



conceptions

and

misconceptions



'Understanding the myths and delivering the facts about teenage pregnancy and young parenthood'

Introduction

This resource pack and film have been developed by Y Services for Young People and Gosport Borough Council, supported by Hampshire County Council Education (Health, Personal Development & Wellbeing Team) and Public Health Departments. The aim of the film is to provide information to young people about the realities of parenthood at a young age, through peer experiences. The resource pack can be used to support delivery of Personal, Social and Health Education in secondary and further education; as well as through other services that engage with young people such as youth services, community groups, and relevant health service providers.

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Motiv8

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Background & Context

The project was developed and produced in Gosport, Hampshire. The borough has the highest teenage conception rate in Hampshire (excluding Portsmouth, Southampton and Isle of Wight) and some Ward areas have higher than national average conception rates.

It is a known fact that teenage pregnancy is a complex issue with a number of associated risk factors including poverty, educational attainment, attendance at school, risk taking behaviour, alcohol, being involved with the criminal justice system, and being a young person in care. A previous social marketing exercise conducted with young people in the County, highlighted ambivalence towards young parenthood amongst some young people. We wanted to explore this further and find out from young people what the popular 'myths and misconceptions' are around teenage pregnancy and young parenthood, and where this information comes from. The feedback from young people has been used in shaping and developing this educational resource pack and film.

We began by exploring the beliefs that young people have around young parenthood, following a conversation with a young person who talked about 'what they would get' if they were to become pregnant. We asked young people in the local area to complete a survey through their school or youth provision. We asked them to respond as though they had just learned that they or their partner was pregnant. Who would they go to for support? What would they be entitled to and why do they think this? How well do they think they will cope? We were interested in finding out more about young people's understanding of what it is like to have a baby at a young age and to find out what influenced their beliefs.

Responses were collated and used to inform the themes of the film. The film features young parents who talk about their experiences of pregnancy and parenthood. Their honesty and openness is central to the impact of the film. Young people have been involved in the project at every stage, and their ideas and experiences have enabled the project to evolve into a product which enables education through peer experience – by young people, for young people.

Aims of the film and pack

- To challenge myths by giving a realistic insight into teenage pregnancy
- To show young people the everyday reality of being a young parent
- To increase young people's awareness of the support which is in place in their area to enable them to make informed choices

Objectives of the film and pack

- To support teachers/ youth workers to establish what beliefs the young people they are working with have about teenage pregnancy and young parenthood
- To enable young people viewing the film and taking part in the activities to obtain factual information about teenage pregnancy and young parenthood
- To support young people to think about the impact that having a baby would have on their life
- To develop young people's understanding of choices available to them

In using this resource, you will be supported in meeting criteria laid out within;

- Sex and Relationships Education Guidance (2000)
- UN Convention on the Rights of the Child
- National Curriculum – Key Stage 3 & 4 requirements
- Hampshire County Council – Children and Young People’s Plan 2012 – 15

Sex and Relationships Education Guidance (2000)

1.18 Schools should set a framework for establishing what is appropriate and inappropriate in a whole class setting and how to deal with individual questions.

Secondary schools should:

- teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- focus on boys as much as girls;
- build self esteem;
- teach the taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood;
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- use young people as peer educators, e.g. teenage mothers and fathers;
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol; and
- ensure young people understand how the law applies to sexual relationships.

1.21 Young people when asked about their experiences of sex education at school, often complain about the focus on the physical aspects of reproduction and the lack of any meaningful discussion about feelings, relationships and values. Sex and relationship education set within the framework for PSHE across the four key stages will significantly redress that balance. It will help young people to respect themselves and others, and understand difference. Within the context of talking about relationships, children should be taught about the nature of marriage and its importance for family life and for bringing up children. The Government recognises that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

3.5 At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;

- have the confidence and self esteem to value themselves and others and respect for individual conscience and skills to judge what kind of relationships they want;
- communicate effectively;
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/ unwanted conceptions, and sexually transmitted infections including HIV
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access to confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships

UN Convention on the Rights of the Child

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (order public), or of public health or morals.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;

- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

National Curriculum

KS3:

- Decision making
- Marriage, parenthood and family life
- Budgeting
- Relationships with families
- Sex and relationships

KS4:

- Discuss relationships, feelings, emotions and family events
- Marriage, parenthood and family life
- Relationships
- Where to find professional health advice
- Family Life
- Sexual activity

Hampshire County Council – Children and Young People’s Plan 2012 – 15

1. Reducing the impact and making sure that poverty does not affect opportunities and chances for young people growing up
2. Making sure young people are physically, spiritually, socially, emotionally and mentally healthy and encouraging young people and their families to have healthy lifestyle
3. Support young people to access good education that makes young people want to do well, be confident and enjoy their time at school
4. Make sure young people are safe and feel safe
5. Opportunities for young people to have fun, be successful and help others, including when young people leave school

Using the film and resource pack:

The resource pack has been designed to complement the film by providing additional activities which explore the themes raised.

The total running time of the film is 26 minutes. The film can be used in two ways dependent on the needs of the group and the length of the lesson/ session; either watched in sections or watched straight through. The interactive section (available online) explores key issues raised and can be used to promote group discussion or created as an online link for young people to follow up post lesson/session. If used in class these interactive slots may provide a useful introduction to further exploration of the themes raised. To access the interactive section, visit www.ysservices.co.uk

All schools/youth projects have their own tried and tested methods of evaluating young people's learning experience. A useful conclusion to each session would be to ask the young people what they have learnt from the session, from the footage they watched, and the discussion and activity which followed. We have also included a copy of the survey used to find out what the commonly held beliefs were around teenage pregnancy in our local area. This could be used at the beginning of your schedule of work, and again at the end to measure distance travelled; what young people have learnt, and changes in attitudes or opinions.

Preparatory work

Prior to using this resource we recommend that you engage your group in some preparatory work due to the potential sensitive nature of issues raised. We suggest that you;

- Create a group contract of expected behaviours while using the resource. This might include a clause about respecting one another's point of view for example.
- Ensure that your group understand the meaning of the world confidentiality. That they respect others right to confidentiality, but also understand your duty of care role.
- Gather information about local support available to young people. This might include information about contraception and sexual health services, pregnancy, pregnancy advisory services, housing and financial services in your local area.

Additional Teaching Resources

'Unexpected' – DVD and Teaching Pack - is available to purchase from Brook. The DVD features two films that examine issues around teenage pregnancy, parenthood and abortion. The pack also includes teaching notes, lesson plans, worksheets and activities. Visit www.brook.org.uk/shop

'Underage and Pregnant' – Resource Pack – is available to download from the BBC as a 'Teacher's Pack' and a 'Youth Pack'. The online resource pack features curriculum based exercises and/or exercises for more informal settings, as well as video clips from the BBC Three documentary series, Underage and Pregnant. Visit www.bbc.co.uk/schools/teachers/underageandpregnant/

Young mums' stories

The mums who shared their experiences have spoken honestly and candidly about how becoming a parent at a young age has changed their lives. The stories can be viewed individually or together. The summary below provides some information which may help you to select the relevant story to suit the learning outcomes. Each story lasts for approximately 5 minutes.

It should be added that the dads were approached to be involved in the film and share their experiences, but for various personal reasons they declined to appear in the film.

Sara

Sara had Daisy when she was aged 19. She fell pregnant shortly after moving in with her partner and his family. Her pregnancy wasn't planned and she became pregnant after taking antibiotics whilst using the contraceptive pill. Although Sara has lots of support from her family, she has still found raising a baby very difficult. Sara shares her experiences of her pregnancy and labour, how her social life changed, and how she has felt isolated when coping with Daisy alone whilst her partner is at work.

Shannon

Shannon had Karmii when she was aged 18 and had experienced a miscarriage when she was 15. Her home life was unsettled and she was living in temporary accommodation. Because Shannon was under the care of Children's Services, she received help from a support worker. Shannon gives a frank account of pregnancy and labour, and how she and her partner have found it difficult to cope with aspects of parenthood such as not knowing what to do when the baby is screaming, and trying to cope with very little sleep. She also recounts how having a child affected her friendships and her social life.

Alice

Alice fell pregnant with Logan when she was in Year 9, at the age of 13. Alice lives with her mum and they discussed her options at finding out she was pregnant. Logan was born prematurely and Alice has experienced issues that an older parent would struggle to cope with. Alice talks about the impact that having a baby has had on both her and her mum's life. With both professional support and support from her mum, Alice has been able to continue her education and talks about her aspirations and future career hopes.

Vicki

Vicki had her first child Harley, shortly after leaving college. 17 months later she had her daughter Scarlett. Vicki lives alone and has limited support. Vicki talks about how difficult her situation is at times coping with two young children on her own, being constantly on the go, financial constraints and not getting much sleep. She often feels lonely and isolated and has found that a lot of friends her age have a social life.

Themes raised in the film and resource pack

In utilising and engaging with the film, interactive questions and resource pack we believe that the following issues are considered (this is not an exhaustive list);

- Postnatal depression
- Telling your parents
- Impact on family
- Money
- Responsibility
- Being a single parent
- Having a second child
- Getting pregnant the first time you have sex
- Getting pregnant while on the pill but taking antibiotics
- Being in care
- Premature birth
- Impact of being pregnant on your education
- Benefits
- Housing
- Impact of being pregnant on your friendships and social life
- Support – before, during and after pregnancy
- Ability to cope with being a parent
- Birth
- Loneliness of being a parent
- Being on maternity leave
- Contraception

ACTIVITIES

The following activities have been designed to explore the themes raised.

Each activity includes an explanation of the expected outcomes from the activity, method and resources needed, and suggestions on how to use the activity on its own or with the film. The activity worksheets can be photocopied for use, or are available to download at www.yeservices.co.uk

Activity 1: Establishing Beliefs

Time required - 40 minutes

- Completing the survey (10 minutes)
- Discussion (30 minutes)

Materials/ Resources

- Copies of the activity sheet
- Pencils/ pens

Suggestions regarding use:

- Use at the beginning of lesson or session to support understanding of young people's starting points – their beliefs and knowledge before watching the film and taking part in the activity or activities
- Use as a discussion point – pose the questions to your class or group to engage them in a lively discussion about their beliefs and understanding
- Use at the end of lesson or session after viewing all of the film or chosen chapters. When compared with the initial responses this will provide a measure of young people's learning, understanding and whether there has been a shift in beliefs.

Objectives/ Learning Outcomes

- Young people will begin to consider what it would be like to have a baby at this point in their lives
- Young people will begin to examine their support network
- Young people will share their beliefs around entitlements as a young parent

Method

- Preparatory work: undertake the group contract activity prior to engaging with the Establishing Beliefs activity
- Explain to the class that there are no right or wrong answers – that by completing the sheet/ taking part in a discussion using the activity questions is about establishing what the groups beliefs are
- Hand out activity questions sheet/ pose questions to the class
- Record responses – at the end of the programme you can return to these and make sure that any myths have been addressed

Activity 2: Pregnancy Test Activity

Time required (20 minutes)

- Background scenarios – read to the group (5 minutes)
- Myth busting – what do the group think about the statements made? (5 minutes)
- Hand out pregnancy tests to group (5 mins)
- Each group member to share what their test reads and their initial feeling towards this (5 mins)

Materials/ Resources

- A copy of the background scenario
- Printed pregnancy test image (enough for one for each member of the group)
- Envelopes

Suggestions regarding use:

- Use alongside Activity 1 or straight after to establish young people's first responses to learning that they are or are not pregnant

Objectives/ Learning Outcomes

- For young people to learn how a pregnancy test works
- For young people to put themselves in the position of thinking that they may be pregnant and to support them to identify how this might feel
- For young people to establish facts around conception

Method

- Read out the background scenario to the whole group
- Hand out a pregnancy test in an envelope to each group member
- Ask each member of the group to reveal the result of their test and share with the group how they feel

The following information provides some facts to support Activity 2

- You can get pregnant the first time you have sex
- Trained youth workers can offer pregnancy tests
- The worker can do the test with you and can support you with the result
- Youth workers can offer a confidential service – they won't tell your parents but may encourage you to do so, so that you have someone else to talk to when other support services aren't available
- Pregnancy tests are designed to look for the HCG hormone which is present in your urine when you are pregnant. You can carry out a pregnancy test most days from the first day after a missed period – this is about two weeks after conception
- Condoms are FREE from many places (share with group where they can obtain free condoms in the local area)

Activity 2: Pregnancy Test activity

Background Scenario

FEMALE:

You have been in a relationship now for 4 ½ months. You really love your boyfriend and about 6 weeks ago you had sex for the first time. You didn't use any protection as you had heard that you can't get pregnant first time. Your period is about a week late. You are usually pretty regular but you've had a lot of stress lately with exams coming up at school. But, maybe you are pregnant. You have spoken to your boyfriend about it and also your best mate. She says she will come with you to the wellbeing centre after school – there's a youth worker there who can do pregnancy tests apparently. Maybe you could say the test is for your friend or perhaps they will let you take a test away and do it. Maybe you could wait a week – perhaps a test won't work yet? What if they tell your mum?

MALE:

You have been in a relationship now for a while. You and your girlfriend have been getting on well and you had sex with her at a party a few weeks ago. You didn't use anything as you didn't have any money for condoms, and anyway your friends said that you can't get pregnant first time. Now your girlfriend says she thinks she might be pregnant. She says she is going to get a pregnancy test after school today and will text you when she's done it.

Activity 2: Pregnancy Test activity

Pregnancy Tests (photocopy onto white card or paper and cut out)



Activity 3: Dear Friend

Time requirement (30 minutes)
 • Group activity (20 minutes)
 • Feedback to rest of the group (10 minutes)

Materials/ Resources
 • Copies of the 'Dear Friend' letters
 • Prompt questions
 • Paper
 • Pens

Suggestions regarding use:
 • Use after activity 2
 • Use independently

Objectives/ Learning Outcomes
 • For young people to be able to demonstrate their knowledge around choices, and support available to them
 • For workers to be able to signpost to or promote local services

Method
 • Split young people into groups of 4
 • Hand out a different 'Dear Friend' letter to each group
 • Ask that each group reads the letter and then writes a response to it
 • Once the responses have been written, ask the young people in their groups to read the letter they received and their response to the group
 • Does anyone from the wider group have anything to add?

If the group are finding it a challenge to take part or know how to respond, the following may prompt their discussion;
 • What is the actual problem?
 • Who could help your friend?
 • What could happen if your friend does nothing?

The following information provides some facts to support Activity 3
 • Emergency contraception can usually be taken up to 5 days after having unprotected sex
 • Pregnancy tests are designed to look for the HCG hormone which is present in your urine when you are pregnant. You can carry out a pregnancy test most days from the first day after a missed period – this is about two weeks after conception
 • When the contraceptive pill fails it is usually down to user error
 • When you have come to the end of your packet, your period could come any time within the following 7 days and you may still have your period when it is time to start your next period
 • If in doubt, do a pregnancy test - worrying may only delay your period further
 • If you do have unprotected sex it is wise to attend a GUM (Genitourinary Medicine) Clinic so that you can get a test for Sexually Transmitted Infections

Activity 3: Dear Friend

Letter A

Dear Friend. I think I might be pregnant. At the weekend my boyfriends parents went away and we had sex loads of times. We did use a condom some of the time but not always as we ran out.

What should I do?

Letter B

Dear Friend. I think that my girlfriend might be pregnant. She says that her period is late. She is on the pill.

What should I do?

Letter C

Dear Friend. My girlfriend and I used a condom when we had sex last night but it split. I didn't tell her as I didn't want us to stop having sex.

What should I do?

Letter D

Dear Friend. I have just found out that I am pregnant. I've told my boyfriend but not anyone else.

What should I do?

Activity 4: Support for you

Time requirement (55 minutes)

- Group activity – research (30 minutes)
- Group activity – designing a poster (15 minutes)
- Group activity – present your poster (10 minutes)

Materials/ Resources

- Internet access
- Leaflets about local support organisations
- Flipchart paper
- Pens

Suggestions regarding use:

- Use after activity 2 or 3
- Use independently

Objectives/ Learning Outcomes

- For young people to be learn what is on offer to them in the local area which supports them in relationships, sexual health, pregnancy and parenthood
- For young people to raise issues that they have identified regarding gaps in provisions which might support them and their peers
- For young people to educate their peers about what is available locally to support them

Method

- Split the group up into smaller groups of 4
- Give the group one of the following headings
 - ‘Starting a relationship’
 - ‘Thinking about having sex’
 - ‘Just found out you are pregnant’
 - ‘Just had a baby’
- Ask the group to use the internet, paper resources and local knowledge to find out what support is on offer to a young person living in the area who is in the situation they have been allocated (30 minutes)
- Using the knowledge they have gained, asked the group to make a poster informing others about the local support which is on offer. It may be that the group feel that there is little on offer to support someone in the situation they have been given, if this is the case then they may wish to make a poster which highlights the gap in provision locally (15 minutes)
- Ask each group to present their poster to others and explain what they have found and produced (10 minutes)

Activity 5: Choice Debate

- Time requirement (50- 60 minutes)
- Setting the scene and assigning the choices (5 minutes)
 - Reading the scenario (5 minutes)
 - Preparing your argument (10 minutes)
 - Debate (20 to 30 minutes)
 - Summing up and debrief (10 minutes)

- Materials/ Resources
- Leaflets about pregnancy
 - Information about keeping a baby, abortion and adoption
 - Choice cards
 - Role cards (optional)
 - Scenario card
 - Pens and paper for young people to note down the points they would like to make

Suggestions regarding use:

- Use after activity 2, 3, or 4
- Use independently
- Use following the DVD – specifically the section on CedarOak Pregnancy Advisory Service
- Use additional resource – ‘Unexpected’ DVD and Teaching Pack – www.brook.org.uk/shop

Objectives/ Learning Outcomes

- For young people to explore the choices available to them if they were to find out they were pregnant
- For young people to debate the pros and cons of the choices available to them

Method

- Split the group up into 3 groups
- Set the scene: Today we are going to have a debate. We are going to explore the options that you and your peers have if you were to find out that you were going to have a baby. Each of your groups is going to represent an option: keep the baby, adoption or abortion.
- Tell each group you will give some members a role card – if they receive one of these cards, ask them to take part in the debate in this role. Within your option group you will then have 10 minutes to discuss and note your points. You are asked to put forward the case for the option that you are representing but it is useful to think about the case against your option prior to the debate so that you are equipped to challenge the points made. REMIND YOUR GROUP OF THE CONTRACT THEY MADE AT THE BEGINNING OF THE SESSION/ PROGRAMME OF WORK.
- Give out the choice cards (and role cards if you are choosing to use them)
- Read out the scenario
- Give the group ten minutes to discuss and note their points
- The debate. As teacher/ worker your job is to chair the debate – allow everyone the chance to speak and keep order in the discussion.
- Follow up the debate with a summary of the main points made
- Ask young people to vote on which choice they would make having heard the pros and cons of all options available to them
- Debrief the group

Activity 5: Choice Debate

Option cards

CHOICE
Adoption

CHOICE
Abortion

CHOICE
Keeping the baby

Role cards

ROLE
Parent of young woman

ROLE
Teacher

ROLE
Young Woman

ROLE
Young man

ROLE
Best friend of young man

Activity 5: Choice Debate

The scenario

My girlfriend and I first had sex 6 weeks ago and now my girlfriend says her period is late. This afternoon we both went to the wellbeing centre after school and spoke to the Youth Worker there. The youth worker did a pregnancy test with my girlfriend and it came out positive – apparently that means she is pregnant. My head is in a spin. My girlfriend cried. I want to be there for my girlfriend and I know that if she had a baby now I would want to be involved in a way that my Dad never was. The Youth Worker said we should think about telling our parents but her Dad will go crazy. This afternoon we started to talk about what to do next – the Youth Worker said that we need to think about taking action – no matter what it is, and that if we ignore the test result it won't go away. She said there are people to support us whatever decision we make. The options are having the baby, having an abortion or giving the baby up for adoption once it is born. What shall we do?

Activity 6: The cost of a baby

Time requirement (55 minutes)

- Research task (45 minutes)
- Discussion (10 minutes)

Materials/ Resources

- The cost of a baby sheet
- Calculators
- Pens
- Current store catalogues – for example Mothercare, Argos
- Internet access
- Money Advisory Service dedicated baby calculator webpage - <http://www.moneyadvice.service.org.uk/en/tools/baby-costs-calculator>

Suggestions regarding use:

- Use after activity 5
- Use independently
- Use after watching the DVD

Objectives/ Learning Outcomes

- For young people to establish the material needs of a baby
- For young people to identify the financial cost of having a baby
- For young people to identify the differences between essential and desirable items

Method

Research task (45 minutes)

- Ask the group to make a list of all the items that they feel a new-born baby will need, and how much they think this will cost (10 minutes)
- Ask the young people to identify whether the items they have listed are essential or desirable (5 minutes)
- Ask the young people to use the catalogues or online shopping sites to find out the costs of all the items they have listed (20 minutes)
- Ask the group to add up what they have spent (10 minutes)

Discussion (10 minutes)

- Ask the group to compare how much they would need to spend on the list they have made against the original figure they suggested
- Are the young people surprised by anything?
- Is there any way that they could do to reduce this outlay?
- Where would they get the money from to pay for everything they think they need?

Activity 7: What a baby needs

Time requirement (30 minutes)

- Introducing the activity (5 minutes)
- Activity (10 minutes)
- Feedback and discussion (15 minutes)

Materials/ Resources

- Copies of 'house' sheet
- Post it notes
- Pens

Suggestions regarding use:

- Use after activity 6
- Use independently

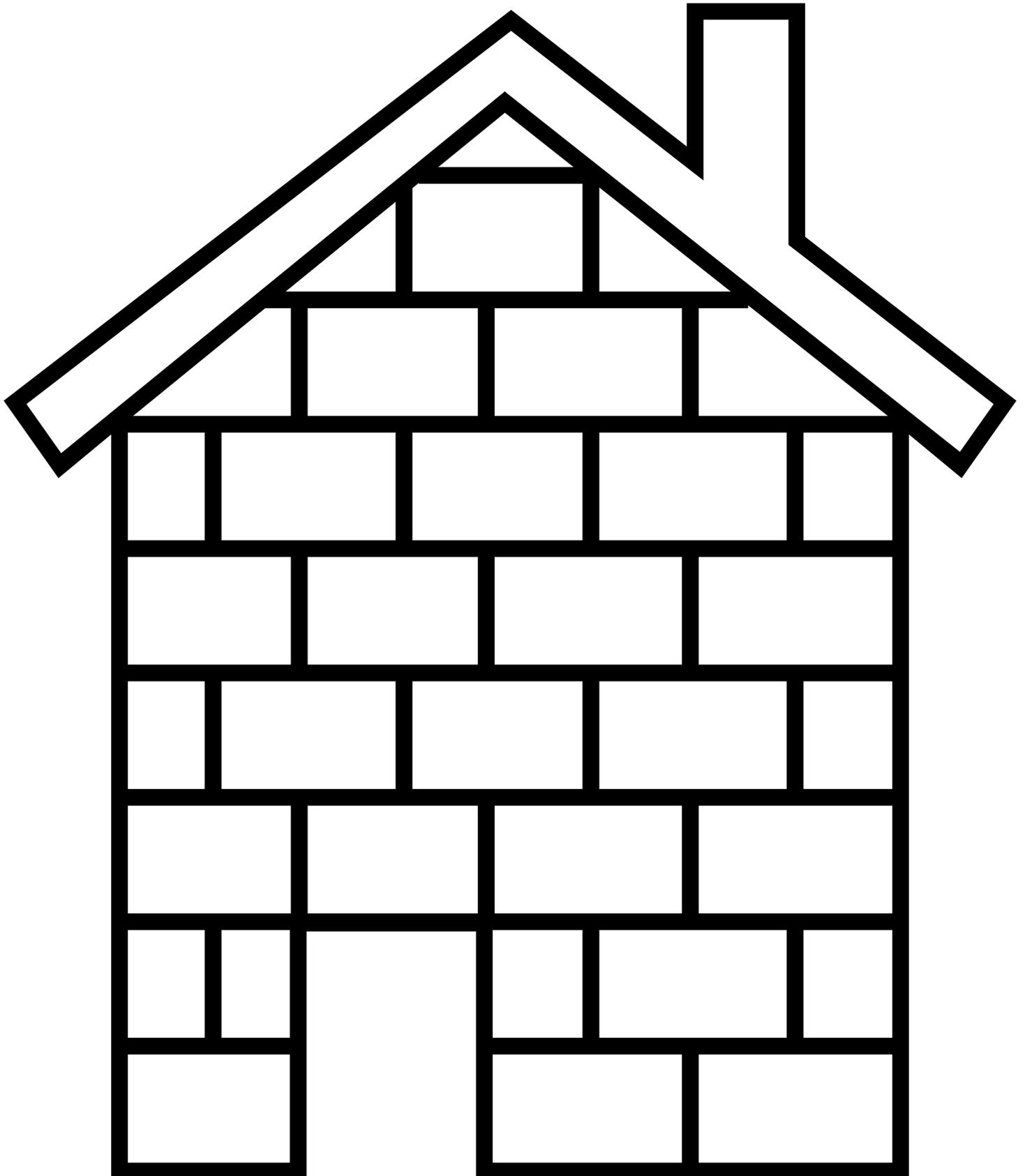
Objectives/ Learning Outcomes

- For young people to consider what a baby needs
- For young people to reflect on their current circumstances, and whether they would be able to provide all of the things that they believe a baby will need

Method

- Decide whether young people will work individually, in small groups or in pairs and instruct accordingly when introducing the activity
- Hand out copies of the 'house' sheet, plus post it notes and pens
- Explain to the group that they should use the post it notes to write down things that they believe a baby will need, and to place these within the individual bricks on the 'house'. You could give examples such as 'nappies', 'somewhere to sleep' or 'love', to prompt them to think about practical, physiological and emotional needs.
- Ask the young people to share with the whole group the items they have written down
- Ask the young people to remove the post it notes from their 'house', the items that they cannot currently offer themselves
- Discussion - what is left? Do young people think that this is enough? When might they be able to offer more? What might they need to do to achieve this?

Activity 7: What a baby needs – ‘House’ sheet



Activity 8: Spot the Difference

Time requirement (50 minutes)
 • Create storyboards (40 minutes)
 • Identify differences and discuss (10 minutes)

Materials/ Resources
 • Storyboard sheets
 • Magazines
 • Scissors
 • Glue
 • Pens

Suggestions regarding use:
 • Use after activity 7
 • Use independently
 • Use after watching the DVD

Objectives/ Learning Outcomes
 • For young people to consider the impact that having a baby now would have on their lives

Method
 • Ask young people to use the storyboard sheets to sketch out what life now looks like without a baby (20 minutes)
 • Ask young people to use the storyboard sheets to sketch out what life now looks like with a baby (20 minutes)
 • Ask young people to identify three differences between the two scenarios – which one would the young people prefer to be in? (10 minutes)

Activity 8: Spot the Difference

Storyboard Sheet

Activity 9: Contraception

Time requirement (50 minutes)

- Establishing knowledge base of group (5 minutes)
- Contraceptive choices demonstration (20 minutes)
- Questions/discussion and learning exercise (25 minutes)

Materials/ Resources

- Flipchart paper or whiteboard
- Contraceptive kit (if available) or contraceptive cards
- Anonymous question box
- Question slips
- Pens

Suggestions regarding use:

- Use after all the activities have been completed
- Use independently
- Use after watching the DVD

Objectives/ Learning Outcomes

- For young people to gain increased awareness of the contraceptive choices available to them
- For young people to be able to ask clarity questions about contraceptive choices
- For young people to learn about the support networks based in their area

Method

- Introduce the activity by asking young people to call out the forms of contraceptives they know of and note these down on flipchart paper (5 minutes)
- Use the kit/cards to demonstrate the variety of contraceptive choices and also the pros and cons of each one (20 minutes)
- Provide an opportunity for the answering of questions either as a group or anonymously using a box where written questions can be submitted (15 minutes)
- Summary – as a group complete a table to include contraceptive type, and pros and cons of each (10 minutes)

Activity 9: Contraception

Contraceptive Information Cards

Guidance about contraception: the figures were correct at time of printing. The caveat to the effectiveness of all contraceptive methods is that for the optimum effectiveness stated they must be used correctly.

<p>MALE CONDOM</p> 	<p>Male condom: 98% effective if used correctly</p> <p>How it works: Condoms are usually made of thin latex (latex free ones are available if either partner has a latex allergy). The condom goes over the erect penis and stops sperm entering the woman's vagina</p> <p>Advantages:</p> <ul style="list-style-type: none"> - available free from many clinics plus youth clubs and pharmacies displaying the Get It On logo - also protects against most sexually transmitted infections - no medical side effects <p>Disadvantages:</p> <ul style="list-style-type: none"> - putting the condom on can interrupt sex - if the condom isn't used correctly it may slip off or split - oil based lubricants will damage the condom - male must withdraw his penis from the vagina before it goes soft and should be careful not to spill any sperm
<p>FEMIDOM</p> 	<p>Femidom: 95% effective if used correctly</p> <p>How it works: The femidom lines the inside of the vagina and covers the area just outside the vagina which prevents the sperm from entering</p> <p>Advantages:</p> <ul style="list-style-type: none"> - available free from many clinics - also protects against most sexually transmitted infections - can be inserted any time before sex - can be used with oil based lubricants - no medical side effects <p>Disadvantages:</p> <ul style="list-style-type: none"> - inserting the femidom can interrupt sex - users must make sure that the penis does not enter the area between the femidom and the vagina - the femidom may be pushed inside the vagina

<p>COMBINED PILL</p> 	<p>Combined pill: Over 99% effective if used correctly</p> <p>How it works: the pill prevents the ovaries from releasing an egg each month</p> <p>Advantages:</p> <ul style="list-style-type: none">- Does not interrupt sex- Can reduce pre-menstrual symptoms and period pains- Reduces the risk of ovarian, colon and uterus cancer- Can reduce acne <p>Disadvantages:</p> <ul style="list-style-type: none">- Does not protect against sexually transmitted infections- May produce temporary side effects such as headaches, nausea, mood changes and breast tenderness
<p>CONTRACEPTIVE PATCH</p> 	<p>Contraceptive patch: Over 99% effective if used correctly</p> <p>How it works: the patch sticks to your body and delivers hormones through the skin which prevent the release of an egg</p> <p>Advantages:</p> <ul style="list-style-type: none">- Does not interrupt sex- You only have to remember to change the patch once a week- Because the pill does not have to be ingested through the stomach, the patch is still effective if you have sickness and diarrhoea <p>Disadvantages:</p> <ul style="list-style-type: none">- It can cause skin irritation, itching and soreness- The patch may cause mild, temporary side effects, such as sickness, headaches and mood changes- Initially there may be some breakthrough bleeding (bleeding between periods)- Does not protect against sexually transmitted infections

<p>CONTRACEPTIVE INJECTION</p> 	<p>Contraceptive injection: Over 99% effective if used correctly</p> <p>How it works: the injection stops the ovaries from releasing an egg</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Does not interrupt sex - Is not effected by other medication <p>Disadvantages:</p> <ul style="list-style-type: none"> - Does not protect against sexually transmitted infections - Your periods may stop, be irregular or longer
<p>CONTRACEPTIVE IMPLANT</p> 	<p>Contraceptive implant: Over 99% effective if used correctly</p> <p>How it works: A small flexible rod is inserted just under the skin of the upper arm. The rod releases progesterone which stops the ovaries from releasing an egg each month</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Does not interrupt sex - Works for 3 years <p>Disadvantages:</p> <ul style="list-style-type: none"> - Does not protect against sexually transmitted infections - Periods may stop, be irregular or longer - A small procedure is required to fit and remove it
<p>IUD (Intrauterine Device or Coil):</p> 	<p>IUD (Intrauterine Device or Coil): Over 99% effective</p> <p>How it works: This is put into the womb and stops sperm from reaching the egg</p> <p>Advantages:</p> <ul style="list-style-type: none"> - Does not interrupt sex - Works as soon as it is inserted <p>Disadvantages:</p> <ul style="list-style-type: none"> - Does not protect against sexually transmitted infections - A small procedure is required to fit and remove it - Periods may be heavier, longer and more painful

IUS (Intrauterine System)



IUS (Intrauterine System):

Over 99% effective

How it works: This is put into the womb and works by stopping sperm from reaching the egg and thinning the lining of the womb so that implantation cannot occur

Advantages:

- Does not interrupt sex
- Periods usually become lighter, shorter and less painful

Disadvantages:

- Does not protect against STIs
- During the first six months there may be some spotting and irregular periods

Activity 10: Picture Parents

<p>Time requirement (50 minutes)</p> <ul style="list-style-type: none"> • Groups to identify what they define makes 'a good parent' (20 minutes) • Group discussion (20 minutes) • Summary (5-10 minutes) 	<p>Materials/ Resources</p> <ul style="list-style-type: none"> • Roll of wallpaper • Selection of felt pens
<p>Suggestions regarding use:</p> <ul style="list-style-type: none"> • After watching the DVD. This activity is designed to explore the absence of dads appearing in this film; as well as pick up on the skills demonstrated by the mums who do appear. 	
<p>Objectives/ Learning Outcomes</p> <ul style="list-style-type: none"> • for young people to identify what makes a good parent • for young people to identify what makes a good mum • for young people to identify what makes a good dad • for young people to explore whether they think there are different traits for mum and dad roles 	
<p>Method</p> <ul style="list-style-type: none"> • Split the young people into groups. For the activity to work well you will need at least 2 different groups. • Ask a member of each group to lie down on the unravelled roll of wallpaper and ask another group member to draw around them. N.B highlight to the group that they will need to be careful not to draw on one another's clothes while drawing the outline! • Assign the group either 'mum' or 'dad.' Ask each group to note down within the person outline all of the characteristics that make a good parent, focussing on the parental role their group has been given. Prompt the groups by asking 'what makes a good mum?', or 'what makes a good dad?' • After 20 minutes ask the groups to come back together as a whole. Ask each group to introduce the traits they have identified. • Develop a group discussion based on the characteristics identified. Does everyone agree collectively on the same things as being important? Do they think that different characteristics are required of a mum or dad? Why is this? Are characteristics interchangeable? How do you become a good mum or dad? • Draw the points made together as a summary 	

Glossary of terms used in the film

Abortion	The deliberate termination of a human pregnancy, most often in the first 28 weeks of pregnancy
Care ('in care')	Protective custody or guardianship provided by a local authority
Childbirth	The process of giving birth to a child
Colic	Severe pain in the abdomen caused by wind or obstruction in the intestines and suffered especially by babies
Contractions	A shortening of the uterine muscles occurring at intervals before and during childbirth
C-section	A 'Caesarean section' is a surgical process of childbirth
Dilated (dilating)	Make or become wider, larger, or more open e.g. 'the cervix dilates during labour'
Forceps	A large pair of pincers with broad gripping parts, used to encircle baby's head and assist in birth
Hostel	An establishment which provides lodgings for a specific group of people, referred to in the film as somewhere to stay as a result of being homeless
Induced labour	Bring on the birth of a baby artificially, typically by the use of drugs
Labour	The process of childbirth from the start of uterine contractions to delivery
Maternity Unit	Specialist hospital department where women go during labour to deliver the baby
Midwife	A person who is trained to provide health care to pregnant women and assist women during childbirth
Miscarriage (miscarry, miscarried)	The spontaneous or unplanned expulsion of a foetus from the womb before it is able to survive independently
Premature birth	When a baby is born much earlier than the expected delivery date
Postnatal Depression	Postnatal depression is a type of depression some women experience after having a baby

Here are some key sources of information on the various themes likely to be raised. If you are using this resource pack outside of Hampshire, then you may need to identify services or support available in your area.

National sources

Association for Post Natal Illness

www.apni.org/

BBC Parenting webpage

www.bbc.co.uk/parenting/

British Pregnancy Advisory Service

www.bpas.org/

03457 30 40 30

Brook

www.brook.org.uk

www.askbrook.org.uk

Childline

www.childline.org.uk

0800 11 11

Families Need Fathers

www.fnf.org.uk/

0300 0300 363

Family Lives

www.familylives.org.uk/

0808 800 2222

Family Planning Association

www.fpa.org.uk

Fatherhood Institute

www.fatherhoodinstitute.org/

Gingerbread

www.gingerbread.org.uk/

0808 802 0925

Government services and information website

www.gov.uk

Home-Start

www.home-start.org.uk/

Marie Stopes UK

www.mariestopes.org.uk/young-people/pregnancy
0345 300 8090

National Childbirth Trust

www.nct.org.uk/

NHS Choices

www.nhs.uk
www.nhs.uk/Livewell/Sexualhealthtopics

PSHE Association

www.pshe-association.org.uk
Guidance on teaching about consent in PSHE at KS3 and 4 - www.pshe-association.org.uk/content.aspx?CategoryID=1161

Relate

www.relate.org.uk

Shelter

www.shelter.org.uk

Tommy's

www.tommys.org/
0800 0147 800

Hampshire sources

CedarOak

www.cedaroak.org.uk/

Hampshire County Council

Children's Centres - www3.hants.gov.uk/childrens-centres

Children's Services - www3.hants.gov.uk/childrens-services.html

Child Sexual Exploitation information - www3.hants.gov.uk/childrens-services/families/parent-support/cse.htm

Family Information Directory - www3.hants.gov.uk/familyinformationdirectory

Hampshire Teenage Pregnancy Partnership - www3.hants.gov.uk/childrens-services/families/parent-support.htm

PSHE website for Hampshire schools - www3.hants.gov.uk/education/hias/pdl.htm

Youth services - www3.hants.gov.uk/childrens-services/childrenandyoungpeople/youthtube

italk

www.italk.org.uk

Parentvoice

www.parentvoice.info

Portsmouth Hospitals NHS Trust

www.porthosp.nhs.uk/departments/Maternity/maternity-services.htm

Solent NHS Trust Sexual Health Services

www.getiton.hants.org.uk/

www.letstalkaboutit.nhs.uk/

0300 300 2016

Southern Health

Family Nurse Partnership - www.southernhealth.nhs.uk/inside/news/latest-news/giving-more-support-and-help-to-young-families-in-hampshire/

Children's Services - www.southernhealth.nhs.uk/services/childrens-services/

Y Services

<http://www.yservices.co.uk/>

www.facebook.com/Yservicesforyoungpeople