



Discussion Guide

For Adults Working with Teens

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Lesson: The Pregnancy Panic

Learning Objectives: By the end of this lesson, participants will be able to:

- Identify at least three ways someone might help a person facing a pregnancy scare
- Prioritize options if a teen is faced with a pregnancy scare
- List at least three prevention messages to help avoid an unintended pregnancy

Materials

- Copies of “**The Pregnancy Panic**”—one per student
- Copies of Pregnancy Panic Worksheet—one per each pair of students
- Newsprint—two or three pieces
- Markers
- Masking Tape

Procedure

1. Introduce topic by asking, “How might it feel to think that you might be pregnant/have gotten someone pregnant as a teen?” Solicit a few responses.
2. Distribute copies of “**The Pregnancy Panic**” and read together with your students. Ask the following discussion questions:
 - What is your reaction to the story?
 - Has anyone known someone personally who went through a pregnancy scare?
 - Why do so many teens find themselves in a situation where someone is possibly pregnant?
3. Instruct students to find a partner and sit next to each other, so they can work together for the next activity. Distribute copies of the Pregnancy Panic Worksheet to each pair and read scenario aloud to the whole group.
4. Instruct the pairs to brainstorm what they would do or tell Valerie now that they know about her situation. The pair should think of as many different ideas as possible and not limit themselves at all. The first pair to come up with 10 suggestions should raise their hands. Allow the group three to five minutes to

brainstorm and as soon as the first pair has listed 10 suggestions, instruct the rest of the group to stop.

5. Go around the group and ask each pair to share one suggestion from their list while you write it on newsprint. Repeat this procedure until you have an exhaustive list of all the suggestions the pairs have created.

6. Next, instruct each pair to look back at their original list and put a star next to what they believe is the BEST choice. Allow pairs a few minutes of discussion. Ask for volunteers to share what they believe is the best choice for Valerie. Briefly discuss the possible consequences of each choice. (For example, if a pair suggests that Valerie tell her mom, discuss what the possible consequences, positive and negative, might be for involving her mother.)

7. Next, ask the pairs to again look at their lists and together circle what they think they would MOST LIKELY do. The pairs should be prepared to defend their decision in front of the large group. Allow pairs a few minutes for discussion.

8. Then ask for volunteers to share the decision they would MOST LIKELY make given the situation. Discuss the possible options, focusing on why there might be a difference between the BEST choice and the one they would MOST LIKELY make.

9. Next, instruct each pair to find one other pair to join with to form groups of four. Give the groups five minutes to discuss the following question related to the scenario:

– What are five things that could have prevented Valerie’s situation?

After five minutes, ask each group to share one item from their list with the large group. Encourage participants to be as specific as possible so that students will understand the resources available to them if they are in a similar crisis situation. (For example, if a student suggests that Valerie could have gone to get birth control, ask the group where in their community a teen can get birth control? Or if a student suggests that Valerie could have talked to her mom, ask the group how teens might bring up the topic of sex or pregnancy with their parents? What could they say?)

10. After five minutes, ask each group to share one item from their list with the large group. Encourage participants to be as specific as possible so that students will understand the resources available to them if they are in a similar crisis situation. (For example, if a student suggests that Valerie could have gone to get birth control, ask the group where in their community a teen can get birth control? Or if a student suggests that Valerie could have talked to her mom, ask the group how teens might bring up the topic of sex or pregnancy with their parents? What could they say?)