

## Lesson 8

### If a Baby is the Answer, What's the Question?

**Goal:** To convincingly assist adolescent females to objectively appraise the realities of teen parenting.

**Materials:** Marker board, markers, pens, one copy for each student of "What Would You Do About This...", several former teen parents who are now young adults and are willingly to honestly discuss the realities of teen parenting.

1. ♦ **Distribute** the copies of "What Would You Do About This..." to the students, and **ask** them to complete it, then discuss it. **Assist** the class to develop a master list of the top solutions to the issues listed on the handout; **note** these items on the board.

2. ♦ **Ask** the students if they recognize anything unusual about the items listed on the handout sheet. If the students do not identify the commonality, **inform** the class that the unusual thing about the items is that these are the most common reasons teens give for having babies. **Ask** the students to note that "have a baby" was never suggested/seldom suggested as a good solution by either individual class members or the group as a

whole. **Ask** the students to consider if having a child is a good solution to the issues listed on the handout. **Aid** the class to determine that having a baby will not solve, but could worsen the concerns. **Write** on the board and **discuss** with the class: *If a baby is the answer, what was the question?*

3. ♦ **Introduce** the former teen parents and assist the guests to briefly detail their reactions to being teen parents. **Assist** the students to ask probing questions on such areas as the impact of pregnancy on a young girls' body; finances; child care; dating or marriage issues; difficulties caring and raising children; availability of free time; sleep and health; mistakes made; regrets; and what they would do if they could "do it over."

4. ♦ **Review the major points of this lesson:**

- **Having a baby is not the best way to solve problems like feeling lonely, unimportant, neglected, empty, or wanting something to care about.**

- **Being a parent is a hard job and the consequences of not doing a good job can be very real and frightening.**

## What Would You Do About This...

List out the best solutions to the following problems.

Feeling unloved

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Feeling lonely

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Feeling unimportant

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Feeling empty inside

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Wanting someone or something to care about

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## Lesson 9

### A Sexually Transmitted Disease Could Never Happen to Me!

**Goal:** To convincingly demonstrate to sexually active (or potentially sexually active) adolescent females that they will not be able to "magically" defy the odds and avoid contracting a sexually transmitted disease despite engaging in high risk behaviors; to graphically and powerfully demonstrate the serious consequences of contracting an STD.

**Materials:** Marker board, markers, a hat or other container, pens, slips of paper (make enough slips so that each student can get one to three slips; mark several slips with notations such as "you now have HIV", "you have gonorrhea"-- to be technically correct, contact your local health department to ascertain the frequency of each disease in your community and create the amount of slips that reflect the actual frequency in your locale; mark several other slips "multiple partners-- draw again.")

1. ♦ Ask the students to explain what is an STD (sexually transmitted disease). Elicit answers such as AIDS and list on the board. Ask the class to discuss what each disease involves and the likelihood that a sexually active girl could contract the disease. Allow students to state that they do not feel at risk of the disease even though they engage in the behaviors normally associated with risk.

2. ♦ Ask the students to consider the probability of catching an STD. Inform the students that to illustrate how easily a sexually active teen can contract an STD, the class will conduct a brief experiment using slips of paper. Place the slips of paper in a hat, and ask the students to each draw one slip. Some students will discover that their sexual partner has had multiple

partners, and they must draw an additional slip. Direct the students to continue to draw one slip at a time until all the slips are gone, then ask the class members to reveal who caught what. Direct each student who caught an STD, to write the name of that disease on all their blank slips and then return their slips to the hat. Direct all the remaining students to return their slips to the hat. Repeat the process of drawing slips until all/most students have caught at least one STD. Discuss with the class that this experiment is a small version of what can really happen.

3. ♦ Ask the students to collect the slips of paper and to write on the back of each slip one common outcome of the disease listed. Include outcomes such as death, infertility, pain, etc. then assist the students to return the slips of paper to the hat and repeat the experiment a final time until all the slips are gone. Ask each group member to share the outcome they drew, then ask that student to indicate if they would want to really have to endure that type of experience. Discuss with the class members specific steps they can take to avoid contracting STDs and experiencing potentially serious and life-threatening consequences.

4. ♦ Review the major points of this lesson:

- STDs are sexually transmitted diseases such as AIDS.
- Teens may believe that even though they engage in high-risk behavior that they will somehow defy the odds and not catch the disease. Regardless of what teens believe, they have not been granted special powers to defy the laws of nature, and can easily catch an STD by engaging in risky behaviors.
- The consequences of STDs are often serious, even fatal.

## Lesson 10

# Fortunately, The Laws of Nature Don't Apply to Me

**Goal:** To assist students to more objectively appraise the realities of high risk behaviors such as unprotected sexual activity.

**Materials:** Marker board, markers.

1. ♦ **Inform** the students that they will be learning about risk-taking behavior. **Ask** the students to identify risk-taking behaviors, and **elicit** answers such as "unprotected sexual activity," and "driving while intoxicated." **Ask** the students to discuss if they believe that they will really have to face the consequences of risk-taking such as becoming pregnant or contracting AIDS via unprotected sexual activity-- or do they feel that may be able to "squeak by" and "beat the odds". **Allow** students to indicate that they feel that they can "beat the odds."

2. ♦ **Inform** the students that scientists determine the odds involved with each high-risk behavior by counting which consequences really do happen-- that's objective, scientific data. **Ask** the students who believe that they may beat the odds, to offer objective, scientific evidence that they will be the one person who can engage in high risk behaviors without facing the normal consequences. **Ask** the students to also provide evidence of how and why they have been spared from facing the odds. **Write** on the board and discuss: *If there was a way to "beat the odds", wouldn't someone else have figured it out by now?"*

3. ♦ **Inform** the students that they will be further examining their ability to beat the odds by playing a game called "You Bet Your Life." **Read** the instructions aloud to the students: *Each student will get a turn. When it is your turn, your job is to defy the laws of nature by naming a way to "beat the odds" and break the law without receiving the usual consequence. There will be two trials.* For the first trial, **select** questions from the following list and **ask** the selected student to demonstrate (or provide a detailed, realistic account) of how they could break the law of nature without facing the customary results: 1. *Break the law of gravity by keeping a pen in the air for 5 minutes.* 2. *Break the laws of time by turning back the clock an hour.* 3. *Break physiological laws by lifting up a car 6 feet.* 4. *Break physiological laws by growing 3*

*inches taller right now.* 5. *Break the laws of weather by creating a tornado now.* 6. *Break laws of intelligence by immediately learning another language.* 7. *Break the laws of time by immediately aging five years.* 8. *Break the laws of time by changing day to night.* 9. *Break the laws of speed by running a mile in a minute.* 10. *Break the laws of gravity by flying around the room.* 11. *Break the laws of time by going back in time to the year 1990.* 12. *Break physiological laws by jumping 20 feet high.* 13. *Break the laws of space by making a book fit inside a pencil.* 14. *Break the laws of physiology by eating 20 big meals a day and still lose weight.* 15. *Break the laws of speed by running all the way around the building three times in just five seconds.* **Discuss** the first trial with the students and **assist** the class to conclude that they are unable to break scientific laws.

♦ **Inform** the students that they will begin Trial 2 using "human" topics rather than scientific ones, but otherwise the game is played the same. For the second trial, **select** questions from the following list and **ask** the selected student to demonstrate (or provide a detailed, realistic account) of how they could defy the odds without facing the customary results; if a student still claims to be able to beat the odds yet can not provide scientific substantiation, **ask** the student if they would "bet their life on it?": 1. *Driving drunk* 2. *Binging and purging* 3. *Unprotected sexual activity* 4. *Daredevil activities* 5. *Poor or unsafe self-care* 6. *Long periods of not eating* 7. *Substance abuse* 8. *Domestic violence* 9. *Illegal activities* 10. *Promiscuity, prostitution* 11. *Running away, hitchhiking* 12. *Inattention to, or serious disregard for personal safety.* **Discuss** with the class that most people are unable to beat the odds either in the area of science or their personal lives.

4. ♦ **Review the major points of this lesson:**

- **There's no evidence that you can engage in high risk behavior without consequence.**

- **The laws of nature apply to all of us. You can't defy the odds on getting pregnant, being in a car accident, or catching AIDS any more than you can defy the laws of gravity, time, speed, physiology or nature.**