

# ACCESSING VALID HEALTH INFORMATION REGARDING PREGNANCY PRODUCTS & SERVICES



## LESSON INTRODUCTION:

The purpose of this lesson is to access medically accurate information and make healthy decisions about prenatal care services, support services, emergency contraception, and pregnancy options.



## OBJECTIVES:

*Students will be able to...*

- Access medically accurate information about prenatal care and pregnancy support services
- Identify community resources for pregnancy options
- Use a decision-making model to make healthy choices about pregnancy



## VOCABULARY:

- Birth Defects
- Dilation
- Labor
- Phases of labor
- Placenta
- Safe surrender
- Transition



## STANDARDS:

### *Wisconsin Standard for Health Education*

- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to access valid information and products and services to enhance health.

### *National Sexuality Education Standards*

- **PR.12.CC.3** Identify the laws related to reproductive and sexual health care services.
- **PR.12.CC.4** Describe the signs of pregnancy.
- **PD.12.DM.1** Apply a decision-making model to various situations relating to sexual health.
- **PR.12.AI.4** Access medically accurate information about prenatal care services.
- **PR.12.AI.2** Access medically accurate information and resources about emergency contraception
- **PR.12.AI.3** Access medically accurate information about pregnancy and pregnancy options

**GRADE:** High School

**LENGTH OF LESSON:** 55 min

**SEQUENCE:** 7



## ACTIVITIES:

- 7.1** Anonymous Question Box
- 7.2** Signs of Pregnancy
- 7.3** Accessing Valid Health Information and Decision-Making for



## MATERIALS/TECHNOLOGY:

- 5 Computer Stations (Or Printed Web-page Stations) for Activity 7.3
- Labor and Delivery Video: <http://bit.ly/2AbWko8> (includes birth footage with vulva blurred out; just over 2 minutes long.)
- Handout: Pregnancy Scenarios (2 pages) – cut into individual scenarios
- Worksheet: Pregnancy Scenarios (2 pages)
- Assessment Rubric



## Activity 7.1: Anonymous Question Box (5 minutes)

Take a moment to check in on the ground rules for the Human Growth and Development unit. If there are questions in the anonymous question box, answer them using the **Answering Difficult Questions Protocol**. Remind students that the box will be available throughout the Human Growth and Development unit.



## Activity 7.2: Signs of Pregnancy (10 minutes)

Let students know that the lesson today will be about health behaviors and laws surrounding pregnancy and pregnancy options.

Begin the lesson by asking students to brainstorm all the signs and symptoms of pregnancy they can think of. Write them down and, after each, pause and ask them how that relates to what is happening in the body to cause that sign. For example, a missed period is the result of a disruption of the hormonal cycle due to hormones produced by the fertilized egg.

If you want to show a video on pregnancy and birth, do that as part of this section. The Labor and Delivery Video listed in the Resources/Materials/Technology section only covers labor and delivery.



## Activity 7.3: Accessing Valid Health Information and Decision-Making for Pregnancy

(40 minutes)

**Part One:** Remind students of what they learned in lessons 5 about accessing valid health information online. Post the **ACCESS** acronym<sup>1</sup> in the room:

**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?

Let students know that today you'll review the skill of accessing valid health information, applying it to finding credible information about pregnancy. You'll also learn the skill of decision-making as it applies to healthy choices around pregnancy.

Split the class into five groups and pass out one scenario from the **Pregnancy Scenarios Handout** to each group. Have one member of the group read the scenario out loud to the rest of their group. Then, in their groups, students should generate a list of questions and possible actions the people in the scenario might take.

Meanwhile, have five computer (or printed webpage) stations set up around the room:

- **Station 1:** *Health behaviors and pregnancy; including legislation on drug use during pregnancy*

*US Department of Health and Human Services:*

[www.womenshealth.gov](http://www.womenshealth.gov)

*Laws on drug use and pregnant women:*

[http://www.guttmacher.org/statecenter/spibs/spib\\_SADP.pdf](http://www.guttmacher.org/statecenter/spibs/spib_SADP.pdf)

- **Station 2:** *Safe Surrender Legislation*

<http://safeplacefornewborns.org>

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<sup>1</sup> Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

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- **Station 3:** *Pregnancy options; including adoption and termination; all pregnancy options and additional information on the parental consent law in Wisconsin*  
<http://www.plannedparenthood.org/learn/abortion/>
- **Station 4:** *Cost of a Baby*  
*Paying for pregnancy, childbirth, and beyond*  
*Information on Badger Care Maternity Benefits:*  
<https://www.dhs.wisconsin.gov/publications/p1/p10026.pdf>  
*The Bump: A website/blog from "The Knot" magazine*  
<http://www.thebump.com/a/advice-for-saving-up-for-a-baby>  
*Child support enforcement in Wisconsin*  
<https://dcf.wisconsin.gov/cs/home>
- **Station 5:** *Accessing contraception and reproductive health care*  
<https://www.dhs.wisconsin.gov/fpos/index.htm>  
*Information on Plan B Emergency Contraception*  
<http://ec.princeton.edu/providers/index.html>

Pass out the **Pregnancy Scenarios Worksheet** (one for each student). Then, with the students in groups, have the groups rotate to the various stations to learn more about pregnancy and parenting in terms of laws, programs, etc. Students should capture on Part 1 of their **Pregnancy Scenarios Worksheet** any information that would help them access medically accurate prenatal care services and support, as well as information about emergency contraception and pregnancy options for the characters in the scenarios. Once the students have gone through all the stations to access valid health information, the teacher should bring the class back together and lead a brief discussion on the following questions:

- What resources did you find at each station?
- How did you judge whether the resources were reliable?
- How did you use the resources?
- Can you imagine you or someone you know using these sources of information, why or why not? In what ways could this information be useful to you or someone you know?

**Part Two:** Let the class know now that you have valid information for the scenarios, the class will practice making healthy decisions for the characters. With the class all together, present the following decision-making model to help the students determine what the characters in the scenarios could do to make a healthy choice:

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- Step 1: Assess the situation: what decisions need to be made?
- Step 2: List the options: what are all the positive and negative choices you could make?
- Step 3: Weigh the possible outcomes using **HELP** (**h**ealthy, **e**thical, **l**egal, **p**arent approval)
- Step 4: Consider your values: what attitudes, ideas and beliefs are important to you?
- Step 5: Decide and act on the healthiest outcome and justify why it is the healthiest option.
- Step 6: Evaluate and reflect on the outcome.<sup>2</sup>

Write the title of each Pregnancy Scenario on the board. Ask students from each of the groups to describe the situation and key characters. Then have them identify the concerns and choices characters must make, and practice with the students making healthy choices for the characters using the six-step decision making model. You can demonstrate the model for students using one of the Pregnancy Scenarios. After groups report this out, have a broader discussion about resources and options. Students can fill out Part 2 of their **Pregnancy Scenario Worksheet** during this conversation, or it can be assigned as homework.

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



## Activity 7.3: Handout: Pregnancy Scenarios

### #1: Tally and Ray

Tally and Ray, both 17-year-old seniors, have been dating since sophomore year. They have discussed wedding plans but are going to wait until Tally graduates from a nursing assistant community college program. Ray works for his father's plumbing business and has plans to do that full time once he graduates. They both like to go to parties on the weekends and often drink and get high. Ray also smokes cigarettes. Tally and Ray usually rely on Tally's long acting birth control shot (Depo) for pregnancy prevention and have not used condoms for about a year. Tally missed her last shot appointment. Although she often does not menstruate with the shot, something felt different, so she took a pregnancy test and it was positive.

### #2: Sondra

Sondra is 15. Her family is against premarital sex, birth control, and abortion. Sondra is the oldest of four sisters and one brother. Her parents do not let her spend time with friends or go out. She spends her time studying, attending church, and caring for her younger siblings. Her family expects her to earn good enough grades to get a college scholarship. For the last couple of months, Sondra and a 16-year-old boy from her church have been making out every weekend. They had sex once, and they did not use protection. A month has passed since the time they had sex, and Sondra is pretty sure she is pregnant.

### #3: Lucy

Lucy is 16 and has a two-year-old son that she is raising on her own with great support from her father. Lucy has recently gotten sober. She is taking high school classes in an alternative program and parenting classes, too. Lucy has a social worker who helps her with finding resources for herself and her son, including job training and applying for jobs. Lucy trusts her social worker. Lucy remembers how hard it was when she got pregnant at 14. Her father kicked her out and she was living on the street. Lucy's relationship with her father is getting better now that Lucy is sober and working hard in school. Lucy has a couple of friends she has sex with on occasion, but they are just friends without commitments. When Lucy discovered she was pregnant again, she was devastated and told no one. She has hidden her pregnancy under baggy clothes

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for the past six months. Lucy does smoke cigarettes, but since she got pregnant again the cigarettes make her feel sick, so she has cut down. As her due date grows closer and she hasn't seen a doctor, Lucy is starting to panic. She does not want to raise another child. She was just starting to feel like her life was under control.

## **#4: Merrin**

Merrin is 17 years old and bisexual. She came out to her friends and family last year. Merrin struggles with being accepted at school, and at home they tell her it is just a phase. Merrin knows she has a problem with drugs and alcohol, but justifies her use because it helps her deal with life. A couple of months ago Merrin was at a party and drank a lot of alcohol. The last thing Merrin remembers, three boys from her school pulled her into a bedroom and each of them took turns sexually assaulting her. They laughed and said horrible things. Merrin has been really depressed and getting drunk and high every day since it happened but has told no one. Merrin has been vomiting every day on the way to school for almost a month. One of her teachers pulled her aside and expressed concern. Merrin did not want to talk to her teacher. So, the teacher suggested she go see the school nurse. When Merrin saw the nurse, she started to cry and told her everything. The nurse gave her a hug and the phone number to their local sexual assault resource center. The nurse also gave Merrin a pregnancy test and it was positive.

## **#5: Troy and Mandy**

Troy is 16 years old and has been dating 15-year-old Mandy for six months. They recently started having sex. Troy was glad when Mandy said she was on birth control and that he did not need to use a condom. It was cheaper and one less thing to worry about for him! Troy frequently skips school, because he prefers to skateboard and do drugs. Troy is also dealing drugs and just bought a project muscle car with the cash he has available. Mandy is quiet and always happy to do what Troy wants to do. Last night when they were hanging out, Mandy told Troy she is pregnant and that he is the father. Mandy is excited to be pregnant and is disappointed Troy does not feel the same way. She said she is going to have the baby no matter what. Troy was just starting to feel like things were going his way.



## Activity 7.3: Worksheet: Pregnancy Scenarios

### Student Name:

*Part 1: Rotate through the five stations with your group. Each station has information related to pregnancy options/resources, healthy behaviors, and laws. As you explore the information, capture any resources or facts that would inform the characters in your scenario, and answer the following:*

Who are the key characters in your scenario?

How far along is the pregnancy?

What are the accurate resources available for prenatal care?

What are the accurate resources available for emergency contraception?

What are the accurate resources available for pregnancy?

What are the accurate resources available for pregnancy options?

*Part 2: using the decision-making model, answer the following questions on your own:*

- Step 1: Assess the situation: what decisions need to be made?
- Step 2: List the options: what are all the positive and negative choices you could make?

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- Step 3: Weigh the possible outcomes using **HELP** (**h**ealthy, **e**thical, **l**egal, **p**arent approval)
- Step 4: Consider your values: what attitudes, ideas and beliefs are important to you?
- Step 5: Decide and act on the healthiest outcome and justify why it is the healthiest option.
- Step 6: Evaluate and reflect on the outcome.

What are some of the challenges the characters face?

What decisions do the characters above need to make?

What choices are available to the characters in the story?

Based on the information you found, what advice would you give them?

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## Assessment Rubric

In this class (or in the next if worksheets are completed as homework) see the following rubric to assess student mastery of learning objectives.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Access medically accurate information about prenatal care and pregnancy support services	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.
Identify community resources for pregnancy options	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.
Use a decision-making model to make healthy choices about 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.
Teacher comments:			