

Unplanned Pregnancy

Grade 9 and 10, Lesson #19

Time Needed:

One class period

Student Learning Objectives:

To be able to ...

1. Distinguish among the legal and illegal alternatives people have when facing un-planned pregnancies.
2. Describe reasons some people choose each alternative, and reasons others decide against each one.
3. Describe 4 things a friend could do to support someone facing unplanned pregnancy.

Agenda:

1. Explain the lesson's purpose and reestablish the vial importance of ground rules.
2. Have the class brainstorm alternatives a person has when facing a "chance pregnancy" and use the UN-planned Pregnancy Worksheet and small groups to examine the issues.
3. As the small groups report, discuss and clarify.
4. Hand out and discuss the Pregnancy Resource List.
5. Use the poem, *Pregnant by Chance* or, if the time allows, use the Helping-a-Friend Cards and focused writing to introduce the concept of support skills.
6. Assign homework.

Note: The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

Materials Needed:

Classroom Materials: (1 per class)

- One class set of: Poem: *Pregnant by Chance*
- A single copy of: Helping-a-friend Cards A-F
- Two copies of: Assignment Slips

Student Materials: (1 per student)

- Unplanned Pregnancy Worksheet
- Pregnancy Resources List*
- Poem: *Pregnant by Chance*
- Family/Friend Homework Exercise: UN-planned Pregnancy
- Individual Homework Exercise: UN-planned Pregnancy

* If you live outside King County (WA) compile a local third page before photocopying. We have provided a master page and guidelines for those outside King County. (see activity 4)

Activities:

1. Explain this lesson's purpose and reestablish the vital importance of ground rules.

We've been talking about planned pregnancies. We all know that sometimes, too, people face unplanned or "chance" pregnancies. Today we'll be studying what people do when they -- or their partner -- become pregnant by chance.

Explain that it is NOT the lesson's purpose to: debate, judge, or criticize people's decisions nor to even get students to express their beliefs.

Explain that it IS the lesson's purpose to: help people appreciate the pain involved in facing a "chance pregnancy" regardless of how one decides to handle it ... and to help them think about their own beliefs and feelings ... and to help them consider how they might be able to help a close friend or family member to cope with such a situation.

In order to emphasize the vital importance of ground rules, today more so than most days, ask them specifically to be "super-careful." of one another's feelings ... because (tell them this) you know that there are most likely people in this class:

- *who have been faced with an unplanned pregnancy (their own or their partner's) ,*
- *or who were adopted or love someone who was or who have placed a baby for adoption,*
- *or who were unplanned (themselves) or love someone who raised an unplanned child,*
- *or who have had an abortion or love someone who has, etc.*

Clarify that it is not necessary to know who any of those folks is ... but that you hope people will keep in mind that they are among you and that it is critical to respect their feelings. On a subject like this one, emotions can run high. Explain that:

OUR JOB TODAY IS TO UNDERSTAND PEOPLE'S FEELINGS AND THEIR DECISIONS, NOT TO EXPRESS AGREEMENT OR DISAGREEMENT WITH THEM

2. Have the class brainstorm alternatives a person has when facing a "chance pregnancy" and use the UN-planned Pregnancy Worksheet and small groups to examine the issues.

Ask the class to brainstorm all the different alternatives a person (male or female) has, legal or not, when facing an unplanned pregnancy. Assure them that they need not think an option is "good" in order to contribute it. As they call out options, you jot on the blackboard. You'll end up with something like this:

*Place the baby for adoption
Abandon the baby (split, run away)
Place the baby in foster care
Raise the baby (alone, together)
Try to cause a miscarriage (for example,
beat up partner)*

*Have grandparents or another family
member raise the baby
Commit suicide
Have an abortion
Sell the baby
Commit infanticide*

The point of this brainstorm is not to imply that all these alternatives are good ones. The point is to establish a tone of sobriety ... to ensure that the remainder of the lesson will be a serious, compassionate discussion of people's decisions about this painful issue.

Hand out the UN-planned Pregnancy Worksheet and have students begin by, individually, trying to identify the alternatives as "illegal" or "legal." Have them report aloud to ensure that everyone has the correct answers.

Divide the class into groups of 2 to 4 persons. You will need at least 6 groups. One person can record the group's answers on his or her own copy of the Worksheet, with each person initialing his or her own contributions. Arbitrarily, give each group an Assignment Slip, so students will have to examine options they might choose otherwise to avoid thinking about.

You will have groups listing "all the reasons a person might choose ..." and "all the reasons a person might not choose ..."

to raise the baby	(temporary) foster care
having a family member raise the baby	abortion
to do something illegal	adoption

Allow them 10 minutes to list as many reasons as possible (at least 6 why people sometimes choose [the option] and at least 6 why others decide against [the option]). Helpful hints for groups:

- *Think about why a teen might choose that option.*
- *Think about why an adult might choose it.*
- *Remember that you don't have to agree with their reasons; you just want to try to understand them.*
- *Ask yourselves why a single person might choose that option.*
- *Ask yourselves why a married person might choose that option. Think about whether a man might have different reasons than a woman for choosing this option.*
- *Try to imagine being the person.*

You may have to remind some groups of the ground rules, if they suggest put-downs as an explanation for a person's choice ... "because he/she is immoral/stupid/etc."

3. As the small groups report, discuss and clarify.

At the end of 10 minutes, offer the groups a choice: they can choose a spokesperson to read their list aloud or hand it in and you will read it for them. As each report is read, you can affirm and elaborate on it and clarify any misinformation. Your jobs are: (a) to encourage understanding and compassion for the person making the decision, (b) to provide information and, especially, (c) to inject a sense of reality: to make the options seem neither as easy nor as romantic as they may have before.

IMPORTANT: See the Appendix for help expressing the issues in as even-handed and accurate a way as possible. In the Appendix, the term "they" refers to a woman, girl, man, boy or couple ...whoever is facing a pregnancy. It should be mentioned to the class, though, that a guy is fairly powerless (legally) when he faces an unplanned pregnancy... No matter what he wants, and

regardless of her age and marital status, his partner makes the final decision. If they have a caring relationship, we hope she will **consider** his feelings and beliefs, but the law says she

must make the decision, in the end. And if she chooses to have and raise the baby, the law says he has to help support it ... even if he would have preferred another alternative.

Take care not to express agreement or disagreement with any of the legal alternatives, for example "...

REASON CITED:

YOU MIGHT SAY:

"because their friends say they should. "

*"Many people **do** say that was their reason. "*

"because they believe the other choices are wrong."

"Good point. It could be their religion or , just their personal ethics."

"because their parents would kill them if they knew. "

*"Mm-hnun. It's usually not true that their parents would actually kill them ... most parents recover from their shock and anger to be supportive of their kids ... but if they **think** their parents would kill them, they may be afraid."*

"because he can't get along with the baby's mother."

*"Yes, that one's a common reason for guys' abandoning their babies ... and they don't always **realize** that they can have close relationships with their child - regardless of their feelings toward the mother. They don't usually mean to hurt the child."*

Mention that all parents feel overwhelmed at times; some just don't realize that there are friends, family members, or agencies available if they need to talk. In most areas, they could call a crisis clinic 24 hours a day, seven days a week.

4. Hand out and discuss the Pregnancy Resource List.

Read it aloud or, if time is short, explain it. . Point out that all the resources (printed and electronic resources, counseling centers, clinics, hotlines, etc.) support and explore all three options (parenting, abortion, and adoption).

Note: The first four pages are specific to the Seattle area. Thus, if you live outside of King County, Washington, you will use the generic page that follows the others, and you will make up a local page for your Pregnancy Resource List in advance. For help with this, contact your local United Way, Planned Parenthood, County Health Department, etc. or look in the Yellow Pages under social services, physicians (ob/gyn), abortion, adoption, family planning, and counseling.

Make sure, if you include programs with ideologies that won't support certain patient decisions, to identify BOTH their services and their philosophy. For example, "They support all options." or "Their focus is adoption, but they will refer for abortion." or "They oppose abortion." or, for a large health maintenance organization for example, "Their sensitivity varies." Those which refuse to describe their services, limitations, and philosophy when you call, should either:

- **not** be listed, since a consumer has a right to know these factors about a health care or social service agency, or
- be listed with a warning that they didn't provide the information.

* People who call themselves "pro-choice" usually support the right to choose any legal option, in accordance with one's own ethical beliefs. People who call themselves "pro-life" generally believe that abortion is always wrong, that it is killing. Those who consider themselves "pro-adoption" believe that adoption is often the most ethical choice.

5. Use the poem "*Pregnant by Chance*", or if time allows, use the Helping-a-friend Cards and focused writing to introduce the concept of support skills.

Use the poem to introduce the concept that supportive friends and, family make a **big** difference to teens (or anyone) involved in a pregnancy crisis. It helps if each person has his/her own copy on which to follow along. Read the poem aloud or have a volunteer do so. These questions can spark discussion:

- *How would the guy's needs differ from the girl's?*
- *What kinds of support might she need if there were no guy in the picture?*
- *What can a professional counselor provide that family and friends can't?*
- *What can family and friends offer that a professional can't?*

Alternately, use the Helping-a-friend Cards to address the role of a friend. Here's how: Have everybody get out a sheet of notebook paper. Ask the class to imagine that you (the teacher) are a friend of theirs who is facing an unplanned pregnancy. (This works regardless of your gender; some of the examples will be a male friend -- whose partner is pregnant -- and others, a female friend.)

Starting with Helping-a-friend Card A, read the statement of the "friend in trouble" aloud. Ask everybody to write, on their notebook paper, what they would say to you, if you were their friend. Allow two minutes for writing. (If time allows, have one or two volunteers read their responses aloud.) Then you read our suggested response (on the Card) aloud.

After Card A, explain that, no matter what this person ends up doing, it's important to get a pregnancy test as soon as possible. If she decides on abortion, the safest and least expensive time to have one is in the first trimester. And if she carries the pregnancy to term, the sooner she starts getting prenatal care, the better ... for her health, as well as the baby's.

Repeat the process with Cards B through F.

After Card D, you may want to explain that giving advice, tempting as it may be, is not as helpful as getting your friend to express his or her **own** beliefs and feelings. Otherwise, when your friend feels sadness afterwards (and they probably will to some extent, regardless of their actual choice), they'll always wonder if they truly decided for themselves.

Reiterate that, *with all the legal choices (and with suicidal feelings), **there are professional people willing to help** ... no matter how confused, scared, poor, or young the person or couple is.*

Summarize the lesson:

*I can't tell you what, specifically, is the best alternative for a particular person or couple in a particular situation. **I do hope everybody** concludes these things:*

- *that none of the alternatives is painless ... and everyone involves some kind of loss.*
- *that none is easy.*
- *that none is "fun" or romantic.*

*Since all the alternatives are **extremely** difficult, it seems far better to avoid a pregnancy crisis in the first place, whenever possible. It isn't always possible, of course -- people get raped, contraceptives fail -- but it is preferable. That is why, starting tomorrow, we'll study how people reduce the risk of chance pregnancies ... we'll study birth control.*

*Let's hear it for **planned** pregnancies! **Babies are too important to happen by chance!***

6. Assign homework.

Possible assignments include:

- the Family Homework Exercise: UN-planned Pregnancy,
- the Individual Homework Exercise: UN-planned Pregnancy,
- a book review of at least one book or Internet resource on the Pregnancy Resource List.

Un-Planned Pregnancy Worksheet

NAMES OF THE PEOPLE COMPLETING THIS WORKSHEET: PERIOD: _____

Sometimes a woman or girl becomes pregnant without planning to. Sometimes a man or boy has to face his partner's unplanned pregnancy. When the woman or couple first *suspect* the pregnancy, they may do several of the following:

- talk with one another
- talk with trusted friends, family members, clergy, a pregnancy counselor
- have a doctor or nurse practitioner do a urine test and a pelvic exam to find out if the woman really is pregnant
- ask a lot of questions to learn the facts about the alternatives
- cry (for joy, sadness or both,) go for long walks, or write themselves long letters

1. Then, they may decide to do one of the following:

DIRECTIONS: Put the alternatives in the correct column.

LEGAL ALTERNATIVES PEOPLE
SOMETIMES CHOOSE:

ILLEGAL ALTERNATIVES PEOPLE
SOMETIMES CHOOSE:

**Our group will look at people's decisions regarding _____,
even though we might not agree with them.**

(Un-planned Pregnancy Worksheet continues on next two pages)

2. DIRECTIONS: Write as many reasons as you can think of why a person ***might choose*** that alternative.

... *because*

... *because*

... *because*

... *because*

... *because*

... *because*

... *because*

... *because*

... *because*

... *because*

3. DIRECTIONS: Write as many reasons as you can think of why another person **might decide against** that alternative.

... because

... because

... because

... because

... because

... because

... because

... because

... because

... because

Pregnancy Resource List

YOU MAY WANT TO TRY THESE PRINTED AND ELECTRONIC RESOURCES:

Some of these may be available free at the Public Library, your high school library or on the Internet. Others are available in bookstores. Prices may have changed since this was written.

Electronic Resources:

National Abortion Federation: <http://www.prochoice.org/>

"I'm Pregnant, What are My Options?"

Available on the Internet at: <http://www.prochoice.org/Pregnant/options/index.html>

Or by calling: 1-800-772-9100

Planned Parenthood

<http://plannedparenthood.org/> or <http://www.teenwire.com>

Booklet, *"What if I'm Pregnant?"* talks about options for unintended pregnancies

Available at your local Planned Parenthood or from the Planned Parenthood Bookstore (on the Internet) for \$2.00

Sex, Etc. <http://www.sxetc.org/>

A sexuality education website written by and for teens with many resources

Pregnancy Options Workbook (exercises to find out what option is best for the woman)

Author: Peg Johnston

The workbook is on the Internet at: <http://www.ferre.org/workbook/>

Or for a printed copy, contact:

Ferre Institute, Inc., 124 Front Street, Binghamton, NY 13905

Phone: 607-724-4308, Fax: 607-724-8290

PregnancyOptions.info (another on-line pregnancy options workbook exploring all options)

The workbook is on the Internet at: <http://www.pregnancyoptions.info/>

Books:

Adoption: *Pregnant Too Soon, Adoption is an Option* (1992) Author: Lindsay

Parenting: *Your Baby's First Year: A Guide for Teenage Parents* (1998) Author: Lindsay

Pregnancy Options:

- *I'm Pregnant, Now What Do I Do?* (1997) Author: Buckingham and Derby
- *Dear Diary, I'm Pregnant: Teenagers Talk About Their Pregnancy* (1997) Authors: Englander and Wilks
- *The Unplanned Pregnancy Book for Teens and College Students* (2004) Author: Williams-Wheeler

NOTE: The Public Health department and school district do not necessarily recommend any book or agency on this list.

*Pregnancy Resource List (continued)***BESIDES READING, YOU MAY FIND SOME AGENCIES HELPFUL:****For MEDICAL HELP in the Seattle area:****Group Health Cooperative**206-326-3000

Their sensitivity may vary from doctor to doctor. They have a Teen Pregnancy Clinic that is especially for helping young people with all three pregnancy options including abortion, pre-natal care and "WIC" coupons (free food for low-income women, who are pregnant or have recently given birth.) They accept medical coupons.

Website: <http://www.ghc.org/>

Health Department Family Planning206-296-4772

They support all options. They do pregnancy tests, provide prenatal care, and "WIC" coupons (free food for low-income women who are pregnant or who have recently given birth), and refer for abortion, adoption, and other needs. No one is turned away, even if they can't pay.

Website: <http://www.metrokc.gov/health/famplan/index.htm>

Planned Parenthood206-328-7700

They do pregnancy tests and support all options. They can also help a couple or family communicate about the pregnancy. They provide abortions and operate on a sliding scale basis (the amount you pay depends on your income, the less money you make, the less you have to pay for services)

Website: www.ppww.org/

OTHER MEDICAL RESOURCES:

Many family doctors and most "community clinics" can help with pregnancy testing and referral for all options. All of the following clinics accept medical coupons and operate on a sliding scale basis (this means the lower your income, the less amount of money you pay for services)

Family Planning Clinics:

Aradia Women's Health Center: 1300 Spring St., Seattle, WA 98104, 206-323-9388,
Aurora Medical Services: 1001 Broadway, Suite 320, Seattle, WA 98122, 206-957-0990
Cedar River Clinic: 4300 Talbot Road South #403, Renton, WA 98055, 425-255-0471,
Seattle Medical and Wellness Clinic: 1325 4th, Seattle, WA 98101, 206-625-0202

Community Clinics:

Country Doctor Community Clinic: 500 19th Ave. E., Seattle, WA 98112, 206-299-1600
Carolyn Downs Family Medical Center: 2101 East Yesler Way, Seattle, WA 98122, 206-299-1900
45th Street Clinic: 1629 N. 45th Street, Seattle, WA 98103, 206-633-3350
Greenwood Medical Clinic: 415 N. 85th St., Seattle, WA 98103, 206-782-8660
International Community Health Services: 720 S. 8th, Seattle, WA 98104, 206-461-3235
Odessa Brown Children's Clinic: 2101 East Yesler Way, Seattle, WA 98122, 206-329-7871
Sea- Mar Community Health Center: 8915 14th St. S., Seattle, WA 98103, 206-762-3730

*Pregnancy Resource List (continued)***Public Health Seattle & King County Clinics:**

Auburn Clinic: 20 Auburn Avenue, Auburn, WA 98002, 253-833-8352
Bellevue/Eastgate: 14350 SE Eastgate Way, Bellevue, WA 98007, 206-296-4920
Bothell/Northshore: 10808 NE 145th Street, Bothell, WA 98011, 206-296-9787
Columbia Center: 4400 - 37th Avenue South, Seattle, WA 98118, 206-296-4650
Federal Way: 33431 - 13th Place South, Federal Way, WA 98003, 253-838-5140
Kent Clinic: 613 West Gowe Street, Kent, WA 98032, 206-296-7450
Renton: 3001 NE Fourth Street, Renton, WA, 98056, 206-296-4901
Seattle/North: 10501 Meridian Avenue North, Seattle, WA, 98133, 206-296-4990
White Center: 10821 8th Avenue South, Seattle, WA, 98146, 206-205-7250

School-Based Health Centers:

These clinics are located in Seattle public schools. Any student enrolled at Chief Sealth High School, West Seattle High School, Denny Middle School, Madison Middle School, or Roosevelt High School can be seen at the health center by having a parent or guardian complete and sign a registration form (available from the student health center).

Roosevelt/Marshall Teen Health Center at Roosevelt High School:

4400 Interlake Ave N., Seattle, WA 98103 Contact: 206-527-8336

Sealth Teen Health Center at Chief Sealth High School

2600 SW Thistle St., Seattle, WA 98126 Contact: 206-938-1360

West Seattle Teen Health Center at West Seattle High School

3000 California Ave. SW, Seattle, WA 98116 Contact: 206-658-8048

Garfield/Nova Teen Health Center at Garfield High School

400 - 23rd Ave., Seattle, WA 98122 Contact: 206- 860-0488

Nathan Hale/Summit Teen Health Center at Nathan Hale High School

10750 - 30th Ave. NE, Seattle, WA 98125 Contact: 206-363-8291

Cleveland Harborview Health Center, Cleveland High School

5511 - 15th Ave South, Seattle, WA 98108 Contact: 206-521-1260

Rainier Beach Teen Health Center at Rainier Beach High School

8815 Seward Park Ave South, Seattle, WA 98118 Contact: 206- 296-4639

Franklin Teen Health Center at Franklin High School

3013 S. Mt. Baker Blvd., Seattle, WA 98144 Contact: 206- 326-2750

Denny Wellness Center at Denny Middle School

8402 30th Ave. SW, Seattle, WA 98126 Contact: 206-923-2809

Madison Wellness Center at Madison Middle School

5950 Delridge Way SW, Seattle, WA 98106 Contact: 206-933-7842

Pregnancy Resource List (continued)

For COUNSELING and OTHER KINDS OF HELP in the Seattle area:

Open Adoption and Family Services.....206-782-0442

200 West Mercer Street, Suite E-508, Seattle, Washington 98119

They provide counseling for all options, but specialize in exploring adoption. They organize adoptions

Website: <http://www.openadopt.org/>

Planned Parenthood Facts of Life Line206-328-7711

Open from 3 p.m. - 6 p.m. They support all options. They provide information, counseling and referral and talk anonymously about sexuality topics. All ages are encouraged to call.

Amara Parenting and Adoption206-260-1700

3300 E. Union St. Seattle, WA 98122,

They provide counseling for all options. They provide adoption services and resources for teens that plan to raise the baby. They provide counselors to the TAPP program, a Seattle Public School for pregnant and parenting teens.

Website: <http://www.medinachild.org/>

Teen Link help line: 206-461-4922 or toll free 866-TEENLINK

This is a help line answered by teen volunteers who have extensive training and are supervised. If calling during certain hours the call will be answered by the Crisis Line, which can also help. They can talk to teens about un-planned pregnancies and other issues. They support all options. The line is completely anonymous.

Website: <http://www.crisisclinic.org>

Also, most religious institutions provide pregnancy counseling and assistance with some options. (e.g., **Catholic Community Services, Lutheran Social Services, Jewish Family Services**... Call your own church, synagogue or mosque, if you belong to one.)

This is a model copy of the Pregnancy Resource List, for use in King County (WA).

BESIDES READING, YOU MAY FIND SOME AGENCIES HELPFUL:

1. For **MEDICAL HELP** in our area.:

Many family doctors and most "community clinics" can help with pregnancy testing and referral for an options.

2. For **COUNSELING** and **OTHER KINDS OF HELP** in our area:

Also, most religious institutions provide pregnancy counseling and assistance with some options. (e.g., **Catholic Community Services, Lutheran Social Services, Jewish Family Services...** Can **your own church, synagogue or mosque**, if you belong to one.)

This is a master copy of the Pregnancy Resource List, for use outside of King County (WA). List your local resources.

PREGNANT BY CHANCE

PREGNANT BY CHANCE

Mom, Dad, Grandma ... my best friend,

I need you more now
than ever before.

If you love me,
hear me.

You could help me **SO MUCH** by:

listening.

nor criticizing or blaming me ... or him (we are already doing plenty of that).
asking him how he feels, what he believes, and what he needs right now.
asking me how I feel, what I believe, and what I need to know to make my decision.
not criticizing or blaming me or him (it can't do any good now).

reminding us that we're good and worthwhile people.
not criticizing or blaming either of us.

helping me find where to go for a pregnancy test,
because the earlier I get one the better,
no matter what I decide to do.
not criticizing either of us.

offering to go with me to get a pregnancy test, if he can't,
(maybe even holding my hand during the exam).
not criticizing either of us.

helping us write down questions we want to ask
the doctor ... so we won't forget them
(maybe we'll even want you to do the asking
if we're both too upset).
not blaming either of us.

helping us to talk to ***one another;***
helping us to listen to ***one another.***
putting your arms around us and not necessarily saying
anything at all.

I need you more now, than ever before.
If you love me, hear me.

anonymous

Helping-A-Friend Cards



HELPING-A-FRIEND CARD A:

SUPPOSE YOUR FRIEND (WHO THOUGHT SHE WAS PREGNANT) SAID,

"I'm scared. I'm afraid to go to the doctor. But maybe I'm not pregnant. I haven't missed my period... I'm just throwing up all the time and napping every day. Maybe it's just the flu."

WHAT COULD YOU SAY TO YOUR FRIEND ?

HELPING-A-FRIEND CARD B:

SUPPOSE YOUR FRIEND (WHO KNEW SHE WAS PREGNANT) SAID,

"I'm so angry at my boyfriend! I can't believe he did this to me. I'm never speaking to him again."

WHAT COULD YOU SAY TO YOUR FRIEND ?

HOW ABOUT SAYING, "It **could** be the flu... but if you've had intercourse, you and I both know those could be signs of pregnancy. Please don't bury your head in the sand and hope you're not pregnant."

"I know you're scared. I would be, too. I'll help you any way I can. How about if I look up the phone number and go with you for a pregnancy test? I'll even hold your hand during the exam, if you want me to."

HOW ABOUT SAYING, "You sound really furious. You must be feeling pretty overwhelmed, too. You've gotta feel whatever you feel; I can't tell you not to."

"I need to say... I don't think blaming anybody **(him)** is very helpful now. You were both there when it happened, and maybe you even took precautions to keep it from happening, but what's done is done. Blaming him won't help."

"He might really be able to support, comfort, and help you out at a time like this... if you could let him. I'd be glad to help you *practice* talking with him, if you wanted me to. I care about you both a lot."



HELPING-A-FRIEND
CARD C:

SUPPOSE YOUR FRIEND (WHOSE GIRLFRIEND WAS UNEXPECTEDLY PREGNANT) SAID,

"If only I had used a condom...or at least pulled out sooner. I could kill myself for doing this to her... and to me. Now I'll have to drop out of school and get a job."

WHAT COULD YOU SAY TO YOUR FRIEND ?

HOW ABOUT SAYING, "Listen, man. Don't dump on yourself. Sure it would have been smart to use condoms or some other birth control, but you can't go back and change things by kicking yourself. It took two people to start this pregnancy...but what good does it do to blame anybody, now?"

"Killing yourself is a lousy idea. And I don't think dropping out of school is your only other choice. I can help you find a pregnancy counselor, if you want."

"You've gotta talk to somebody, man. You need more help than I can give. Just remember, I'll be there for you no matter what."

HELPING-A-FRIEND
CARD D:

SUPPOSE YOUR FRIENDS (A MARRIED COUPLE WITH A ONE YEAR OLD, BOTH UNEMPLOYED AT THE MOMENT AND FACING A SECOND PREGNANCY) SAID,

"What do you think we should do?"

WHAT COULD YOU SAY TO YOUR FRIEND?

HOW ABOUT SAYING, "I can't tell you what's best for you. I can hold you both while you cry. I can listen while the two of you talk. I can help you listen to each other. I can even help you write down all your questions, so you won't forget them when you go to the Clinic ... but you guys have to make the decision for yourselves."



HELPING-A-FRIEND
CARD E:

SUPPOSE A FRIEND (MALE OR FEMALE, FACING AN UNPLANNED PREGNANCY) SAID,

"I can't deal with this. Let's get high. You got any money?"

WHAT COULD YOU SAY TO YOUR FRIEND?

HOW ABOUT SAYING, "I know you're freakin' out, right now. This is probably the toughest thing you've ever had to deal with. I know, I love you. You've been there for me when my life was awful. I would probably wish you had waited ... but I'd be a **whole** lot more worried about you than I would be angry. After I yelled a bit, I think I would hug you tight. I would want to give you 100% of my love and support! Anyhow, as I said, you have to decide for yourself whether it's safe to tell them. I'd go with you when you told them, if you wanted."

"Either way, it shouldn't stop you guys from going to the doctor. You can call first and find out if they will tell your parents. The law says that doctors and clinics **can** protect teens' privacy. You may have to pay cash, so they won't bill your parents' insurance for the pregnancy test... but some places don't charge anyway. And it's **real** important to get that test."

IF YOUR FRIEND WERE FEMALE
YOU MIGHT ADD, "Getting high might even hurt. What if you decide to have this baby? Getting high now could give your baby a birth defect!"

* Listen, if you need to get your mind off the pregnancy for a while, we can talk about it later. Let's go down to the mall. I'll buy you that tape you're always borrowing."

* If your friend were female
you might add, "Getting high might even hurt. What if you decide to have this baby? Getting high now could give your baby a birth defect!"

HELPING-A-FRIEND
CARD F:

SUPPOSE A FRIEND (MALE OR FEMALE, FACING AN UNPLANNED PREGNANCY) SAID,

"I can't go to the doctor! [or She can't go to the doctor] If my parents find out, they'll kill me."

WHAT COULD YOU SAY TO YOUR FRIEND?

HOW ABOUT SAYING, "You sound real scared. I can't tell you what your parents will do, you know them better than I do. If I were your parents, I suppose I'd be sad and I guess I'd be angry, too (I would probably wish you had waited) ... but I'd be a **whole** lot more worried about you than I would be angry. After I yelled a bit, I think I would hug you tight. I would want to give you 100% of my love and support! Anyhow, as I said, you have to decide for yourself whether it's safe to tell them. I'd go with you when you told them, if you wanted."

"Either way, it shouldn't stop you guys from going to the doctor. You can call first and find out if they will tell your parents. The law says that doctors and clinics **can** protect teens' privacy. You may have to pay cash, so they won't bill your parents' insurance for the pregnancy test... but some places don't charge anyway. And it's **real** important to get that test."

Assignment Slips



Your group will examine ADOPTION. Write **adoption** in the blank on your Worksheet (just above the asterisks.)

Your group will examine RAISING THE BABY. Write **raising the baby** in the blank on your Worksheet (just above the asterisks.)

Your group will examine ABORTION. Write **abortion** in the blank on your Worksheet (just above the asterisks.)

Your group will examine HAVING A FAMILY MEMBER RAISE THE BABY. Write that in the blank on your Worksheet (just above the asterisks.)

Your group will examine FOSTER CARE. Write **foster care** in the blank on your Worksheet (just above the asterisks.)

Your group will examine THE ILLEGAL ALTERNATIVES. Write **illegal alternatives** in the blank on your Worksheet (just above the asterisks.)

Un-Planned Pregnancy

Family Homework Exercise

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

PURPOSE:

Once again, this is a chance to share with one another some of your feelings and beliefs...and the beliefs of your religion and culture. If you disagree with one another, we hope you will practice trying to understand and respect the other person's position.

READ THIS ALOUD TOGETHER: Today the class discussed unplanned pregnancy. We talked about how people feel when they think they (or their partner) may be unintentionally pregnant. We talked about why people make the choices they make. We looked at what the family and friends of the couple can do to help. Now you will look at the laws...and your beliefs about them. **EACH TIME YOU COME TO A QUESTION, STOP READING, AND ASK ONE ANOTHER.**

ABORTION

The Supreme Court says that the U.S. Constitution protects a woman's right to privacy... that only she, with her doctor's help, can decide whether to continue or end a pregnancy.

Do you agree that the law should leave the decision up to each woman? Why or why not?

What if her boyfriend or husband disagrees? Should he be allowed to stop her from having an abortion? Should he be allowed to make her have one if she prefers to continue the pregnancy? Should they argue the decision before a judge, who then decides for them?

What if she's a young woman, under 18 years of age. Should she still be the one to make the decision? What if her parents disagree?

ADOPTION

A woman also makes the decision to release her child for adoption. If the father is known, he must also release the child, before it can be adopted.

If a single woman wanted to place the baby for adoption and the father disagreed, should he be given custody? Should she have to pay child support? Suppose it's the other way around ... he wants to place the baby and she says, "No." Should he still have to pay child support? What are the baby's rights?

Should she be allowed to sign the papers (releasing the baby for adoption) before the birth, or should she have to wait until the baby is born? Why or why not?

CHILD SUPPORT AND VISITATION

The laws vary from state to state, and judges have to *interpret* the law in each case, anyway. There *is* a very accurate blood test, available all over the country, to determine who the father is (if there’s a question.) There is also a network among law enforcement agencies to track down parents who don’t support their children...even those who leave the state.

*Suppose the father wants to spend time with his child and the mother refuses. Should he have to prove that he has provided financial support in order to see his child? What would be the best solution **for the child?***

FOSTER CARE

Again, laws vary. Generally, a parent can place a child in foster care for an unlimited time... until he or she is better able to care for the child.

Should there be a limit on how long a child can be in foster care, before she or he will be able to be adopted? If so, what should the limit be and why? If not, why not?

FINALLY:

Take some time to explain some of the *other* person’s opinions *back to her or him*...to see whether you really did understand what the other person said. If not, try again, until the person can honestly say, “Yes, that *is* what I believe. That *is* how I would feel if I were in that situation.”

FOR FULL CREDIT, THIS EXERCISE IS DUE: _____
IF YOU WANT CREDIT, SIMPLY TURN IN THE SLIP BELOW.



FAMILY HOMEWORK CONFIRMATION SLIP

We have completed “Family Homework Exercise: UN-Planned Pregnancy”.

Date: _____

Student’s signature: _____

Adults signature: _____

Un-Planned Pregnancy

Individual Homework Exercise

NAME _____ PERIOD _____

(1) Find an article or an editorial in a newspaper or magazine about one of the following:

ABORTION

ADOPTION

CHILD SUPPORT

VISITATION

FOSTER CARE

(2) Write a "letter to the editor" about the article or editorial.

You can simply thank her or him for having published it, and explain why you think such news coverage is so important.

You can agree or disagree with something someone is quoted as saying.

You can explain why you think a law mentioned in the article should be changed or why it shouldn't.

You can argue about the way the article was written (if it seemed biased to you) or about the editor's opinion (if it was an editorial) .

(3) Be sure to include your name, address and phone number in the letter (otherwise they won't publish it) ... you can always ask them not to print your name, if they do publish your letter.

(4) Attach a copy of the article and a copy of your letter to this page and turn it in for credit. You can get credit for mailing it in, whether or not it gets published.

(5) Fill in this information:

HEADLINE: _____

NEWSPAPER/MAGAZINE: _____

DATE OF PUBLICATION: _____

DATE YOU MAILED YOUR LETTER TO THE EDITOR: _____