



Growing In Love

Fertility Appreciation

Teaching the Way of Love Series



Diocese of La Crosse, WI
Office of Marriage and Family Life
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Thank you for attending this presentation called Growing in Love which focuses on Fertility Appreciation. The information within this packet is intended to help you and your child understand the processes of physical, personal, social, emotional, moral and spiritual development. Within the pages of this booklet, you will find a variety of resources that cover the key issues families face during puberty. We encourage you to explore each and every handout as a family. By doing so, you will form a wonderful community of persons, serve life, participate in the development of society and share in the life and mission of the Church.

Growing in Love is the second step in the **Teaching the Way of Love** Series. This booklet is to be used in conjunction with the Embrace Parenthood workbook and DVD that can be purchased at www.fromtheabbey.com.

May God continue to bless you and your family abundantly as you provide a secure, loving and Christian foundation for your family as it grows in love.

Alice Heinzen, M.S.
Jeff Arrowood, M.T.S.

Other resources on parenting and family life can be requested from your local parish or by visiting www.twl4parents.com.

Activity One: Checking Your Knowledge

Before you begin your discussions on Growing in Love, answer the following questions together. This discussion is foundational to all you do.

1. What is puberty?

2. Is every human being a person? What is a person?

3. Are there other persons besides human beings? If so, who?

4. How are we different from the angels or God?

5. Are animals persons?

6. If we are images of God, show we act like God? How does God act?

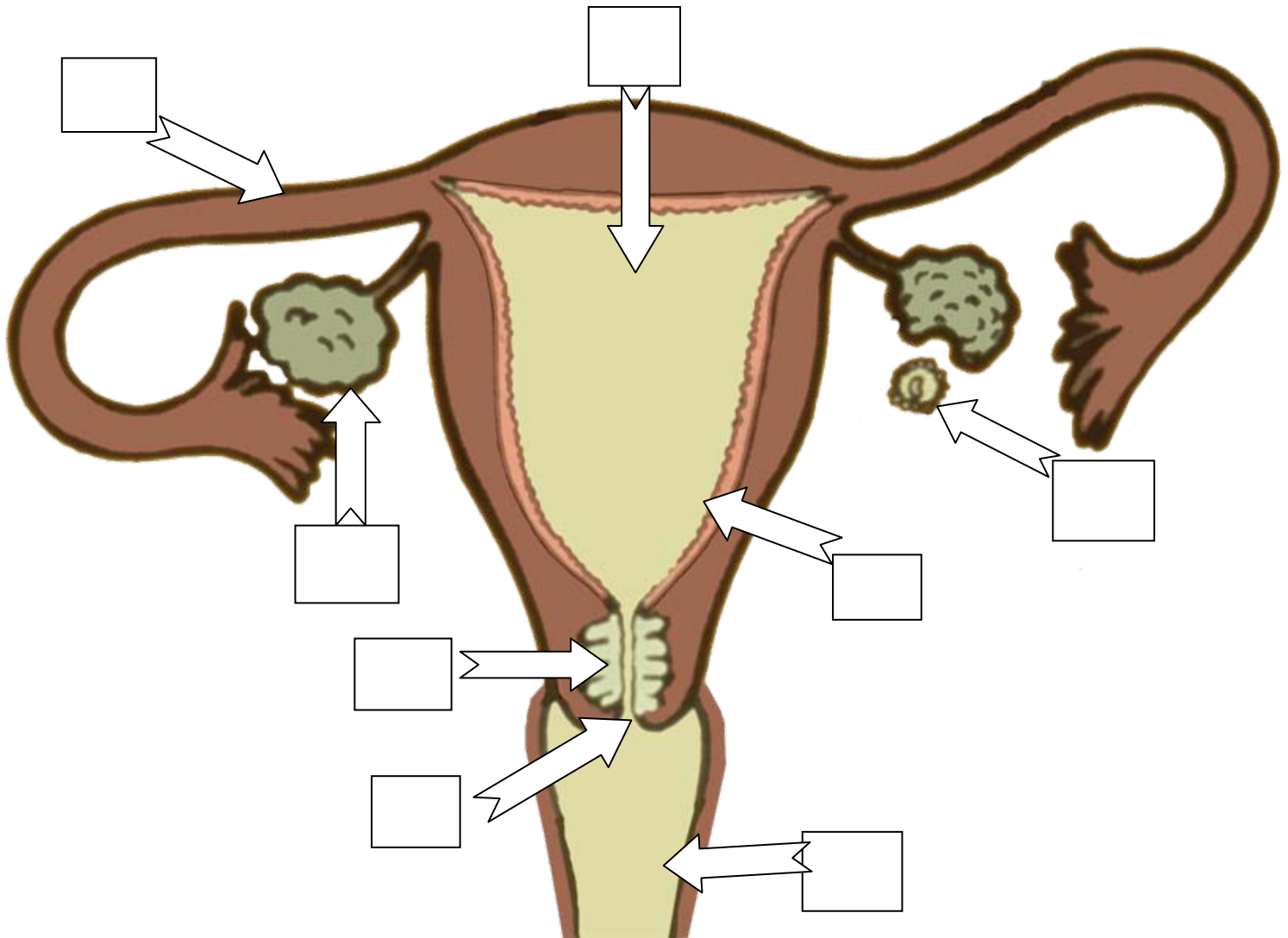
7. What is sexuality?

8. What is chastity?

ANSWERS FOR ACTIVITY ONE:

1. What is puberty?
It is the time in a child's life when boys mature into men and girls mature into women.
2. Is every human being a person? What is a person?
Yes, every human being is a person. A person is an image of God and is a being with a mind and a will who can think and choose. Persons can know themselves.
3. Are there other persons beside human beings? If so, who?
In the one God there are three Persons. Further, angels are persons. They have minds and wills, they can think and choose. They can know themselves.
4. How are we different from the angels or God?
We are the only persons with bodies.
5. Are animals persons?
No. Animals are created by God but they are not formed in God's image and likeness. Animals are not capable of knowing themselves and they are not capable of making choices based on free will.
6. If we are images of God, should we act like God? How does God act?
Yes. He loves. We should love as God loves.
7. What is sexuality?
Sexuality is our ability to give and receive love as either a male or a female. It is much more than a physical expression of love.
8. What is chastity?
Chastity is the virtue of practicing sexual self-control. It is the virtue that allows us to do what is good and loving in the area of our sexuality. It means refraining from physical expressions of sexuality outside of marriage and remaining faithful to one's spouse in marriage.

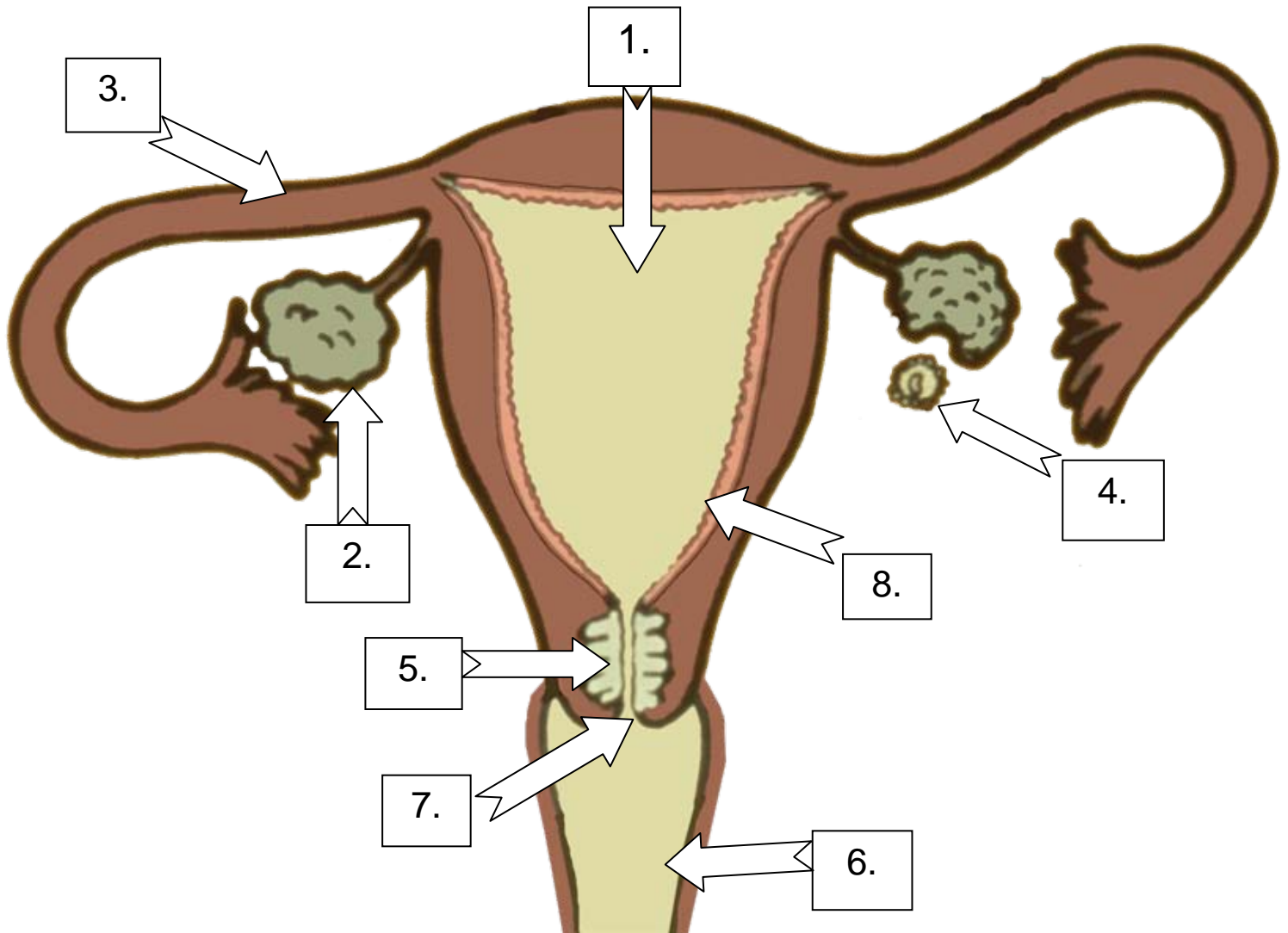
Activity Two: Labeling the Female Reproductive System



Match the name for each part of the female reproductive system with the correct term below. Place the number that is in front of the term in the box nearest the arrow that points to the part.

- | | |
|--------------------|--------------------|
| 1. Uterus | 5. Cervical Crypts |
| 2. Ovary | 6. Vagina |
| 3. Fallopian tube | 7. Cervical Os |
| 4. Ovum (egg cell) | 8. Endometrium |

FEMALE REPRODUCTIVE SYSTEM - ANSWERS



Match the name for each part of the female reproductive system with the correct term below. Place the number that is in front of the term in the box nearest the arrow that points to the part.

- | | |
|--------------------|--------------------|
| 1. Uterus | 5. Cervical Crypts |
| 2. Ovary | 6. Vagina |
| 3. Fallopian tube | 7. Cervical Os |
| 4. Ovum (egg cell) | 8. Endometrium |

Activity Three: WHAT AM I? Female Anatomy & Physiology Questions

Read each statement and then fill in the blank.

1. I am the neck of the uterus. What is my name?

2. We are cells in the cervical crypts. What do we secrete near ovulation?

3. I am the muscular organ in which the baby grows. What am I?

4. I am the organ that contains all of the eggs (ovum). What am I?

5. I serve as the birth canal for the baby. What am I?

6. I am the hormone secreted in the ovary after ovulation. What am I?

7. We are the tiny crypts found in the neck of the uterus. We make the mucus discharge that helps you know when you ovulate. What are we?

8. We are the “chemical messengers” that start puberty. We come from which gland?

9. There is another name for menstruation. What is it?

10. I am the lining of the uterus where the baby implants. What am I?

11. My name means “chemical messenger.” I am secreted into the bloodstream but act on another organ in the body. What am I?

12. I am the place in the woman’s body where the sperm and the egg meet. This is where life begins. What am I?

WORD BANK OF ANSWERS

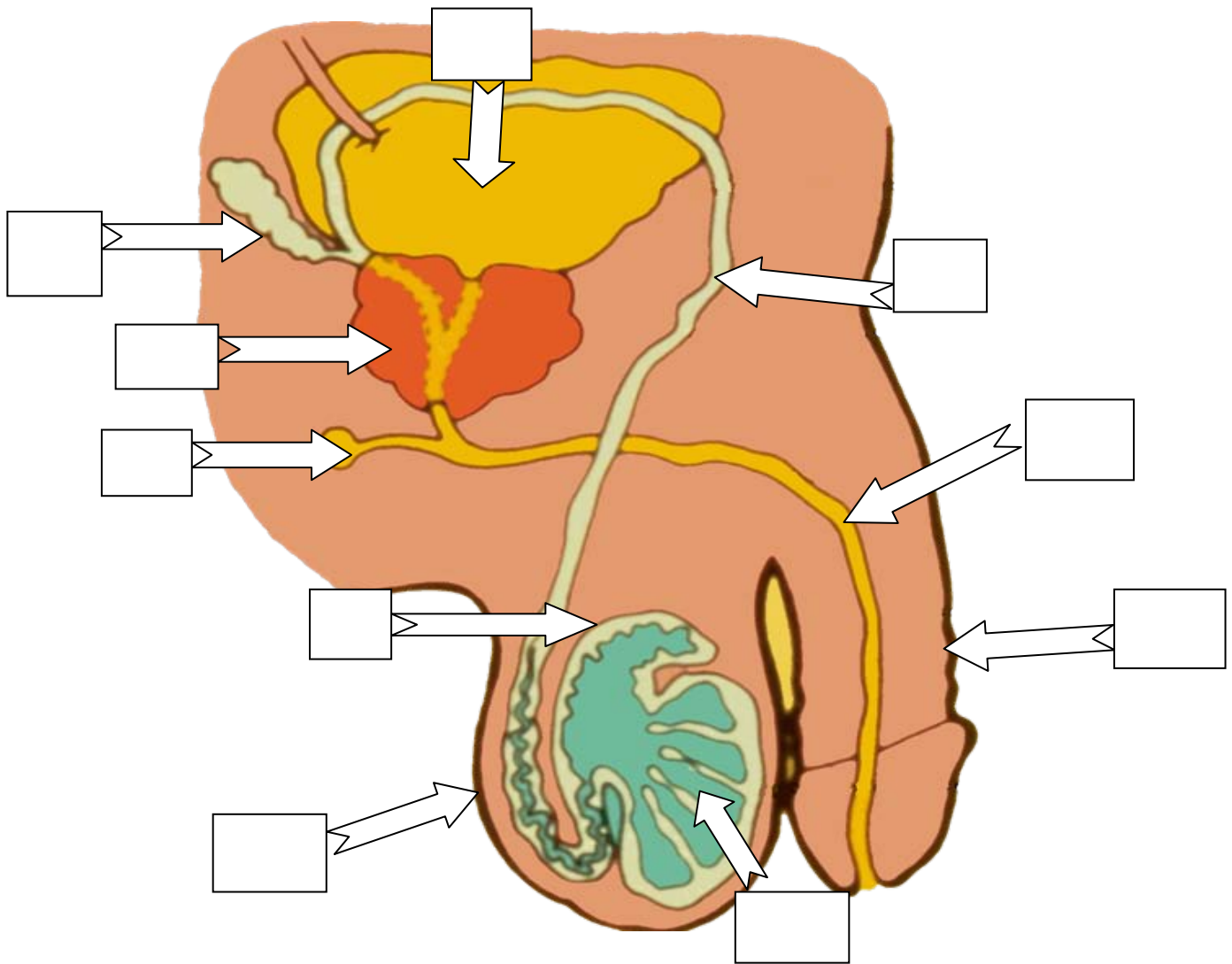
Hormone	Vagina
Cervix	Cervical Crypts
Menstrual Period	Ovary
Cervical Mucus	Uterus
Pituitary Gland	Endometrium
Progesterone	Fallopian Tube

Answers

- 1. Cervix
- 2. Cervical Mucus
- 3. Uterus
- 4. Ovary
- 5. Vagina
- 6. Progesterone
- 7. Cervical Crypts
- 8. Pituitary Gland
- 9. Menstrual Period
- 10. Endometrium
- 11. Hormone
- 12. Fallopian Tube

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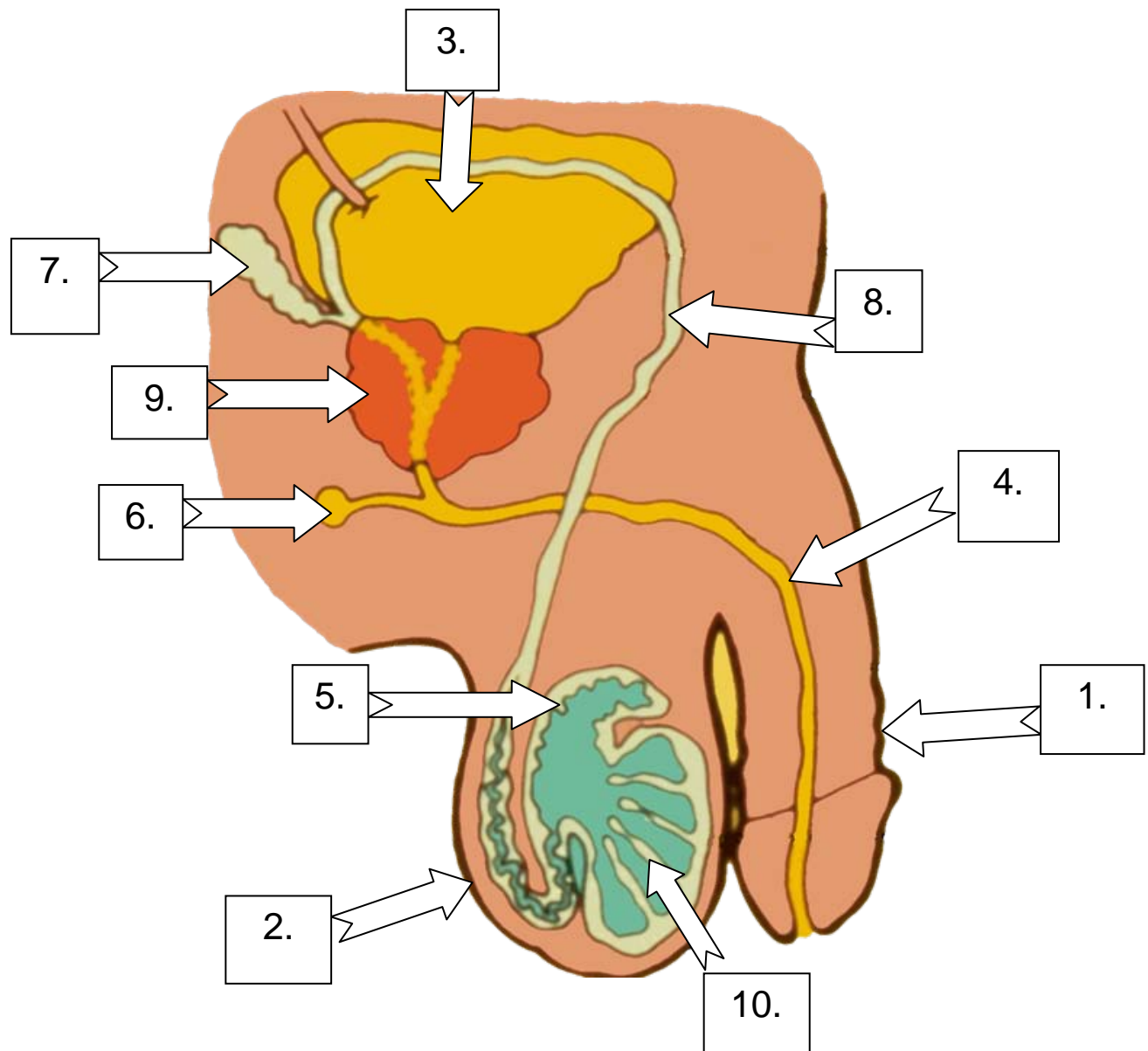
Activity Four: Labeling the Male Reproductive System



Match the name for each part of the male reproductive system with the correct term below. Place the number that is in front of the term in the box nearest the arrow that points to the part.

- | | |
|---------------|--------------------|
| 1. Penis | 6. Cowper's Gland |
| 2. Scrotum | 7. Seminal Vesicle |
| 3. Bladder | 8. Vas Deferens |
| 4. Urethra | 9. Prostate Gland |
| 5. Epididymus | 10. Testicles |

MALE REPRODUCTIVE SYSTEM - ANSWERS



Match the name for each part of the male reproductive system with the correct term below. Place the number that is in front of the term in the box nearest the arrow that points to the part.

- | | |
|---------------|--------------------|
| 1. Penis | 6. Cowper's Gland |
| 2. Scrotum | 7. Seminal Vesicle |
| 3. Bladder | 8. Vas Deferens |
| 4. Urethra | 9. Prostate Gland |
| 5. Epididymus | 10. Testicles |

Activity Five: WHAT AM I? Male Anatomy & Physiology Questions

Read each statement and then fill in the blank.

1. I am the gland in which the sperm develop. _____
2. My name means “chemical messenger.” I am secreted into the bloodstream by a gland. What am I?

3. I am the smallest cell in the man’s body (male reproductive cell.) What am I?

4. I am the organ in which sperm mature and are stored. What am I?

5. I work with the Cowper’s gland and seminal vesicle to produce seminal fluid. What am I ?

6. I am the gland that produces the first hormones that kick off physical maturity? What is my name?

7. I am the muscular pouch, which contains the testes. What am I?

8. I am the tube through which sperm travel from the epididymis to the urethra. What am I?

9. Sperm + seminal fluid = what?

10. I am the tube through which sperm travel from the prostate gland to the outside of the body. What am I?

Word Bank of Answers

Pituitary gland
Testes (Testicles)
Prostate
Sperm cell
Hormone
Urethra
Vas Deferens
Semen
Epididymus
Scrotum
Fallopian Tube

Answers

- 1. Testes
- 2. Hormone
- 3. Sperm cell
- 4. Epididymus
- 5. Prostate
- 6. Pituitary gland
- 7. Scrotum
- 8. Vas Deferens
- 9. Semen
- 10. Urethra

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Activity Six: Worksheet for Daughters and their Parents

What is sexuality?

Why did God make us sexual persons?

What are primary sex characteristics?

What are secondary sex characteristics?

Look at the word list below. Put a “P” behind the words that describe a primary characteristic or put an “S” behind those that describe a secondary characteristic.

Ovary_____	Spurt of growth_____	Menstruation_____
Fallopian Tube_____	Pubic Hair_____	Vagina_____
Developed breasts_____	Broader hips_____	Uterus_____
Underarm hair_____	Ovulation_____	Sex
hormones_____		

What is menstruation?

What is the difference between menstruation and the menstrual cycle?

What is the usual length of a menstrual cycle?

Why does every girl have her first period at the different age?

Is there any way to predict when to expect a first period? Subsequent periods?

Are there any activities that a girl should not do during her menses?

When a girl has her menses, what type of sanitary protection should she use? How should she dispose of her soiled sanitary protection?

ANSWERS FOR ACTIVITY SIX WORKSHEET

What is sexuality?

Sexuality is the term we give to describe being a man or being a woman and our ability to give and receive love. It is a fundamental component of our personality. Our sexuality will affect all aspects of who we are: physical, personal, emotional, social, intellectual, and spiritual.

Why did God make us sexual persons?

God made us sexual persons so that we would develop relationships with others. Because of our sexuality, we have the capacity to love and to create new life.

What are primary sex characteristics?

Primary sex characteristics are the sex characteristics that you are born with.

What are secondary sex characteristics?

Secondary sex characteristics develop at the time of puberty.

Look at the word list below. Put a “P” behind the words that describe a primary characteristic or put a “S” behind those that describe a secondary characteristic.

ovary - P

fallopian tube - P

developed breasts -S

underarm hair - S

hormones - S

spurt of growth - S

pubic hair -S

broader hips -S

ovulation -S

menstruation - S

vagina -P

uterus - P

production of sex

What is menstruation?

Menstruation is the bloody shedding of the endometrium normally occurring every 21-40 days.

What is the difference between menstruation and the menstrual cycle?

The first refers to the bleeding that takes place at the beginning of the cycle. The cycle refers to the reproductive cycle, which begins with the first day of menstruation and ends the day before the next menstruation.

What is the usual length of a menstrual cycle?

As a young woman, it is usual to have cycles that last anywhere from 21-35 days.

Why does every girl have her first period at the different age?

Each girl develops at her own rate. Some girls begin menstruating at age 10 while others do not begin until age 15 or later.

Is there any way to predict when to expect a first period? Subsequent periods?

If you keep track of your vaginal discharges (both your menstrual period and your cervical mucus discharge), you will be able to determine when your menses is to come. This will help you both in your first cycle and each one thereafter.

Are there any activities that a girl should not do during her menses?

It is quite normal for you to do all the activities you are used to doing even while you are having your menses. Girls who use internal sanitary protection can even swim during menstruation.

When a girl has her menses, what type of sanitary protection should she use?

How should she dispose of her soiled sanitary protection? *(This is open to your discretion. It is recommended that young women limit the use of tampons because of the possibility of toxic shock syndrome. Tampons should be discouraged at night. Please explain proper disposal of sanitary products to your daughter.)*

Activity Seven: Worksheet for Sons and their Parents

What is sexuality?

Why did God make us sexual persons?

What are primary sex characteristics?

What are secondary sex characteristics?

Look at the word list below. Put a “P” behind the words that describe a primary characteristic or put a “S” behind those that describe a secondary characteristic.

Penis_____	Spurt of growth_____	Scrotum_____
Vas Deferens_____	Pubic Hair_____	Prostate Gland_____
Facial Hair_____	Broader Shoulders_____	Testes_____
Underarm hair_____	Sperm_____	Sex hormones_____

What are the main sex hormones in males?

When does a boy usually enter puberty?

What are good hygiene habits that a boy in puberty should develop?

What is a nocturnal emission?

Is there any way to predict when you will have your first nocturnal emission?

Do girls go through the same kind of changes that boys do?

ANSWERS TO WORKSHEET

What is sexuality? *Sexuality is the term we give to describe being a man or being a woman and our ability to give and receive love. It is a fundamental component of our personality. Our sexuality will affect all aspects of who we are: physical, personal, emotional, social, intellectual, and spiritual.*

Why did God make us sexual persons? *God made us sexual persons so that we would develop relationships with others. Because of our sexuality, we have the capacity to love and to create new life.*

What are primary sex characteristics? *Primary sex characteristics are the sex characteristics that you are born with.*

What are secondary sex characteristics? *Secondary sex characteristics develop at the time of puberty.*

Look at the word list below. Put a “P” behind the words that describe a primary characteristic or put a “S” behind those that describe a secondary characteristic.

Penis - P	Spurt of growth -S	Scrotum -P
Vas Deferens -P	Pubic Hair -S	Prostate Gland -P
Facial Hair -S	Broader Shoulders -S	Testes -P
Underarm hair -S	Sperm- S	Production of sex hormones -S

What are the main sex hormones in males? *Boys have three main sex hormones; follicle stimulating hormone and lutenizing hormone are produced by the pituitary gland and testosterone is produced by the testis. When these three hormones reach a consistent level in the blood stream, the boy will produce hundreds of thousands of sperm each day. When a boy produces sperm he is physically capable of creating a baby.*

When does a boy usually enter puberty? *The average age for boys to begin puberty is between the ages of 12 and 15. During that time, boys may experience a growth spurt, a change in their voice, underarm and pubic hair growth and facial hair. Boys in general, enter puberty at an older age than girls.*

What are good hygiene habits that a boy in puberty should develop? *Boys in puberty perspire more and may experience body odor. Thus, regular bathing/showering is important. Deodorant should be used and clothing that touches the armpits and groin area (shirts, underwear) should be laundered after each use. Boys may also notice an increase in acne. If this occurs, boys should clean their infected skin areas both morning and night using acne controlling cleansers and creams.*

What is a nocturnal emission? *Most boys in puberty will experience a wet dream or nocturnal emission. As the body produces sperm, an excess may build up in the storage area of the testes call the epididymus. When this occurs, the sperm will leave the body through an erect penis during the night while dreaming. This is normal.*

Is there any way to predict when you will have your first nocturnal emission? *Unfortunately, there is no way to tell when a nocturnal emission will occur. When it does occur, the boy should let his parents know so that they can launder his sheets and clothing. Nocturnal emissions will quit once the body learns to regulate sperm production.*

Do girls go through the same kind of changes that boys do? *The changes that girls go through at puberty are very different. Girls will develop a menstrual cycle during puberty. Ask your parents to give you more information on this.*

Activity Eight: Sharing Concern: Using “I” Messages

When a parent is concerned about a child’s behavior, it is important that the parent use a method of communication that attacks the behavior in question and not the dignity or self worth of the child. Parents can share their concerns positively as well as impose fair and just consequences using this simple six-step process. Here is an overview of that process

Begin with “*I Care*”...

Let the child know that he/she is important to you.

“Bob, I really care about you...”

Step Two “*I See*”...

Here is where you state the behavior is in question. Remember to focus on the behavior. What tipped you off that something was wrong? What did you see or hear that caused you to be concerned?

But, I see you have broken your curfew by nearly 1 hour.”

Step Three “*I Feel*”...

Give the child the benefit of knowing how you feel about the behavior. Feelings can be expressed simply in one word such as... I feel angry. I feel worried.

“I am very disappointed and angry.”

Step Four “*Listen*”

Listen to what the person has to say. Ask questions for clarification. Pay attention to your child by resisting other distractions. Use good eye contact.

Step Five “*I Want*”

Once you have heard his or her perspective, let your child know what you’d like to have happen. What family rules or standards do you want your child to follow? Do you want him or her to talk with anyone else about what happened?

“I want you to follow our rules.”

Step Six “*I Will*”

Here is where you tell your child what the consequences will be or the plan you intend to follow to determine the consequences.

“I will meet with you tomorrow morning early.

That is when we will discuss what consequences need to be imposed.”

Activity Nine: STANDARDS DISCUSSION GUIDE

One of the best activities a family can do during the youth years is to set standards on what is expected in each of the areas listed below. Planning together can ensure happiness and reduce the chance of harm during the youth and young adult years.

- Remember: some guidelines may be negotiable depending upon the situation, on the youth's emotional maturity, and on previous experience with responsibility. Other standards may be non-negotiable (something that should always or never be done). It is up to the family to decide the level of flexibility for each negotiable standard.

-
-
1. **MAINTENANCE OF AN ORDERLY HOME** *Non-Negotiable*. What chores will the child be responsible for?
 2. **CURFEW:** *Negotiable*. Will there be one? Will it be flexible depending on the activity or the age of the youth? Will a phone call be required if there is a change of plans?
 3. **ALCOHOL AND DRUGS:** *Non-Negotiable*. The use of alcohol or drugs is not allowed. Help your youth set up strategies on how to handle situations where alcohol or drugs are present.
 4. **DRIVING:** *Negotiable*. If a youth is a licensed driver, what are the rules for the use of the car? Who pays for insurance, gas, upkeep, etc.? If friends drive, what are your expectations: seatbelt usage? Number of youth in the car? How far away from home can you go? Do you share the cost of the gas?
 5. **BOUNDARIES:** *Non-Negotiable*. Planned activities or dates need to be cleared with a parent. There need to be guidelines on the age of the friends, distance from home an activity can be, what activities are and are not allowed.
 6. **MONEY:** *Negotiable*. Where does the money come from for the activity? Do the boys always pay? Is there a limit on how much can be spent?
 7. **PHYSICAL SELF-CONTROL:** *Non-Negotiable*. Before a youth begins socializing with peers there needs to be a firm decision on what physical boundaries will be set. Boundaries that respect each person include never taking your clothes off, never putting your hands under anyone else's clothes and never lying down together.
 8. **MEDIA:** *Negotiable*. What programming can be viewed? What websites are allowable and which aren't? What rules are there for chat rooms, instant messaging, texting? How much time can be spent using internet, TV, iPods, cell phone, etc?
 9. **PARENTAL ROLE:** *Non-Negotiable*. Any party situation needs to be supervised by parents or responsible adults.
 10. **PRACTICE OF THE FAITH:** *Non – Negotiable*. Parents should ensure that the youth is attending Mass weekly, praying and demonstrating virtues daily.
-
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These are discussion starters. Be sure to set clear guidelines. Remember, there is no way to avoid hurt with premarital sex. It isn't worth it.

Standards Worksheet

After discussing the standards you have for the nine areas of concern, complete this form. Be specific so everyone is aware of what is expected.

Negotiable – May Change	Non – Negotiable – No Change
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Parent's Signature _____

Youth's Signature _____

Date: _____

Credit: Northwest Family Services

Activity Ten: Family Health and Well Being - How Are You Doing?

Setting standards or routines for your personal health and well-being is just as important as setting standards for social behavior. Because the family provides the greatest influence and support for children, it is vital that the entire family discuss ways to stay physically and mentally healthy.

As a family, take the quiz below to determine your current health habits. Then make a plan to improve the areas where you may want to make changes. "Yes" = 2 points
"Sometimes" = 1 point "No" = 0 points

Do you and your family...

Yes - 2

No - 0

Sometimes - 1

Have regularly scheduled mealtimes at home?			
Eat meals together at least once a day?			
Pray together?			
Tailor portion sizes to each person's needs?			
Eat three meals every day?			
Try to make mealtimes enjoyable?			
Avoid making everyone eat everything on their plate?			
Make meals last more than 15 minutes?			
Eat only in designated areas of the house?			
Eat without watching the TV?			
Avoid using food to punish or reward?			
Enjoy physical activities <i>together</i> twice or more/week?			
Set limits on TV, cell phone, computer, iPod usage?			
Set limits on extracurricular activities?			
Have assigned chores for each family member?			
Have set bedtimes?			
Have routines in place before bedtimes?			
Practice manners within your home?			
TOTALS			

How are you doing Scale

31-36 – Your family is doing a wonderful job. Continue to provide a healthy environment.

22-30 – Your family is doing well but could work on areas where you answered "no/sometimes".

21 or below – It is time for your family to make changes in your daily living routines. For more information about improving your personal health visit: <http://nhlbi.nih.gov>.

Activity Eleven: Manners Matter

Years ago, youth transitioning into adulthood were trained in etiquette; the practice of good manners. Manners are based on the 'golden rule' – treat others as you would like to be treated. Instruction on basic etiquette was part of school curriculums and families reinforced this education within the home. Unfortunately, very few youth today even know what the word etiquette means.

Manners promote care and consideration for all. They provide standards of behavior that protect the common good – especially in today's society which tends to be "all about me". Manners help us focus on the value of persons over technology, the other over self and civility over rudeness.

Here are some basic steps in etiquette.

1. **Pay attention** to what is going on around you. This will help you enter into any situation without calling undue attention to yourself or becoming a disruption. Parking all technology will help you pay attention to your surroundings.
2. **Acknowledge those that you meet with respect.** Proper recognition can take many forms. Generally it means looking someone in the eye, offering a pleasant greeting, shaking hands, remembering names, and paying attention.
3. **Listen.** The highest form of honor is to listen to what a person is saying and then to acknowledge what they have said. This means that you remove any distractions.
4. **Be inclusive** – not exclusive. In a nutshell, this means that you use the same set of manners for ALL persons, not just those you like to be with.
5. **Speak kindly** – keeping negative thoughts and comments to yourself. Doing so prevents all forms of gossip. And drop all forms of swearing or cursing.
6. **Respect those older than yourself** – especially the elderly who move and talk slower.
7. **Respond to moral needs as soon as possible.** When you are asked to do something for another, do your best to fill the request immediately.
8. **Respect the word "no".** When a person tells you "no", resist any temptation to badger them into changing their position. It is permissible to respectfully ask for an explanation of the "no". However, if an explanation is not given, (or given but not considered sufficient by your standards) you still need to respect the decision and abide by it.
9. **Respect quiet.** The world today is rarely silent, even though many people prefer that it would be. Check the noise that you make. Ensure that you do not provide distraction for others around you.
10. **Never monopolize a discussion.** Conversations are meant to be an exchange of thoughts and ideas – not a monologue given by one person. Engage in conversation by asking questions, offering your comments (that are well thought out) and exhibiting respectful mannerisms (e.g. no texting, no side conversations, no Ipods...)