

Children and Sexuality

A Guide for Parents and Caregivers
of Young Children



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Why is talking about sexuality so hard?

Talking to children about sexuality may seem difficult at times. Many of us were given very little information growing up and as a result may feel uncomfortable talking to children about it. Despite this, we want children to grow up to be comfortable with their bodies and have better information than we did. In order for this to happen, parents and caregivers need to play a key role. If we don't talk to children about sexuality and share our values, they may learn information from others that does not match the information or values that we support. Because of this, children need to hear how we feel and why.

Sexuality starts at birth and continues throughout our lives. A single discussion about the "facts of life" isn't enough. Children need to talk about sexuality, learn information and be able to ask questions from childhood through to the teen years.

Sexuality is a wonderful and precious part of who we are. It is what we think, feel and value in life. Sexual intercourse (having sex) is only a very small part of sexuality. More importantly, sexuality is about a need for touch, love and warmth.

This guide has been developed to support you in your role as a parent, caregiver, or teacher. If you are a parent of a child with special needs, please contact Halton Region at 905-825-6000 for more information.

How can this guide help? It will:

- Act as a reference for parents, childcare providers and teachers
- Help you talk to children about sex/sexuality
- Increase your comfort in discussing sexuality
- Increase your awareness of normal sexual development and behaviour of children
- Assist you in becoming familiar with key messages to share with children to promote healthy sexuality and reduce the risk of sexual abuse



What does it mean to be sexually healthy?

Our goal is to raise children to be sexually healthy. In order to be sexually healthy, we all need the following:

- To believe in and respect ourselves; to value and like who we are
- To feel comfortable with our bodies, naked and clothed
- To know how our bodies work and how to take care of them
- To value others and be able to share with them physically and emotionally
- To be comfortable talking to others about sex/sexuality
- To respect our bodies, thoughts and feelings, as well as those of others
- To feel valued as women or men
- To feel accepted and valued regardless of our gender identity or sexual orientation

Getting ready to talk about sexuality

The way we think and feel about sexuality affects how we talk to children about it. We need to come to terms with our own views, values and beliefs about sexuality before discussing them with a child.

Here are some things to think about before discussing sexuality with a child:



- Did your parents talk to you about sex or sexuality?
- What are your own attitudes and values about sex/sexuality?
- How comfortable are you with your own sexuality?
- What are you currently doing to teach your child about sexuality?
- Are there some things about sex/sexuality which you feel uncomfortable discussing?
- What would make it easier to talk about sex/sexuality?

These questions may raise further concerns for you. Reading the rest of this booklet will hopefully help. More information or support can also be found in the “Sexuality Resources” section, at the back of this resource guide.



Sexuality throughout life

Sexuality starts at birth and continues throughout our lives. As we go through life, we pass through the stages of sexual development. We may see a few or many of the items listed below.

Infants and Toddlers (0-2)

- Learn about love and trust through touching and holding
- Explore their own bodies; touch their bodies, including their genitals
- Begin to identify themselves and others as boy or girl
- Begin to name parts of their body (teach them the correct names for their body parts such as penis, vulva, vagina, and breasts)
- Show curiosity about differences between boys' and girls' bodies
- Begin toilet training
- Begin forming friendships
- May experience spontaneous erections (boys) or vaginal lubrication (girls)



Preschoolers (3-5)

- Use correct names for parts of the body
- Recognize that bodies come in many sizes, shapes and colors
- Show curiosity about body functions and differences between boys and girls, especially related to using the bathroom
- May “play doctor” or other forms of body exploration with friends
- Show interest in pregnancy and birth, asks questions like “where did I come from?”
- Start to show preferences for same sex playmates and friendships
- May touch their genitals for pleasure
- Begin to understand what discussions and behaviours are private and what are public. For example, a preschool child can learn that it is not okay to take her clothes off in public but it is okay in her own home
- Observe and notice gender roles modeled by their family/culture



Primary School-Age Children (6-8)

- Learn where babies come from
- Begin to learn about expected changes to their bodies during puberty
- Begin to understand what behaviours are acceptable and unacceptable
- Understand what discussions and behaviours are private and what are public (for example, talking about where babies come from is okay in your home but not necessarily in a friend's home)
- May masturbate
- Become shy about their own body and request privacy
- Feel attached to the parent of the opposite sex
- Develop strong friendships with children of the same sex
- Become aware that bodies of boys and girls are more alike than different
- Understand that their bodies belong to them and that they have the right to say “no”
- Become affected by stories they hear in the media and at school
- Recognize that not all families are alike
- Recognize that people have many kinds of relationships involving families, friends, dating, falling in love, marriage and sexual orientation



Pre-Adolescents (9-12)

- Start puberty - growth of genitals, breasts, etc.
- May masturbate alone or with others (petting)
- Have basic understanding of where babies come from, birth control and sexually transmitted infections (STIs)
- Feel close to friends of the same sex; start to increase their interaction with peers of the opposite sex
- Begin to understand the purpose of dating
- Understand rights and responsibilities related to sexuality and relationships
- Gain awareness of sexual abuse and ways to act on it

Tips for talking to children about sexuality

A big part of being a parent is listening, respecting and answering questions from children. To do this we need to be open and honest with children – to appear “askable”. It doesn’t mean we have to know everything, but we should be willing to listen and share our thoughts and feelings.

The following are some tips when talking to children:

- **Create an atmosphere for open and honest discussion**

Show interest and concern. Encourage children to ask questions and be respectful when answering.

- **You may not know all the answers – in fact, you probably won’t!**

You don’t have to be an expert. Tell them what you know, and find the answers to what you don’t know. As children get older, you can find the answers together.



- **Do not avoid answering questions when children ask**

When children ask a question, it shows they are interested and ready to learn. This is when they learn best. It will often take a lot of courage for a child to ask a question. Not answering the question may keep the child from asking further questions. It may also lead them to look for answers from elsewhere; e.g. movies, friends, friends’ parents; internet.

- **Look for times where it feels right to talk about sexuality**

There will be many situations in life that will open the door for you to speak with your child about sex and sexuality. Examples include a friend’s pregnancy, a television show or a newspaper article.

- **Do not be afraid to begin talking**

When you feel the time is right, begin talking about sexuality. **You do not need to** sit back and wait for questions. If children are uncomfortable or not interested they will let you know through words or behaviour. If the time is not right, postpone the discussion and make it clear that they can bring up the subject anytime.

- **Keep your answers short and simple. Get some information to help you**

Look for books, videos and pamphlets at your local library or contact Halton Region at 905-825-6000. Please refer to the “Sexuality Resources” on page 22. You may want to leave out some of these books for the children to look at in their own time. This could serve as a starting point for discussion.



- **Discuss what you believe about sexuality and why**

Your values are different depending on many things, including your cultural and religious backgrounds. It's important to share your values with people close to you so they can understand and support those values. It is especially important for parents to teach and share their values about sexuality with their children.

- **Encourage children to talk about what they are learning about sex and sexuality**

Children may get information about sexuality at school. They may also talk about sexuality with friends and get information from other places. By talking with them, you can fill in the gaps, correct any false information and teach about your values towards sex and sexuality.



- **Relax. You can do this!**

You are always answering children's questions. Questions about sexuality are no different. Discuss sex and sexuality as you would other subjects. Make it a natural part of daily life.

The Four Point Plan

Now that you have some tips on being an “askable” parent, here is a guide to help you answer your child’s questions. Try to include four points in your answer.

Facts: Facts are true statements. Your child deserves an answer and you don’t have to be an expert to respond. Don’t let your emotions affect your response.

Values: Values are what you believe in. If you want your child to share your values about sexuality, then express your values to them. If you chose not to, they may adopt someone else’s values or those they see on T.V.

Responsibility: This is what is expected of your child. When answering a child’s question on sexuality, be sure to let the child know what you expect of them.

Self-Esteem: This is a picture of how children feel about themselves. Children need to have positive feelings about themselves and their body. Answer their questions in a way that will make them feel good about themselves.



Using the Four Point Plan

Here are some scenarios that demonstrate ways the Four Point Plan can be used when speaking with a child.

Example One:

A parent who believes masturbation is okay.

Your child's question:

"Dad, some of my friends masturbate. Will that hurt them?"

Your response:

Facts	"No, masturbation is not harmful. It is touching the genitals for pleasure. It is not likely to hurt a person."
Values	"I believe that masturbation is a normal and healthy part of sexuality".
Responsibility	"I think masturbation is something that should be done in a private place, like your bedroom."
Self-esteem	"I am glad that you came and asked me about this. Can you tell me why you are curious that masturbation might hurt your friends?"



Example Two:

A parent who believes that masturbation is **not** okay, can handle this same question.

Your child's question:

"Dad, some of my friends masturbate. Will that hurt them?"

Your response:

- Facts** "No, masturbation is not harmful. It is touching the genitals for pleasure. It is not likely to hurt a person."
- Values** "Our religion, however, teaches that masturbation is wrong. Therefore, I believe it is wrong. It also makes me feel uncomfortable."
- Responsibility** "I would prefer that you didn't masturbate."
- Self-esteem** "I am glad that you asked me. Why are you so curious that masturbation will hurt your friends?"

Example Three:

A parent of a four year old child.

Your child's question:

"Why does my penis stick up sometimes?"

Your response:

- Facts:** "Your penis sticks up because you have an erection."
- Values:** "It is normal for a little boy's penis to sometimes get hard. Your penis is a private part of your body that you don't normally show to other people."
- Responsibility:** "When this happens, if you leave it alone, it will go soft again."
- Self-esteem:** "That is a good question. Do you have any more questions?"

Helping children feel good about themselves

The idea of self-esteem was introduced in the Four Point Plan. Self-esteem is how we feel about ourselves. We can have high or low self-esteem, or somewhere in-between.

How children feel about themselves affects how they think, feel and behave. Children with higher self-esteem may make more informed decisions about birth control, may choose to have sex at a later age, and may be more comfortable talking about sexuality. In relationships, children with higher self-esteem don't tend to use others and don't allow themselves to be used by others.

Building a Child's Self-esteem

How you can help	What children learn
<ul style="list-style-type: none">• Nurture with words, gentle touching and holding.• Learn what normal behaviour is for a child's age; do not expect more than they can do.• Set limits and provide structure and routine.• Let your child know how they are doing; encourage successes; be specific in your comments about their behaviour.• Encourage your child to try new things; help them see what is risky and what is not.• Let them know what they think, how they feel and what they do is important.• Let your child make some decisions, learn how things work and develop their own thoughts and views.• Accept your child's feelings and reactions, even if they are different than your own; teach them how to express their feelings.• Tell them they are special to you and no one else is exactly like them.• Help your child become independent; allow them to do more things as time goes on.	<ul style="list-style-type: none">• They're worthy of your love and their bodies are good.• They are capable.• They can trust you and can trust themselves.• Mistakes happen and are part of learning; it is the behaviour that is wrong, not the child.• They feel capable and confident with new skills; they are not afraid of trying new things or making mistakes.• They are important and valued.• They feel confident in making decisions.• It is okay to have feelings and they can trust those feelings.• They are special, and can accept differences between themselves and others.• They are a separate and responsible person.

Everything you wanted to know about sex, because you were afraid kids would ask!

There are common questions that parents and caregivers have. The way we answer them will depend on a child's age, development, what they've learned before, etc. These answers may give you an idea of how to deal with your children's questions or behaviours. Remember to include personal values when answering.

1. "What age should I begin talking about sex?"

1. It's important to talk about sex/sexuality from birth.
2. Start by using the correct names for body parts.
3. The bath is a perfect time to teach children the proper names for the parts of their bodies.
4. As children get older, answer their questions as they ask them in a simple, matter-of-fact way.
5. You can add more information as time goes on.

2. "If I talk to my children about sexuality, will they go out and have sex?"

- Sexuality is more than having sex.
- Children who come from families where sex/sexuality is discussed tend to postpone their first sexual experience and are more responsible about birth control when they start.
- Knowledge is not harmful.
- Having insufficient or inaccurate information is harmful.
- We need to give children the facts and share our values, so they can make informed decisions.



3. "What if I tell them too much?"

- Don't worry about telling a child too much.
- Children will only take in what interests them and what they can understand. They will get bored and tune you out when they have had enough.
- Act as if you are **not giving them enough information**. Remember, whatever you think children need to know in three years, they really need to know now!

4. Your five year old asks you at the grocery store, “Daddy, why does my penis stick up?”

- When faced with a question such as this, you can explain by saying “That’s a great question. I’d like to think about it first. Why don’t we talk about it when we get home?”
- If you don’t address these questions, the child may stop coming to you.
- An example of a response could be, “Your penis is sticking up because you have an erection. This is when your penis gets hard. It is practising for the future when you may want to have a baby.”

5. “Where do babies come from?”

- You can explain that “The sperm from the daddy and the egg from the mommy join together inside a special place in the mommy’s body called the uterus. The baby grows in the uterus for around nine months.
- I’m glad you asked. Do you have any more questions?”



6. “How do babies get out?”

- You could this question by saying “Babies grow in a special place in the mother called the uterus.
- When it’s time for the baby to be born, it gets pushed out of the uterus, down the vagina and out between the mother’s legs.
- Sometimes it is hard for the baby to come out of the vagina, so some women have an operation.”

7. “At what age do kids begin feeling uncomfortable being naked in front of their parents and uncomfortable seeing their parents naked?”

- Children begin to develop their own sense of modesty around the age of five or six years.
- They will want to go to the bathroom alone, or dress privately.
- Children will let you know when they are not comfortable being naked in front of you or when they feel uncomfortable with parents being naked.
- Be sure to respect their comfort level.
- Parents also need to decide when they are no longer comfortable being naked in front of their children.

8. “Is it okay for my child to masturbate?”

- Masturbation is a normal part of sexuality.
- It is not harmful.
- Remind your child this is a private activity and should take place in the bedroom or bathroom.

9. “Is it okay for my six year old to play “doctor”?”

- It is a normal part of growth and development for children to play “doctor”.
- They are curious about the differences between boys’ and girls’ bodies.
- If your children are engaging in this type of play try to stay relaxed and calm! Just ask the children to get dressed. Look at it as a “teachable” moment.
- Use books and pictures to show the difference between boys and girls. Remind them that parts of our bodies are private.
- The time for concern would be when objects have been inserted into any body part or if one child seems to have been pushed into this type of play.

10. Your five year old asks, “Mom, will you tell Emily where babies come from? Her mom won’t tell her.”



- You can explain to your child that, “I think it is fine for five year olds to know where babies come from. I am happy that the two of you can talk about such special things. But not all parents think this way. I can’t tell Emily if her mom has decided not to tell her.”
- You may wish to speak with Emily’s mom and let her know that her daughter is asking these questions. Offer your support and information if she wishes.

11. “My four year old walked in on my partner and I having sex. What should I have done?”

- You can explain that “We were having some special private time together.
- We were sort of playing. We do that to show we love each other.
- In the future, when the door is closed, you’ll know we need some private time.
- You can knock if you need to ask us something and we’ll tell you if it’s okay to come in.”

12. A three year old says, “Boys have dicks and girls don’t.”

- You can say “That’s right! But the proper name for a dick is the penis. And girls have a vulva and vagina.”

13. Your five year old asks, “What does private mean?”

- You can explain “Private is something that you don’t want everyone to know or see.
- That could mean you want some time by yourself when you go to the bathroom or when you masturbate (when you touch yourself) in your room.
- It may also refer to the special parts of your body that you don’t normally show or share with others, like your penis, buttocks (bum) or breasts. Other people aren’t supposed to touch them unless there is a good reason and if you agree.”

14. A three year old girl is “checking out” her four year old friend in the bathroom. The child tells you they are doing this to make sure her friend is clean.

- You can say to the child “It’s nice that you are trying to help your friend, but her buttocks (bum) are a private part of her body.
- Remember, we’ve talked about the private parts of the body, and children as they grow usually don’t need help to keep themselves clean.
- Next time, if she needs help, she can ask an adult she knows and trusts.”



15. Your 10 year old girl is wearing a transparent blouse without an undershirt.

- You can address this by stating “I feel uncomfortable when people can see through your blouse.
- You’re starting to develop breasts.
- Now is a good time to either wear an undershirt with a see-through blouse or start wearing a bra.
- Would you like to go bra shopping together?”

16. Your child points and says, “Ew...those two men are holding hands.”

- You can explain “I feel uncomfortable with your reaction.
- I think it is okay for people to hold hands in public even if they are both men.
- We should respect them.”

Key messages to promote healthy sexuality and reduce the risk of sexual abuse

To reduce the chance of sexual abuse, children must learn to name their genitals correctly and view them as private. If we talk openly about sex/sexuality with children, we take away the mystery and secrecy about our bodies. By talking to children about sexuality early on they learn we are “askable”. Children will be more likely to ask us for help if they are confused about sexual touching and secrets.

Key Messages – Bodies and Privacy:

- All parts of our bodies are good, special and deserve care and respect (including our genitals and private parts).
- Boys and girls have many body parts that are the same and a few that are different. The parts that are different are often called “private”. These parts have their own names – penis, vagina, vulva, etc. – and we can talk about them with respect.
- Private parts are usually talked about at certain times and in certain places.

Discussion:

It is important to name genitals correctly from birth. Use words like penis, vagina, vulva, scrotum, breasts, etc.

Bath-time and toilet-time are good times to do this with children. When we give body parts their correct names, we are treating them with respect.

If we use nicknames, we send a strong message that the body part is dirty or embarrassing to talk about.



Key Messages – Help from Adults:

- Babies need a lot of help and deserve to be loved and cared for. Children can do more for themselves as they grow but they still need help with some things.
- Adults and older children have no business fondling a child's private parts. Sometimes they need to help young children with cleaning or wiping, but that is not the same as fondling.
- Adults and older children should not need help with their private parts. If they do, they should ask another adult for help. They should not ask a child for help.

Discussion:

We need to nurture those who are smaller and more helpless than ourselves. Part of nurturing is feeding, bathing, changing diapers and keeping a child clean and safe. A message about how babies need help with private parts is very different from programs that state, "No one should touch your private parts ever." This is impossible with young children.

We need to talk with children about times when private parts may need to be touched for functional reasons (e.g., cleaning, wiping, at a doctor's visit, etc.). It is important to establish a difference between times when touching is functional and "not playing with private parts."

Key Messages – Children being helpful:



- Girls and women do not always need to be polite and helpful.
- Boys and men do not always need to be tough and able to handle everything.

Discussion:

In the old days, boys and girls were told they could not do the same things. We do not need these rules anymore.

Traditional rules have created an environment that makes it easy for little girls to be romanced into “special relationships”, to be “nice and helpful”, and to not “cause trouble”.

This same environment makes it difficult for boys to report sexual abuse, as boys may hear “boys can look after themselves” or “boys who have that happen to them must be gay.”

Key Messages – Talking to Adults you Trust:

- Everyone has many different kinds of feelings and they are all okay. When we don’t know what we are feeling, or have more than one feeling at the same time, we call it “mixed up” or confused.
- When we are “mixed up” about anything (including touching, secrets, feelings or private parts) we can ask someone we trust for help.
- Three adults whom I trust and can ask for help are:

1 _____
2 _____
3 _____



Discussion:

There is a difference between **asking for help** and going and **telling** an adult. Children often ask for help on a daily basis.

Help your child identify three adults (besides yourself) they can ask for help if they are sad or “mixed-up” about a secret.

Key Messages – Saying No to Touch:

- Sometimes we like to be touched, sometimes we don’t. It is okay to say “no” to any kind of touching.
- We do not touch a person who says “no” to being touched or who does not look happy about being touched.

Discussion:

Regardless of the type of touch, children need to learn that they can ask for it to stop. It is okay for a child to say “no” to any kind of touching, even if it is by a close family member; such as a grandparent or an aunt. There are times when a child may not want to hug or kiss someone including ourselves – and we should respect this. We should always ask others if it is okay for us to give them a hug, kiss, etc. Children also need to know that they are expected to stop touching if someone asks them to stop.

Key Messages: Secrets

- Sometimes we like to keep a secret (it gives us a happy, fun feeling) and sometimes we don't. Sexuality and genitals are private, but they are not a secret.
- Touching is never a secret.

Discussion:

Some programs will teach children not to keep secrets, but surprises are okay. Very young children have difficulty understanding the difference. We can discuss with children that, some secrets give us a happy, fun feeling but some give us a sad or “mixed up” feeling.

When you are sad or “mixed up” about a secret, ask an adult whom you trust for help. Touching is never a secret. Sexuality and genitals are private, but are not a secret. We can always talk about them.



Scenarios

One way to promote healthy sexuality messaging and reduce the risk of sexual abuse is to go through some “What If” scenarios with children. Here are some example scenarios you can discuss with your children. You can try using other scenarios as well.

1. Terry’s mom took Terry and Chris to buy a birthday present for Sam. Sam keeps bugging them to say what they bought. Do Terry and Chris like keeping this secret? How do they feel? Is this a secret kids need to keep?
2. Terry’s grandma has just arrived for a visit. They hug each other to say, “Hello!” Does Terry like this kind of touch? How does Terry feel? How can you tell? Is hugging someone a secret?
3. Chris has learned a new trick on the climber and does not know how to get down. An adult touches Chris to help him get down. Does Chris like this kind of touch? How does Chris feel? How do you know? Is this kind of touch a secret?
4. Terry tells Sam about the adult at the beach change room who said they should shower together to get the sand off. The adult said it was a secret. Does Terry like keeping this secret? How can you tell? Is showering with someone a secret? Who could Terry ask if he is “mixed up”?



Adapted from the “Care for Kids” Program

Sexuality Resources

This guide serves as a starting point in helping you discuss sex/sexuality with children. However, it may not have answered all your questions. Below you will find a list of books and videos to help you further. For more information, please contact:

1. Your local library:

Oakville Public Library	905-815-2042
Burlington Public Library	905-639-3611
Milton Public Library	905-875-2665
Acton Public Library	519-853-0301
Georgetown Public Library	905-873-2681

2. Halton Region:

Dial 311 or call 905-825-6000, or toll free at 1-866-4HALTON (1-866-442-5866)
TTY 905-845-2769

3. Websites:

www.halton.ca
www.haltonparents.ca

4. E-mail:

accesshalton@halton.ca

List of suggested books and DVDs for parents of young children

DVDs

Hosted by Meg Hickling, Directed by Elaine Gans (2002); Sex Spelled Out for Parents. DVD Programs **National Film Board of Canada**

Books for Parents

Beverly Engel (1997); Beyond the Birds and the Bees: Fostering Your Child's Healthy Sexual Development. \$27.95. **Publisher - Pocket**

Deborah Roffman (2002), But How'd I Get There In the First Place? Talking to Your Young Child About Sex. \$20.95. **Publisher – Da Capo Press**

Justin Richardson & Mark Schuster (2004); Everything You Never Wanted Your Kids to Know About Sex (but were afraid they'd ask): Secrets to Surviving Your Child's Sexual Development from Birth to the Teens. \$21.00. **Publisher - Crown**

Debra W. Haffner (2004); From Diapers to Dating: A Parent's Guide to Raising Sexually Healthy Children. \$19.95. **Publisher – Newmarket Press**

Jane DiVita Woody (2001); How Can We Talk About That? Overcoming Personal Hang-ups So We Can Teach Kids the Right Stuff About Sex and Morality. \$20.99. **Publisher – Jossey-Bass**

L. Berkenkamp & S. Atkins (2002); Talking to Your Kids About Sex: From Toddlers to Preteens – A Go Parents! Guide. **Publisher -**

Meg Hickling (2005); The New Speaking of Sex: What Your Children Need to Know and When They Need to Know It. \$19.95. **Publisher – Northstone Publishing**

Laurie Krasny Brown & Marc Brown (2000); What's the Big Secret? Talking About Sex With Girls and Boys. \$8.99. **Publisher – Little, Brown books for Young Readers**

Parents of Children with Special Needs

D. Hingsburger (1993); I Openers: Parents Ask Questions About Sexuality and Children with Developmental Disabilities. **Publisher -**

Karin Melberg Schwier & Dave Hingsburger (2001); Sexuality: Your Sons and Daughters with Intellectual Disabilities. \$28.95. **Publisher - – Brookes Publishing Company**

Shana Nichols, Gina Marie Moravcik & Samara Pulver Tetenbaum (2008); Girls Growing Up on the Autism Spectrum: What Parents and Professionals Should Know About the Pre-Teen and Teenage Years. \$19.95. **Publisher – Jessica Kinsley Publishing**

Terri Couwenhoven (2007); Teaching Children with Down Syndrome About Their Bodies, Boundaries and Sexuality: A Guide for Parents and Professionals. \$29.95. **Publisher – Woodbine House**

Books for Young Children

Gail Saltz & Lynne Avril Cravath (2008); *Amazing You! Getting Smart About Your Private Parts*. \$7.50. **Publisher – Puffin Group**

Meg Hickling (2005); *Boys, Girls & Body Science: A First Book About Facts of Life*. (Preschool age). \$18.95. **Publisher – Women's Press**

Margaret Merrifield (1998); *Come Sit by Me*. (5–8) (about HIV/AIDS). \$5.50. **Publisher – Women's Press**

Judith and Sol Gordon (1992); *Did the Sun Shine Before You Were Born*. (Books for Young Readers). (4-6). \$18.00. **Publisher – Okpaku Communications Corp.**

J. Davis (2001); *First Comes Love: All About the Birds and the Bees – and Alligators, Possums, and People, Too*. (5-7). \$16.95. **Publisher – Workman Publishing Company**

Alastair Smith (2003); *How Are Babies Made? Usborne Flip Flaps*. (4-6). \$9.95. **Publisher – Usborne Books**

Lennart Nilsson & Lena Swanberg (1996); *How Was I Born? A Child's Journey Through the Miracle of Birth*. (5-9). \$21.00. **Publisher – Dell; NEW Edition**

Joanna Cole (1994); *How You Were Born*, Revised Edition. (5-9). \$8.99. **Publisher – Harper Collins**

Robie H. Harris, illustrated by Michael Emberley (2008), *It's Not the Stork! A Book About Girls, Boys, Babies, Bodies, Families, and Friends*. (ages 4 and up). \$13.00. **Publisher - Candlewick**

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