



Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

Synopsis

Class 1 is an introduction to *Reducing the Risk*. The teacher models 2 versions of a role play to demonstrate refusal skills. Students participate in a 2-part “pregnancy risk” activity to personalize their vulnerability to pregnancy.

Preparation and Materials

- ▶ Review Introduction and Prior to Class 1 and assure yourself that the parent notification and permission is complete.
- ▶ Review Appendix A, “How to Use Role Plays.”
- ▶ For ease of “performance,” copy **Lee and Lee #1A** and **#2A** (Teacher Role Plays 1.1A and 1.4A) so that they are separate from the book.
- ▶ Cut out 6 paper squares, number them 1 to 6 and place them in a hat or other container.
- ▶ Make a copy of the **Pregnancy Risk Chart** (Teacher Reference 1.3A). Cut the chart into the 6 numbered strips as marked.
- ▶ Refer to Student Workbook for **My Risks** (Worksheet 1.2A).

Outline of Activities

Activity	Time	Materials
Introduce Curriculum and Model Role Play, Version 1	10 min.	<input type="checkbox"/> Lee and Lee #1A (Teacher Role Play 1.1A)
Pregnancy Risk Activity, Parts 1 and 2	25 min.	<input type="checkbox"/> My Risks (Worksheet 1.2A) <input type="checkbox"/> Pregnancy Risk Chart (Teacher Reference 1.3A)
Model Role Play, Version 2	10 min.	<input type="checkbox"/> Lee and Lee #2A (Teacher Role Play 1.4A)
Lesson Summary	5 min.	<input type="checkbox"/> None

Note to the Teacher

Both parts in the introductory role play, **Lee and Lee**, are written to be read by one person—you—for several reasons. This initial presentation sets the tone and breaks the ice for the student role plays that follow, so an adult-modeled first script is important. Performing alone is usually the best approach, since teachers rarely have access to an opposite-sex adult assistant to play the other part, and asking a student to read with a teacher could be misinterpreted.

Activities

Introduce Curriculum and Model Role Play, Version 1

1. Tell students that today is the beginning of a program that will give them skills to keep from getting pregnant or from getting someone pregnant. To introduce the skills they'll be learning, you're going to do a 1-person play. The dialogue of the play might now, or in time, be familiar to them.

The play is called **Lee and Lee**. Tell students you'll be playing Lee and also her boyfriend—who is, amazingly, also named Lee. (Ask students to hold their applause until the end!) See **Lee and Lee #1A** (Teacher Role Play 1.1A). As necessary, change the names of the characters or the language in this role play to work for your students.

2. After performing the role play, resume your role as teacher and ask students their reaction to the way Lee and Lee discussed having sex and the risk of pregnancy.

Include the following questions in the discussion:

- Is this the way many couples decide whether or not to have sex?
- Why didn't Lee stick to the decision not to have sex?
- What makes it difficult to say no?

- 3.** Tell students that even though they may know how to avoid pregnancy, and want to, it's not always easy to say no to sex or use protection. It takes *knowledge* and *skills*. The story of Lee and Lee shows that many young people don't have either the knowledge or the skills.

Every year, almost 800,000 teens become pregnant.

Yet, pregnancy is preventable. Tell students this unit helps them do something about the problem of unplanned teen pregnancies. They will learn they can avoid pregnancy by practicing the skills to abstain or use protection.

In the next few weeks, students will act out situations that they may face outside the classroom. After role-playing in class and completing assignments as homework, they will be better prepared to be sure that real-life encounters do not lead to unwanted sex or pregnancy.

This program uses a specific definition of abstinence: abstinence means choosing not to do any sexual activity that carries a risk for pregnancy or STD/HIV.

Note to the Teacher

The purpose of the Pregnancy Risk Activity is to demonstrate the substantial risk teens have of getting pregnant when they engage in unprotected sex. The activity is not intended to demonstrate specific statistical risk, but to help students personalize their risk of pregnancy and think about how their lives would change if they did get pregnant or get someone pregnant. Therefore, the activity is designed so that all students in the class do "get pregnant."

You may want to clarify 2 things at the end of the activity:

- *In real life, it is possible that some students might not experience a pregnancy within a year. However, there is a risk of pregnancy every time a person has unprotected sex, including the first time. It's also possible to get pregnant more than once in a year.*
- *Data show that teens who engage in unprotected sex for a year have a 90% chance of experiencing a pregnancy within that year. For the purpose of this activity, we are assuming that teens who engage in unprotected sex have a 100% chance of pregnancy for that year.*

(continued)

Pregnancy Risk Activity

Part 1:

1. Tell students this activity will help them understand the risks of having sex without using protection. Every time a couple has sex without protection, they risk getting pregnant. The chances of pregnancy from unprotected sex are roughly 1 out of 6 each month.
2. Have the container with the numbered squares ready. Have students turn to page 1 in their workbooks for **My Risks** (Worksheet 1.2A). Ask students to choose a number from 1 to 6 and write it at the top of their worksheet. This will be their number for both parts of the activity.
3. Explain that for purposes of this activity we will make believe that everyone in the class is having unprotected sex each month, although we know that most young people their age are not having sex.
4. Draw a square out of the container and read the number aloud. Ask all students who have put that number on their worksheet to stand. When students are standing, tell the class that this is how many pregnancies have occurred at the end of the first month of unprotected sex. Assure students that you know boys don't get pregnant but they do share equal responsibility in a pregnancy.
5. Return the first number to the container and draw another number. Ask students with this number to stand. These students would be pregnant at the end of the second month. Return the number to the container and continue drawing numbers until all the numbers are called or all students are standing, whichever comes first. Tell students that they are all pregnant!

After a number has been drawn twice, put it aside. Tell students that some numbers were called twice, reflecting the fact that people may become pregnant a second time if they continue to have unprotected sex. (That is, females can become pregnant more than once a year, and males can be involved in a pregnancy more than once a year.)

6. As you've seen, some couples will become pregnant the first time they have unprotected sex, some the fifth time, some the twentieth time. Some will get pregnant the first month, some the second month, some in later months.

No one can predict for sure when a pregnancy might occur, but over the course of a year, almost every couple will get pregnant.

7. Have students fill out Part A of **My Risks**. Allow 5 minutes to complete the worksheet.

8. Ask volunteers to share their responses to some of the immediate results of a positive pregnancy test (e.g., telling your partner [for the girl], parents, friends). Based on when their hypothetical pregnancy would occur, ask for other volunteers to state how that pregnancy would affect their life that year (e.g., holidays, prom, summer vacation, etc.).
9. Ask students if getting pregnant is just a matter of luck like picking numbers. Draw out in the discussion that they can choose not to get pregnant by using *self-control* and saying no to sex, or using *protection*.

Part 2:

10. The second part of this activity shows how risk changes when people abstain or use protection correctly and consistently. Place the numbered strips from the **Pregnancy Risk Chart** (Teacher Reference 1.3A) in the container.
11. Ask a student to draw a strip from the container and read the *number only* aloud. Ask students with that number to stand. Then have the student read the rest of the information on the strip. Write “pregnant” or “not pregnant” next to the number on the board. Students may sit down if they are not pregnant.
12. Now ask another student to draw a strip from the container and repeat the process. Continue until all numbers are gone. (In this part of the exercise, most students won’t get pregnant.)
13. After all the numbers are drawn, ask students to complete Part B of **My Risks**. Allow 3 minutes to complete the worksheet.
14. Ask volunteers to share their responses to Part B of the worksheet. Lead a discussion around all the things students can do if they do not have to cope with a pregnancy (finishing the school year, participating on the swim team, earning money after school for a car, etc.). Briefly process with students which “life course” is more desirable.
15. Next, in a guided discussion, ask volunteers to share how they felt about the “pregnancy” (Part 1) and what effects a real pregnancy would have on their current lives. Use the following points to help guide the discussion:
 - Adoption, abortion or even a pregnancy scare can have serious personal consequences. These can ruin relationships, alienate parents and make students’ remaining high school years very difficult.
 - Researchers have shown that teen pregnancy is associated with lower levels of the 3 E’s: less *education*; less *employment* in well-paying, interesting jobs; and less *enjoyment* of life. Children born to teenage parents often have a harder time in school. They are more likely to have health and learning problems as well.

Model Role Play, Version 2

1. Return to the story of Lee and Lee. Tell students that this time Lee and Lee will make a different decision because they have participated in a class like this one and now have the skills to say no. They start as before, kissing and touching on the sofa. (Again you assume the role of both Lees.) See **Lee and Lee #2A** (Teacher Role Play 1.4A).
2. Briefly discuss why version 2 ended differently than version 1. Explain that in the next lesson the class will discuss reasons the role plays ended differently.

Lesson Summary

Remind students this class has introduced them to ideas they'll be studying for the next 3 weeks:

- Teenagers can and should avoid pregnancy.
- The only sure way to avoid pregnancy is to abstain (not have sex). The next best choice is to always use protection.
- It's not easy to always follow either of these courses of action; but
- There are skills for handling situations in ways that help young people avoid pregnancy and keep relationships safe.

Lee and Lee #1A

NARRATOR: Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

Lee: Don't, Lee. Let's stop.

Lee: Why?

Lee: I don't know. I don't think I'm ready for this. And we don't have anything to use for protection.

Lee: Being ready just means we love each other. You do still love me, don't you?

Lee: You know I do, but what if something happened? What about getting pregnant or getting an infection like HIV?

Lee: We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

Lee: Oh, Lee. I don't know...

Lee: Listen, don't worry about getting pregnant. We can stop before anything happens.

Lee: I don't think that works...

Lee: What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

Lee: *(Laughs and kisses Lee)* I really do love you, Lee. You're right—we're lucky people.

NARRATOR: Lee and Lee went ahead and had sex without using birth control. Despite Lee's prediction about stopping in time and being lucky, Lee did get pregnant. She had the baby the night of the sophomore dance—but neither Lee nor Lee went to the dance.

My Risks

My number is _____.

Part A. I (or my girlfriend) would be pregnant after just _____ months of having unprotected sex. We would have a baby in the month of _____ if I (or she) carried the baby to term.

1. Within a few days of finding out about the pregnancy, I would have to:

2. The pregnancy would change the next year of my life by:

Part B. I don't want to be a teenage parent because I want to:

1. _____

2. _____

3. _____

Pregnancy Risk Chart

Directions: Copy and cut on the dotted lines.

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1. You did not become pregnant, because you used a latex condom correctly every time you had sex.

 2. You did not become pregnant, because you decided not to have sex and you stuck to your decision.

 3. You did not become pregnant, because you decided to use the pill and you (or your girlfriend) took it every day.

 4. You (or your girlfriend) are pregnant because you didn't abstain or use protection.

 5. You did not become pregnant, because you told your boyfriend (or girlfriend) you didn't want to have sex and stuck to your decision.

 6. You (or your girlfriend) are pregnant because you decided to use condoms but you didn't use one every time.

Lee and Lee #2A

NARRATOR: Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

Lee: No, Lee. Stop.

Lee: Why?

Lee: I'm not ready for this. And besides, if we do it we need to—you know—use something for protection.

Lee: Being ready just means we love each other. You do still love me, don't you?

Lee: Yes, but being ready means more than that. We're not ready if we don't have protection. I'm saying no to becoming a parent and to HIV.

Lee: Nothing's going to happen, Lee.

Lee: I know, because we're not going to do anything without using something—no matter how much I love you.

Lee: We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

Lee: (*Laughs*) Stop joking, Lee. I'm serious. I have NO plans to become a parent while I'm in high school.

Lee: Listen, don't worry about getting pregnant. We can stop before anything happens.

Lee: That doesn't work. That's not protection.

Lee: What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

Lee: (*Laughs*) Well, I traded lockers with Daryl, for one thing, so we'd see each other every day.

Lee: You did?

Lee: Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along.

Lee: You're really something, Lee. You're right about the protection—and besides, I won't do it till it's right for both of us.

Lee: C'mon, let's go out and get something to eat.

NARRATOR: Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee won a college scholarship.