

ACCESSING PREGNANCY AND PARENTING RESOURCES



LESSON INTRODUCTION:

The purpose of this lesson is for students to identify pregnancy options and parenting resources and learn about health enhancing behaviors regarding pregnancy and parenting. The lesson also prompts students to identify and plan how to communicate with a trusted adult about sexuality and pregnancy.



OBJECTIVES:

By the end of 8th grade Students will be able to...

- Identify at least one trusted adult that would help them if they faced an unplanned pregnancy.
- Articulate the level of responsibility required to have a healthy pregnancy and meet the developmental needs of a baby.



STANDARDS:

Wisconsin Standard for Health Education

- Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to access valid health information and products and services to enhance health.

National Sexuality Education Standards

- **PR.8.AI.3** Identify medically accurate sources of pregnancy related information and support including pregnancy options, safe surrender policies and prenatal care.

GRADE: Middle School

LENGTH OF LESSON: 60 min

SEQUENCE: 7



ACTIVITIES:

- 7.1 Community Resources for Pregnancy and Parenting
- 7.2 Parent Panel
- 7.3 Pregnancy Scenarios Worksheet and Assessment



MATERIALS/TECHNOLOGY:

- Lesson 7 Student Worksheet: "Community Resources for Pregnancy"
- Lesson 7 Student Worksheet: "Pregnancy Scenarios"
- Optional Activity: Baby Panel - Bring in a parent and a young baby
- Assessment rubric



Revisit classroom ground rules and the Anonymous Question Box

(5 minutes)

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Remind students that the box will be available throughout the entire Human Growth and Development unit.



Activity 7.1: Community Resources for Pregnancy and Parenting (20 min)

This lesson is intended to help students understand how to access valid information on pregnancy and parenting resources in their community.

For a young person who becomes pregnant, doctor's offices and local family planning clinics can help counsel about options. For young people who become parents, there are resources available to support successful parenting.

Teach students about Safe Surrender, also known as "infant relinquishment," which allows a parent to leave their newborn in a safe place in certain circumstances with certain individuals.¹ Under Wisconsin law, a parent can leave their unharmed newborn child under 72 hours old with a police officer, 911 emergency medical staff person, or hospital staff member without fear of legal consequences. If you do not indicate that you will be back for your child, this is called "Safe Haven" or "Infant Relinquishment." Take a moment to make sure students understand "Safe Surrender" and where in the community someone could take a newborn.

As another resource, teach about trusted adults and ask students to identify a trusted adult with whom they could speak comfortably about issues concerning their sexuality or sexual health. Let students know that today they'll think through who in their life may be a trusted adult. For anyone for whom a family member may not be available as a trusted adult, you can offer other examples, such as the school nurse or a family doctor.

Let students know that now they are going to spend some time thinking through local pregnancy and parenting resources. Have students work in pairs to complete the **Community Resources for Pregnancy Worksheet**. If you have 1:1 technology, encourage students to use their tablets to search for resources. Before they begin, instruct students to note what website they are using to collect information, and remind them of how not all sites provide valid information. Remind students about the following acronym² they can use to assess the validity of health information they find online:

¹ Wisconsin Department of Children and Families website. <https://dcf.wisconsin.gov/cps/safehaven>

² Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

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A - Is it **accurate**?

C - Is it **credible**?

C - Is it **current**?

E - Is it **easy** to use and access?

S - What **situations** is it best used in?

S - Are claims or information **supported** by scientific evidence?

If you are not using technology in class for this lesson, students can also base their answers on what they know from friends or family.

Bring the class back together to go over the answers. Using the discussion questions at the end of the [Community Resources for Pregnancy Worksheet](#), have a general discussion about trusted adults.

From the [Community Resources for Pregnancy Worksheet](#):

Although abstinence and then contraception are the best ways to prevent an unplanned pregnancy, sometimes people make choices that put them in the situation of facing a pregnancy. Thinking about what you would do “if” is important. Having adults in your life that you can trust to help you and have your best interests in mind (parent, family member, school nurse, teacher, faith leader) can help you in many difficult and different situations.

- What types of people did you talk about with your partner?
- What qualities do you look for in a trusted adult that you can go to if you are in trouble or afraid?
- Why might it be better to go to a trusted adult than to a friend?
- If you had a hard time thinking of a trusted adult, what could you do right now to help identify someone?
- For those that have someone in mind, do you have their phone number? How would you contact that person? What is the best method for communicating with this person? What is your preferred method of communication? Would this work best if you needed to talk to a trusted adult about pregnancy options?



Activity 7.1: Community Resources for Pregnancy Worksheet

Student Name(s):

Use technology or your own knowledge to answer the following.

Where in the community can you....

1. Get a free pregnancy test? Hours/Location?
2. Talk to someone about your options if you find out you are pregnant (or got someone pregnant)? Hours/Location?
3. Get prenatal care (a doctor or nurse that specializes in pregnancy and childbirth)?
4. Take classes to prepare for childbirth?
5. What is "safe surrender" and where can you do that?
6. Get infant childcare? How much does it cost?
7. Get help breastfeeding?

My Sexual Health: My Future

8. Get birth control?

Now Discuss: Although abstinence and then prevention are the best ways to prevent an unplanned pregnancy, sometimes people make choices that cause them to increase their chances of becoming pregnant or actually become pregnant. Thinking about what you would do “if” is important. Talk in your pair about who you would talk to. Having adults in your life that you can trust to help you and have your best interests in mind (parent, family member, school nurse, teacher, faith leader) can help you make health-enhancing decisions that are in line with your values.

Who would you talk to if...

1. You had unprotected sex less than 48 hours ago and did not want to become pregnant?

2. If you thought you were pregnant or caused a pregnancy?

3. If you were pregnant and did not want to be.



Activity 7.2: Parent Panel

(15 minutes)

Remind students of what they learned in **Lesson 6** about the level of responsibility involved in having a healthy pregnancy.

Tell students that there will be new parents coming into the classroom. Thinking about all they have learned so far about pregnancy and childbirth, tell them to write down at least two questions they could ask a new parent about pregnancy, childbirth, or parenting.

Ask the parent speaker to be prepared to chat about childbirth, baby sleep patterns, parenting challenges and joys, having support from a partner, friends and family, etc. If the baby is there, demonstrate areas of child development (physical, social-emotional, cognitive). Have the parent discuss or bring along books, toys, and equipment that demonstrate how they are helping the baby develop physically, emotionally, and cognitively.

Allow time to thank and appreciate the guest speakers (parent and child). Give students the opportunity to state some things they learned about childbirth and parenting. If need be, provide them with a sentence starter; "Thanks so much for coming. I learned/heard _____ about having a baby. It made me think/wonder more about _____ related to the developmental needs of a baby."



Activity 7.3: Pregnancy Scenarios Worksheet and Assessment (20 minutes)

Pass out the student **Pregnancy Scenarios Worksheet**. Invite students to work in pairs. Have them read the two scenarios and answer the questions that follow. Let them know they should consider all the information they have learned over the last few lessons on abstinence, pregnancy, pregnancy prevention, and community resources.

Have students put their names on the worksheet and turn them in. If you have time, you can go over some of the responses, discussing each scenario in depth. Consider asking students to suggest conversation starters with a trusted adult for each of the scenarios.

Remind students again about having a plan and a way to get in touch with a trusted adult that can help them if they are ever in a difficult situation. Also remind students there are teachers, counselors and possibly a school nurse that can fulfill that role at school.

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Scenario 2: *Alleeya is 14. Her sister Shannon had a baby last year. Shannon drinks a lot and drank through her entire pregnancy. Baby David was born prematurely, is super fussy and can be hard to care for. Alleeya is usually the one home with David while Shannon and her mom work. Sometimes David will not stop crying. Alleeya is beginning to think that if she is stuck with David, she should have her own baby. She is pretty sure her baby wouldn't be so fussy!*

5. Based on what you know about healthy habits in pregnancy, what may be impacting Baby David's behavior?

6. What community resources might be helpful for Alleeya?

7. What trusted adult could she turn to for help? What could she ask this person?

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Assessment Rubric

Use the following rubric to assess student learning based on the **Community Resources for Pregnancy Worksheet** and **Pregnancy Scenarios Worksheet**:

Student name:			
Learning Outcome	Not Present	Developing	On Target
Identify at least one trusted adult that would help them if they faced an unplanned pregnancy.	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Articulate the level of responsibility required to have a healthy pregnancy and meet the developmental needs of a baby.	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			