



Date: _____ Height: _____ Weight: _____ BP: _____ BMI _____

Body Mass Index (BMI) is a number calculated from a person's weight and height. BMI provides a reliable indicator of body mass for most people and is used to screen for weight categories that may lead to health problems.

SCHOOL READINESS

- Encourage your child to have positive interactions with teachers and other adults.
- Prepare for school, meet with teachers regularly. Get involved with your child's school and organizational activities.
- Provide a safe after-school environment
- Be aware of the possibility of bullying at school or on social networking sites.
- Get to know your child's friends and their families. Encourage interactions with good peer groups

HEALTH & WELL BEING

- Establish and maintain family rituals/traditions.
- Eat meals as a family
- Limit TV and computer time, monitor their shows and websites visited.
- Offer healthy snacks and meal choices, limiting sugars. Encourage fruits and vegetables.
- Encourage 3 meals daily, including a well balanced breakfast.
- Ensure adequate amounts of physical activity, recommend 60 minutes a day.
- Encourage teeth brushing and flossing daily.
- Continue seeing a dentist yearly.

SAFETY

- Prepare your child for puberty and sexual development. Discuss body changes with boys and girls, menstruation with girls. Expect sexual curiosity. Answer questions appropriately
- Remind your child of the importance of not talking or riding with strangers.
- Demand use of bike helmet; mouthguards and protective sporting gear when necessary.
- Make sure your child knows how to swim and follow water safety rules.
- Keep matches out of reach and instruct your child on fire safety. Discuss fire escape plan.
- Install and test smoke and carbon monoxide detectors in your home.
- Do not keep firearms in your home. If you must, make sure it is locked and out of reach from your curious child.
- Avoid direct exposures to the sun and use sunblock.
- Always wear seat belts when in a moving vehicle.
- Have your child sit in the back seat as it is the safest place to be in an accident.
- Never put a child under 12 years of age in the front seat of a car with a passenger side airbag.

PHYSICAL DEVELOPMENT 10-11 YEARS

- Physical growth and development varies enormously among this age group.
- Is energetic and spirited.
- Is usually awkward.
- Strives to be physically fit.
- Is fascinated with how the body works.
- May be curious about drugs, alcohol, and tobacco.
- Continues to revel in bathroom humor.

EMOTIONAL DEVELOPMENT

- Fluctuates between dependent child and independent preteen
- Becomes increasingly self-conscious

SOCIAL DEVELOPMENT

- Seeks approval for being "good" from significant people.
- Becomes preoccupied with the opposite sex.
- Relates to peer group intensely and abides by group decisions.
- Succumbs to peer pressure more readily.
- Does not want to be "different". Can be fickle.
- Continues to participate in small groups of same sex.
- Confides constantly in best friend.

MENTAL DEVELOPMENT

- is eager to learn and master new skills.
 - Is proud of doing things well.
 - Is concerned about personal capabilities.
 - Has internalized standards of right and wrong to some degree.
- Each child is unique. It is therefore difficult to describe exactly what should be expected at each stage of a child's development. While certain attitudes, behaviors, and physical milestones tend to occur at certain ages, a wide spectrum of growth and behavior for each age is normal. It is perfectly natural for a child to attain some milestones earlier and other milestones later than the general trend. Keep this in mind as you review these milestones.
- If you have any concerns related to your child's own pattern of development, check with your pediatrician or family physician.

PHYSICAL DEVELOPMENT 11-12 YEARS

- May experience pubescent growth spurt if female (usually a year or two later for males).
- May tire easily and appear lazy (growth spurt drains energy).
- May look out of proportion.
- Is preoccupied with and self-conscious about appearance.
- May have an appetite that fluctuates sharply.
- Enjoys observing or participating in competitive sports.
- Is keenly interested in learning about body changes.
- May continue to be curious about drugs, alcohol, and tobacco.

EMOTIONAL DEVELOPMENT

- May be experiencing sudden dramatic emotional changes associated with puberty.
- Vacillates between maturity one moment, immaturity the next
- Tends to conceal emotional feelings
- Is hard on self and ultra-sensitive to criticism

SOCIAL DEVELOPMENT

- Wants parental assistance, but may resist when offered.
- Is critical of parents.
- Is concerned with prestige and popularity.
- Likes to belong to a group and be like others.
- Becomes quite faddish.
- Spends about twice as much time on weekends with friends as with parents.
- May drift from previous best friend (due to different levels of maturity).
- Is acutely aware of the opposite sex.

MENTAL DEVELOPMENT

- Has an increasing attention and concentration span.
 - Strives to succeed.
 - Has strong opinions.
 - Begins to understand the motives behind the behavior of another.
- Each child is unique. It is therefore difficult to describe exactly what should be expected at each stage of a child's development. While certain attitudes, behaviors, and physical milestones tend to occur at certain ages, a wide spectrum of growth and behavior for each age is normal. It is perfectly natural for a child to attain some milestones earlier and other milestones later than the general trend. Keep this in mind as you review these milestones. If you have any concerns related to your child's own pattern of development, check with your pediatrician or family physician.



DESCRIPTION

- Blackheads, whiteheads (pimples), or red bumps are on your face, neck, and shoulders.
- The larger red lumps are quite painful.
- Acne occurs during the adolescent and young adult years.

CAUSE

Acne is due to an overactivity and plugging of the oil glands. More than 90 percent of teenagers have some acne. The main cause of acne is increased levels of hormones during adolescence. Acne is not caused by diet. A person who has acne does not have to avoid eating fried foods, chocolate, or any other food. Acne is not caused by sexual activity. It is not caused by dirt nor by not washing your face often enough. The tops of blackheads are black because of the chemical reaction of the oil plug with the air.

EXPECTED COURSE

Acne usually lasts until age 20 or even 25. It is rare for acne to leave any scars, and people worry needlessly about this.

HOME CARE

There is no magic medicine at this time that will cure acne. However, good skin care can keep acne under control and at a mild level.

1. Basic treatment for all acne

- **Soap** – Wash your skin twice a day. The most important time to wash is bedtime. Use a mild soap such as Dove soap.
- **Hair** – Shampoo your hair daily. Long hair can make acne worse by rubbing against your skin.
- **Avoid picking** – Picking stops acne from healing.

2. Additional treatment for pimples

Pimples are infected oil glands. They should be treated with the following:

- Benzoyl peroxide 5-percent lotion or gel – This lotion helps to open pimples and unplug blackheads. It also kills bacteria. It is available without a prescription. Ask your pharmacist to recommend a brand.
- Apply the lotion once a day at bedtime. Redheads and blondes should apply it every other day for the first 2 weeks.
- An amount of lotion the size of a pea should be enough to cover most of your face. If your skin becomes red or peels, you are using too much of the medicine or applying it too often. Try using less of it or applying it less often. You may need to use this lotion for several years.

3. Additional treatment for blackheads (comedones)

Blackheads are the plugs found in blocked-off oil glands. They should be treated with the following:

- Benzoyl peroxide 5-percent lotion or gel – This lotion is also excellent for removing thickened skin that blocks the openings to oil glands. Use the lotion as described above for pimples.
- Blackhead extractor – Blackheads that are a cosmetic problem can sometimes be removed with a blackhead extractor. This instrument costs about a dollar and is available at any drugstore. By placing the hole in the end of the small metal spoon directly over the blackhead, you can apply uniform pressure that does not hurt the normal skin. This method is much more efficient than anything you can do with your fingers. Soak your face with a warm washcloth before you try to remove blackheads. If the blackhead does not come out the first time, leave it alone.

4. Common mistakes in treating acne

- Avoid scrubbing your skin – Hard scrubbing of the skin is harmful because it irritates the openings of the oil glands and can cause them to be more tightly closed.
- Avoid putting any oily or greasy substances on your face – Oily and greasy substances make acne worse by blocking oil glands. If you must use cover-up cosmetics, use water-based cosmetics and wash them off at bedtime.
- Avoid hair tonics or hair creams (especially greasy ones) – When you sweat, these substances will spread to your face and aggravate the acne.

CALL YOUR PHYSICIAN DURING OFFICE HOURS IF:

- The acne has not improved after you have treated it with benzoyl peroxide for 2 months.
- It looks infected (large, red, tender bumps).
- You have other concerns or questions.

Written by B.D. Schmitt, MD, author of *Your Child's Health* (Bantam Books)

AFTER HOURS

Emergencies after 5:00 p.m. should be directed to our answering service by dialing 859-276-2594. A highly trained nurse will return your call and address your problems or concerns. If the situation is warranted, the physician on call will be contacted. Non-emergency questions should wait until the following morning. Please check our website FAQs for answers before calling after-hours: www.paalex.com.

RESOURCES

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- American Academy of Pediatrics: www.aap.org
- www.kidsgrowth.com
- www.paalex.com

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ADOLESCENTS: DEALING WITH NORMAL REBELLION

DESCRIPTION

The main task of adolescents in our culture is to become psychologically emancipated from their parents. The teenager must cast aside the dependent relationship of childhood. Before he can develop an adult relationship with his parents, the adolescent must first distance himself from the way he related to them in the past. This process is characterized by a certain amount of intermittent normal rebellion, defiance, discontent, turmoil, restlessness, and ambivalence. Emotions usually run high. Mood swings are common. Under the best of circumstances, this adolescent rebellion continues for approximately 2 years; not uncommonly it lasts for 4 to 6 years.

DEALING WITH NORMAL ADOLESCENT REBELLION

The following guidelines may help you and your teenager through this difficult period.

1. Treat your teenager as an adult friend.

By the time your child is 12 years old, start working on developing the kind of relationship you would like to have with your child when he/she is an adult. Treat your child the way you would like him/her to treat you when he/she is an adult. Your goal is mutual respect, support, and the ability to have fun together. Strive for relaxed, casual conversations during bicycling, hiking, shopping, playing catch, driving, cooking, mealtime, working, and other times together. Use praise and trust to help build his/her self-esteem. Recognize and validate your child's feelings by listening sympathetically and making non-judgmental comments. Remember that listening doesn't mean you have to solve your teen's problems. The friendship model is the best basis for family functioning.

2. Avoid criticism about "no-win" topics.

Most negative parent-adolescent relationships develop because the parents criticize their teenager too much. Much of the teen's objectionable behavior merely reflects conformity with the current tastes of his peer group. Peer-group immersion is one of the essential stages of adolescent development. Dressing, talking, and acting differently than adults helps your child feel independent from you. Try not to attack your teenager's clothing, hairstyle, makeup, music, dance steps, friends, recreational interests, room decorations, use of free time, use of money, speech, posture, religion, and philosophy. This doesn't mean withholding your personal views about these subjects. But allowing your teen to rebel in these harmless areas often prevents testing in major areas, such as experimentation with drugs, truancy, or stealing. Intervene and try to make a change only if your teenager's behavior is harmful, illegal, or infringes on your rights (see sections 4 and 5 on house rules).

Another common error is to criticize your teen's mood or attitude. A negative or lazy attitude can only be changed through good example and praise. The more you dwell on nontraditional (even strange) behaviors, the longer they will last.

3. Let society's rules and consequences teach responsibility outside the home.

Your teenager must learn from trial and error. As he/she experiments, he/she will learn to take responsibility for his/her decisions and actions. The parent should speak up only if the adolescent is going to do something dangerous or illegal. Otherwise, the parent must rely on the teen's own self-discipline, pressure from their peers to behave responsibly, and the lessons learned from the consequences of his/her actions. City curfew laws will help control late hours.

A school's requirement for punctual school attendance will influence when your teen goes to bed at night. School grades will hold your

teenager accountable for homework and other aspects of school performance. If your teen has bad work habits, he/she will lose his/her job. If your teenager makes a poor choice of friends, he may feel his confidences broken or that she gets into trouble. If he doesn't practice hard for a sport, he will be pressured by the team and coach to do better. If she misspends her allowance or earnings, she will run out of money before the end of the month. If, by chance, your teenager asks you for advice about these problem areas, try to describe the pros and cons in a brief, impartial way. Ask some questions to help him/her think about the main risks. Then conclude your remarks with a comment such as, "Do what you think is best..." Teenagers need plenty of opportunity to learn from their own mistakes before they leave home and have to solve problems without an ever-present support system.

4. Clarify the house rules and consequences.

You have the right and the responsibility to make rules regarding your house and other possessions. A teenager's preferences can be tolerated within his/her own room but they need not be imposed on the rest of the house. You can forbid loud music that interferes with other people's activities, or incoming telephone calls after 10:00 PM. While you should make your teen's friends feel welcome in your home, clarify the ground rules about parties or where snacks can be eaten. Your teen can be placed in charge of cleaning his room, washing his clothes, and ironing his clothes. You can insist upon clean clothes and enough showers to prevent or overcome body odor. You must decide whether you will loan her your car, bicycle, camera, radio, TV, clothes, and so forth. Reasonable consequences for breaking house rules include loss of telephone, TV, stereo, and car privileges. (Time-out is rarely useful in this age group, and physical punishment can escalate to a serious breakdown in your relationship.) If your teenager breaks something, he should repair it or pay for its repair or replacement. If he makes a mess, he should clean it up. If your teen is doing poorly in school, you can restrict TV time. You can also put a limit on telephone privileges and weeknights out. If your teen stays out too late or doesn't call you when he's delayed, you can ground him for a day or a weekend. In general, grounding for more than a few days is looked upon as unfair and is hard to enforce.

5. Use family conferences for negotiating house rules.

Some families find it helpful to have a brief meeting after dinner once a week. At this time your teenager can ask for changes in the house rules or bring up family issues that are causing problems. You can also bring up issues (such as your teen's demand to drive her to too many places and your need for her help in arranging car-pools). The family unit often functions better if the decision-making is democratic. The objective of negotiation should be that both parties win. The atmosphere can be one of "Nobody is at fault, but we have a problem. How can we solve it?"

6. Give space to a teenager who is in a bad mood.

Generally when your teenager is in a bad mood, he won't want to talk about it with you. If teenagers want to discuss a problem with anybody, it is usually with a close friend. In general, it is advisable at such times to give your teen lots of space and privacy. This is a poor time to talk to your teenager about anything, pleasant or otherwise.

7. Use "I" messages for rudeness.

Some talking back is normal. We want our teenagers to express their anger through talking and to challenge our opinions in a logical way. We need to listen. Expect your teenager to present his case passionately, even unreasonably. Let the small stuff go—it's only words. But don't accept disrespectful remarks such as calling you a "jerk". Unlike a negative attitude, these mean remarks should not be ignored. You can respond with a comment like, "It really hurts me when you put me down or don't answer my question." Make your statement in as non-angry a way as possible. If your adolescent continues to make angry, unpleasant remarks, leave the room. Don't get into a shouting match with your teenager because this is not a type of behavior that is acceptable in outside relationships.

What you are trying to teach is that everyone has the right to disagree and even to express anger, but that screaming and rude conversation are not allowed in your house. You can prevent some rude behavior by being a role model of politeness, constructive disagreement, and the willingness to apologize.

- Your family life is seriously disrupted by your teenager.
- You find yourself escalating the criticism and punishment.
- Your relationship with your teenager does not improve within 3 months after you begin using these approaches.
- You have other questions or concerns.

RECOMMENDED READING

- Peter H. Buntman and E. M. Sans, *How to Live with Your Teenager* (New York: Ballantine Books, 1982). Lots Davitz and Joel Davitz.
- *How to Live (Almost) Happily with a Teenager* (New York: Signet, 1983).
- Don Dinkmeyer and Gary D. McKay, *Parenting Teenagers* (Circle Pines, Minn.: American Guidance Service, 1990)
- Kathleen McCoy and Charles Wibbelsman, *Crisis-Proof Your Teenager* (New York: Bantam Books, 1991)
- Kathleen McCoy and Charles Wibbelsman, *The Teenage Body Book* (New York: Simon & Schuster, 1984)
- B. D. Schmitt, MD, *Your Child's Health* (Bantam Books)

CALL YOUR PHYSICIAN DURING OFFICE HOURS IF:

- You think your teenager is depressed, suicidal, drinking or using drugs, or going to run away.
- Your teenager is taking undue risks (for example, reckless driving).
- Your teenager has no close friends.
- Your teenager's school performance is declining markedly.
- Your teenager is skipping school frequently.
- Your teenager's outbursts of temper are destructive or violent.
- You feel your teenager's rebellion is excessive.

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HOMWORK PROBLEMS

DESCRIPTION

- Performs below his or her potential at school.
- Has average or better intelligence, with no learning disabilities.
- Doesn't finish schoolwork or homework.
- "Forgets" to bring homework home.
- "Forgets," loses, or doesn't turn in finished homework.
- "Doesn't remember" what parents have taught.
- Gets poor report card.
- Doesn't want any help.

CAUSES

Some children get into bad habits with their homework because they become preoccupied with TV programs or video games. Some middle school children become sidetracked by their hormones or by sports. Other children who find schoolwork difficult would simply rather play. If parents help these children cut back other activities to reasonable amounts and count on the teacher to grade the child's efforts on schoolwork and homework, most of these children will improve. Motivation for good grades eventually comes from a desire to please the teacher and be admired by peers, enjoyment in knowing things, ability to see studying as a pathway to a future career, knowledge that he/she needs a 3-point grade average to get into college, and his/her own self-reproach when he/she falls short on other goals.

When parents over-respond to this behavior and exert pressure for better performance, they can start a power struggle around schoolwork. "Forgetfulness" becomes game. The child sees the parent pressure as a threat to his independence. More pressure brings more resistance. Poor grades become the child's best way of proving that he is independent of his parents and that he can't be pushed. Good evidence for this is the child does worse in the areas where he receives the most help. If parental interference with a child's schoolwork continues for several years, the child becomes a school "underachiever".

HELPING YOUR CHILD REGAIN RESPONSIBILITY FOR SCHOOLWORK

1. Get out of the middle regarding homework.

Clarify that completing and turning in homework is between your child and the teacher. Remember that the purpose of homework is to teach your child to work on his own. Don't ask your child if he has any homework. Don't help with homework except at your child's request. Allow the school to apply natural consequences for poor performance. Walk away from any power struggles. Your child can learn the lesson of schoolwork accountability only through personal experience. If possible, apologize to your youngster, saying, for example, "After thinking about it, we have decided you are old enough to manage your own affairs. Schoolwork is your business and we will try to stay out of it. We are confident you will do what's best for you." The result of this "sink or swim" approach is that arguments will stop, but your child's schoolwork may temporarily worsen. Your child may throw caution to the wind to see if you really mean what you have said. This period of doing nothing but waiting for your child to find his or her own reason for doing well in school may be very

agonizing. However, children need to learn from their mistakes. If you can avoid "rescuing" your child, his/her grades will show a dramatic upsurge in anywhere from 2 to 9 months. This planned withdrawal of parental pressure is best done in the early grades, when marks are of minimal importance but the development of the child's own personal reason for teaming is critical.

2. Avoid reminders about schoolwork.

Repeatedly reminding your child about schoolwork promotes rebellion. So do criticizing, lecturing, threatening your child. Pressure is different from parental interest and encouragement. If pressure works at all, it works only temporarily. We can never force children to learn or to be productive. Learning is a process of self-fulfillment. It is an area that belongs to the child and one that we as parents should try to stay out of, despite our yearnings for our children's success.

3. Coordinate your plan with your child's teacher.

Schedule a parent-teacher conference. Discuss your views on schoolwork and homework responsibility. Tell your child's teacher you want your child to be responsible to the teacher for homework. Clarify that you would prefer not to check or correct the work, because this has not been helpful in the past. Tell them you want to be supportive of the school and could do this best if the teacher sent home a brief, weekly progress report. If the teacher thinks your youngster needs extra help, encourage her to suggest a tutoring program. In middle school, peer tutoring is often a powerful motivator.

4. Limit TV until schoolwork improves.

While you can't make your child study, you can increase the potential study time. Eliminate all TV and video game time on school nights. Explain to your child that these privileges will be reinstated after the teacher's weekly report confirms that all homework was handed in and the overall quality of work (or grades) are improving. Explain that you are doing this to help him or her better structure his or her time

5. Consider adding incentives for improved school work.

Most children respond better to incentives than disincentives. Ask your youngster what he or she thinks would help. Some good incentives are taking your child to a favorite restaurant, amusement park, video-arcade, sports event, or the movies. Sometimes earning "spending money" by working hard on studies will interest your child. The payments can be made weekly based on the teacher's progress reports. A's, B's and C's can receive a different cash value. What your child buys with this money should be his business (for example, music and toys). Rewarding hard work is how the adult marketplace works.

6. Consider removing other privileges for fall-off in school work.

You have already eliminated school-night TV viewing because it obviously interferes with studying. If the school reports continue to be poor, you may need to eliminate all TV and video games.

Other privileges that may need to be temporarily limited should be those that matter to your child (for example, telephone, bike, outside play, or visiting friends). If your teenager drives a car, this privilege may need to be curtailed until his grades are at least a 3-point (B) average. For youngsters who have fallen behind in their work, grounding (that is, no peer contact) for 1 to 2 weeks may be required until they catch up. Avoid severe punishment, however, because it will leave your youngster angry and resentful. Canceling something important (like membership in Scouts or an athletic team) or taking away something they care about (like a pet) because of poor marks is unfair and ineffective. Being part of a team is also good for motivation.

CALL YOUR CHILD'S TEACHER FOR A CONFERENCE IF:

- Your child's schoolwork and grades do not improve within 2 months.
- Homework is still an issue between you and your child after 2 months.
- You think your child has a learning problem that makes school difficult.

CALL YOUR CHILD'S PHYSICIAN IF:

- You think your child is preoccupied with some stresses in his life.
- You think your child is depressed.
- You have other questions or concerns.

NOTE: If these attempts to motivate your child fail, he may need an evaluation by a child psychologist or psychiatrist.

Written by B.D. Schmitt, MD, *Your Child's Health*, (Bantam Books)
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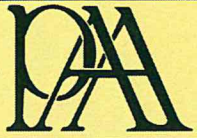
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BOOK

Suggested Ages

BOOKS FOR CHILDREN

- BEFORE YOU WERE BORN;** by Margaret Sheffield; *Knopf, 1983* 3-6
- DID THE SUN SHINE BEFORE YOU WERE BORN? A SEX EDUCATION PRIMER;** Sol and Judith Gordon; *Ed-U Press, 1986* 3-7
- A KID'S FIRST BOOK ABOUT SEX;** by Joani Blank and Marcia Quackenbush; *Yes Press, 1983* 3-7
- WHERE DO BABIES COME FROM?;** by Margaret Sheffield; *Knopf, 1989* 3-7
- SEE HOW YOU GROW;** by Dr. Patricia Pearse; *Barron's Juveniles, 1988* 3-8
- GROWING UP FEELING GOOD: A CHILD'S INTRODUCTION TO SEXUALITY;**
by Stephanie Waxman; *Panjandrum Books, 1979* 4-7
- STRAIGHT TALK: SEXUALITY EDUCATION FOR PARENTS AND KIDS 4-7;**
by Marilyn Ratner and Susan Chamlin; *Planned Parenthood of Westchester Inc., 1987* 4-7
- HOW BABIES ARE MADE;** by Andrew Andry and Steven Schepp; *Time-Life Books, 1968* 4-8
- LEARNING ABOUT SEX: A GUIDE FOR CHILDREN AND THEIR PARENTS;**
by Jennifer Aho and John Petras; *Holt, Rinehart, Winston, 1978* 4-8
- MOMMY, DADDY, WHERE DO BABIES COME FROM?** by Grace Ayad and Richard Panzer, Benny Andersson (illustrator);
Center for Educational Media, 1997 (ISBN: 1888933046) 4-8
- EL MARAVILLOSO MUNDO DEL AMOR VERDADERO (Mommy, Daddy, Where Do Babies Come From?);**
by Graciela Ayad, Richard Panzer, Benny Andersson (illustrator); *Center for Educational Media, 1997 Spanish (ISBN: 1888933089)* 4-8
- MOMMY LAID AN EGG! OR WHERE DO BABIES COME FROM?;** by Babette Cole; *Chronicle Books, 1996 (ISBN: 0811813193)* 4-8
- WHERE DO BABIES COME FROM?;** by Susan Meredith and Susan Mayes; *E D C Publications, 1992 (ISBN: 074600690X)* 4-8
- WHERE DO BABIES COME FROM?;** by Margaret Sheffield; *Alfred A. Knopf, 1987* 4-8
- WHERE DO BABIES COME FROM?; FOR AGES 6 TO 8 AND PARENTS;** by Ruth S. Hummel; rev. ed.;
Concordia Pub. House, 1998 (ISBN: 0570035635) 6-8
- WHERE DID I COME FROM?;** by Peter Mayle; *Lyle Stuart, 1973* 7-10
- ASKING ABOUT SEX AND GROWING UP;** by Joanna Cole; *Morrow, 1988* 8-11
- KIDS FIRST BOOK ABOUT SEX;** by Joani Blank, Marcia Quackenbush (illustrator); *Down There Press, 1993 (ISBN: 0940208075)* All Ages

BOOKS FOR PRETEENS AND TEENS

- FACTS ABOUT SEX FOR TODAY'S YOUTH;** by Sol Gordon; *Prometheus Books, 1992 (ISBN: 087975771X)* All Ages
- DR. RUTH TALKS TO KIDS: WHERE YOU CAME FROM, HOW YOUR BODY CHANGES, AND WHAT SEX IS ALL ABOUT;**
by Ruth K. Westheimer, M.D.; *Aladdin Paperbacks, 1998 (ISBN: 0689820410)* 9-12
- THE PRETEEN'S FIRST BOOK ABOUT LOVE, SEX, AND AIDS;** by Michelle Harrison; *American Psychiatric Press, 1995* 9-12
- GETTING YOUR PERIOD: A BOOK ABOUT MENSTRUATION;** by Jean Marzollo;
Dial Books, 1989 (FHL call number: GG 700 M393g 1989) 10+
- WHAT'S HAPPENING TO ME? THE ANSWERS TO SOME OF THE WORLD'S MOST EMBARRASSING QUESTIONS;**
by Peter Mayle; *Stuart, 1997* 10+
- GROWING AND CHANGING: A HANDBOOK FOR PRETEENS;** by Kathy McCoy and Charles Wibbelsman; *Putnam, 1986* 10-12
- LOVE AND SEX IN PLAIN LANGUAGE;** by Eric Johnson; *Lippincott, 1973* 10-12

PERIOD ; by JoAnn Gardner-Loulan, Bonnie Lopez and Marian Quackenbush; <i>Volcano Press, 1981</i>	10-12
WHAT'S HAPPENING TO ME? ; by Peter Mayle; <i>Lyle Stuart, 1980</i>	10-12
THE WHAT'S HAPPENING TO MY BODY? BOOK FOR BOYS ; by Lynda Madras; <i>New Market Press, 1987</i>	10-16
THE WHAT'S HAPPENING TO MY BODY? BOOK FOR GIRLS ; by Lynda Madras; <i>New Market Press, 1987</i>	10-16
A YOUNG MAN'S GUIDE TO SEX ; by Jay Gale; <i>The Body Press, 1988</i>	11-16
A YOUNG WOMAN'S GUIDE TO SEX ; by Jacqueline Voss and Jay Gale; <i>The Body Press, 1988</i>	11-16
GROWING UP: ADOLESCENCE, BODY CHANGES AND SEX ; by Susan Meredith; <i>Usbourne, 1985</i>	12-16
CHANGING BODIES, CHANGING LIVES ; by Ruth Bell; <i>Vintage, 1988</i>	13+
LEARNING ABOUT SEX: THE CONTEMPORARY GUIDE FOR YOUNG ADULTS ; by Gary Kelly; <i>Barron's, 1986</i>	13+
CHANGING BODIES, CHANGING LIVES: A BOOK FOR TEENS ON SEX AND RELATIONSHIPS ; by Ruth Bell; <i>rev ed.; Vintage Books, 1988 (ISBN: 0394755413)</i>	Teen
IT'S PERFECTLY NORMAL: CHANGING BODIES, GROWING UP, SEX, AND SEXUAL HEALTH ; by Robie H. Harris; <i>Candlewick Press, 1996 (ISBN: 1564021599)</i>	Teen
LIKE IT IS: A TEEN SEX GUIDE ; by E. James Lieberman; <i>McFarland, 1998 (ISBN: 0786405260)</i>	Teen
THE PRETEEN'S FIRST BOOK ABOUT LOVE, SEX, AND AIDS ; by Michelle Harrison; <i>American Psychiatric Press, 1995 (ISBN: 0880486988)</i>	Teen
SEX AND SENSE: A CONTEMPORARY GUIDE FOR TEENAGERS ; by Gary F. Kelly; <i>Barron's Juveniles, 1993 (ISBN: 0812014464)</i>	Teen

BOOKS FOR ADULTS

ALL ABOUT SEX: A FAMILY RESOURCE ON SEX AND SEXUALITY ; edited by Ronald Filiberti Moglia and Jon Knowles; <i>Planned Parenthood & Crown Pub., 1997 (ISBN: 0609801465)</i>	Adult
BEYOND THE BIRDS AND THE BEES: FOSTERING YOUR CHILD'S HEALTHY SEXUAL DEVELOPMENT ; by Beverly Engel; <i>Pocket Books, 1997 (ISBN: 0671535706)</i>	Adult
CHILDHOOD SEXUALITY: A GUIDE FOR PARENTS ; Gail Ryan; <i>Kempe Children's Center, 1994 (normal sexual development and how to tell when sexual behavior is a problem)</i>	Adult
HOW TO TALK TO YOUR CHILD ABOUT SEX: IT'S BEST TO START EARLY, BUT IT'S NEVER TOO LATE - A STEP-BY-STEP GUIDE FOR EVERY AGE ; by Linda Eyre and Richard M. Eyre; <i>Golden Books Pub. Co., 1998 (ISBN: 0307440729)</i>	Adult
HOW TO TALK WITH YOUR CHILDREN ABOUT SEXUALITY: A PARENTS GUIDE ; by Planned Parenthood; <i>Doubleday and Co., 1986</i>	Adult
KEYS TO YOUR CHILD'S HEALTHY SEXUALITY ; by Chrystal De Freitas; <i>Barron's Educational Series, 1998 (ISBN: 0764102982)</i>	Adult
SEX IS MORE THAN A PLUMBING LESSON: A PARENTS' GUIDE TO SEXUALITY EDUCATION FOR INFANTS THROUGH THE TEEN YEARS ; by Patty Stark; <i>Preston Hollow Enterprises, 1990 (ISBN: 0962946303)</i>	Adult
SEX IS NOT A FOUR-LETTER WORD! TALKING SEX WITH YOUR CHILDREN MADE EASIER ; by Patricia M. Miller; <i>Crossroad, 1994</i>	Adult
SEXUAL DEVELOPMENT OF YOUNG CHILDREN ; by Virginia Lively and Edwin Lively; <i>Delmar Publ., 1991 (ISBN: 0827341989)</i>	Adult
STRAIGHT TALK: SEXUALITY EDUCATION FOR PARENTS AND KIDS 4-7 ; by Marilyn Ratner and Susan Chamlin; <i>Penguin, 1987</i>	Adult
TALKING WITH YOUR CHILD ABOUT SEX ; by Mary Steichen Calderone and James W. Ramey; <i>Ballantine Books, 1994 (ISBN: 0345313798)</i>	Adult



Healthy Choices for Kids

A heart healthy diet combined with regular exercise has been shown to improve high cholesterol in children and teens. Encourage your child and offer positive reinforcement. Set an example for them by following the same diet and exercise guidelines as a family. Not only will these changes improve their health and help to prevent obesity, but if carried into adult life, could decrease their risk of heart disease.

What should I feed my child to provide a heart healthy diet?

- Emphasize foods from 5 areas: fruit, vegetables, whole grains such as cereals and breads, beans and fish. If meat is served, try lean meat like skinless chicken breasts.
- Choose low-fat dairy products such as skim milk or low-fat yogurt.
- Avoid fats in cooking. Do not fry food, but grill or bake instead.
- Eliminate the intake of soft drinks and juices. These provide mainly empty calories and little or no nutrients. Diet sodas should be avoided as well.
- Instead of butter, use liquid or tub butters as they are lower in saturated fat.
- Avoid trans-fats. These are a type of saturated fat found in cookies, crackers, baked goods and hard butters. Trans-fat content is listed on food labels.
- Switch your child's snacks away from cookies and crackers to fruits, raw vegetables (if appropriate for age & not a choking hazard) and plain unsalted popcorn or pretzels.
- Pack a healthy lunch for your child to take to school.
- Help your child to choose lower fat versions or chips or pretzels from vending machines or eliminate them completely. Avoid using soda machines.
- Use breakfast time to choose high-fiber foods such as fruits, cereal (with skim or 1% milk), and whole-grain breads for toast.
- Kids will have trouble denying certain foods at parties, school events and outings. Help your child understand that these foods can still be a part of their diet occasionally when balanced with other healthy foods the same day and the rest of the week.
- Foods such as fruits, vegetables, oatmeal, legumes and multi-grain cereals provide fiber which not only helps to lower cholesterol levels, but decrease the chances of developing obesity, heart disease and diabetes.
- Avoid processed, pre-packaged foods such as lunch meats, hot dogs and canned soups. These foods contain high levels of sodium and put your child at greater risk of developing elevated cholesterol levels as well as elevated blood pressure. Decrease sodium by using lean meats, poultry and fish, preparing homemade soups and chili, remove salt from your table and have fruit, vegetables and nuts easily available.

How do I get my child to exercise?

- All children need physical activity every day. This doesn't have to be called "exercise" but call it play or activity. Talk about how the entire family is going to be active every day in order to be as healthy as possible.
- Encourage your child and family to set a goal of doing some type of "exercise" activity each day. This can be walking, jumping rope, taking a hike, playing ball in the yard, going to the park, swimming, playing tag, a walk at the mall, doing housework, dancing, Wii games that require movement.
- Get your child involved in a sport. This not only promotes exercise and health, but can improve self esteem, build friendships, teach teamwork, relieve stress and can last for decades.
- Let your child choose some activities that they think will be fun and provide them things to play with such as balls, jump ropes, etc.
- Limit screen time to 1-2 hours a day. This includes television, computer & video games.
- Lobby for recess activities and physical education classes in your child's school.

Cholesterol in Children

What is cholesterol?

The body produces cholesterol in the liver and makes what is needed. Additional cholesterol is added from foods such as egg yolks, red meats and dairy products that are not fat free.

A certain amount of cholesterol is important for a child's body to function. Too much cholesterol in the blood can build up in the walls of the coronary artery feeding blood to the heart muscle. This build up can cause a blockage and eventually heart disease or a heart attack.

What should my child's cholesterol level be?

For children 2-19 years of age:

Less than 170 = acceptable

170-199 = borderline (may require moderate changes to diet)

200 or greater = High (changes in diet and possible drug treatment)

3 Factors Linked to Elevated Cholesterol

1. Heredity – family history of elevated cholesterol
2. Diet – a diet high in fat
3. Obesity

How do you treat elevated cholesterol in children?

- Discuss the facts about cholesterol in an age-appropriate manner. Emphasize that the goal is for everyone in the family to be as healthy as possible.
- Plan family meals and monitor what your child eats.
- Plan family activities that involve exercise. Adults should get 45 minutes of moderate-intensity activity a day; Children should get 60 minutes of vigorous play/activity a day.

How can I help my child lower or maintain a healthy cholesterol level?

The best way to achieve and maintain a healthy cholesterol level is through heart healthy eating and exercise.

- Children younger than age 2 should not be restricted from foods containing cholesterol. Their rapid growth and development require high-energy food intake.
- Children 2-10 years of age should gradually adopt a diet that contains no less than 20% and no more than 30% of calories from fat and should eat no more than 300mg of cholesterol a day.