

DDS—Sex—Development (6)

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Using A Gift for All Ages by Clifford and Joyce Penner, pages 89 to 149

Ph = paragraph

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|---|----|----|-----|---|
| 1 | 89 | | 0-2 | Modeling and Communicating Healthy Sexual Attitudes |
| 2 | 89 | | 0-2 | Modeling and Communicating Healthy Sexual Attitudes |
| | 1 | | | 1. Overview |
| | 2 | | | a. At what age to begin the process of sex education? |
| | 3 | | | i. The answer: At birth. |
| | 4 | | | ii. We are to begin the process of sexual education at birth. |
| | 5 | | | b. Our sexuality is a vital dimension of who we are throughout our lives. |
| | 90 | | | c. Our sexuality is much more than sexual intercourse. |
| | 0 | | | d. We are male or female from birth until death. |
| | 1 | | | i. We are male or female from birth until death physically. |
| | 2 | | | ii. We are male or female from birth until death emotionally. |
| | | | | 2. Birth—sexually active from birth. |
| | | | | a. All of our sexual anatomy is present at birth and is working. |
| | | | | b. A little boy has his first erection within minutes of birth. |
| | | | | c. A little girl lubricates vaginally within 24 hours. |
| | | | | d. Erecting and vaginal lubricating are the first physical sexual responses, all of life. |
| | | | | 3. Parental influence |
| | | | | a. Parents relate differently to boys and girls. |
| | | | | b. At birth we begin to emotionally influence the sexuality of our children. |
| | | | | c. At birth we communicate differently about a boy or a girl, about males and females. |
| | | | | d. Respond differently to males and females. |
| | | | | e. Think of how you interact with a boy or a girl. |
| | | | | f. Little girls are referred to as sweet, delicate, and pretty. |
| | | | | g. Little boys are referred to as tough and big guy. |
| | | | | h. Moms fuss with bows in girl's hair. |
| | | | | 4. Gender Identity |
| | | | | a. The difference in treatment is important to establishing accurate gender identity. |
| | | | | b. During the first two years, adults give baby clues about its gender. |
| | | | | c. Dressing the baby, the tone of voice, the toys all important to develop sexual identity. |
| | | | | 5. Parents teach their children about sex whether they know it or not |
| | | | | a. How can parents guard against transmitting negative messages? |
| | | | | b. (How can parents be positive?) |

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| | | | | <p>6. In the Home: Children learn about sex in the home</p> <ol style="list-style-type: none"> a. Children learn about sex from birth throughout life. b. The home is the primary place of learning about sex. c. The home is the primary place of learning about sex whether or not the parents decide to. d. In the home, children will learn about what it means to be male or female. e. In the home, children will get a sense about <ol style="list-style-type: none"> i. roles associated with each sex. ii. how we interact with same and opposite sex. iii. what value we place on being male or female. f. Sexual feelings and attitudes will be picked up by the child from the parents. g. Vitality may become associated with one sex or another. h. In the home, attitudes about specific sexual behaviors, from touching to intercourse will be learned. i. Children learn by modeling, relating, and communicating about sexuality. |
| 1 | 90 | | 0-2 | Modeling |
| 2 | 90 3 4 91 0 1 2 3 4 5 92 | | 0-2 | <p>Modeling</p> <ol style="list-style-type: none"> 1. Interactions—With both parents in the home, children learn by the interactions (what) they witness between mother and father. 2. With both parents in the home, children learn affection. 3. With both parents in the home, children learn communication. 4. With both parents in the home, children learn the exercise of power. <ol style="list-style-type: none"> a. Example—if Mom pulls away when Dad reaches out to pinch or touch, they probably learn that sex is something the man pursues and the woman resists; and vice versa. 5. It's important that children see their parents express affection. 6. It's important that the children know we love each other and enjoy by touching. 7. It's important that the children know we love each other and enjoy by kissing. 8. It's important that the children know we love each other and enjoy by hugging. 9. It is good for children to become aware that we have special times <ol style="list-style-type: none"> a. together when alone. b. together that are sexual 10. Our being sexual with each other as parents models to children that sex in marriage is fun. 11. Learn by modelling—communication— <ol style="list-style-type: none"> a. verbal praise b. needs c. sharing our needs d. response to sharing of needs e. share our worlds with each other f. regarding and listening to each other g. handling disagreements |

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| | | | | <ul style="list-style-type: none"> h. all part of sexual interaction between men and women i. husband and wife relationship by observation j. beware dysfunctional communications k. past experience can be countered <p>12. Learn by modelling—power—</p> <ul style="list-style-type: none"> a. who controls what area b. feedback from children c. who has the final word? d. who makes the decision—money, food, gifts, church, etc. e. mutuality teaches mutual sexual respect and responsibility <p>13. Singles</p> <ul style="list-style-type: none"> a. Learn by modelling—interactions in opposite sex interactions, i.e. with special friend b. |
| | | | | |
| | | | | |
| 1 | 92 | | | Relating |
| 2 | 92 | | | Relating |
| 1 | 93 | | | Communicating |
| 2 | 93 | | | Communicating |
| 1 | 96 | | | Sexual Identity |
| 2 | 96 | | | Sexual Identity |
| 1 | 101 | | | Affirming Sexuality in the Infant and Toddler |
| 2 | 101 | | | Affirming Sexuality in the Infant and Toddler |
| 1 | 101 | | | Touch: the Basis for Intimacy |
| 2 | 101 | | | Touch: the Basis for Intimacy |
| 1 | 104 | | 1-2 | Learning Control of Elimination |
| 2 | 104 2 3 | | 1-2 | Learning Control of Elimination Elimination: <ul style="list-style-type: none"> 1. Is connected to sexual functioning because of body parts. 2. What we teach about elimination will affect child’s view of sexuality. 3. Be matter of fact, use praise and rewards for learning toileting. 4. If matter of fact, etc., children will gain a healthy respect for their sex. 5. If punitive\rigid, may have difficulty sharing genital discovery in marriage. 6. If totally permissive, may feel out of control as relates to elimination. 7. If totally permissive, children may not learn how to make decisions. 8. If totally permissive, children may not feel in control of sexuality. 9. Important to teach good hand-washing after toileting. 10. But important not to send that the genitals are “dirty” or “Yucky.” |

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| | | | | 11. Important not to send message that what they produce is repulsive. 12. Children will feel naturally proud of their excretions. 13. Pride in excretions can be carried into adult sexual functioning. 14. Let child know that BM, urine have germs, but vaginas and penises do not. 15. Our genitals are very important parts of us. 16. Because often hear negative messages of parts, more positive the better. 17. Belief or teachings that sex is dirty has origins in how taught of genitals. 18. If only “unclean” messages they connect that to sexuality. |
| | 104 | 2 | 1-2 | <i>(\ Elimination—what we teach about elimination will affect child’s view of sexuality.)</i> |
| | 104 | 2 | 1-2 | <i>(\ Elimination—be matter of fact, use praise and rewards for learning toileting.)</i> |
| | 104 | 2 | 1-2 | <i>(\ Elimination—If matter of fact, etc., children will gain a healthy respect for their sex.)</i> |
| | 104 | 2 | 1-2 | <i>(\ Elimination—if punitive\ (and) rigid, may have difficulty sharing genital discovery in marriage.)</i> |
| | 104 | 2 | 1-2 | <i>(\ Elimination—if totally permissive, may feel out of control as relates to elimination.)</i> |
| | 104 | 2 | 1-2 | <i>(\ Elimination—if totally permissive, children may not learn how to make decisions.)</i> |
| | 104 | 2 | 1-2 | <i>(\ Elimination—If totally permissive, children may not feel in control of sexuality.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—important to teach good hand-washing after toileting.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—but important not to send that the genitals are “dirty” or “Yucky.”)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—important not to send message that what they produce is repulsive.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—Children will feel naturally proud of their excretions.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—Pride in excretions can be carried into adult sexual functioning.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—let child know (there) that BM, urine have (are) germs, but vaginas and penises do not.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—our genitals are very important parts of us.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—Because often hear negative messages of parts, more positive the better.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—Belief or teachings that sex is dirty has origins in how taught of genitals.)</i> |
| | 104 | 3 | 1-2 | <i>(\ Elimination—If only “unclean” messages they connect that to sexuality.)</i> |
| 1 | 104 | | 2-4 | Genital Discovery |
| 2 | 104 | | 2-4 | Genital Discovery |
| 1 | 105 | | | Naming the Genitals |
| 2 | 105 | | | Naming the Genitals |

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| | | | | |
| 1 | 107 | | | The Curious Years—Preschool to Puberty |
| 2 | 107 | | | The Curious Years—Preschool to Puberty |
| 1 | 107 | | | Question-asking |
| 2 | 107 | | | Question-asking |
| | 107 | 1 | Prepub | View of gens—ability to give and receive touch already established. |
| | 107 | 1 | Prepub | View of gens—view of genitals already established. |
| | 107 | 1 | Prepub | Curiosity—at this time. |
| | 107 | 2 | Prepub\4-5 | Curiosity—about sexuality begins |
| | 107 | 2 | Prepub\4-5 | Question asking—this is the age. |
| | 107 | 2 | Prepub\4-5 | Question asking—parents can be concerned about this, rightly so. |
| | 107 | 2 | Prepub\4-5 | Question asking—can never ask more about sex after 5 years, if negative message. |
| | 107 | 3 | Prepub\4-5 | Question asking—questions from children about sex can catch us off guard. |
| | 107 | 3 | Prepub\4-5 | Question asking—questions from children about sex can trigger strong emotions. |
| | 107 | 3 | Prepub\4-5 | Question asking—sex can be loaded topic for us. |
| | 107 | 3 | Prepub\4-5 | Question asking—as a loaded topic, can be difficult to take innocent questions. |
| | 107 | 3 | Prepub\4-5 | Question asking—we can apply out adult feelings on what’s being asked. |
| | 107 | 4 | Prepub\4-5 | Question asking—“Where do babies come from?” |
| | 107 | 4 | Prepub\4-5 | Question asking—“How does the baby get out of (or into) Mommy’s tummy?” |
| | 107 | 5 | Prepub\4-5 | Question asking—5R system—reinforce, reflect, review, respond, repeat. |
| | 108 | 0 | Prepub\4-5 | Question asking—5R system helpful in dealing with emotionally loaded questions. |
| | 108 | 0 | Prepub\4-5 | Question asking—5R especially helps with sexual questons. |
| | 108 | 0 | Prepub\4-5 | Question asking—5R stalls for time. |
| | 108 | 0 | Prepub\4-5 | Question asking—5R gives us change to collect ourselves. |
| | 108 | 0 | Prepub\4-5 | Question asking—5R affirms the appropriateness of child’s curiosity. |
| | 108 | 0 | Prepub\4-5 | Question asking—5R is a win for parents and children. |
| | 108 | 1 | Prepub\4-5 | Question asking—Reinforce— child of any age coming to you with important questions. |
| | 108 | 1 | Prepub\4-5 | Question asking—Reinforce—Emphasize a family question\s. |
| | 108 | 1 | Prepub\4-5 | Question asking—Reinforce—emphasize glad child came to parent. |
| | 108 | 1 | Prepub\4-5 | Question asking—Reinforce—emphasize friend might have wrong information. |
| | 108 | 1 | Prepub\4-5 | Question asking— |
| 1 | 110 | | 4-5 | Self Discovery (Masturbation) |
| 2 | 110 | | 4-5 | Self Discovery (Masturbation) |
| | 110 | 1 | 4-5 | Curiosity leads to interest in their bodies. |
| | 110 | 1 | 4-5 | Story: Joyce walked in on 4-year old girl examining genitals, asked about “the hole in my bottom.” |
| | 110 | 2 | 4-5 | Story: |
| 1 | 111 | | 4-5 | Exploratory Play |

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| 2 | 111 | | 4-5 | Exploratory Play |
| 1 | 112 | | 4-5 | Nudity in the Home |
| 2 | 112 | | 4-5 | Nudity in the Home |
| 1 | 113 | | 4-5 | Stranger Danger |
| 2 | 113 | | 4-5 | Stranger Danger |
| 1 | 115 | | | The Squirrely Years—Junior High |
| 2 | 115 | | | The Squirrely Years—Junior High |
| | 115 | 1 | Prea\10-13 | Preadolescence—Great age but tough one. |
| | 115 | 2 | Prea\10-13 | Preadolescence—Full of energy. |
| | 115 | 2 | Prea\10-13 | Preadolescence—Hormones are being released into the bloodstream. |
| | 115 | 2 | Prea\10-13 | Preadolescence—Hormones cause body growth. |
| | 115 | 2 | Prea\10-13 | Preadolescence—Hormones cause body change. |
| | 115 | 2 | Prea\10-13 | Preadolescence—Hormones affect feelings. |
| | 115 | 2 | Prea\10-13 | Preadolescence—Hormones provide the energy for sexual drive. |
| | 115 | 2 | Prea\10-13 | Preadolescence— |
| 1 | 116 | | | A Time of Transition |
| 2 | 116 | | | A Time of Transition |
| 1 | 116 | | | Sexuality |
| 2 | 116 | | | Sexuality |
| 1 | 118 | | 12> | Masturbation |
| 2 | 118- 1 119 1 2 3 | 1 1 2 3 | | Masturbation <ol style="list-style-type: none"> 1. An emotionally loaded issue during puberty. 2. Touching\es genitals <ol style="list-style-type: none"> a. (genitals c) Changes from soothing, self-affirming. b. (Touches c) Changes to erotic self-stimulation. c. (Touches p) Probably leads to orgasm. 3. When orgasms happen <ol style="list-style-type: none"> a. Orgasm may not happen until adolescence. b. For many boys, orgasms will begin around age 12. c. For girls, tend to discover erotic responsiveness later. 4. Occurrences <ol style="list-style-type: none"> a. Some boys and girls never do masturbate. b. About 95% of boys do. c. About 50-80% of girls do. 5. Harms <ol style="list-style-type: none"> a. No physically harmful effects. b. No psychological damage, generally. c. Can be psychological damage if self-stimulations is associated with guilt and sin. 6. Institutional Church <ol style="list-style-type: none"> a. Some church still condemn masturbation b. Condemnation <ol style="list-style-type: none"> i. tends not to limit the behavior |

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| | | | | <ul style="list-style-type: none"> ii. (Condemnation) makes it more secretive (and guilt-ridden.) iii. Makes it more guilt-ridden c. Secretiveness and guilt <ul style="list-style-type: none"> i. can lead to obsessiveness. ii. (Secretiveness and guilt) can lead to uncontrolled masturbatory activity. d. Uncontrolled masturbatory activity <ul style="list-style-type: none"> i. Can be destructive to the self-image of the young person ii. Can feel shame at the horrible thing he is doing. e. Bible <ul style="list-style-type: none"> i. No direct teaching about masturbation <p>7. Encouragement</p> <ul style="list-style-type: none"> a. Teach developing children about their bodies b. Teach developing children how their bodies function c. In the process, natural to let them know God’s design. d. God’s design <ul style="list-style-type: none"> i. The clitoris in the female is sexually pleasurable to touch. ii. The penis in the male is sexually pleasurable to touch. iii. |
| 1 | 119 | | | The Parents’ Role |
| 2 | 119 | | | The Parents’ Role |
| 1 | 122 | | | The Decision-Making Years—Senior High |
| 2 | 122 | | | The Decision-Making Years—Senior High |
| 1 | 123 | | | Sexuality Is on Fire |
| 2 | 123 | | | Sexuality Is on Fire |
| 1 | 124 | 0 | | Dealing with Sexuality |
| 2 | 124 | 0 | | Dealing with Sexuality |
| 1 | 124 | 1 | | Dealing with Sex—Denial |
| 2 | 124 | 1 | | Dealing with Sex—Denial <ul style="list-style-type: none"> 1. some respond with denial. 2. They shut down sexual feelings totally. 3. With any physical urges or thoughts, they become uncomfortable. 4. They become socially isolated. 5. They become relationally isolated. 6. The feelings are so scary. 7. They handle fears by withdrawal. 8. If they don’t date, this lack of experience leaves them feeling... <ul style="list-style-type: none"> a. Naïve with the opposite sex. b. Anxious with the opposite sex. c. Uncomfortable with the opposite sex. |

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| 1 | 124 | 2 | | The 2 risks to social and sexual withdrawal |
| 2 | 124 | 2 | | The 2 risks to social and sexual withdrawal 1. When they do choose a guy or gal, they tend to hand on to a relationship that is not necessarily right for them. 2. These adolescents are most prone to sexual accidents. a. Their sexual feelings have been denied. b. Their sexual feelings take them by surprise. c. They need affirmation from the opposite since they have not been part of the dating population. d. They are especially vulnerable. |
| 1 | 124 | 3 | | Replacement is one constructive way to handle sex drive |
| 2 | 124 | 3 | | Replacement is one constructive way to handle sex drive 1. Adolescents need to keep aware of their needs. 2. Adolescents need to keep away of their drives. 3. Adolescents need to feel good about those tingling sensation. 4. Adolescents need to decide to use good sensations in ways other than sexual play. 5. Adolescents may be active in mixed social groups, but not one-on-one relationships. 6. Adolescents may become active in giving to others. |
| 1 | 126 | | | The Sexually Active Adolescent |
| 2 | 126 | | | The Sexually Active Adolescent |
| 1 | 127 | | | Positive Parenting |
| 2 | 127 | | | Positive Parenting |
| 1 | 134 | | | Decision-making in Regards to Sexual Behavior |
| 2 | 134 | | | Decision-making in Regards to Sexual Behavior |
| 1 | 136 | | | Sex Education with Values |
| 2 | 136 | | | Sex Education with Values 1. Why do parents abdicate, forfeit training to strangers? 2. Should all sex education be done in the company of the parents? 3. |
| 1 | 136 | | | Controversy (about sex education) |
| 2 | 136 | | | Controversy (about sex education) 1. Perhaps best to withdraw from public sex education. 2. |
| 1 | 136 | 2 | | Why Controversy about sex education? |
| 2 | 136 | 2 | | Why Controversy about sex education? 1. Sex education varies as much as individuals responsible for them. 2. Conclusions often based on an inadequate, irresponsible program and then generalized for all programs. 3. Fear without facts. 4. Small vocal minority raise opposition to sex ed without thoroughly evaluating that program. 5. Conclusions are drawn because some educators are humanistic. 6. Assumption that the programs promote anti-Christian values. |

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| | | | | 7. Many times no one has checked on what is being taught. 8. Average parent fears educating young people will cause sexual experimentation. 9. Average parent fears educating young people will turn them against the values of their family. |
| | 137 | 2 | | |
| 1 | 138 | | | Formal Sex Education |
| 2 | 138 | | | Formal Sex Education |
| 1 | 140 | | | Who Should Do the Teaching? |
| 2 | 140 | | | Who Should Do the Teaching? |
| 1 | 141 | | | The Content |
| 2 | 141 | | | The Content |
| 1 | 143 | | | Sex Education Model |
| 2 | 143 | | | Sex Education Model |