

H.

H.S. 2.08 Compare and contrast how positive and negative health behaviors can have life long effects.

Materials Needed:

Appendix 1 – copies of Planning for the Future

Book *Oh, The Places You'll Go* by Dr. Seuss

Access to the internet

Appendix 2 – transparency of Yogi Berra quotation

Appendix 3 – transparency of Teen Parenting and Self-Sufficiency

Appendix 4 – transparency of The Real World of Teen Pregnancy

Appendix 5 – copies of puzzles Reaching the Top

Review:

Since you were a child, family and friends have asked you, "What do you want to be when you grow up?" Some of you have likely put a great deal of thought into answering that question. Others believe you'll figure it out when the time comes.

As we think about the future, you may have stayed with one goal or you may have changed your goals multiple times. You may have told others you want to be an astronaut, a lawyer, a rodeo clown, or a dentist. You may have even considered, "What do I need to be doing right now to take me where I want to go later in life?" For example, a student who wants to be a teacher might consider doing volunteer work with young children. A student interested in the armed services might join Jr. R.O.T.C.

I'd like you to think about how to get where you are going. In this first activity, we will think about a goal for the future and determine a quality or experience needed to reach that goal.

Display the transparency of Appendix 1, Preparing for the Future. Read the item in the left column and ask students to complete the columns on the middle (quality needed) and on the right (experiences needed). They are to determine the qualities and experiences needed to prepare for roles and responsibilities they may assume later in life.

Statement of Objectives:

So far in this unit, we have been studying the advantages of abstinence from sexual involvement. We've learned parenthood is a demanding role and most teens are not ready for the responsibility. One of the difficulties facing teen parents is the issue of self-sufficiency.

Focus:

Option 1

Read the book, *Oh, The Places You'll Go* by Dr. Seuss. Ask the following questions to process the key points of the book:

The book by Dr. Seuss is about "new beginnings." What new beginnings will you encounter as you grow older?

Dr. Seuss said, "You have brains in your head. You have feet in your shoes." What else do we need to be successful adults?

One of the roles we may fill as adults will be parenting. If we become parents, we will indeed have to take part in Life's Great Balancing Act. Why would it be difficult to be a teen parent and having to balance all the responsibilities of parenthood, working to support your family, and being a family member and citizen?

Option 2

Have a student play the game, *Oh, The Places You'll Go* on the following website: http://www.seussville.com/games/lb_oh_the_places.html while displaying the game for the class. As you set up the game, have the student close his or her eyes until the game is underway. The rule is to play first without knowing the goal, then play again knowing the aim is to pop as many orange balloons as possible. Process how important it was to "know the rules." Conclude that we are more successful in life if we have a goal in mind before we begin.

Teacher Input:

Show the transparency of Appendix 2 which reads, "You've got to be very careful **if you don't know where you're going**, because you might not get there." The quote is from Yogi Berra, a former catcher with the New York Yankees. He is often quoted because he tells us the obvious (but often ignored) concepts about life. Ask students, *How does this quote have meaning for the lives of high school students?*

The National Campaign to Prevent Teen Pregnancy has a great deal of information to help young people make the decision to delay having sex and thus improve their chances of accomplishing their goals and dreams for the future. Here are some statistics about teen moms and the changes having babies made in their lives.

Display a transparency of National Campaign data on teen parents and self-sufficiency, Appendix 3. Have students answer the questions at the bottom of the transparency.

Guided Practice:

Share with students that we should hear from some young people who have experienced becoming a parent while a teenager. Read the two messages on Appendix 4, The Real World of Teen Pregnancy. Ask them to write a summary statement to reflect the main idea of each.

Independent Practice:

This activity is intended to help students think through future goals and identify a sequence in which they should happen. Give each student an envelope in which the pieces of the pyramid puzzle are placed. Have them arrange the puzzles and ask these questions:

Why are these goals for the future in a particular order (from the bottom to the top)?

Why is it better for young people to postpone sexual involvement and the chance of unintended pregnancy?

How will you be better able to reach your future goals if you are self-sufficient before parenting?

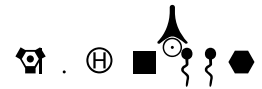
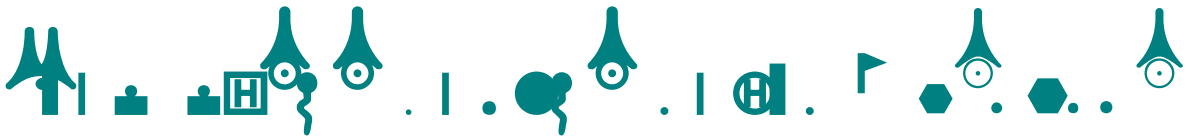
Closure:

Today we looked at the issue of self-sufficiency. There are huge advantages for young people if they become self-sufficient before becoming parents. They are able to complete education, begin a career, complete adolescence with less stress, and then become parents when they are truly ready for the responsibility. They give themselves and their future children a gift of time and of being better prepared.

Name: _____

Preparing for the Future

| Possible Goal for the Future | Quality Needed | Experience Needed |
|---|----------------|-------------------|
| To be well educated and a lifelong learner | | |
| To have a satisfying career | | |
| To be a good citizen of the community, nation, world | | |
| To be a good spouse | | |
| To be a good parent | | |



Teen Parenting and Self-Sufficiency

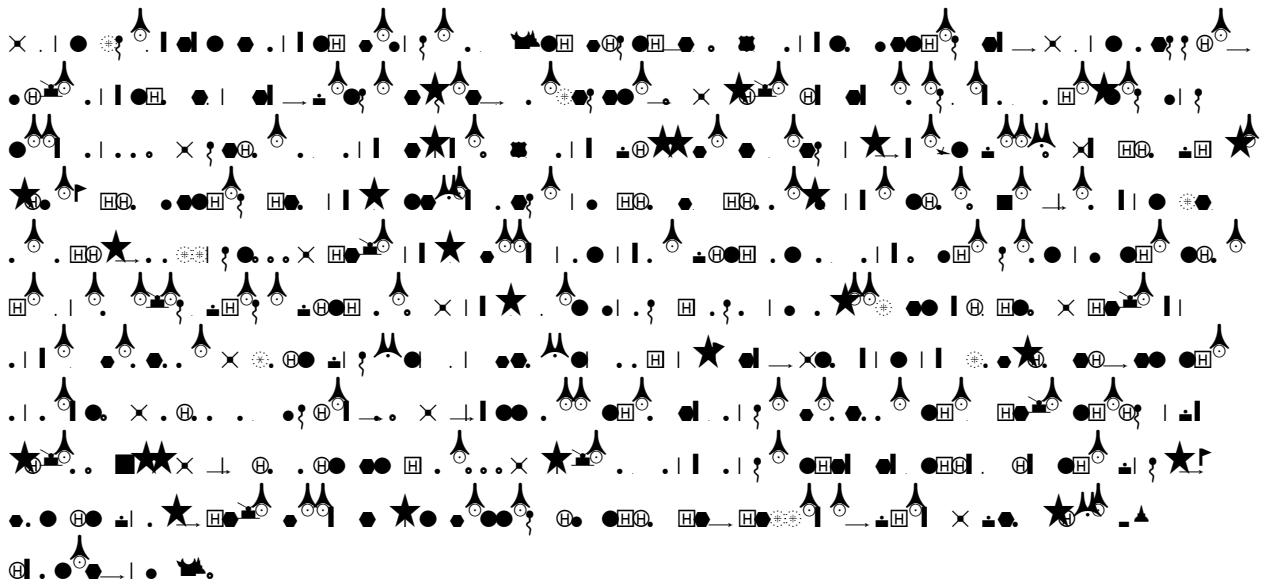
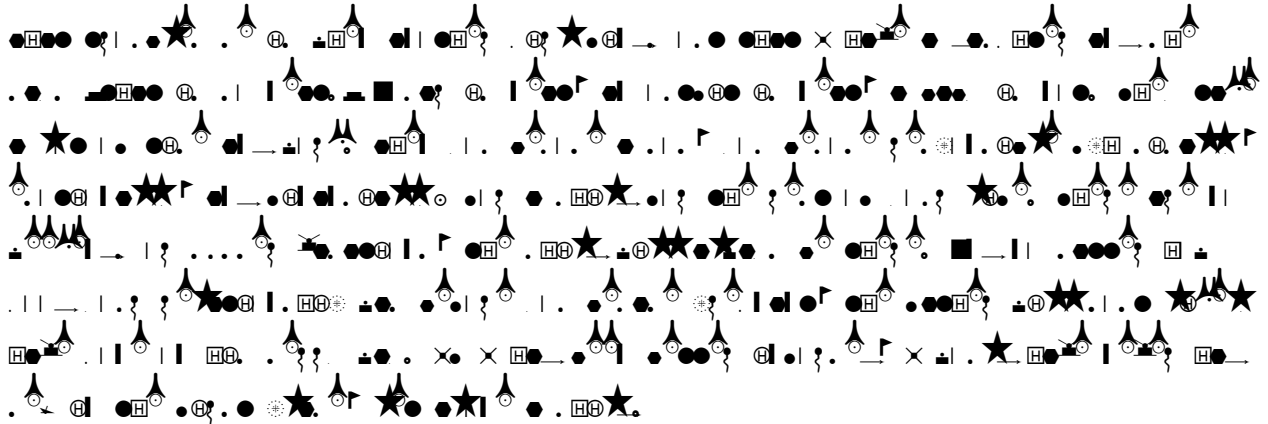
Only 41% of teen mothers complete high school and only 1.5% obtain their college degree by the age of 30.

Many teen mothers go on to have more children. About one-fourth of teen mothers have a second child within 24 months of the first birth.

A recent study shows almost one-third of all teen mothers and one-half of unmarried teen mothers go on welfare within the first year of the birth of their first child. Within five years after the birth of their first child, almost one-half of all teen mothers and over three-quarters of unmarried teen mothers began receiving welfare.

Follow up Questions:

- 1. Why is it difficult for teen mothers to finish high school and go on to college?*
- 2. What is the definition of self-sufficiency?*
- 3. Describe an individual or family who would be considered self-sufficient.*
- 4. The information above describes the effects of premature parenting on girls. What effects might it have on boys who father children while a teenager?*
- 5. It is important for a compassionate society to provide assistance for families who need it. If parenting is delayed until young people are self-sufficient, what effect would that have on the numbers of families who needed to be on welfare?*



National Campaign to Prevent Teen Pregnancy

Personal “Reach the Top” Pyramid

Place the goals for the future into a pyramid so you can Reach the Top!

