Session 8.2

Puberty, Pregnancy, and Abstinence

Session Overview:

1. Review Session 8.1.
2. Pass out blank question cards.
3. View and discuss the Changes in Puberty PowerPoint.
4. Play Pregnancy Scramble game.
5. Use Egg Activity to discuss pregnancy.
6. Show Pregnancy video.
7. Collect completed question cards.
8. Pass out Parent Connection Form Session 8.2: Puberty, Pregnancy, and Abstinence.

Learning Objectives:

- Participants will review the male and female reproductive systems.
- Participants will understand the physical, social, and emotional changes that occur during puberty and the benefits of delaying sexual activity.
- Participants will identify how pregnancy occurs.
- Participants will evaluate how pregnancy may affect a teen's future.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later candy
- Plastic Eggs and Pregnant/Not Pregnant Slips of Paper
- Changes in Puberty PowerPoint (8.2.2)
- Pregnancy PowerPoint (8.2.3)
- Pregnancy Scramble Game Cards (8.2.3)
- Big 3 Review Video (Session 8.2)
- Handouts:
  - Parent Connection Form Session 8.2: Puberty, Pregnancy, and Abstinence
- Question cards
- Question bag

Classroom Planning:

- Review Session 8.2 curriculum.
- Review the instructions for establishing Group Rights and Responsibilities.
- Make copies of handouts.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
Before we begin today's session, let's review the "Big 3" from the last session:

The Big 3:

- You need to stay focused on your goals and dreams if you are going to be successful.
- Choices have consequences. There are three risks associated with sex: pregnancy/fathering a child, sexually transmitted infections (STIs), and emotional heartache. Choosing to delay sexual activity will help you stay focused on your goals and dreams.
- The people you spend time with influence your decisions and your ability to achieve your goals and dreams. Choose to spend time with people that meet your needs in a healthy way.

Notes:

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Notes:

Educator states:
Today we are going to talk about the changes everyone experiences during their teenage years. We talked about this topic in 6th and 7th grade and discussed changes you and your friends will be going through as you develop from children into adults. Can anyone tell me what this stage is called?

[Puberty.]

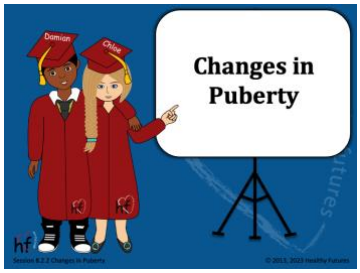
What are some things you know about puberty?

[It happens to everyone; both emotional and physical changes occur; you may start to develop crushes; and you may start to have sexual thoughts or feelings.]

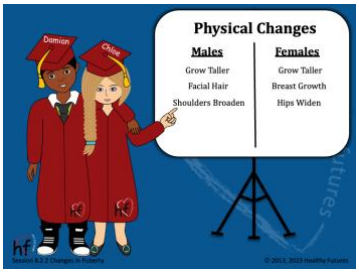
So there are not just physical changes that go on in puberty, there are also changes to your emotions, your social life, and your relationships.

[Show the Changes in Puberty PowerPoint.]

PPT Slides: Changes in Puberty



[Slide 1]



[Slide 2]

Let's start with the physical changes. Think back to the changes we discussed in 6th and 7th grade. What kinds of changes happen to your bodies during puberty?

[Take time to hear from participants. Write answers in on the board.]

Males	Females
Grow taller	Grow taller
Facial hair	Breast growth
Shoulders broaden	Hips widen

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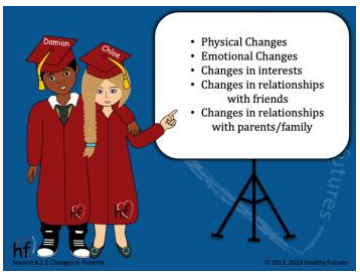
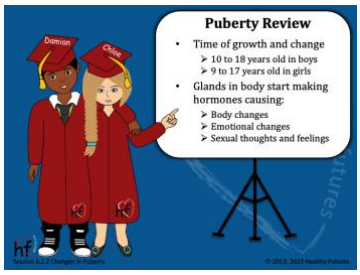


[Slide 3]

Educator states:
As we discussed in 6th and 7th grade, a lot of changes happen during puberty. Let's list some of the changes that happen:

- Physical changes
- Emotional changes
- Changes in interests
- Changes in relationships with friends
- Changes in relationships with parents/family

[Take time to hear from participants. Write answers in on the board.]



[Slide 4]

Let's review some puberty facts:

- Puberty is a time of growth and change.
- It can start anytime 10 to 18 years old in boys and from 9 to 17 years old in girls.
- During puberty the glands in the body start making hormones that cause many physical and emotional changes. The body begins to grow and mature, gains the ability to reproduce, and sexual thoughts and feelings begin to occur.

Notes:

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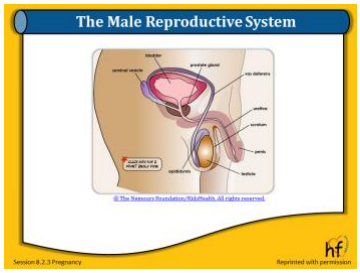
Educator highlight: If abortion comes up, acknowledge the participant's statement/question and explain that abortion is a very sensitive topic and people often have very strong feelings about it. Recommend if the participant has questions to speak with a parent/guardian or other trusted adult.

There are two types of abortions, both used to terminate a pregnancy: (1) taking medicine to end a pregnancy and (2) having a medical procedure to end a pregnancy. In the first type, a woman takes medication (i.e., pills), which cause her body to reject the fertilized egg/embryo in the next couple days. The procedure can be done at the doctor's office or at home. The second type of abortion is done from a few weeks to about 3 months into a pregnancy, usually. It's a procedure done at a clinic or hospital where a doctor removes the fetus surgically.

Educator states:
One of the most significant changes during puberty is that you develop the ability to reproduce. So it is important for teens to understand how pregnancy occurs and what happens during pregnancy. We also said that teen pregnancy was one of the risks of early sexual activity. There are some detailed images of the male and female reproductive system but since you learned about these topics in 6th and 7th grades and you are mature 8th graders now, we know you can handle this topic maturely.

[Show the Pregnancy PowerPoint.]

PPT Slides: Pregnancy



[Slide 1]

First we are going to do a quick review of the male reproductive system. This slide shows the inside of a male reproductive system.

Males have two testicles, one on each side, and the process is the same for both. The testes create sperm. They also create the chemical testosterone. Testosterone is the male hormone that helps maintain the male sexual characteristics (facial hair, deep voice, etc.).

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Notes:

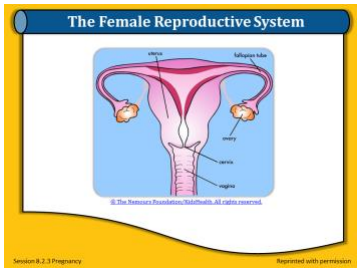
Educator states:
The testes are located in the scrotum or scrotal sac, the loose pouch-like sac of skin located behind and below the man's penis (hangs under the penis). Also found in the scrotum is the epididymis (right next to each testicle).

As sperm are being produced (several hundred million a day), they pass from the testes through a tightly coiled tube known as the epididymis. This is where the sperm is stored and matures until they are ready to be transported through a tube called the vas deferens. Now that the sperm is mature (a process of about 72 days from the time they are formed), they move through the vas deferens. The vas deferens is also called the ductus deferens. It is a thin long tube that transports sperm from the epididymis to its final destination, the urethra. But before that, it needs to pass through very important glands.

The first glands are the seminal vesicles. They are two pouch-like glands that produce and secrete fluid into the ejaculatory ducts. This fluid provides sperm with a source of energy and helps with the sperm's motility. They are located at the base of the bladder (the bladder is the sac that stores your urine). So the job of the vesicles is to release a thick, sugar-like fluid that nourishes the sperm (in other words, feed and energize sperm).

The sperm travels from the seminal vesicles to another important gland called the prostate gland. The prostate gland produces some of the fluids in semen. The prostate gland releases thin, milky colored fluid that enhances the motility of the sperm.

Finally, we have the penis. The penis is made of two parts: the shaft (which is the main part) and the glans (also known as the tip, sometimes called the head). The penis releases sperm or semen through a process called ejaculation. Ejaculation is the release of semen from the penis. Also, inside the penis is the urethra, which is the tube that carries semen or urine out of the penis.



[Slide 2]

Now let's look at the female reproductive system. This slide shows the inside of a female reproductive system.

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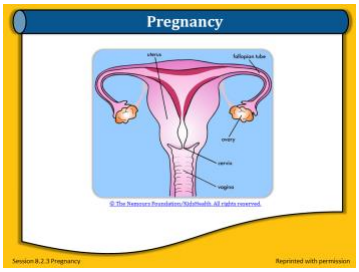
Educator states:
There are two ovaries. The ovaries are located in the left and right lower abdomen. Their function is to release eggs as well as hormones like estrogen and progesterone. These chemicals give women their female characteristics (such as breasts, wider hips, menstrual period, etc.).

There are also two fallopian tubes. There is one tube associated with each ovary. These thin, soft tubes extend from the uterus and end close to the ovaries. Because there is no connection between the fallopian tubes and the ovaries, at time of ovulation the fingerlike structures at the end of the fallopian tubes create a current to help move the egg from the ovary to the fallopian tube. Once inside the fallopian tube, millions of tiny, hair-like cilia move the egg through the fallopian tube toward the uterus. If a female engages in vaginal sex with a male around the time of ovulation, this is where the male's sperm will meet with the egg in a process called fertilization.

The egg next enters the uterus. It's a stretchy muscle where a baby might grow one day. It is also called the "womb." The uterus is a hollow, pear-shaped organ with a muscular wall and a lining. The uterus expands many times in size during pregnancy to hold the growing fetus (meaning it becomes larger as the baby grows). At the lower part of the uterus is a small opening called the cervix, which opens into the vagina. The vagina is a tube-like organ that connects the vagina to the outside of the body.



[Slide 3]

The vagina is where vaginal intercourse takes place and is the birth canal during childbirth. When a male ejaculates, it may happen here. If a male ejaculates in or near the female's vagina, the sperm may make its way up to the fallopian tubes and fertilize the egg. Sperm can live in the female body for up to five days. A fertilized egg moves into the uterus and implants in the lining. There the baby grows until it is ready to be born. During labor (the process of childbirth), the cervix dilates (expands to about 4 inches or 10 centimeters in diameter) to allow the baby to leave the uterus through the vagina (birth canal) and exit the mother's body.

Notes:

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Educator states:
Now that we have reviewed how a pregnancy occurs, let's see how much you remember. We are going to break you up into several groups and see which group can be the first to win the "Pregnancy Scramble" game.

[Divide participants into groups of three to five. Give each group a handful of cards which, when put together, depict the whole process of reproduction. Their task as a group is to put the cards into the order that they occur. The group that finishes accurately assembling the cards first wins the prize.]

Now this is how you play the game. Each group has been given several cards. Each card has a step in the reproductive process. I want your group to work together to put those cards in order.

I'll give you an example of this process. If you wanted to scramble an egg, what would be the first thing that you would do? Right get a pan and/or get an egg from the refrigerator. What would be the next step? Crack the egg in a bowl. Step number three might be mix it up and put it in the pan.

You and your group are going to put in order the process for pregnancy to occur. The first group that accurately gets all the steps in order will win a prize.

Ready, set, go!

Educator highlight: Educators are to circulate around the classroom to ensure that everyone is engaged and that all participants participate.

[Slide 4]

Just because your body is ready for pregnancy, does that mean that you are ready to have a child?

[No.]

There is a lot of responsibility that comes along with having a child. So why do some teens become pregnant if they are not ready to have a child?

[They don't know the facts; they think it can't happen to them; don't know the risks of sexual activity; they think having a child will help keep their boyfriend or girlfriend; sex is not planned, it just happened.]

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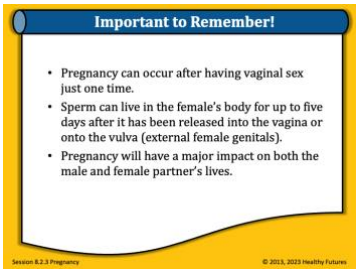
Educator states:
Right. For many teens, they might not know the facts about puberty and pregnancy or maybe they don't think that it will happen to them. Additionally, even if some teens know about puberty and pregnancy they might not know the risks of sexual activity. Who can remind us what the three risks and dangers of sexual activity are?

[Pregnancy/Fathering a child, sexually transmitted infections (STIs), and emotional heartache.]

Sometimes teens become pregnant because sex was not planned and it just happened. Other times teens think having a child will help them keep their boyfriend or girlfriend.



[Slide 5]

It's important to remember:

- Pregnancy can occur after having vaginal sex just one time.
- Sperm can live in the female's body for up to five days after it has been released.
- Pregnancy will have a major impact on both the male and female partners' lives.

Notes:

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Educator states:
During the previous activities we talked about pregnancy and why some teens become pregnant. Now, we want you to listen to a story about some teens like you who could easily be from your neighborhood.

Before we listen to the story, we are going to do an activity together. I am going to come around the room with a basket of eggs and set an egg on your desk. Do not open the egg. Just leave it sitting on your desk for the moment.

[Once every participant has an egg, continue.]

We are going to tell you a story and we want you to imagine you are one of the two people in this couple. Remember; do not open your egg. Just leave it on your desk for right now.

> Jack and Jill are juniors in high school. They love just being together but six months into dating, their friends start to ask if they are having sex. Jack's friends were making fun of him, saying that he should have been doin' it by now.
>
> They decide to become sexually active. Jack and Jill were happy with that decision at first; they thought it seemed right. They really liked each other, so this seemed like the next logical step in their relationship.
>
> They continued to be sexually active right through the summer. Suddenly, Jill realized that her period was late. She panicked—What did this mean? She waited another few days and still no period. Jill confided in one of her girlfriends. She was terrified and did not know what to do. How could she possibly be pregnant? It must be something else, she thought. A few more days went by and finally she decided she had to take a pregnancy test. She took it home and took the test. She had to wait 2 minutes for the results. She called Jack and told him that she was taking the test and she would call him back when she got the results.

In a moment you are going to get to open your egg, but don't open it yet!

[Write "One long two minutes" on the board at the front of the room.]

Put yourself in Jill's or Jack's place. What would you be thinking and how would you be feeling in their situation?

[Write participants' answers on the board. Possible answers may include scared, regretting having sex, worried about the future, worried what others will think.]

Jill got the test results and told Jack.

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Educator states:
Inside your egg lies a piece of paper with the result to your pregnancy test. When you open your egg do so in complete silence and do not tell anyone what is written on your piece of paper. We want you to put yourself in Jill's or Jack's place and write down how you would feel if that was you and you got that result. What would you be thinking? What options might you consider? Feel free to do this in list form or in paragraph form, this is for you. Open your eggs and begin to write.

[Give participants a few minutes to write down their thoughts.]

Let's have some people share some of the things that they wrote down.

[Write responses on the board.]

How many of you are glad that you are not Jack or Jill and you don't have to deal with this situation right now?

Those 2 minutes that they had to wait for the results were very stressful. Many of you mentioned some of the things that you would be considering as you waited for the result. Those of you that had a "pregnancy" result in your egg were now thinking about what you would do.

[Give examples from participant responses.]

Remember this was just a game and no one is held to the result(s) of what was in their egg or what was given to them.

Notes:

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Educator states:
In 6th and 7th grade we talked to you about abstinence. Who can remind me what the definition of abstinence is?

[Abstinence means choosing not to be involved in any sexual activity until you're in a faithful lifelong relationship.]

Right!

We are not telling you that you can never have sex. We know that sex is good and pleasurable. But at Healthy Futures, we believe choosing to abstain from sexual activity is the safest and healthiest lifestyle for teenagers.

Whose choice is it to practice abstinence?

[Ours!]

And the choices you make…NOW will affect you…LATER!

* For quality improvement purposes, Activity 8.2.5 Abstinence Review was moved from Session 8.1 to connect abstinence to the puberty and pregnancy review.

Notes:

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Educator states:
Did you know, about 77% of teen pregnancies are unplanned?[4] That means they occurred "to soon". While becoming pregnant as a teenager this was not in their plan, they have to deal with the consequences of their choices and the way it affects their goals and dreams.

There is a choice that teens can make to prevent teen pregnancy. What is that choice?

[Abstain or choose not to have sex, use an effective method of birth control if sexually active.]

Right. As we said before, we are not here to tell you what to do. We want to give you information that can help you make healthy choices. At Healthy Futures we believe the healthiest choice for teens is to abstain from sexual activity. But is also important to know the facts about preventing pregnancy if you do become sexually active. During the next session we will talk about contraception, also known as birth control.

And the choices you make…NOW will affect you…LATER!

The BIG 3:

- Puberty is the process of changing from a child to an adult and a time when there are physical, social and emotional changes.
- Unplanned pregnancy is a risk of sex. Think about it – Are you ready to be a parent?
- Choosing not to have sex can help you avoid the responsibilities of being a teen parent.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 8.2: Puberty, Pregnancy, and Abstinence and collect completed forms from Session 8.1.]

[4] Mosher, W. D., Jones, J., Abma, J.C. (2012). *Intended and unintended births in the United States: 1982-2010*. National Center for Health Statistics. Vital Health Stat (55). Retrieved January 23, 2015, from http://www.cdc.gov/nchs/data/nhsr/nhsr055.pdf.

Notes:

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