

Skills for Healthy Living

Sex and Consequences

Teacher's Guide

Grade Level: 9–12

Curriculum Focus: Health

Lesson Duration: Two–three class periods

Program Description

Not everyone is “doing it.” In fact, statistics show the number of teenagers choosing not be sexually active is on the rise. Meet several teenagers who have decided the risks are too high. Those risks include becoming a parent before you’re done being a child. Teenage parenthood places an immense amount of responsibility on young people who may not be ready for it. Meet teenage parents who are struggling to care for themselves and their children.

Discussion Questions

The Safest Choice

- What are the risks of becoming sexually active?
- What are some strategies for saying “no” if you feel pressured to have sex?

Teen Parents

- What issues do teen parents face?
 - How would you cope with being a teenage parent?
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Lesson Plan

Student Objectives

- Describe the responsibilities of being a parent.
- Explain the specific challenges faced by most teenage parents
- Write a fictional journal from the perspective of a teen parent that highlights the challenges of raising a child and offers possible options for coping.

Materials

- *Sex and Consequences: Teen Parents*
- Computer with Internet access
- Paper and pen, notebook, journal, or diary

Procedures

1. Discuss the issues and unique challenges that teenage parents face.
2. Discuss as a class what roles and responsibilities both the mother and father have in raising children. Be sure to consider the economic, educational, and psychological aspects.
3. Explain to the class that they will be developing fictional journal entries of a “month in the life” of a teen parent. There does not have to be an entry for every day, but there should be at least 14 entries spread out over the month that touch on all aspects of the teen parent’s life. Each student should base the entries on one of three potential scenarios: the baby lives with the teenage mother or father and his/her parents, the teen mother and father live together on their own, or the teen mother or father is trying to raise the baby as a single parent, without family support.
4. Instruct the students to include the financial components of child-rearing and daily living, such as rent, food, utilities, diapers, baby food, doctors’ visits, daycare, etc. Students’ entries should also examine the following:
 - Who will take care of the baby if I want to go to school, work, or get job training?
 - How can I juggle school, work, and parenting and do each task well?
 - What kind of social, emotional, or financial help am I receiving?
 - What community resources are available to help me?
 - What are some parenting issues I never considered before the baby came?

The following web sites have useful information about teen pregnancy and teen parenting. They are good starting points for exploring this topic:

<http://www.teenpregnancy.org/resources/data/genlfact.asp>

<http://www.teenwire.com/infocus/2006/if-20060106p405-parents.php>

http://www.agi-usa.org/pubs/fb_teen_sex.html

<http://www.plannedparenthood.org/pp2/portal/>

<http://www.atcmag.com/v1n4/article5.asp>

http://www.vachss.com/help_text/teen_parents.html

5. Have students read their entries aloud to the class; what issues or challenges did they find that they had not thought about previously?
6. As a class, discuss ways to prevent teen pregnancy, resources that teens can turn to, and what messages they would give to other teens who think raising a baby is “no big deal.”

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

3 points: The student accurately described the responsibilities of being a parent and the specific challenges that are unique to most teen parents, wrote a fictional journal with at least 14 entries that included all of the information requested and accurately portrayed what life might be like for a teen parent.

2 points: The student adequately described the responsibilities of being a parent and the specific challenges that are unique to most teen parents, wrote a fictional journal with at least 14 entries that included most of the information requested and portrayed somewhat accurately what life might be like for a teen parent.

1 point: The student did not describe the responsibilities of being a parent or the specific challenges that are unique to most teen parents, wrote a fictional journal without at least 14 entries that did not include most of the information requested and did not accurately portray what life might be like for a teen parent.

Vocabulary

bonding

Definition: The formation of a close personal relationship (as between a mother and child) especially through frequent or constant association

Context: Early child-parent bonding leads to healthier relationships later in life.

doula

Definition: A person, usually a woman, who is professionally trained to assist women during childbirth, and who may provide support to the family after the baby is born

Context: A doula can teach teen mothers about the importance of pre-natal care and how to take care of the baby after it's born.

postpartum

Definition: The period immediately following childbirth

Context: Getting emotional and practical support during the postpartum period makes a big difference in how well the new mother and baby thrive.

vocational training

Definition: Education that focuses on preparing the student to work in a specific industry or trade

Context: Some teen parents opt for vocational training instead of an academic track as a way to prepare themselves to get a job and support their families.

Standards

National Academy of Sciences

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:

<http://books.nap.edu/html/nses/html/overview.html#content>.

This lesson plan addresses the following national standards:

- Science in Personal and Social Perspectives: Personal and community health

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Self Regulation: Restrains impulsivity
 - Health: Understands the relationship of family health to individual health
 - Health: Knows health risk factors and techniques to manage and reduce those risks
 - Health: Knows how to maintain and promote personal health
 - Health: Knows how to maintain mental and emotional health
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

How To Use the DVD

The DVD starting screen has the following options:

Play Video— This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections, indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. The Safest Choice (16 min.)

More and more teens are deciding not to have sex. Meet several teens who say they're comfortable with their decisions, and learn some strategies for helping you resist an impulsive decision you might later regret.

II. Teen Parents (12 min.)

Being a parent is never easy, but it's especially hard when you're a teenager. Meet several teens who found out firsthand just what it takes to raise a child, finish their education, and maintain a social life, and how outside support can help them to achieve their goals.

Curriculum Units

1. Pressure

Pre-viewing question

Q: What would you do if someone tried to pressure you to have sex?

A: Answers will vary.

Post-viewing question

Q: What are some of the risks associated with sexual activity?

A: Pregnancy, sexually transmitted infections, self-esteem issues, low quality of relationships.

2. Reasons to Say No

Pre-viewing question

Q: How do the media influence attitudes towards sex?

A: Answers will vary.

Post-viewing question

Q: What are some reasons for postponing sexual activity?



A: Answers will vary but might include not doing it just to make someone else happy or to maintain a relationship, waiting to be really sure about your feelings, not confusing lust for love, not doing it because you think it's expected, or because of peer pressure.

3. Forging a Strong Relationship

Pre-viewing question

Q: Can a couple have a strong relationship without a sex?

A: Answers will vary.

Post-viewing question

Q: What are some strategies to help avoid unwanted sexual activities?

A: Answers will vary but may include discussing not having sex with your partner early in the relationship, going out in group situations, being around family and friends to avoid temptation, acting as a role model for younger teens.

4. Vanessa: On Her Own

Pre-viewing question

Q: What are some difficulties teenage parents face?

A: Answers will vary.

Post-viewing question

Q: How can a support group help teen parents get their lives back together?

A: Answers will vary but might mention that groups can offer support for raising a child and learning parenting skills, help find a safe place to live, encourage the teen to finish their education or get a job. Teen parents are also helped by being with others in similar situation and not feeling so alone.

5. The Balancing Act

Pre-viewing question

Q: What are some challenges you face juggling school and outside activities?

A: Answers will vary.

Post-viewing question

Q: What have the teen parents in the video had to deal with that other teens don't even have to think about?

A: Answers will vary but may mention having to get a job to support the baby, trying to spend time with the baby, keeping up grades while trying to care for a baby, not having much of a social life, lack of sleep, and lack of external support.

6. Support for Teen Parents

Pre-viewing question

Q: Why is prenatal care important?

A: Prenatal care helps protect the health of the mother and her unborn child. Babies born without prenatal care are more likely to be underweight, and mothers face a higher chance of complications during pregnancy and delivery.



Post-viewing question

Q: What kinds of support do teenage parents need?

A: Answers will vary but should mention emotional, financial, and educational help, receiving job or vocational training, assistance learning parenting skills, access to a social network and social service programs.