

JOINT TRAINING FOR MOTHERS AND YOUTHS - ILLNESS PHASE  
(HRA PROJECT)

SESSION 13: HOW DO I PREVENT PREGNANCY AND FATHERHOOD?

(Day 13, Morning. Two hours in length)

OBJECTIVES:

1. Youths will decrease their motivation to have a baby during adolescence.
2. Youths and mothers will increase their problem solving skills around unwanted pregnancies.
3. Youths will decrease attitudes that foster pregnancy.
4. Mothers will increase their support of delaying pregnancy until after adolescence.

RATIONALE:

Teenage pregnancy can reduce the possibility of achieving hopes and dreams for both the teenage mother and father and can lead to stress which finds outlets in negative and self-defeating behavior. Mothers living with AIDS do not want their teenagers to have any more burdens and disasters in their lives than they already face.

Examining the pros and cons of teenage pregnancy helps move youths from no concern about the matter to at least considering a change in behavior. As there is ample evidence that beliefs facilitate contraceptive behaviors, negative beliefs are identified and both mothers and youths practice countering them, giving mothers an opportunity to contribute to changing attitudes.

Applying problem solving to pregnancy situations has several advantages - one being anticipating difficulties and becoming prepared for them. The other advantages are to demonstrate the process and to improve problem solving skills.

As it is important to link pregnancy and its effects to life goals, personal projects, and strivings, this session makes that connection in hopes that the impact of a pregnancy can be anticipated and avoided.

Throughout the session an effort is made to deal with both motherhood and fatherhood. We want teenage boys to look on pregnancy and having a child as their responsibility as well.

PROCEDURES:

1. Introduce the participants, the procedures, and the topic. Use a script. Do a lottery. Review between session goals. (15 minutes)
2. Have the participants develop a list of the advantages of and disadvantages of teenage pregnancy for both the father and the mother. (15 minutes)

3. Use belief cards around contraception and pregnancy. Have the participants argue against the beliefs. (20 minutes)
4. Have small groups problem solve what to do when a girl becomes pregnant. (20 minutes)
5. Role play a teenager mother trying to get a teenage father to help her care for the baby. (20 minutes)
6. Have the teenagers list personal strivings and gauge the impact on them while the mothers develop messages for their children. Have the mothers give the messages and the youths respond. (20 minutes)
7. End with a possible between sessions task and group appreciation.

MATERIALS:

Strokes  
Family Lottery Prize  
Newsprint, easels and marking pens - 2 sets  
Paper and Pencils  
Belief Cards  
Script on "Big Daddy"

Exercise 1: What Happened Between Sessions?

(15 minutes)

[The purposes of this exercise are to create a positive atmosphere, to increase group cohesion, to reinforce transferring learning to the home setting, and to introduce the topic. Positive introductions, a script, a lottery and review of between-session goals are used.]

Welcome back.

I am glad to see you here on time and ready to go.

Let's start with a lottery.

**■PASS OUT LOTTERY TICKETS - ONE TO A FAMILY. HAVE THEM WRITE THEIR NAMES ON THE TICKET. COLLECT THEM, MIX THEM UP AND HAVE SOME ONE DRAW A WINNER. GIVE OUT THE PRIZE.**

Now please tell us your name, and what one word best described you as a little baby.

Like you might say, "My name is Mrs. Ortiz, and as a baby I was cute."

**■HAVE PARTICIPANTS GIVE THEIR NAMES AND ONE WORD THAT DESCRIBED THEM AS A BABY.**

Thank you - that was great!

Here are your twenty Strokes for this morning.

Remember to give them out when you like what someone said or did or liked his or her style, or simply liked their presence here this morning.

At the end of the last session you agreed to meet a goal between the sessions.

I want to see how that worked out.

Please tell us what happened.

■GO AROUND THE GROUP AND ASK EACH FAMILY HOW THEY DID. GIVE OUT STROKES. DISCUSS OVERCOMING ANY BARRIERS THAT AROSE.

Thank you for sharing how your goals worked out.

To introduce this morning's topic I need two males to do a little soap scene.

■SELECT THE VOLUNTEERS. GIVE THEM THE SCRIPT AND HAVE THEM READ THE PARTS ALOUD TO THE GROUP.

BIG DADDY

RED: Hello, big daddy.

AL: How did you know?

RED: Everybody knows your girl friend had a baby.

AL: I'm something else.

RED: You sure are. That's three babies so far.

AL: Three different girls.

RED: You are a real man.

AL: What do you mean?

RED: Look at all that proof.

AL: Are you doing a number on me?

RED: Who me?

AL: Yeah, you.

RED: Would I do a thing like that?

AL: You better not.

THE END

That was great!

■GIVE OUT STROKES TO THE ROLE PLAYERS.

You guessed it.

This morning we are dealing with being a teenage mother or father.

Exercise 2: What's the Advantage?

(15 minutes)

**[The purpose of this exercise is to focus the youths' attention on the consequences of teenage pregnancy. Making a list of advantages and disadvantages is used.]**

Let's start off by making a list of the advantages and disadvantages of being a teenage mother or father.

I want one group to work on the advantages and disadvantages to the teenage mother and the other group to deal with the teenager father.

■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH GROUP. ONE GROUP FOCUSES ON THE MOTHER AND THE OTHER GROUP ON THE FATHER. PUT A CHART ON NEWSPRINT AND HAVE THE PARTICIPANTS CALL OUT THE ADVANTAGES AND DISADVANTAGES. WRITE THEM ON NEWSPRINT.

TEENAGE MOTHER

ADVANTAGES

DISADVANTAGES

TEENAGE FATHER

ADVANTAGES

DISADVANTAGES

■EXAMPLES ARE AS FOLLOWS: MOTHER - ADVANTAGE: HAS SOMEONE TO LOVE. DISADVANTAGE: DROPS OUT OF SCHOOL. FATHER - ADVANTAGE: PROVES HE IS A MAN. DISADVANTAGE: GIRLFRIEND IS ANGRY WITH HIM.

■WORK ON THE LIST FOR FIVE MINUTES. THEN BRING THE GROUPS BACK TOGETHER AGAIN, REPORT AND DISCUSS.

What did you come up with?

■HAVE EACH GROUP REPORT BACK.

What do you think of those lists?

■ENCOURAGE RESPONSES AND DISCUSSION.

Exercise 3: What Do I Believe About Getting Pregnant?  
(20 minutes)

**[The purpose of this exercise is to alter beliefs toward avoiding pregnancy. Responding to belief cards is employed.]**

What you believe about teenage pregnancy can make a difference.

I am going to give everyone a card with a belief on it.

These beliefs can lead you to having a baby as a teenager.

When you get your card, read the belief to the group.

Then I want you to argue against the belief.

Let me demonstrate what I mean.

Will someone pick a card and give it to me.

■HAVE SOMEONE PICK A CARD FROM THE PILE AND GIVE IT TO YOU. READ THE BELIEF ALOUD AND MAKE UP AN ARGUMENT AGAINST IT.

Here are the cards.

■GIVE OUT THE CARDS ONE AT A TIME. IF OTHERS WANT TO COMMENT ON THE BELIEF, THAT IS FINE. CONTINUE UNTIL ALL THE CARDS HAVE BEEN GIVEN OUT. THE CARDS ARE AS FOLLOWS:

CARD 1

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I DON'T WANT TO GET PREGNANT.



CARD 2

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I AM TOO YOUNG TO CONCEIVE.

CARD 3

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I DON'T HAVE SEX OFTEN ENOUGH.

CARD 4

PREGNANCY CAN'T HAPPEN TO ME BECAUSE IT IS THE WRONG TIME OF THE MONTH.

CARD 5

PREGNANCY CAN'T HAPPEN TO MY GIRLFRIEND BECAUSE I PULL OUT BEFORE COMING.

CARD 6

I HAVE LITTLE CONTROL OVER WHAT HAPPENS TO ME, SO WHY SHOULD I WORRY ABOUT CONTRACEPTION? IT IS GOD'S WILL.

CARD 7

IF I GET PREGNANT, IT IS EASY TO GET AN ABORTION.

CARD 8

IF I GET MY GIRLFRIEND PREGNANT, IT IS EASY FOR HER TO GET AN ABORTION.

CARD 9

IF I GET MY GIRLFRIEND PREGNANT, NOBODY WILL REALLY CARE.

CARD 10

IF WE USE A CONDOM WHEN HAVING SEX, WE ARE GOING TO HAVE MORE SEX.

CARD 11

SOMETIMES I DON'T REALLY CARE IF I GET PREGNANT.

CARD 12

WHY SHOULD I GIVE A DAMN IF I GET A GIRL PREGNANT?

CARD 13

MY RELIGION IS AGAINST CONTRACEPTION.

CARD 14

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USING CONDOMS DOESN'T FEEL GOOD.

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CARD 25

HAVING CHILDREN IS THE MOST IMPORTANT THING A WOMAN CAN DO.

CARD 26

REGARDLESS OF WHEN IT HAPPENS, THE BIRTH OF A CHILD IS A BLESSED EVENT.

CARD 27

MY MOTHER WON'T SAY IT OUT LOUD, BUT I KNOW SHE WANTS ME TO HAVE A BABY.

CARD 28

IF MY GIRLFRIEND HAD A BABY, IT WOULD BE BECAUSE SHE SECRETLY WANTED TO GET PREGNANT.

Those were great arguments.

Can you think of other beliefs that lead to pregnancy?

■ENCOURAGE NAMING OTHER BELIEFS.

How would you argue against those beliefs?

■HAVE THE GROUP COME UP WITH ARGUMENTS AGAINST THE NEW BELIEFS.

Exercise 4: What Should I Do?  
(20 minutes)

**[The purpose of this exercise is improve problem solving around a pregnancy issue. Small group problem solving of a situation is used.]**

Now I want you to work on a situation about pregnancy.

Remember the steps in problem solving.

1. Get ready to solve the problem by believing you can do it.
2. Define the problem.
3. Get information on the problem.
4. Figure out the goal. How do you want it to come out?
5. List the actions you might take. Have at least 3 alternatives.
6. Judge the actions. What are the advantages? What are the consequences of taking each action?
7. Decide on the action to take.
8. Do it!
9. Review it. How did it come out?

A quick way to remember problem solving is "Probe."

■WRITE ON NEWSPRINT THE FOLLOWING:

PROBE

P = PROBLEM

R = RESULTS

O = OPTIONS

B = BEST

E = ENACT

**■PUT THE NEWSPRINT ON THE WALL WHERE EVERYONE CAN SEE IT.**

P is for problem.

R is for results wanted.

O is for options - the different alternatives.

B is for best. Which action is the best one to take.

E is for enact. Do it.

I am going to divide the group in half.

Each small group will work on the same situation.

Here is the situation.

Janet is 15 and Will is 16.

Janet and Will have just found out that she is pregnant.

Will is the father.

They don't know what to do.

Use problem solving in your small groups and come up with a solution.

If you need to know more facts about the situation, make them up.

**■DIVIDE THE GROUP IN HALF. A FACILITATOR GOES WITH EACH GROUP AND COACHES ON HOW TO PROBLEM SOLVE IF NECESSARY. ALLOW TEN MINUTES FOR SOLVING THE SITUATION. THEN REPORT BACK AND DISCUSS.**

Tell us what your group came up with.

■HAVE THE GROUPS EXPLAIN THEIR SOLUTION AND WHY THEY  
CHOSE IT.

What do you think of these solutions?

■ENCOURAGE DISCUSSION.

Exercise 5: How Do We Take Care of A Baby?  
(20 minutes)

**[The purpose of this exercise is to confront some of the issues that arise when a teenage couple has a baby. A role play is used.]**

What happens after two teenagers have a baby?

I would like a male and a female to volunteer to do this role play.

■SELECT TWO VOLUNTEERS.

Here are the background and the instructions.

Maria is the girl, and Greg is the boy.

Maria just had a baby boy.

It is pretty clear that Greg is the father.

Maria's mother said she could keep the baby at home.

Greg is allowed to spend the night and help with the baby - but no sex!

Maria wants Greg to get up in the middle of the night and bring the baby to her for feeding.

Maria also wants him to help with changing diapers, doing laundry, shopping, baby sitting and all the other typical tasks.

Maria is tired and feels overwhelmed.

Greg want life to go on as it was before he baby came along.

He wants to hang out with his friends.



See how you two would handle this situation.

In this role play, listen to each other, show feelings, and be honest.

The rest of us will be observers while you do the role play.

OK, go ahead and do the role play.

**■PUT TWO CHAIRS IN THE MIDDLE OF THE ROOM AND HAVE THE TWO ACTORS DO THE ROLE PLAY. ALLOW THE ROLE PLAY TO GO ON FOR TEN MINUTES.**

**■AFTER FIVE MINUTES HAVE TWO NEW PEOPLE PLAY THE ROLES, KEEPING THE ACTION GOING.**

That was very good.

**■GIVE OUT STROKES TO THE PLAYERS.**

Now let's hear some feedback.

What did the two Maria's feel during the role play, name one thing you did that you liked, and what would you do differently?

**■OBTAIN FEEDBACK.**

From the two Greg's let's hear the same thing - feelings, what you liked that you did and what you would do differently.

**■OBTAIN FEEDBACK.**

Now for the observers.

What one thing did you like and what one thing would you do differently?

■OBTAIN FEEDBACK.

Does anyone have some experiences about teenager pregnancy they want to share with the group?

From your own life can you tell us something that would help others make a decision.

■ENCOURAGE SHARING.

Thank you for sharing with us.

■GIVE OUT STROKES TO THOSE WHO SHARED.

Exercise 6: How Would Having a Baby Affect My Plans?  
(20 minutes)

**[The purpose of this exercise is to increase motivation to avoid teenage pregnancy. Linking having a baby to goals is employed.]**

I want the mothers to meet separately for a few minutes.

■TAKE THE MOTHERS TO A SEPARATE PLACE FOR EIGHT MINUTES WHERE THEY WILL DEVELOP THE MESSAGES THAT THEY WANT TO GIVE THEIR TEENAGERS ABOUT TEEN PREGNANCY.

(TO THE MOTHERS) - In a few minutes I want you to give your children a message about teenage pregnancy.

Take about eight minutes to figure out what that message is going to be.

Then we will go back, and I will ask you to share your message with your teenagers.

■AT THE SAME TIME THAT THE MOTHERS ARE MEETING HAVE THE TEENAGERS WORK ON THE IMPACT OF PREGNANCY ON THEIR GOALS.

(TO THE TEENAGERS) - I want you to think of three goals that you have which are really important to you.

For example,

1. I want to make some money.
2. I am trying to become more popular.
3. I want to go to college.
4. I want to be an airlines pilot.
5. I am trying to find a new boyfriend.
6. I am trying to be a decent person.

Decide on what your most important goals are.

■ALLOW SEVERAL MINUTES FOR THINKING ABOUT THE GOALS.

Now get with another person in the group and tell her or him what impact having a baby would have on your goals.

For example, someone might say, "I want to quit school, so having a baby would be a good excuse."

Or, "I want to finish high school next year. Having a baby would be disastrous."

■ENCOURAGE SHARING WITH ANOTHER PERSON FOR A FEW MINUTES. WHEN TEN MINUTES ARE UP FROM THE TIME MOTHERS AND TEENAGERS SEPARATED, BRING BOTH GROUPS BACK TOGETHER.

I want the mothers to share with the their teenagers any messages they have about having a baby during the teenage years.

■HAVE THE MOTHERS GIVE THEIR MESSAGES.

What are your reactions to these messages and how would having a baby fit in with your plans?

■ENCOURAGE THE YOUTHS TO RESPOND. OPEN UP DISCUSSION.

I want to thank both groups for sharing what your thoughts are on getting pregnant and having a baby during these years.

You obviously have a choice.

Exercise 7: What's Next?  
(10 minutes)

**[The purposes of this exercise are to build group cohesion, to increase self-esteem, and to transfer what was learned to the community setting. Group appreciation and setting between-session goals are used.]**

We are at the end of this morning's session.

This morning we focused on getting pregnant and having a baby during the teenage years.

What you do is your choice, and I hope that today helped you think about some of the issues.

During the next week there is an opportunity to do something about the pregnancy problem.

I want each family to set a goal for themselves.

What are you willing to do about pregnancy decisions?

For example,

1. mother and daughter could go to a contraceptive clinic.
2. teenager and mother could make a list of qualities a good parent should have.
3. mother and teenager could list the tasks involved in taking care of a baby.
4. teenager and mother could come up with a list of signs which indicate the person is ready to be a parent.

Think about what you might agree to do as a family.

Take a couple minutes and talk it over.

■ ALLOW A FEW MINUTES FOR REACHING AGREEMENT.

Because time is short we won't ask everyone to tell us your goal, but I would like to hear a few of the goals that you set.

Is there a family who will volunteer to tell us?

**■ENCOURAGE SHARING. GIVE OUT STROKES TO THOSE WHO SHARE.**

This afternoon the teenagers will work on how to protect yourself from unwanted pregnancy, sexually transmitted diseases including HIV, and unwanted sex.

Time is just about up.

Let's end with showing appreciation to each other.

People like to know that you valued their contributions to the group and to the workshop's topic.

**■HAVE GROUP MEMBERS GIVE EACH OTHER APPRECIATION, MODEL THROUGH STROKES, VERBAL COMMENTS, AND GESTURES.**

Have a nice lunch and we will see you afterwards.

**THE END OF THE SESSION ON TEENAGE MOTHERHOOD AND FATHERHOOD**

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