

Elements Series: Life Line – Teacher Resources

Unit Overview

Grade Level: 9-12

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Essential Learning Targets:

Students will:

- Identify how current behaviors affect their ability to be a parent now and in the future.
- Identify a variety of support elements that make parents successful.
- Identify consequences and struggles associated with an unplanned pregnancy.

National Standards for Family & Consumer Sciences and Health Education

Human Development

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

Parenting

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

Health

2 Analyze the influence of family, peers, culture, media, technology, & other factors on health behaviors.

5 Demonstrate the ability to use decision-making skills to enhance health.

7 Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

8 Demonstrate the ability to advocate for personal, family, and community health.



Lesson Plans for Unit

<i>Learning Goal</i>	<i>Teaching Strategies & Student Activities</i>	<i>Assignment/ Assessment</i>	<i>Resources Needed</i>
<i>BEFORE & DURING THE VIDEO</i>			
<p>* Identify how current behaviors affect students' ability to be a parent now and in the future.</p> <p>* Identify consequences and struggles associated with an unplanned pregnancy.</p>	<p><u>#1 Before watching the video...</u> ~ Things I Love To Do List</p> <ul style="list-style-type: none"> ○ Ask students to make a list on a piece of notebook paper of all of the fun things that they do (verbs) in their spare time that they love. They should do this BEFORE watching the video. (This can be done a day or two, or a week or two in advance.) ○ Be sure to let them know that this list is for their eyes only, that you want them to be completely honest. ○ It's also important that you define "Things I Love to Do" as anything they would miss doing if they no longer had the time. Things like: grabbing a coke and chips and watching TV, taking a nap after school, having long phone conversations, etc. This list should also include any/all fun activities like clubs and sports, part time jobs, hanging out with friends, weekend activities like shopping, video games and movies. If they are participating in any sexual activities they should include this on their list as well (stress to them that they don't have to be specific.) ○ They need to keep this in a safe place as they will refer back to it after the video. This is not something you'll collect for a grade; it's to get them thinking. <p>~ Explain Worksheet Concepts</p> <ul style="list-style-type: none"> ○ Discuss what students need to record as they watch the video: Pregnancy age – The scenarios will say how old the person was. Pregnant how – What were the circumstances surrounding their pregnancy? Mental/emotional struggle - Things they worry about and feel. Financial struggle - What are their struggles with money? Short term consequences - Things they face those first few weeks or months of pregnancy or when they become parents. Long term consequences - Things they face as they get into parenting, such as delayed career dreams, no time with their partner, etc. What support might look like to a teen parent - place to live, help with bills, formula, diapers, transportation, etc. <p><u>#2 Play the entire video...</u></p> <ul style="list-style-type: none"> ○ Allow students to write down what they see in each scenario. 	<p>Elements Series Video: <i>Life Line</i> Worksheet</p>	<p>Elements Series Video: <i>Life Line</i></p> <p>Video Length 46 Minutes</p>
<p><i>Modifications for Students w/IEPs, 504s, or Limited English Proficiency.</i></p> <ul style="list-style-type: none"> ● IEP / 504 Students: Allow students to work with a partner as they are watching the video; each student looks for different things on the chart (one looks for 4 items from each scenario; one looks for the other 4 items). Another option is to have students look for 2 or 3 items of your choice from each scenario. Be sure to highlight these for them on their worksheet. Be sure to allow students to discuss answers with partner before asking them to answer out loud. ● Limited English Proficiency Students: If they have a low level of English proficiency, have students identify the English words they recognize in each scenario of the video and write them down. If they have a moderate level of proficiency, have them focus on how the teen got pregnant, how old they were, and the support they were given (if any). If they are more advanced, have them focus on the mental/emotional struggles as well as the financial struggles. You could include other items as well, depending on their level of English proficiency. 			



Lesson Plans for Unit Continued...

<i>Learning Goal</i>	<i>Teaching Strategies & Student Activities</i>	<i>Assignment/ Assessment</i>	<i>Resources Needed</i>
AFTER THE VIDEO			
<p>* Identify how current behaviors affect students' ability to be a parent now and in the future.</p> <p>* Identify consequences and struggles associated with an unplanned pregnancy.</p> <p>*Identify a variety of support elements that make parents successful.</p>	<p>#1 When the video is over:</p> <p>~ Worksheet Discussion</p> <ul style="list-style-type: none"> ○ Allow students a few minutes to discuss their findings from each scenario with their table mates or shoulder partners. ○ Call on students randomly to share their thoughts and findings aloud regarding what they noticed in each scenario. ○ Use the video insert to draw students' attention to pertinent facts and details outlined in each scenario. <p>~ Reflection Questions</p> <ul style="list-style-type: none"> ○ Give students time to answer BOTH parts of reflection questions, in class or as homework. ○ Allow students a few minutes to discuss their answers from each reflection question with their table mates or shoulder partners. ○ Call on students randomly to share their thoughts and findings aloud regarding the reflection questions. ○ Use the video insert to draw students' attention to pertinent facts and details regarding support, maturity, and what made each parent successful or not. <p>#2 Now that students have finished the video & reflection:</p> <p>~ Things I Love To Do List</p> <ul style="list-style-type: none"> ○ They need to get out their lists that they completed before the video. First, they need to draw a line through every fun thing they love to do that would go away if they had a baby. Next, they need to circle anything they are doing that could lead to them having a baby. ○ On the back of their lists, they need to answer the following questions and be ready to discuss them aloud: <ul style="list-style-type: none"> ● Are you prepared to give up all of the things you love to do? Why or why not? ● How much sleep do you think you'll get if you became a parent? ● How much free time will you have compared to now? ● How much extra money do you think you'll have to buy yourself something compared to now when you become a parent compared to what you spend now? ○ When students have finished answering their questions, allow them to discuss answers with their table mates or shoulder partners. ○ Call on students randomly to share their answers to the questions. 	<p>Elements Series: <i>Life-Line</i> Video Insert</p> <p>Elements Series: <i>Life-Line</i> Video Worksheet</p> <p><u>Final assessment ideas:</u></p> <p>*Students write a paragraph explaining why they do or do not have an appropriate support network in place currently to parent as a teen successfully.</p> <p>** OR **</p> <p>*Students write a paragraph explaining how their current behaviors might affect their future as parents.</p>	

Lesson Plans for Unit

<i>Learning Goal</i>	<i>Teaching Strategies & Student Activities</i>	<i>Assignment/ Assessment</i>	<i>Resources Needed</i>
ADDITIONAL INSTRUCTIONAL IDEAS			
	<p>~ Personal Support Parent Survey <i>This is something that can be done before or after the video.</i></p> <ul style="list-style-type: none"> ○ Make 2 copies of the survey for each student. ○ Copy #1: They fill out in class and hand it in before they leave. ○ Copy #2: They take home and discuss with their parents or caregivers. <i>(Be sure to add your contact information and discuss with students the “opt out” option on the bottom of page 2 of the survey.)</i> ○ <u>Possible Classroom Activities:</u> <ul style="list-style-type: none"> ● Have students compare and contrast (written or verbal) what they thought versus what their parent/caregiver actually said. ● Have a class discussion. <p>~ Budgeting Activity <i>This is something that can be done before or after the video.</i></p> <ul style="list-style-type: none"> ○ Do a budgeting activity with your students, so they can see how much babies cost. <ul style="list-style-type: none"> - Birth, Hospitalization, Other Medical Costs - Diapers and Formula Costs - Transportation Costs (to/from appts) - Child Care Costs ○ Possible Resources: <ul style="list-style-type: none"> ● www.uen.org ● www.takechargetoday.arizona.edu ● www.babycenter.com/baby-cost-calculator 	<p>Personal Support Parent Survey</p> <p>Personal Support Parent Survey Compare / Contrast Activity</p>	<p>Budgeting Lesson Plan</p>



**Elements Series: Life-Line
Video Worksheet**



Name _____

#1 Alison: Pregnant at age _____

How did she get pregnant?

What are some of her mental/emotional struggles?

What are some of her financial struggles?

What are some of the short term consequences of her unplanned pregnancy?

What are some of the long term consequences?

Where is the baby dad in the picture?

What kind of support does she get (if any)?

#2 Barbara: Pregnant at age _____

How did she get pregnant?

What are some of her mental/emotional struggles?

What are some of her financial struggles?

What are some of the short term consequences of her unplanned pregnancy?

What are some of the long term consequences?

Where is the baby dad in the picture?

What kind of support does she get (if any)?

#3 Julia: Pregnant at age _____

How did she get pregnant?

What are some of her mental/emotional struggles?

What are some of her financial struggles?

What are some of the short term consequences of her unplanned pregnancy?

What are some of the long term consequences?

Where is the baby dad in the picture?

What kind of support does she get (if any)?

#4 Bobbie: Pregnant at age _____

How did she get pregnant?

What are some of her mental/emotional struggles?

What are some of her financial struggles?

What are some of the short term consequences of her unplanned pregnancy?

What are some of the long term consequences?

Where is the baby dad in the picture?

What kind of support does she get (if any)?



#5 Dawn: Pregnant at age _____

& Daniel: Having a baby at age _____

How did she get pregnant?

What are some of their mental/emotional struggles?

What are some of their financial struggles?

What are some of the short term consequences of their unplanned pregnancy?

What are some of the long term consequences?

What kind of support do they get?

If their relationship fails, who will Violet live with?

After the Video Reflection (Part 1)

Thinking about each of the scenarios in the video, how did a support system (or lack of support) impact the teens' ability to successfully parent?

Thinking about the scenarios in the video, how does a teens' emotional, physical, or financial maturity levels impact their ability to be a successful parent?

After the Video Reflection (Part 2)

- Was Alison a successful parent? Why/Why Not? (Be sure to give specific details from the video...)

- Was Barbara a successful parent? Why/Why Not? (Be sure to give specific details from the video...)

- Was Julia a successful parent? Why/Why Not? (Be sure to give specific details from the video...)

- Was Bobbie a successful parent? Why/Why Not? (Be sure to give specific details from the video...)

- Were Dawn & Daniel successful parents? Why/Why Not? (Be sure to give specific details from the video...)



Dear parent or guardian,

Our class is examining the support elements that make parents successful. Part of this activity is for students to examine their own support networks and talk with a parent or caregiver about the realities and hardships that parents face. Your answers to questions they ask you below will help students evaluate how their life might look if they were faced with parenting as a teenager.

- *Student Question:* Who are you currently living with?
- *Student Question:* Do you currently have your driver's license?
- Discuss with the person/people you are living with (parent/caregiver) what their response would be if you told them that you were pregnant today?
- Discuss with the person/people you are living with (caregiver/parent) what kind of support they would give you if you had an unplanned pregnancy?
 - If none, why?
 - If they will support you, what does that mean specifically?
 - Do you and your baby get to live in the house w/them?
 - Will they babysit for you? If so, how often?
 - What kind of financial support will they give you?
 - If you're not driving, will they help you get to/from doctors' appointments?
 - Who will pay for your baby to be in child care while you are at school or work?



Personal Support Parent Survey Comparison Activity

Name _____

Things I Thought

Things my Parent Actually Said

