

EXERCISE 9 "Pregnancy - Risks and choices" 20mins



Using the Five Os

TEACHER GUIDELINES

(Timings based on minimum 20 minute session but can be more leisurely /expanded)



Outcome

Takes: 1 min; 19 left

" In this exercise we are going to be considering some of the circumstances, thoughts and feelings that might be going on when sex happens outside a committed relationship. Do you know of a word or phrase to describe sex between two people who hardly know each other and have no particular plans to see each other again?

☹ One night stands ☹ irresponsible ☹ slapper ☹ stud ☹ player ☹ cheap ☹ promiscuous

" What might be some of the consequences of this kind of sexual experience?

☹Pregnancy ☹ STI ☹ Pleasure ☹ Disappointment/hurt feelings ☹ Feeling bad about yourself
☹ reputation



Organise

Takes: 2 min; 17 left



Apause Ground Rules

- ✗ No put downs
- ✗ No personal comments
- 👂 LISTEN

" Get yourselves into groups of threes and fours. We need seven groups because the story is told through seven short scripts. I will try to match scripts to the gender of groups. If the scripts don't match every group, please be prepared to read them out loud anyway so we can hear the story.

(Hand out a piece of A5 paper and the scripts (E9 S1) according to gender makeup. Use 2nd set of scripts to ensure there are enough to go round.

" As soon as you get your script, read the scene quietly but out loud within your group and then write down your answers to the first two questions with the numbers on your piece of paper. If two groups have the same script I may ask one to read and one to answer questions



On-task

Takes: 4 min; 13 left

" Practise reading out-loud so that you can read your scene and your answers out-loud to the class.

" Once you are confident that you can read the scene, answer the first two questions. You have about four minutes. The scenes need to be read back in sequence 1-7 so that we can all hear the story. If you still have time left over, answer questions 3 and 4 about your scene.



Out-loud

Takes: 7 min; 6 left

" **Optional expansions** – if you have longer, or discussion of some questions is very brief there are optional questions for each group feedback shown in these 'Expansion boxes.'

OK. Well done for your work so far.

" Group 1 Group one, could you read out-loud your scene - "Emergency visit to the hospital."

Q1 If a person is 22 weeks pregnant and has pains in her abdomen there could be several **causes**, what might they be?

☐ Contractions ☐ miscarriage ☐ indigestion ☐ infection ☐ inflammation ☐ appendicitis

" Q2 What is Chlamydia?


☐ An STI ☐ **Commonest Sexually Transmitted Infection** (*– easily caught, easily cured, common cause of infertility.*)

" Q3 If she has got Chlamydia, how come she did not know about it?

☐ She might have ignored the symptoms or ☐ there were no obvious symptoms (often true)

" Q4 What might be the symptoms or signs of having Chlamydia?

☐ Her discharge could increase, ☐ change in smell and colour, ☐ pains in her abdomen (but often none)

"  Repeat and Praise Excellent work.

" Group 2 OK Group two, could you read out-loud your scene "Difficult Choice".

" Q1 How does Chlamydia stop a woman from having a baby?

The bacteria damage / block the Fallopian Tubes.

" Q2 Why is her friend important?

She needs someone to talk to ☐ to be understanding ☐ support.

" Q3 What might she be feeling?

☐ Shocked ☐ depressed ☐ angry ☐ lonely etc.

" Q4 Apart from her friend, who else might she need to talk to?

☐ A relative ☐ mum/dad ☐ the father of the baby.

" "  Repeat and Praise Well read and some good answers.

" Group 3 Let's move on to Group 3 and find out, "What the friend says".

" Q1 What is Emergency Contraception?

☐ One or two pills containing hormones ☐ it prevents pregnancy after sex has taken place.

" Q2 When should a person use it?

☐ If they have had unprotected sex ☐ if something has gone wrong ☐ condom slips off.

☐ Condom splits ☐ should be taken as soon as possible and within 72 hours of having sex.


" Q3 Where could a person get Emergency Contraception from around here?

☐ Pharmacy ☐ **local sexual health service** (*NB local services need to be identified*)


" Q4 How was Cass feeling about herself that night at the club, and how did this affect her behaviour?

☐ Probably feeling low and bad about herself ☐ depressed


☐ Caused her to get drunk ☐ didn't care what happened ☐ so she chatted up Bobby.

"  Repeat and Praise So how a person feels about themselves, especially if they are feeling bad, can cause them to take risks. Let's hear from Group 4.


- " Group 4 "Boyfriend trouble and splitting up" Group 4 can you take over the story.
- " Q1 Why might some people not bother to use a condom?
 ☹ Don't think it will feel as good ☹ they don't know how ☹ too embarrassed ☹ don't think it will happen to them.
- " Q2 Why did the friend say, "You should use condoms - even if you're on the pill?
 ☹ Condoms give good protection against STIs ☹ once you start having sex, you can't be certain if you or your partner are not infected.
- " Q3 If a person misses taking a pill or stops taking them, how long does protection against pregnancy last?
 ☹ 1, 2 3 days etc. *(It depends on the kind of pill, but for low dosage pills the protection can last less than 48 hours – if they use the pill irregularly it is worse)*
- " Q4 What methods of hormonal contraception are used to avoid the problem of forgetting to take the pill on time?
 ☹ Injections *(these last around three months)*. ☹ Implants (LARCS) *(matchstick-sized rods put under the skin and release hormones and can last up to five years)* ☹ The coil.

"  Repeat and Praise

- " Group 5 Ok, Group 5; let's hear "Bad news and worse news".
- " Q1 Whose responsibility was it to use a condom? ☹ Both of theirs.
- " Q2 Apart from Cass saying it was safe, give some reasons why Bobby didn't use a condom.
 Happened too fast ☹ too drunk ☹ embarrassed ☹ didn't carry any with him ☹ didn't realise the risk of STIs ☹ thought it wouldn't feel as good.
- " Q3 How committed is the relationship between Cass and Bobby?
 ☹ Not committed at all
- " Q4 How much choice does Bobby get over whether Cass keeps the baby?
 ☹ None *(If he had some kind of relationship with her he could have talked about it)*

"  Repeat and Praise

- So, Bobby has got problems and it seems he does not have much control over the situation.
- " Group 6 Let's hear "If only she'd known" from Group six.
- " Q1 Unprotected sex was pretty risky, but, what other circumstances and behaviours had led up to Cass taking that risk?
 ☹ Drinking, feeling bad, ☹ friends had left her, ☹ fancied him.
- " Q2 In what ways could her friends have been more helpful?
 ☹ They could have stayed with her ☹ stopped her from drinking too much ☹ been more supportive ☹ especially if they knew she'd just split up.
- " Q3 What kinds of things could Cass have done to keep more in control?
 ☹ Not got drunk ☹ kept with her friends more ☹ not been so 'pushy' with Bob ☹ carried a condom.
- " Q4 What information or knowledge would Cass have needed not to make those mistakes?
 ☹ People take risks when they feel bad about themselves ☹ they take risks when they are drunk ☹ the pill is not safe if you don't use it properly ☹ always use a condom.

"  Repeat and Praise

Well done!

- " Group 7 OK Group 7, you're the last group to go, let's hear "Short-term pleasures, long-term consequences".
- " Q1 What might have been some of the causes that led up to Bobby having sex that night?
 ● Drinking, ● she told him it was safe ● fancied Cass ● just grabbed the opportunity
 ● feeling turned-on.
- " Q2 What information or knowledge did Bobby need which would have been helpful?
 ● He needed to know more about the risks of unprotected sex ● the importance of condoms
 ● what the law says about his responsibilities if he causes a pregnancy.
- " Q3 What could Bobby have done to keep more in control?
 ● Not got drunk ● slowed things down a bit ● used a condom ● just said 'No'
 ● realised the situation with Cass was DANGEROUS.
- " Q4 If Bobby wanted to behave responsibly and support Cass, whatever her decision, what does he need to do next?
 ● Get in contact with her ● spend some time together ● talk things over
 ● make sure she can contact him if she needs to talk or get help.

If you want to take more time over this exercise, this is the place.

At the end allow an extra 6 min for Overview.

Optional whole exercise expansions

Teacher led focus 5-10 minutes extra

- " Use questions 3 and 4 from each scene as the basis for further discussion.
(These are some more general questions for discussion)
- " If Cass decides to keep the baby, how will it affect her chances of finding the sort of long term partner she dreamed of?
 ● Teenage mothers often find it hard to find a partner who is supportive.
- " If Cass has Bobby's baby, how will it affect his relationship with Cass?
 ● It depends on what kind of father he wants to be, if he wants to be there for his child, he will have to make a long term commitment with Cass now.
- " How will it affect Bobby's chances of finding a partner if he does not commit to Cass?
 ● He might struggle to find a partner who is understanding of his situation.

Group work focus 10 – 20 minutes extra (continued on next page)



On-task

(Direct the class to the scriptwriting tasks at the back of their scripts to complete on A5)

- " Turn to the back page of your scripts. Each group has a scriptwriting task. *Write your scenes on your own groups piece of paper.*



Out-loud

(Students read out loud their scenes and respond to any discussion points raised.)



Overview

Takes: 6 mins; 0 left

OK, so we've seen how two young people found themselves facing decisions which would affect them for the rest of their lives. What decision will Cass need to make?

☑ Keep the baby or not.

" What decision will Bobby need to make? ☑ How involved in the baby's life to be.

" How well prepared were they for these decisions? ☑ Not well prepared, they were sudden decisions.

" How much control and choice are they going to have in their lives in the future?

☑ It depends on different things, but ☑ Cass may not be able to choose to have another baby,

☑ Bobby could find he's got to pay for child support for eighteen years, ☑ as well as having parental responsibilities.

" At what point in the story did these two people have most control and when did they start to lose it?

No obvious answer, but worth discussing - possible answers: ☑ they had most control before they started drinking at the club ☑ they started losing control once they agreed to go outside together.

" What advice would you give to a friend who was thinking of having sex with someone they hardly knew?

☑ Don't ☑ you are likely to regret it ☑ value yourself more ☑ sex should be special.

Just before we go (or 'move on' if another exercise) how was it for you?
 (15-30 secs)

For students: *(They will probably not need to feedback – just silent reflection)*

" Both Cass and Bobby made mistakes and learned 'the hard way'. Is this the best way to learn? How can we learn to avoid making serious mistakes, so that we don't make the future even more of a challenge?

For professional(s):

How challenging for the students was reading back the scenes? If it had been too challenging what could you have done to make sure everyone shared the story?

EXERCISE 9 "Pregnancy - Risks and choices"



Using the Five Os

— *PLAN*

Mins
Takes Left

1 19



Outcome

(Briefly explain intended learning outcomes)

- This exercise is designed to help us understand some of the circumstances, thoughts and feelings that can lead up to unprotected sex.
- Consequences are also examined.

2 17



Organise

(Set up and run)

- Class is organised into 7 groups.
- A sheet of A5 paper and the scripts (E9S1) are distributed to groups matched to gender make-up of group. They are double sided.

4 13



On-task

(Active learning processes)

- Students prepare to read back their scripts.
- Students answer at least the first two questions on their scripts.

7 6



Out-loud

(Feedback to class)

- Groups read back their scenes in chronological order 1 to 7.
- After each read back, other members of the groups feedback the answers they have prepared to questions on their scripts.



Repeat and Praise

Mins
 Takes Left

6 0



Overview

(Review, Reflection and Evaluation)

- Questions in Teacher Guidelines offer a structure. Students share their understandings about what led these two young people into this situation.
- How might they have had more control and avoided it? What choices do they have now, what choices did they have then?
- What information would have helped them?
- Finally, students are asked to consider if people always have to learn the hard way.

Repeat and Praise

Total time without Optional Expansion

20 minutes

Other Equipment: A5 sheets of paper, pens or pencils – one between two.

Teacher needs: White board & marker pen.

Resource Includes : Teacher's Booklet (E9 T)

An A4 pocket with 2 pockets each with a set of 7 double-sided A5 scripts (E9 S1)

Teacher / Nurse needs information about local services to hand.

EXERCISE 9 “Pregnancy - Risks and Choices”

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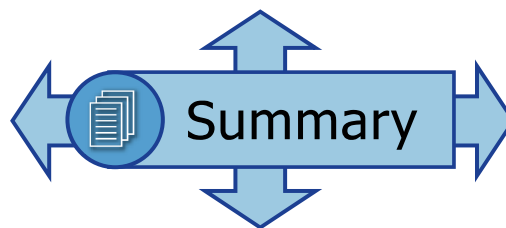
- Short scenes are used to represent episodes of a story about unplanned pregnancy.
- The scene contains enough detail for students to construct for themselves a model of the kinds of social and emotional conditions that lead up to a couple having unplanned and unprotected sex.
- By creating some empathy with the characters, the students are able to experience the ‘logical’ steps causing their behaviour.
- The structure and content of the questions compel the students to critique the characters’ actions. This is assisted by additional information that is made available either by the teacher or a visiting health worker.
- Both characters have friends that could have helped.
- Students may conclude that lessons don’t always have to be learned the hard way.

EXPECTATIONS

- Using scripts students explore circumstances that led up to unprotected sex, these include: not feeling OK about yourself; getting drunk; unsupportive friends; not fully understanding risks; not being in a respectful relationship.
- Consequences: STIs, pregnancy, infertility, unplanned parenthood, loss of freedoms, difficulty with future relationships, disadvantages to child.

METHODS

- Class is sorted into 7 groups.
- Scripts distributed 1 per group.
- Gender match to scripts.
- Each group works on an episode from the story, getting prepared to read it back to class and answering set questions.
- In chronological order the 7 scenes are read back by groups to the rest of the class.
- After each reading the teacher asks two or more questions about how the students interpreted their scene. This gives the opportunity to share additional medical information and information about local services and procedures.
- The exercise is brought to a conclusion through whole class discussion using structured questions included in the Guidelines.
- Key themes explored are around how and when the characters lost control of the situation and how might it have been avoided?



SYNOPSIS

- A story divided into seven scenes to be studied by small groups who then read back the scenes and give their answers to questions set in the scripts.
- The story describes a 17 year old in Accident and Emergency who discovers that not only is she pregnant but has Chlamydia which she may have given to her partner on her one night stand.
- Both parties have regrets about intercourse and failure to use contraception but have to make decisions.
- Extension allows discussion of preventative strategies.