

Investigation and Analysis of Sex Education in Junior High Schools in China

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Abstract. Sex education is a sensitive topic in Chinese culture that parents don't like to mention, and schools don't want to teach. However, as society develops, teen pregnancy, juvenile sexual offending, and the widespread of STI, all turn on the red warning light for attention to sex education. There are limited Chinese studies on this topic. Some of them lack data proof on the delay of sex education, and some of them lack practical suggestions for the future. Consequently, this study will use questionnaires and interviews based on Qiushi Middle School to collect original data and analyses data to prove if the delay is existing in Chinese sex education. The study finds out that sex education delays for girls obviously from physiology and psychology, and sex education delays for boys insignificantly, as boys' physiological maturity is two years later than girls' that is at junior high school. However, boys' psychological awareness of sex still begins at elementary school. Therefore, designing the sex education curriculum separately for girls and boys is strongly recommended. For decreasing juvenile sexual offending, teen pregnancy and the spreading of STI, a continuous curriculum from daycare to university is suggested to design. Last but not least, only the cooperation of government, society, families and schools will bring healthier, scientific and complete sex education for children.

Keywords: Sex education, Adolescence, Early sexual maturity, Juvenile sexual offending.

1. Introduction

In recent years, more and more junior high school students have their adolescence earlier than before. Especially girls, many of them will have their menses during elementary school, but the Chinese sex education arrangement has not changed for 20 years. It is still one of the chapters of biology from Grade 8, or in the last semester of Grade 7 which does not make a big difference. On one hand, society has developed fast and the TV, movies and even advertisements they watch all contain a lot of inappropriate information about sex. In 20 centuries, 83% of the top 20 shows with teen audiences contained sexual content [1]. In addition, the diet they have is totally different from 20 years before which is more nutritious and contains more hormones. On the other hand, the curriculum is still like it was 20 years before. This delay would cause more social issues that could not be ignored. The raising of early pregnancy, the earlier trend of juvenile sexual offending and the increase of STI may all have a connection with the delay of sex education.

Curriculum from American Government begins to teach sex education at the age of seven [1]. In China, as the culture is more traditional and the influence of Man's society is stronger, the delay in sex education is more obvious.

There are a few Chinese experts who have studied on this area: such as "Sex culture, sex education and juvenile sexual offending", and "The influence of sex education lack on juvenile delinquency and its count measure study" [2]. Firstly, misunderstanding the western sex culture is one of the problems in those studies. Being open-minded doesn't mean giving all the freedom to sex. On the contrary, in some western countries, sex education is already a widely supported component of the elementary and secondary academic curriculum, which Chinese educators should learn from [3]. Secondly, there are far from enough suggestions for the Chinese government and schools, the recommendations are not either enough or practical. Only focusing on the problem, itself is not effective to change the present situation, and the study needs to give more meaningful suggestions. Thirdly, those studies have not proved either the lack or the delay of sex education in China, and research can't base on assumptions. Consequently, this study will use both questionnaires and interviews to prove if the

delay of sex education is existing in Chinese junior high schools, not only from the girls' angle, but also from boys. Qiushi Middle School in Henan (a private school) is the school that has been chosen for the questionnaire part. Interviews with their teacher and students were used to explain some of the questionnaire results. Why did they answer in those ways? And why did the boys have different answers from the girls? In the end, this study will give more pragmatic suggestions based on the worldwide angle that may change the future of Chinese sex education.

2. Method

2.1. Questionnaire

2.1.1 Participants

There is no specific sex education course in China. Instead, it is one chapter of biology in Grade 8. However, the students start to face sexual maturity problems when they are in elementary school (elementary school is from Grades 1-6 in the Chinese educational system). In consideration of the age of the elementary school students is still young, 100 students from Grade 7 were chosen. As Grade 7 is the starting grade of junior high school in China and has not been given to the sex education course. The 100 samples include 50% boys and 50% girls, and ages between 12 to 13 ($M=12.76$). The reason for that 50%+50% design is also for seeing if gender will be a control variable to the result. Maybe boys have different answers from girls on this "delay" on account of the differences in their physiology and psychology. 100 students were divided into two separate classrooms by gender. Each classroom is for 50 students, and boys and girls are separated for their privacy.

2.1.2 Questionnaire design

To avoid the embarrassment of some sensitive words such as "menses" or "spermatorrhea", the questionnaire was designed for boy's version and girl's version when the questions are distributed reciprocally, which means except for the sensitive words, question 1 in girls' questionnaire is the same as the question 1 from the boys. The questionnaire (see Appendix) is reworked based on the questionnaire from the internet. The context is designed as four steps about adolescent knowledge: 1: what do they know; 2: how do they know; 3: how do they feel; 4: what do they expect. Questions 1 and 2 were designed to test what the students know. Question 3 was designed for getting the channels those who collect the sex knowledge from, as this may be one of the main reasons causes the raise of juvenile sex offending and the younger-age trend of offenders. As from a survey on sex to the juvenile in Nanjing, China, 70% of their knowledge is from the website and blue film, 20% is from books and magazines, and only 10% is from parents [2]. That ignorance, initial desire and curiosity are all easy to cause juvenile crime. Besides, the behaviors of misusing the internet and spreading the video among peers are also dangerous to offend the law. Whoever spreads pornographic materials through chat rooms, forums, instant messaging software or E-mail shall be convicted and punished for the Crime of Spreading Pornographic materials of the criminal Law [4]. Consequently, answers D and H were designed for testing those. Questions 4 and 7 were designed to find out what they feel about the knowledge they have gotten, and Question 5 was designed to verify if they really have the basic knowledge of sex education, or if they thought they have. Question 6 was very important to help the author find out when they reach sexual maturity and Question 8 and 9 were designed to get their attitudes toward adolescence.

Through these questions, it is easy to find out if the delay in sex education is existing in boys and girls.

2.2. Interview

2.2.1 Student's interview

After the survey, for getting more detailed information, Boy Z and Girl Y who had mostly common answers as the group were chosen to help the author by explaining background stories and reasons

for their answers. Choosing representatives from each gender is for getting balanceable answers and different voices from each gender.

2.2.2 Teacher's interview

The biology teacher Li Xue from Qiushi Middle School is another interviewer. The questions for her were: 1: "What is the time arrangement for this adolescence chapter? Will the teacher cut down the time?"; 2: "What are the teachers' attitudes to sex education?"; 3: "Do we separate the boys and girls when we give adolescence courses?"; 4: "In your opinion, is the course delayed or is the content completed for Grade 8 students?"; 5: "How much did the students know about sex before your adolescence class?"; 6: "How did you design that class for students?"

2.3. Assumptions

In this research, considering boys and girls have different ages for adolescence, it is going to have two assumptions on the delay of sex education in Chinese Junior high schools.

Assumption 1: Sex education is delayed in girls in Chinese junior high schools.

Assumption 2: Sex education is delayed in boys in Chinese junior high schools.

3. Result

For getting more layers of information from the final data, the analysis is divided into two steps. The first step is to find out: What are the answers for the 100 students as a whole group? And why? The second step is to find out: What are the differences between boys and girls? And why?

3.1. Overall Results

Table 1 shows the overall result. On the left vertical row, 9 questions are listed. On the horizontal row, it lays out the percentages of students' choice for each answer from A-D. As question 3 has multiple choices from A-H, it occupied two rows to present.

Table 1. Survey Results on Adolescent Sexual Knowledge for Junior High School Students

Question	A	B	C	D
1. Do you know anything about adolescent sexual knowledge?	9%	27%	57%	7%
2. Have you received the systematic sex education course yet?	27%	73%		
3. Main ways to learn about adolescent sexual knowledge?	A	B	C	D
	23%	32%	52%	35%
	E	F	G	H
	28%	22%	10%	24%
4. When do you expect to receive sex education?	2%	21%	70%	7%
5. What physiological phenomena represent the maturation of reproductive organs when puberty starts?	50%	22%	7%	21%
6. When did you have the first spermatorrhea/ menses?	33%	16%	47%	4%
7. Do you think you can face the first spermatorrhea/ menses independently?	16%	30%	46%	8%
8. Do you think you can handle adolescence well?	34%	60%	6%	
9. What would you feel if you were around someone who was reaching sexual maturity earlier?	89%	3%	8%	

Of these 100 participants, 64% of them think they just know "a little bit" or "not at all" of the adolescence-relevant sex knowledge, and 73% of them signify that they have not received a systemic sex education curriculum, which is just the assumed answer when the question was designed. The ones who answer "Yes" may have confusion about the "curriculum" and non-scheduled "theme lecture" that was given occasionally in some private schools. For testing if they really get enough

knowledge on sexual knowledge, a basic knowledge of adolescence was asked, however, 50% of them answered it wrong. Meanwhile, 67% of them already have their menses and spermatorrhea when the survey was given. But 54% of them still think they have little knowledge or even have none to face their menses and spermatorrhea by their own.

Obviously, the “delay” is there. After finding the “delay”, question 3 is seeking their solutions to fill up that “delay”. 52% of them usually get sex-associated knowledge from books and magazines, while 35% of them prefer to learn from websites and videos. Based on the data shown from Bureau of Labor, Tianjin Province, 2002: the youngest sexual offender was only 14, and he was charged with a felony as a result of watching blue videos at early age [5]. So, if both teachers and parents feel embarrassed to teach, the main way for teenagers to get the knowledge is by learning by themselves, it will be very harmful to children and society.

3.2. Comparison Between Boys and Girls

For making the table clearer in a visual sense, Figure 1 sets the girls’ highest percentage of answers for each question as the references, and compares with the boys’ percentages on the same answer to see the general trend of their similarities and differences. As question 3 has multiple choices from A to H, the answers are spreading widely, so it is not included in Figure 1.

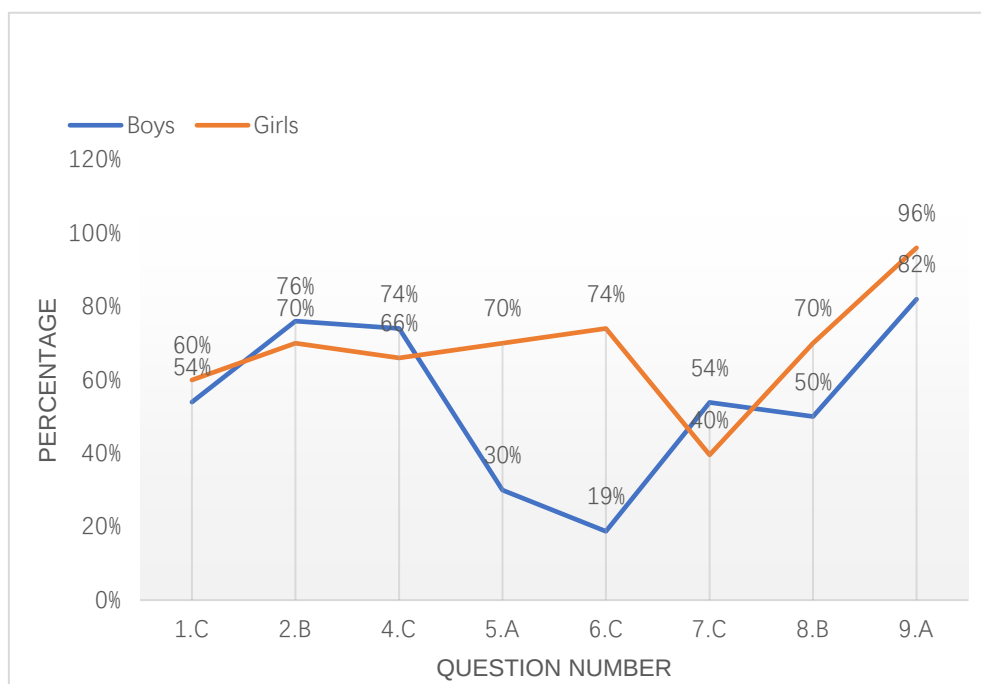


Figure 1. Comparison between boys and girls

Based on the highest Percentage of Girls’ Answers

(Photo credit: original)

Through Figure 1, it is easy to find out that there are many differences between girls and boys. Specially to questions 5 and 6, there are many differences, which may be due to the 2 years earlier of a girl’s sexual maturity compared with boys.

Table 2 shows the comparisons of detailed date between boys and girls on adolescent sexual knowledge for junior high school.

Table 2. Comparison Between Boys and Girls on Adolescent Sexual Knowledge for Junior High School Students

Question	A		B		C		D	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Do you know anything about adolescent sexual knowledge?	16%	2%	18%	36%	54%	60%	12%	2%
2. Have you received the systematic sex education course yet?	24%	30%	76%	70%				
3. Main ways to learn about adolescent sexual knowledge?	A		B		C		D	
	40%	22%	42%	78%	26%	38%	32%	36%
	E		F		G		H	
	20%	24%	20%	16%	4%	2%	46%	46%
4. When do you expect to receive sex education?	4%	0%	12%	30%	74%	66%	10%	4%
5. What physiological phenomena represent the maturation of reproductive organs when puberty starts?	30%	70%	28%	16%	12%	2%	30%	12%
6. When did you have the first spermatorrhea/ menses?	63%	4%	17%	16%	19%	74%	1%	6%
7. Do you think you can face the first spermatorrhea / menses independently?	13%	19%	18%	40%	54%	40%	15%	1%
8. Do you think you can handle the adolescence well?	40%	28%	50%	70%	10%	2%		
9. What would you do if you were around someone who was reaching sexual maturity earlier?	82%	96%	2%	4%	16%	0%		

In Table 2, detailed data between boys and girls are showed clearly. When it goes to the knowledge that they have held for adolescent sexual knowledge such as Question 1 and Question 8, more boys chose “very well” than girls, which are 16% to 2% and 40% to 28%. However, when the author goes to test their knowledge from question 5, 70% of boys chose the wrong answers, while 70% of the girls were right. One of the possibilities that may cause by the knowledge that the boys thought they have gotten is not the adolescent sex knowledge they are expected to get. Question 3 indicates that the top 4 channels for boys to get sex knowledge are: 1, peers (46%) 2, parents (42%) 3, TV and broadcast (40%) 4, internet and video (32%); in the meantime, girls’ top 4 are: 1, parents (78%) 2, peers (46%) 3, books and magazine (38%) 4, video and internet (36%). The similarity between the two groups is “peers”, as 46% share sex-related information with peers no matter boys or girls. As during the adolescence time, peer relationships become more important than parents for the first time [6]. On the other hand, girls’ top 1 channel is parents, as question 6 told people 96% of the girls have already had their menses, while 63% of boys haven’t had the experience of spermatorrhea. So girl’s information from parents may be passively given after the girls’ first-time menses. And the content may be also limited based on menses or self-protection. As from question 7, 40% of girls still don’t feel confident to face their menses on their own. It is not hard to understand. CLAFH revealed that 57% of parents either feel only slightly comfortable or uncomfortable talking to their children about sex and sexual health [7]. In the interview with Girl Y who is a participant in our survey, she explained: “My first Menses happened in Grade 5, the first person I chose to tell to was my best friend, as it was scary and strange to tell my mum about that. They usually kept talking about their experiences which we don’t think to match our lives. We’d rather seek the answers by ourselves.”

30% of the girls expect the sex education course can be in elementary school which is the period that 80% of the girls have their first-time menses. In the meantime, 74% of boys think junior high school is the time to give the adolescent course. When the author interviewed boy Z about why he chose the “junior high school”, he said: “I believed the school’s choice is always reasonable and right”, which may cause by functional fixedness. The answer may be also due to the two years later sexual maturity than girls. The author continually asked, “Are you expecting that chapter in the biology book?” Boy Z answered: “Expect it on the emotional side, but not expect the content. As we often discuss it with peers from Grade 8, the teacher only teaches us what we have known, instead of what we want to know.” However, the teacher Li Xue has different opinions on that. She said: “They thought they knew a lot, actually they even didn’t know the details of their physiological structures.” When the author asked Girl Y why she started her adolescence at Grade 5, but still chose to have sex education at junior high school. She answered: “Sex is an embarrassing topic, right? We’d rather to learn by ourselves.” The author continually explained: “Do you know sex education includes wild topics such as gender difference, human development, relationships, communication and decision making [3]?” She shook her head with a face of amazement.

4. Discussion

4.1. Delay of Sex Education on Girls and Boys

The delay of sex education on girls in Chinese junior high schools is obvious, not only from the girls’ physiological “needs” but also the psychological “needs”. The development of society, the improved life condition, the diet change of the children, and too much hormone absorbed, eventually lead to two or more years earlier children’s sexual maturity. American girls start adolescence around eight to eleven [8]. Consequently, sex education for girls should be arranged earlier than before. Assumption 1 holds.

The delay of Sex education on boys in Chinese junior high schools is not distinct. As most boys are still reaching their sexual maturity (spermatorrhea) in junior high school and think junior high school is the best time to have sex education.

But significantly both boys and girls have an earlier trend to begin their adolescence. American boys’ average age of adolescence is ten. Compared with 20 years ago, it is two years earlier [9]. In China, the age may have a few years later than America, but still is earlier than before as society develops. Compared with girls’ “needs”, most boys’ early awareness of sex topics is their “wants”, which comes from their curiosity mostly caused by their peers and environments. However, this could not be ignored. “Curiosity” may lead to a younger trend and a raising rate of juvenile sexual offending. So, Assumption 2 partly holds.

4.2. Social Problems

The present state of Chinese sex education is: both schools and parents don’t take enough responsibility for sex education and children have to learn on their own. That is harmful and dangerous to children, families and the whole of society. Firstly, 750,000 girls will get pregnant in the US every year, and 3/10 girls in the US will get pregnant before 20 years old [1,3]. Secondly, lacking sex education is the main reason for juvenile sexual offending, due to the psychological block and weak legal concept [2]. Ignorance of the Law may cause big issues for teenagers, such as spreading blue films, or juvenile sexual offending. 20% of all serious sexual crimes are committed by juveniles [10]. Many countries’ Juvenile Justice Law considers criminal liability from age 14, and juvenile sexual offending constitutes about 7% of the annual rate of a sexual offense, 5% to 24% from European, 11% to 19% from international rates [11-15]. Thirdly, the raising rate of STI among teenagers is also threatening their lives. Many people think HIV is far away from them. But if people don’t deal with the thing that is important but not urgent, one day it will become an important and urgent thing to pay back to them. The more sex education has been ignored, the more dangerous it would be. During adolescence, children experience many hormonal and physical changes, and

without proper education and instruction, they may not understand completely [3]. So giving more effort to sex education, will help to reduce those social problems. It will not only benefit children but also benefit the whole society.

4.3. Suggestion

4.3.1 Design the sex education curriculum differently for boys and girls

Through the research, the author finds out that there are many differences between boys and girls in adolescence, not only in sexual maturity timing but also in physical and psychological phenomena. Boys' adolescence is around two years later than girls, but that does not mean their sex education can be two years later than girls. As the research reveals that girls' sexual knowledge is a "need" after their adolescence arrives, but to boys, the knowledge is "wanted" due to their curiousness influenced by their peers and environments. Boy Z said: "My first video about sex was given by my peer who already has spermatorrhea in Grade 5. Actually, I felt uncomfortable after watching that, but on the other hand, I knew that it was not follow the group if I refused to watch that." Obviously, to girls what they "need" is to teach them such as reproduction or self-protecting when most of them have menses. Instead, boys associated rules of laws and moralities should be taught to avoid their ignorance which will cause illegal issues in the future. Besides, the biology teacher Li Xue said: "The boys and girls in the same classroom always interfere with the teacher to give some sensitive knowledge." Therefore, to human nature, the classrooms need to be separated as well.

As boys and girls have different development curves of sexual maturity, and different development curves on the physical and psychological phenomenon, consequently the schedules and contents of sex education should have their own rhythms for boys and girls.

4.3.2 Design the sex education curriculum consistently

Adolescence is not the best time to start sex education, as it is a sensitive time for gender differences. How to make sex education as a healthy and scientific topic? And how to make this important life science course benefits students mostly? Designing the curriculum to obey the growth rhythm is very significant.

Many people may ask, will it be harmful to teach sex to kids too early? People who ask that question may still have a narrow understanding of sex education. It does not just discuss sexual activity as critics claim [16]. If schools taught sex to children starting at the age of seven, it could highly change the way that sex is having a negative impact on our world [1]. If schools taught sex to children starting at the age of seven [1] such as gender differences or privacy parts, will they feel embarrassed the same as teenagers? So, the curriculum of sex education should cover daycare, and elementary school to university. It is long-term life science.

(1) Daycare and elementary school

In China, one minor in ten is sexually harassed [17]. Offenders won't wait for children to be taught sexual protection. So, kids should know their privacy parts, gender differences, and sexually harassed protection skills at a younger age. Those will protect their psychology and lives. Besides, at a younger age, kids will look at sex purely from a scientific point of view. This is the best time to sow a seed there for their sex curriculum in the future.

More and more educators, psychologists, and writers all over the world are working on sex education for younger kids. Canadian Psychologist Jillian Roberts designed her APP "The facts of Life" using story-telling ways to help parents in teaching kids how a baby is made, avoiding embarrassing moments from the parents. There is also a Chinese version. Her "just enough" book series also contains some first conversations that can be used in sex education. All those studies could be used as our resources for sex education.

To the senior grades like Grades 5 and 6, the data shows us that are the grade most of the girls and some boys start their menses and spermatorrhea. Schools should have different courses for boys and girls:

For girls, it is better to move some of the topics forward from junior high schools, such as human growth and development, pregnancy, and sexual protection including how to protect themselves from harassment [16]. Those content is even more important than any other course for a first-time menses girl. As it is about life! The main reason that offenders like to choose younger girls is their ignorance and lack of knowledge of sex. For other adolescent issues, if girls were shown the negative aspects of sex, like pregnancy and sexually transmitted diseases, maybe they would not start so early [1].

For boys, Grades 5 and 6 are the period in which they give their first awareness of sex. Some classmates start their adolescence, but most of them will still wait until Grade 7 or 8. Their physiology side is not ready. However, curiosity and group influence are two strong effects on their psychological side. The imbalance of physiology and psychology reminds educators should design the curriculum differently. Inappropriate content may lead them in a negative way and give them more awareness of sexual topics. But it does not mean it can wait until Grades 7 and 8. From the school's view, "It appears a raising rate that teachers meet issues of spreading improper videos among groups by boys in elementary school. They also make fun of classmates by taking their private photos in the dormitory and publishing them on social media. Lack of knowledge of law and morality is the main reason," said teacher Li Xue. So, a curriculum reminds them of the negative potentials of sexual criminal law, and a positive attitude about sexual morality and responsibility is suggested design for them.

(2) High school

In junior high school, it is the boy's right time to get to know the area such as human growth and development, human reproduction, and sexual protection [16]. After this period, boys and girls finally can be in the same rhythm as both have reached their sexual maturity.

Besides the above contents, other content for both boys and girls can be taught, such as sexual anatomy and physiology, sexual orientation, safer sex, sexual attitudes and values [16].

If sexual education was taken more seriously there would be a decrease in issues such as teen pregnancy, sexual assault, and widespread Sexually Transmitted Infections [18].

(3) University

The news said that: "88.23% of university students vote to support the university to set up course of love psychology in China [19]".

For university students, sex and love are more practical life issues, so the course is a vital guide for their real lives. Relationships, sexual behavior, sexual health, and sexual pleasure, communication and decision-making can be considered to include in their curriculum [3].

4.3.3 Responsibility of the government, society, family and school

For changing the present situation of sex education, it needs government support to design the new curriculum and put them at the appropriate time for students. Society needs a healthy and scientific environment to treat sex education. It is a science not against culture but follows life. As parents, they are always the best teachers in children's lives. If a course can make children safer, healthier and have happier lives in the future, why reject it? To schools, school is not a factory, and students are not products. Life should always have priority before the score. Through the interview with teacher Li Xue, it is easy to find out students become more and more open-minded than teachers on this topic. They have hundreds of questions about this life science. School is the most professional one to design the curriculum as they know what students need from physiology and psychology. School-based sex curriculum is strongly recommended design for students which are more efficient and effective.

5. Conclusion

This study used methods of questionnaire and interview based on Qiushi Middle School to prove the delay of sex education in junior high school in China, and got the results from original data. The results showed that the delay in sex education for girls is obvious, and the delay in sex education for boys is not distinct. Because girls "need" to be taught earlier from physiology and psychology, and boys "want" to get the knowledge earlier only on the psychological side. So, designing the curriculum

separately for boys and girls to obey their own life cycles is vital. It is suggested to have sex education consistently from daycare to university following their growth rules and needs.

But the study has some limitations. Firstly, in this study, all 100 samples were chosen from a private school in Henan province, China. The participants are limited. Consequently, region, income and school scores all could be control variables of the study. So, for future studies wider scale of different participants is recommended. Secondly, the interviews are only with one teacher, one boy and one girl, which gives researchers more potential space for more people to involve in future research. Thirdly, in this study, the data was collected from students and teachers by questionnaire and interview, but not included parents, police or communities. Collecting all of those voices together will be closer to the truth.

Sex is a topic that has fallen into a deep sleep for a long time in Chinese culture. The author hopes this study will wake it up and wake people up for Chinese children and children all over the world. Externally, Chinese sex education could get the experiences from western countries who have run in front. Internally, the educators could efficiently design their curriculum by themselves, as it will be the best fit for their students. Government, communities, and parents are all needed to involve in creating a harmonious, healthy and scientific environment for our children in the future.

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Appendix

Survey on Adolescent Sexual Knowledge for Junior High School Students (Boys & Girls)

Class: _____ Grade: _____ Age: _____ Gender: _____

1. Do you know anything about adolescent sexual knowledge?
A. Very well B. Pretty much C. A little bit D. Not really
2. Have you received the systematic sex education course yet?
A. Yes. B. No.
3. What are the main ways you learned about adolescent sexual knowledge? Multiple answers.
A. Radio and television B. Parents
C. Books and magazines D. Video and Internet
E. The courses offered by the school
F. Consultation room, bulletin board and lectures
G. Psychological counseling hotline 12355 H. Classmates and friends
4. When do you expect to receive the sex education?
A. Daycare B. Elementary school C. Junior high school
D. Once someone in the classmate has menstruation/spermatozoa
5. What physiological phenomenon does a boy/girl have that represents the maturity of the reproductive organs when puberty starts?
Boys: A. Presence of spermatozoa B. Shoulders widened and whiskers grew
C. Deeper voice D. No idea

- Girls: A. Menses occurs B. Breasts enlarge and hips become larger
C. Thinner voice and higher pitch D. No idea
6. When did you have your first spermatorrhea/ menses?
A. Not yet B. Grade 7 C. Grade 6 D. Before Grade 5
7. Do you think you can face the first spermatorrhea/ menses independently with the knowledge of physical hygiene you have acquired?
A. Pretty sure B. Sort of sure C. A little bit D. Not at all
8. What do you feel in the adolescence period?
A. I can face it positively and optimistically since I have a good understanding of adolescent knowledge.
B. I can basically manage, but still need some help.
C. I am not ready, and I may be overwhelmed.
9. If you were around someone who was reaching sexual maturity earlier, you would
A. I think this is normal, and there are early and late development.
B. Feel that he or she is different from others and may laugh at him or her.
C. It has nothing to do with me.