Pregnancy Basics

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

TARGET GRADE: Grade 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop
- LCD Projector
- Screen
- Speakers
- Pregnancy Options Handout - one for each student
- Pregnancy Trimester Highlights worksheet - one per student
- Pregnancy Trimester Highlights Answer Key - one per teacher
- Large Poster Paper
- Markers
- Tape

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe how pregnancy testing works [Knowledge]
2. List at least two signs of pregnancy [Knowledge]
3. Summarize the three legal options available for every pregnancy [Knowledge]
4. Recall a major milestone of each trimester of fetal development [Knowledge]

LESSON RATIONALE

In order to provide a complete education it is important to discuss measures to prevent unintended pregnancy and also cover basic information about pregnancy. This lesson covers early signs of pregnancy, explains how pregnancy tests work and then explores what options are available to the person who is pregnant. By receiving a complete education on pregnancy we ensure that the learners receive an honest education.

ADVANCE PREPARATION:

- Pre watch and prepare the AMAZE video for viewing: **So You Think You're Pregnant**
- Print copies of the pregnancy options handout for each student
- Review your school district's policy about teaching about pregnancy options, including abortion, to ensure that you cover the content as stated by your district

PROCEDURE:

STEP 1:

Start the class by saying, **"Today we are going to talk about pregnancy, what the early signs are of pregnancy, how pregnancy tests work and what the options are for a person who is pregnant. It is important to understand that if someone you know thinks they, or someone they care about, might be pregnant it can be helpful to reach out to a trusted adult who can offer support.**

So, let's get started."

(2 minutes)

STEP 2:

Say, **"As we know, signs are signals from our body that something is different. Pregnancy signs are often discussed with people who have been or are pregnant and of course we can see and hear about these signs in the media but there are a lot of signs in early pregnancy. Someone who is pregnant may have all, some, or none of the signs we discuss today.**

"I am going to separate the class into two groups and you are going to participate in a silent pregnancy signs relay race. Each group will have a designated poster that you will have to fill with as many signs of early pregnancy as you can think of. Each group will stay at the back of the class and when it is your turn you will grab a marker and run to your group's poster and write a new sign of early pregnancy. The only rules are: no talking and no repeat participants. The team with the most correct signs after 3 minutes wins."

NOTE TO EDUCATOR: *An alternative to the sign relay race is to provide a poster to each group and set each group up at individual tables. Let the students know they will have three minutes to write as many signs as possible and the group with the most correct signs at the end wins.*

As the students participate in the activity, keep time and stop the activity after three minutes. Using the list of signs below, find the team with the most accurate signs of early pregnancy.

Early pregnancy signs: missed period, swollen breasts, sensitive breasts, tired/fatigue, nausea, vomiting, increased urination, light cramping, sensitivity to smells.

After determining the winning group, review their list with the full class and add any signs from the list above to create a full and comprehensive list. Say something like, **"A person who is pregnant may or may not experience any of these signs. This is normal and each pregnancy can be different for a person. Just because a person doesn't have any of these signs doesn't mean that they aren't pregnant and just because a person does have any of these signs doesn't mean that they are pregnant. What is a way for a person to determine if they are pregnant or not?"**

You are pushing your students to respond with a pregnancy test. Say, **"Yes, a pregnancy test is a great way for a person to know if they are or are not pregnant. Let's talk about how pregnancy tests work."**

(15 minutes)

STEP 3:

Say something like, **"Pregnancy tests can be taken at home and a person can find these home pregnancy tests at the grocery store, a pharmacy, and many other stores. Pregnancy tests look for a specific hormone that a person's body will produce if they are pregnant called hCG or human chorionic gonadotropin. This hormone will be present in a person's urine or blood. It does take a few weeks for this hormone to increase in a person's body in order for a home pregnancy test to detect the hormone. So therefore, a person would not get an accurate pregnancy test result if they take a test the day after unprotected sex. Typically, pregnancy tests will be**

able to detect the hCG hormone close to the time that the person would miss their period. A home pregnancy test will come with specific instructions on how to take the test to get the most accurate results so a person should follow these instructions carefully. Typically, the highest levels of hCG are found in the first urine of the day after a person wakes up so if the person is early in their pregnancy taking the test when they first wake up will get you the most accurate results. Home pregnancy tests are typically 99% accurate so if someone gets a positive pregnancy test they should follow up with a healthcare provider who will confirm the pregnancy with an additional urine test and blood test at the provider's office. Let's watch a quick video from Amaze on this very topic." Following the video ask the students what questions they have around pregnancy signs and tests.

(15 minutes)

STEP 4:

Say, **"In the video we just watched there were three options mentioned if a person were to learn that they are pregnant. Can anyone remind us of those three options?"**

As the students shout out answers push them to say the following three options: Parenthood, Adoption, and Abortion. Write all three options on the board. Say, **"Who gets to make the decision around which option works best?"** Motivate the students to share that the person who is pregnant gets to make the decision about what happens to their body.

Say, "**Let's take a closer look at these three options and identify what a person should consider with each option. For example, with the option of abortion a person should consider if abortion is available in their local area or would require them to travel.**

Please find an elbow partner to complete the next activity. I am going to distribute a worksheet called the Pregnancy Options and you and your elbow partner should work together to complete this handout. Today I am going to ask you to focus on facts only and wait until later to include any personal opinions that you might have. What questions do you have about the directions?"

Distribute the Pregnancy Options worksheet and allow the pairs 10 minutes to complete the activity.

After the pairs have completed their task invite volunteers to share their facts around the three pregnancy options.

NOTE TO THE TEACHER: *You might find that the students ask you about the right or ability for the other person who provided DNA to result in the pregnancy to decide on the option for pregnancy. Encourage students to return back to the statement that the person who is pregnant gets to make the choice because it is their body. The other person does not get to make the decision as the pregnancy is not occurring in their uterus. Consistent reinforcement of this will be key.*

Additionally, you might find that students will share their personal opinions as opposed to sharing facts. It is important to clearly distinguish fact from opinion by communicating in your response. For example, "Thank you for sharing your opinion but the facts are.." Continue to

remind students that they can discuss their personal opinions and beliefs at home with their caregivers and families but class is a place for content only so we are to only focus on the facts.

After hearing from a few students, say, **"While you might be tempted to share your opinion if someone you know becomes pregnant, it is important to just serve as a supportive person as they determine what works best for them and their body. The person who is pregnant is the person who gets to make the decision." If a person does choose to be pregnant there are some major things to expect during the pregnancy which is divided into three trimesters. I would like you to stay with your partner and I will distribute a handout to identify what are the key highlights for each trimester. What questions do you have?"**

Distribute the worksheet *"Pregnancy Trimester Highlights*" to students and allow them about 5 minutes to complete the task. Once completed, review the handout using the answer key provided.

(20 minutes)

STEP 5:

In closing say, **"Pregnancy can be an overwhelming experience for a person whether it is planned or unplanned. If a person does find that they are pregnant they always have three options available to them. Talking with a trusted adult like a parent, caregiver, school counselor, family friend, etc. who can offer support during this time can help tremendously. Also, having supportive friends can make a large impact in someone's life during a pregnancy. Imagine how big an impact not having support from friends and loved ones could be. Let's be the people we would hope to have supporting us. Thanks for your work today and see you next class."**

(3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Objective 1 is completed in Step 3, objective 2 is completed in Steps 2, and objective 3 is completed in Step 4 and the homework.

OPTIONAL HOMEWORK:

Research the phrase Crisis Pregnancy Center which are centers that aim to block a pregnant person's access to a safe abortion. Identify three key facts about crisis pregnancy centers that set them apart from healthcare centers.

Pregnancy Options Handout

PARENTING

PARENTING is when a pregnant person decides to continue the pregnancy to 40 weeks, give birth to a child, and then parent that child.

A PERSON SHOULD CONSIDER: *Ex – the costs of raising a child.*

ABORTION

ABORTION is when a pregnant person decides to end the pregnancy by accessing a safe medical procedure or medication to remove the pregnancy from the person's uterus.

A PERSON SHOULD CONSIDER: *Ex – is this medical procedure available in the local area.*

ADOPTION

ADOPTION is when a pregnant person decides to continue the pregnancy to 40 weeks, give birth to a child, and then place that child with a family they selected to parent the child. An adoption can be open where the birth parent still has contact with the adoptive family or closed where the birth parent does not have contact with the adoptive family.

A PERSON SHOULD CONSIDER: *Ex – if and how they would want to be involved in the child's life.*

Advocates for Youth
Rights. Respect. Responsibility.
www.advocatesforyouth.org

Pregnancy Trimester Highlights

1ST TRIMESTER	2ND TRIMESTER	3RD TRIMESTER

Zygote grows and multiples and potentially becomes an embryo	Person can notice movement of the fetus from within the uterus	Embryo grows and potentially becomes a fetus
Major organ systems are created	Continued growth of the fetus, towards the end of pregnancy the fetus can gain a pound a week	The fetus practices swallowing and even breathing inside of the uterus
By the 12th week a person can see via ultrasound if the embryo has a vulva or penis	The fetus prepares for life outside of the uterus	

Advocates for Youth
Rights. Respect. Responsibility.
www.advocatesforyouth.org

Pregnancy Trimester Highlights
(Answer Key)

1ST TRIMESTER	2ND TRIMESTER	3RD TRIMESTER
Zygote grows and multiples and potentially becomes an embryo	Embryo grows and potentially becomes a fetus	Continued growth of the fetus, towards the end of pregnancy the fetus can gain a pound a week
Major organ systems are created	Person can notice movement of the fetus from within the uterus	The fetus prepares for life outside of the uterus
By the 12th week a person can see via ultrasound if the embryo has a vulva or penis		The fetus practices swallowing and even breathing inside of the uterus

Advocates for Youth
Rights. Respect. Responsibility.
www.advocatesforyouth.org