. *These tips are based on evidence-informed recommendations from experts in the field.

Learn more @ talkwithyourkids.org

What's Going On Here?



Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.

What's going on here?

How do you think the student in the front is feeling?

What can that student do?

What's Going On Here?



Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.

What's going on here?

How do you think the student facing you feels?

What can the student facing you do?

What's Going On Here?



Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do - and one thing the other person or people in the picture can do, too.

What's going on here?

How do you think the student facing you feels?

What can the student facing you do?

Being Clear with Your Friends

Conflict Situation – 1

Monique's parents expect her to come home directly from school each day. But today, Jamila wants Monique to come to her house for a little "get together" after school. Some of the other kids are coming over and Jamila's mother won't be home. Monique doesn't want to go because she knows her parents will be really angry if she goes and she isn't sure it is safe without any adults there. Jamila doesn't want to take "no" for an answer because Monique is her best friend.

Question: How can Monique use assertive communication skills to tell Perry how she feels?

Conflict Situation – 2

Santi asked Jared if he could borrow his bike to go to soccer practice. This is a brand new bike Jared just got for his birthday, and he really doesn't want to lend it to Santi. Santi promises to take good care of it and says he would lend his bike to Jared if he asked because they are friends so Jared should do the same thing.

Question: How can Jared use assertive communication skills to tell Santi how he feels?

Conflict Situation – 3

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

Question: How can Maya use assertive communication skills to tell Ben how she feels?

Conflict Situation – 4

It was a hot day and Ben and Maya had played hard. They both want to get cold drinks from the corner store but don't have enough money. Ben suggests they walk to his house since his Mom always leaves her purse around and they could take some money from there.

Question: How can Maya use assertive communication skills to tell Ben how she feels?

Conflict Situation – 5

Michael invited Tracey to come over to his house after school. As they were walking to Michael's house they see a younger kid they know from school. The younger kid is by himself riding his skateboard. Michael wants to mess with this kid, just to play around, but Tracey is uncomfortable with that idea.

Question: How can Tracey use assertive communication skills to tell Michael how she feels?

What Would You Tell Them To Do?

Scenario – What Would You Tell Him To Do?

Oliver is 14 and Emily is 17. He has never had a girlfriend before and can't believe that someone in the 12th grade is interested in him – especially someone as popular and beautiful as Emily. His friends tell him they don't like her – they think she's really bossy and fake, but he tells them they just don't know her. She likes when he comes to her soccer games after school – at the last one, he sat with a girl he's known since they were in kindergarten and considers one of his best friends. Emily sees them and they both wave to her on the field, but she doesn't wave back. When the game is over, she walks up to him, slaps him across the face and hisses, "Let's go!" and walks away. Oliver looks at his friend, shrugs, and runs after Emily.

1. In what ways does Emily have power over Oliver?
How does she use this power?
 2. If Oliver came to you for advice, what would you advise him to do?
Keep in mind how he feels about Emily.
-

Scenario – What Would You Tell Her To Do?

Quinn and Greg are both in 10th grade and have been a couple for four months. Quinn has loved Greg in some way since they were little kids, and adults always joked they were destined to get married. Greg's father is the CEO of a major company and they have a huge home in the nicest part of town. Quinn lives with Quinn's dad, who works for the local cable company, in a one-bedroom apartment (Quinn sleeps in the living room). Quinn babysits every afternoon and weekend to make money to help pay for clothes and any social life with friends. Everything else goes into a college fund. Greg is intense – whatever he does, he does to the max – he goes out a lot and spends a lot of his dad's money. Everyone wants to hang out with him and he rewards people by paying for things – including Quinn. Greg wants Quinn with him all the time, and if Quinn is supposed to work babysitting, he just pays whatever Quinn would have earned that night. This is awesome for Quinn – getting the money and a social life! His parents are away a lot, and Greg has lots of parties at home when they're away. At one party, Greg calls Quinn over and asks Quinn to dance really sexy in front of his friends. Quinn whispers in his ear, "I don't do that kind of thing in front of other people." Greg smiles and says, "But baby, you work for me – and I want you to."

1. In what ways does Greg have more power in this relationship?
How does he use this power?
2. If Quinn came to you for advice, what would you advise Quinn to do?
Keep in mind how Quinn feels about Greg.

Is It Abuse if...?

1. ... a couple is arguing and when one partner begins to freak out the other gives them a light slap to calm them down?

YES **NO**

Comments:

2. ... a person walks their partner to school every morning, meets them for lunch every day, and picks them up at the end of each afternoon?

YES **NO**

Comments:

3. ... every time a same-sex couple argues, one of the partners threatens to “out” the other to their family?

YES **NO**

Comments:

4. ... an 18-year-old has sex with a 14-year-old?

YES **NO**

Comments:

5. ... a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?

YES **NO**

Comments:

6. ... one partner says they want to have sex. Their partner says they're not ready, but after talking about it, gives in and has sex anyway, even though they really don't want to?

YES **NO**

Comments:

7. ... someone expects to be able to check their partner's cell phone/texts anytime they wish?

YES **NO**

Comments:

My Boundaries

Indicate whether you agree or disagree with the following statements by circling the appropriate response below.

1. If I'm in a relationship with someone, I want to hold hands and walk with our arms around each other to show people we're together.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

2. When I'm watching tv with my partner, I want my own space – I don't want us to snuggle or lean on each other.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

3. When I see someone I know, I'll greet them physically in some way – a hug, handshake, punch on the arm, etc.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

4. I don't like it when someone hugs me from behind.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

5. I think having some form of sex is what makes a relationship a relationship.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

6. I think if one person really wants to try something new sexually, the other person should at least be willing to try it once.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

7. I enjoy play wrestling with a partner.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

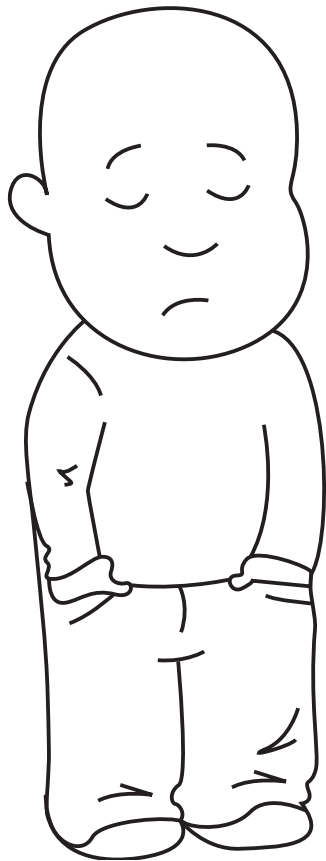
8. I think that if you're in a relationship with someone you kind of "belong" to each other. I should be able to touch them, and they should be able to touch me – whenever and wherever we want.

Describes Me Completely

Describes Me Somewhat

Doesn't Describe Me At All

Who Would You Tell?



If you ever feel sad and blue,
and need someone to talk to,
you'd need someone to lend an ear,
who'd let you talk – who'd want to hear.

Even if it was really hard to say,
they'd never turn you away.
No matter what you had to tell,
they'd stay calm – they wouldn't yell.

They'd be there to help you out,
they'd stand by you without a doubt.
It is a big person's job to keep
your body safe and sound

so if you ever need a helping hand
to come around
Who would you tell? Who would it be?
Who is in your circle of body safety?

**Let's talk about who you
could trust to help you
if you ever needed help
keeping your body safe.**

**Together, write their names,
and/or draw their faces in
the circles.**



Friendship Scenarios

Instructions:

Read each scenario, asking your child to imagine that Student A and Student B are good friends. Ask your child what they think should happen in each situation.

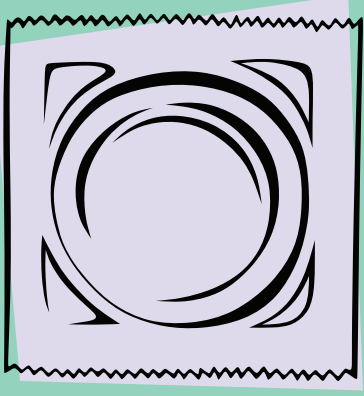
- 1.** Student A and Student B meet at the corner and ride their bikes to school together every morning. Student B is almost always a few minutes late, and this morning, Student B is 10 minutes late, which means they will both likely be late to school.
- 2.** During recess, Student A and Student B are playing together. All of a sudden, Student B sees another friend and runs over to talk to them leaving Student A all alone.
- 3.** Student B had borrowed a new Star Wars toy from Student A and was supposed to bring it into school because Student A needs it back. When Student A asks for their toy, Student B says they forgot to bring it in.
- 4.** In class, Student B whispers a funny joke that makes Student A laugh out loud and get into trouble from the teacher. When the teacher asked what was going on, Student B denies doing anything.
- 5.** During recess, students decide to play a game and are choosing teams. Student B, who is a captain, is Student A's best friend but chooses someone else for their team.
- 6.** During lunch time, Student A gets up to throw something away and when they get back to their seat, Student B has taken a big bite out of Student A's cupcake without asking.
- 7.** Student A and Student B are trying to decide what to do. Student B really wants to play video games but they played video games the last two times they were together and Student A wants to do something different.

...here's some information to help you stay healthy + safe.

I ❤️ YOU
+
I WANT YOU TO
GET THE FACTS.

fold here

Remember, condoms are always a good idea. We can get them together, or you can get them for free here:
teensource.org/condoms/free



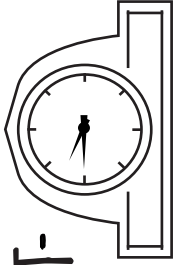
MORE INFO
Find out more at: TeenSource.org
You can also start getting a weekly tip from **Hookup by texting 877877**.
When you're ready to talk, I'm here.

fold here

FIRST THINGS FIRST-
IT'S OK TO WAIT!

LESS THAN
47%

...of high school students have ever had sex (intercourse)



Being “ready” is different for everyone and no one should force you into doing something you don't want to do.

Yes means yes and no means no. Before you have sex, both people have to give consent (say yes) every step of the way, every time.

Not having sex is the only way to make sure you don't accidentally get **pregnant** or get a **STD** (sexually transmitted disease).

There are a lot of ways to **have fun without having sex**. Learn more at:

teensource.org/relationships/romance

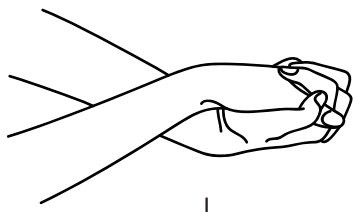
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HAPPY, HEALTHY + SAFE

■ **SEXUAL ORIENTATION**

It doesn't matter to me if you are attracted to boys or girls—I just want you to be happy, healthy and safe.

scarleteen.com/article/sexual%20identity



■ **GENDER IDENTITY**

Not everyone grows up feeling like they were born as the right gender. You can learn more about gender identity at:

scarleteen.com/article/gender

■ **HEALTHY RELATIONSHIPS**


It's important to know what an unhealthy relationship looks like. Find out the warning signs at:

teensource.org/relationships/romance

I am here to support you no matter what.

fold here

IF YOU CHOOSE TO BE SEXUALLY ACTIVE THERE ARE A FEW THINGS YOU SHOULD KNOW.



There are **teen-friendly health centers** that you can go to for STD tests and birth control.

To find one, go to:
teensource.org/find-a-clinic

We can go together. You can also get care if you choose to go without me.

STDs

- STDs like chlamydia and gonorrhea are much more common among young people than adults. Learn about common STDs at:

teensource.org/std

- If you are sexually active, you and anyone you have sex with should get an STD test.
- It's important to stay safe by using condoms every time you have sex. Teens can get free condoms here:

teensource.org/condoms/free

BIRTH CONTROL

- If you have sex with someone of the opposite sex, it's important to find a birth control method that is right for you if you don't want to get pregnant.
- There are a lot of kinds of birth control that work well like the pill, patch, ring or shot.
- Long-acting methods like the Implant or IUD work the best and for the longest time.
- Learn about the birth control you can choose from:

teensource.org/birth-control

