

**PHYSICAL CHOICES  
AND CONSEQUENCES:  
PREGNANCY**

from the

**ABSTINENCE BY CHOICE SERIES**

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## PHYSICAL CHOICES AND CONSEQUENCES: PREGNANCY

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**PHYSICAL CHOICES AND CONSEQUENCES:  
PREGNANCY**

**Tape #1 from the ABSTINENCE BY CHOICE Series**

**Viewing Time: 16:08**

**Grade Level 8 - 12**

**INTRODUCTION**

**Physical Choices And Consequences : Pregnancy is Part One** in the Abstinence by Choice Series targeted to grades 8 - 12. Although each program is self-contained and can stand alone as a lesson, it is most effective when used as an entire series.

In the late 1960s and early 1970s, the Sexual Revolution helped society gain a more open and positive attitude towards sexuality. However, this newfound openness also caused a decline in sexual responsibility and commitment. Sex was no longer viewed as having serious life implications and consequences. As a result, we see a plague of problems stemming from the breakdown of sexual morality, including: unwed pregnancies, abortions, sexually transmitted diseases, emotional problems and sexual abuse.

For the past two decades, the nondirective approach to encourage teens to make their own decision has not been enough to curb these problems. As a result, abstinence sexuality education—a directive approach—emerged to demonstrate the importance of providing guidance to young people about which sexual decisions are in their best interest. With the belief that young people can and do respond positively to instruction that is well reasoned and supported by evidence, abstinence education promotes abstinence as the healthiest and preferred lifestyle for adolescents.

It is our belief that whether young people have a sexual history or not, that from this point on they have the ability to choose abstinence and remain abstinent until they are in

a permanent, committed relationship.

### **LINKS TO CURRICULUM STANDARDS**

The content of this program conforms to the curriculum standards required in the Medical Institute for Sexual Health's National Guidelines for Sexuality & Character Education and the American Cancer Society's National Health Education Standards.

### **SUMMARY OF THE VIDEO**

Pam Stenzel makes a convincing argument for the choice of abstinence by illustrating the life changing consequences of unplanned teen pregnancies. Once pregnant, an adolescent is forced to make many difficult decisions—none of which are easy or without consequences. While Pam's background in crisis pregnancy lends credibility to her message, her own heart rendering experience of being adopted adds a passionate and emotional exclamation point to that message. Her moving message will spark the audience to carefully think through the consequences before they make the choice to have sex.

### **WHO IS PAM STENZEL?**

For years, Pam Stenzel was on the "front lines" as director of a counseling center for women undergoing crisis pregnancies. Her experiences taught her that before teen pregnancies and STD rates could decline, teen attitudes toward sex had to change first. Desiring to bring about that change, Pam started speaking full-time and has spoken to well over 250,000 young people about issues of sexuality and the importance of abstinence.

### **FACILITATOR PREPARATION**

Read all the material presented in this Facilitator's guide that refers to **Tape #1, Physical Choices & Consequences: Pregnancy**, and preview the video. Review Blackline Masters 1-16 and duplicate those you intend to use.

## **INSTRUCTIONAL NOTES**

Before presenting this lesson to your audience, we suggest that you preview the video and review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all participants.

## **PRE-TEST**

Hand out the Pre-Test which is Blackline Master #1. This is designed to be used as an assessment tool before you launch the lesson. It may also be contrasted with the Post-Test to measure audience comprehension of the Objectives.

## **INTRODUCING THE VIDEO**

1. Explain to the group that we live in a society that is obsessed with sex. With sex, however, comes responsibility and consequences. This video will be specifically directed to one of the potential outcomes of choosing to have sex—teen pregnancy. Ask the group what they think some of the risks are of teenage pregnancy.

*Females: losing your boyfriend, dropping out of school, becoming a single parent, going on welfare, having an abortion, giving up your baby for adoption, loss of reputation, etc.*

*Males: loss of income (current and future) and educational opportunities, loss of freedom, loss of control over girlfriend's decisions about pregnancy, etc.*

**2. Is pregnancy simply a female issue?**

*No. Males have been forced to share the financial responsibility. Another issue for males to consider is that they have no legal right in deciding what happens to the baby—it is a female choice.*

**3. Explain to the participants that all choices involving an unplanned pregnancy are difficult, and each choice comes with its own set of consequences. Explain that the video will be presenting sexual abstinence as the most effective way of preventing pregnancy—and the resulting consequences. Emphasize that the video applies to all participants, regardless of sexual history, as each one has the choice to begin today to make positive choices that will help him or her live a more healthy life—both emotionally and physically.**

**4. Before viewing the video, hand out Blackline Master #2, Viewing Guide, for the participants to take notes as they view, so that they can better participate in the discussion.**

**AUDIENCE OBJECTIVES**

After viewing the video and participating in the lesson activities, the participants will be able to...

- Define recycled virginity.
- Identify and discuss the benefits of sexual abstinence.
- Identify that contraceptives do not eliminate the risk of pregnancy.
- List the options following an unplanned pregnancy and identify the pros and cons of each.
- Identify and discuss the rights of the adolescent father to the decision made by his girlfriend and the financial responsibility if she decides to parent the child.
- Identify that sex, outside of a permanent, committed relationship, can interfere with short-and long-term goal attainment.
- Develop comeback lines to diffuse pressure to have sex.



## VIEW THE VIDEO

Viewing time is 16:08.

## DISCUSSION QUESTIONS AND FOLLOW-UP ACTIVITIES

After viewing the video, lead a discussion with your group based on the following: (The answers appear in italics.)

1) What is meant by sexual abstinence?

*Emphasize that this means avoiding intercourse as well as any activity involving genital contact or genital stimulation.*

2) What is meant by recycled virginity?

*Despite a person's sexual history, he or she can choose from this point on to abstain from sex.*

3) Emphasize to the participants that making the choice to abstain from sex is a tough choice. Ask the group for reasons why this choice can be so difficult.

*Some possible answers are: hormones, peer pressure, desire for love and affection, media influences, etc.)*

4) Explain to the participants that although there may be some tough times in abstaining from sexual activity until a permanent, committed relationship that there are many more benefits--both physical and emotional. Hand out **Blackline Master #3, The Benefits of Choosing Abstinence**. Divide participants into smaller groups and have them discuss each of the benefits listed on Blackline Master #3 and then list additional benefits and record them on Blackline Master #3. For a fun activity to further reinforce the positive benefits of sexual abstinence, have the groups each create an acrostic by choosing a word or phrase that begins with each letter in the word abstinence which shows the importance of making positive sexual choices. Upon completion, have the groups share their acrostics with the rest of the group.

5a) Hand out **Blackline Master #4, The Top 10 Reasons to NOT Have Sex**, to each of the participants. Have the participants individually read over the list and then number from one to ten (one being the most important and ten being the least important) what they feel is the most important reason not to have sex, until a permanent, committed relationship. While the group is filling out the page, write the following on the board:

**GIRLS                  GUYS**

- Getting an STD
- Getting pregnant (or girlfriend)
- Trashing reputation
- Getting stuck in rut only  
to have sex
- Messing up future relationships
- Losing focus for life goals
- Feeling used
- Losing self-respect
- Losing out on friendships  
with the opposite sex.

b) How many of you think getting an STD is the most important reason to not have sex, until a permanent, committed relationship?

Count or estimate the number of hands shown for guys and for girls and write them on the board.

c) How many of you think getting pregnant or your girlfriend getting pregnant is the most important reason to not have sex until a permanent, committed relationship?

Count or estimate the number of hands shown for guys and for girls and write them on the board. Note differences between guys and girls—especially on this one.

c) What are some other reasons that ranked high on the list? Why did you choose those reason?

Note the important ones on the chalkboard.

**d) Are there any significant differences in the attitudes of the guys or girls? If so, what are they?**

*Look for differences such as girls are much more afraid of pregnancy than guys; who is more afraid of STDs, who is more concerned about reputation or feeling used, etc.*

**6) Hand out Blackline Master #5, New Rules for Today's Informed Generation. Discuss the rules that are listed on Blackline Master #5 with the group. Then, divide the participants into small groups. Have them come up with five extra rules to add to the list. When they are finished, have the individual groups share their additions with the large group.**

**7a) Explain to the group that in order to make this informed and responsible decision about sex, it is very important to consider the following facts. First of all, do contraceptives eliminate all risk for pregnancy?**

*Contraceptives, if used properly, greatly reduce the risk, but are not 100 percent effective in eliminating all risk of pregnancy.*

**7b) Secondly, can you get pregnant if you are not having intercourse?**

*Yes, it is possible to get pregnant if there is genital contact, even without penetration.*

**8) Before you make a decision to have sex or to continue to have sex, it is important to ask yourself some very serious questions. A big question is, "Are you willing to face the possible consequences?" In order to help the group better answer this question, hand out Blackline Master #6, Ask Yourself the Tough Questions. Read and discuss each of the questions listed on Blackline Master #6.**

**Make sure you include the following in the discussion:**

- 1. The choices include abortion, parenting, adoption.**
- 2. The female has the legal right in making the decision.**
- 3. There can be physical and emotional complications.**
- 4. Many females as well as males suffer emotionally from**

what is called postabortion stress.

5. This would be very difficult to tell your parents. The lives of your parents will also be affected. They will probably be shocked and may have feelings of guilt as to where they went wrong, or how they could have prevented this unplanned pregnancy.

6. There are many responsibilities. The female makes the ultimate choice and if parenting is chosen, she will most likely be the one raising the child. Her boyfriend is financially responsible if she chooses to parent.

7. Due to the lack of commitment and permanence, as well as the stress involved, most relationships end because of pregnancy.

8. The bills may be covered by insurance or medical assistance.

9. The father of the child will be responsible to pay support. The girl's parents will probably be helping with the expenses. The girl may have to get a job.

10. This is not an easy task. A strong support system is important. Raising a child for eighteen years is a big responsibility.

11. For the father of a child, this is an important consideration. The mother will probably be parenting the child.

12. It may not be difficult to find a job. It will be much more difficult to get a job that pays well.

13. Hopefully, you can still live at home. If not, calling a local crisis pregnancy center or county health department will help.

14. There are available counselors at a local crisis pregnancy center or adoption agencies.

15. You need to get tested for STDs. There is treatment available.

16. For pregnant girls: A school counselor or county health department can help you with that decision.

17. It is less of an issue for males; however, their financial obligations for the support of their child may affect this decision. For females, this is an enormous consideration. Females are usually the ones raising the children and

daycare is costly. Finances will be an issue.

18-19. This is an important consideration. Having a child will affect your future goals.

20. There are several options. First, talk things over with your family and your partner. You can call a crisis pregnancy center or county health department for help.

9a) Divide the participants into small groups and hand out **Blackline Masters #7-10, Abortion, Parenting, Adoption, and Available Options**. Have each group read the information on each of the choices and then discuss the pros and cons of each. Have each participant record the pros and cons of each on **Blackline Master #10**.

9b) Ask the group if option #4 on **Blackline Master #10**, which is postponing sex until a permanent, committed relationship, looks any better when compared to the other choices! If they or their girlfriend is not already pregnant, that option is still available to them—no matter what their sexual history is at this point.

9c) An additional activity would be to role-play a talk show debate and include the following:

1. Talk show host
2. Someone strongly in favor of each choice
3. Someone strongly opposed to each of the choices
4. Someone who is not sure.

Encourage the host to spur on the audience to ask questions and express opinions.

10) Hand out **Blackline Master #11, Finish the Story**. Read the story aloud to the group. Then, have each participant write an ending to the story, using the three options. Have the guys finish the story from Mike's perspective and have the girls finish the story from Jessi's perspective. Have the participants hand in their stories when they are completed. If desired, read some of the stories out loud to the group in order to reinforce the message of the benefits of waiting for

sex until a permanent, committed relationship.

11a) In order to personalize how sex, outside of a permanent, committed relationship, can interfere with the attainment of short-and long-term goals, have the participants complete **Blackline Master #12, Think about Your Future**. Have them think about and write down what they expect be doing one year from now, three years from now, five years from now, and ten years. Upon completion, lead the following discussion.

11 b) If you got pregnant or your partner got pregnant, how could this affect your future in the areas listed in **Blackline Master #12**?

*Most females who choose to parent their children, will be below the poverty level and will not complete a college education. Males may be affected because of the financial restraints of child support. For all choices, extracurricular activities may suffer due to a loss of focus and stress. The choice of job will be affected by the level of job skill and training. There will be stress on relationships—romantic, family, and friends. Their financial status will depend on the education and training pursued and completed. There may be physical complications resulting from an abortion that may affect all areas. There are emotional consequences for each choice.*

11c) Emphasize that none of the choices that result from an unplanned pregnancy are easy or without consequences. The only way to avoid 100 percent of the risk of pregnancy is to save sex for a permanent, committed relationship with an uninfected partner.

12) Hand out **Blackline Master #13, Old Lines--New Combacks!** For a dramatic effect, ask for seven girls and seven guys to volunteer to role-play the pressure lines and comebacks listed on **Blackline Master #13**. When they are finished, have the small groups come up with five new pressure lines and comebacks to role-play for the large group.

13) b) Hand out **Blackline Master #14, Abstinence Treaty**. Explain to the participants that this treaty is something they can choose to do with a close friend who has the same resolve about abstinence. Since this is a private and very important decision, the treaty should be signed in a private environment outside the classroom. Participants do not need to turn in their signed treaties, nor share them with anyone else. It is their decision.

14) Hand out **Blackline Master #15, Pregnancy Resource Sheet**. Explain that this is a helpful resource to share with someone who is in crisis because of an unplanned pregnancy.

15) Hand out **Blackline Master #16, Quiz**. Go over the quiz with the participants to see if they have any questions before beginning. Have the participants complete all of the questions. This tool will help you assess participant comprehension of the Audience Objectives.

### EXTENDED ACTIVITIES

Have the participants do a research project. Here are several excellent research topics:

- a. Research the cost of raising a child: the cost of diapers, formula, doctor visits, food, clothing, furniture, etc.
- b. Research the rights of an adolescent father towards his unborn child.
- c. Research the topic of postabortion stress and its effects on males and females.
- d. Research teen pregnancy statistics, such as:
  - How many teens get pregnant each year?
  - How many teen pregnancies are a repeat pregnancy?
  - What is the percentage of teens that get pregnant?
  - What is the percentage of live births?
  - What is the percentage of abortions?
  - What is the percentage of adoptions?
- e. Research the benefits of “open adoptions” versus “traditional adoptions.”
- f. Research the sexual abstinence movement.

## **BLACKLINE MASTERS**

- #1 - Pre-Test
- #2 - Viewing Guide
- #3 - The Benefits of Choosing Abstinence
- #4 - The Top 10 Reasons to NOT have Sex (at least until a permanent, committed relationship!)
- #5 - New Rules for Today's Informed Generation
- #6 - Ask Yourself the Tough Questions
- #7 - Abortion
- #8 - Parenting
- #9 - Adoption
- #10 - Available Options
- #11 - Finish the Story
- #12 - Think about Your Future
- #13 - Old Lines---New Comebacks!
- #14 - Abstinence Treaty
- #15 - Pregnancy Resource Sheet
- #16 - Quiz

## **ANSWER KEY**

### **BLACKLINE MASTER #1: PRE-TEST**

True or False:

- 1. T
- 2. T
- 3. F - You can provide family history and other information you want your child to have.
- 4. T
- 5. T
- 6. T
- 7. F - Most teens who choose to parent do not attend or complete college.
- 8. F - They reduce the risk but are not 100 percent effective in eliminating the risk of pregnancy.
- 9. F - With open adoption practices, an individual can help select an adoptive family.
- 10. T
- 11. T



12. T

13. Males are also affected, i.e. financial obligations, lack of control over decisions made about the pregnancy.

14. F - "Recycled virginity" means that from this point on, you can choose to abstain from sex.

15. T

Short Essay:

16. Some reasons not to have sex before a permanent, committed relationship are: contracting an STD, getting pregnant, emotional pain, trashing reputation, getting stuck in a rut to only have sex, messing up future relationships, losing focus for life goals, feeling used, losing self-respect, losing out on friendships with the opposite sex.

17. Possible choices are abortion, adoption, parenting.

### **BLACKLINE MASTER #16 : POST-TEST (QUIZ)**

#### **100 Points**

Short Answer (3 points each - Total of 18 points)

1. Adoption

2. garnish

3. penetration

4. Recycled virginity

5. crisis pregnancy centers and county health department

True or False (3 points each - Total of 30 points)

6. F - The birthparent(s) can choose to provide a family history for the child.

7. F - If he is not married to his unborn child's mother, he has few legal rights.

8. T

9. T

10. F - Contraceptions reduce the risk, but are not 100 percent effective in eliminating the risk.

11. T

12. T

13. T

14. T

15. F - Studies of post-abortion stress have show that males may be affected as well.

**Short Essay (Total 52 points)**

16. The age of the adolescent mother when she begins to parent alone. (4 points)

17. Symptoms of post-abortion stress include: guilt, anxiety, psychological numbing, depression, anniversary grief, flashbacks, preoccupation with becoming pregnant again, eating disorder, drug and alcohol abuse. (2 points each - total of 10 points)

18. Some reasons not to have sex before a permanent, committed relationship are: contracting an STD, getting pregnant, emotional pain, trashing reputation, getting stuck in a rut to only have sex, messing up future relationships, losing focus for life goals, feeling used, losing self-respect, losing out on friendships with the opposite sex. (2 points each - total of 10 points)

19. Some possible responses include: Most females who choose to parent their children, will be below the poverty level and will not complete a college education. Males may be affected because of the financial restraints of child support. For all choices, extracurricular activities may suffer due to a loss of focus and stress. The choice of job will be affected by the level of job skill and training. There will be stress on relationships—romantic, family, and friends. Their financial status will depend on the education and training pursued and completed. There may be physical complications resulting from an abortion that may affect all areas. There are emotional consequences for each choice. (10 points)

20. Some possible complications include: cervical tearing, perforation of the uterus, scarring of the uterine lining, infection, hemorrhage, anesthesia toxicity, retained tissue, failure to recognize an ectopic pregnancy. (2 points each - total of 8 points)

21. Look for a complete and honest answer. (10 points)

**FOOTNOTES**

<sup>1</sup> Warren Hern, *Abortion Practice* (Philadelphia: J.B. Lippincott Company, 1990), pp. 108 - 117.

2 Ibid., pp. 175ff.

3 Ibid., p. 173.

4 Syllabus “Issues and Options in Reproductive Health Care” Conference sponsored by Contemporary Forums, Washington D.C., March 16-18, 1995, p. 96.

5 Ibid., p. 98.

6 Robert A. Hatcher, M.D., et al., *Emergency Contraception: The Nation’s Best-Kept Secret* (Atlanta: Bridging the Gap Communications, Inc.) pp. 29-30.

7 Anne Speckhard and Vincent Rue, “Post-Abortion Syndrome: An Emerging Public Health Concern,” *Journal of Social Issues*, (Vol. 48, No. 3, 1992), p. 105.

8 Ibid

9 Terri K. Reisser, M.S., and Paul C. Reisser, M.D., *Identifying and Overcoming Post-Abortion Syndrome* (Colorado Springs: Focus on the Family, 1992), pp. 7-15.

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**“So Why Should I Wait”, East TN Nurses for Health Education, 1997.**

**Speckhard, Anne and Rue, Vincent, “Post-Abortion Syndrome: An Emerging Public Health Concern,” Journal of Social Issues, (Vol. 48, No. 3, 1992).**

**Syllabus “Issues and Options in Reproductive Health Care” Conference sponsored by Contemporary Forums, Washington, D.C., March 16-18, 1995.**

## RESOURCES FOR FACILITATORS

### Alabama

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**SCRIPT OF NARRATION**  
**PHYSICAL CHOICES AND CONSEQUENCES: PREGNANCY**

Music: Think, because you've got a choice, because you've got a choice, because you've got a choice. Think, because you've got a choice, you can use your voice, because you make a choice. Think, it never hurts to say no, oh, think, you've got time to go slow, now come on, come on, come on, come on, come on and think.

Narrative: You've got places you want to go. You've got things you want to do. This is not where you wanted to go. This is not the thing you wanted to do. Today, if you father a child you will be held responsible.

Pam: All of us come at this talk from different perspectives and different life experiences. Some of you have never had sex, some of you have never even had the opportunity. I had a tenth grade young man raise his hand in one of my talks and he said, "I don't have to worry about this sex stuff, there's not a girl here that'll date me." Maybe it's not even been an issue in your life yet, maybe some day, I know someday it will be. Some of you may have had some experience around sexuality, some of you may be even have had sex or even multiple partners. What we want you to understand is that it is never too late to rethink the choices that you're making, to ask yourself the question, "Are the choices that I'm making the ones I'm comfortable with? Can I live with this? Are the consequences things I'm willing to pay?" And so, I hope that through this tape that you will take the opportunity, no matter where you've been or no matter what you have done or have not done, that this will be an opportunity for you to think really hard about the choices you're making and ask yourself the tough questions about whether or not they're choices you want to continue to make.

Pam: For nine years as a Minneapolis Crisis Pregnancy Center Director, I had young girls in my office day after day look at me and say, "I didn't know. If I would have understood the consequences of the choices that I was making, I would have made a different choice, nobody told me." I want you to understand that this series is not about making choices for you. I couldn't make the choices for the girls I saw in my office. I can't

make these important choices for you. Your parents can't decide for you. Although I'm sure there're probably some of them that wish they could. I've already told my own children that when they turn twelve, I'm putting them in a box, locking it and feeding them through a window till they're nineteen at least. I can't do that, wish I could. I can't make this choice for you, can't make this choice for my own children as a parent. This is a choice you need to make. What I don't want is for any of you to ever have to say to a physician, to a counselor, to your future husband or wife someday, "nobody told me, I didn't know". Through the series, we're going to talk about the consequences of sex outside of a permanent relationship and, hopefully, you'll be given the information that you need to make good choices.

Narrative: We love each other, so that makes it all right.

Boy: The fact that we love each doesn't protect me from what could go wrong.

Girl: Yeah, what if I get pregnant, will he still love me or not?

Several: Yeah's. That's right.

Pam: Typically, the number one fear of most teens who are having sex is pregnancy. Pregnancy is not the worst consequence of a choice to have sex outside of a commitment. I've had girls in my office for years, they're scared, they're waiting for that pregnancy test result. I walk in, tell them that there test is negative and they get this huge look of relief over there face like I'm okay, let me out of your office. Wait a minute, have you been tested for syphilis, gonorrhea, herpes, chlamydia, tricanomia, soldimina, eurthoritis, hepatitis B, HPV, HIV. Have you been tested for these diseases? This girl looks at me like "Me, I would need to be tested for that?" Students, you have a four times greater risk of contracting a disease than you ever have of being pregnant and yet, pregnancy is what you're worried about, I don't get it. However, over nine years, I've had to tell a lot of girls that there test was positive and immediately, they want an easy, painless way out of this pregnancy that they didn't plan, and there is no easy, painless way out. Every choice comes with it's own consequences and you have to think carefully

about the consequences of each choice that you have.

**Narrative:** This past school year two of the students in my eighth grade class and four in the entire eighth grade became pregnant. That is one out of five girls in my grade alone! Their boyfriends stayed less than two weeks after they found out that their “girlfriends” were pregnant.

**Pam:** Abortion is a very difficult choice. In nine years of counseling, I’ve counseled hundreds of women, five...ten...fifteen years after an abortion, still hurting. A “D & C” abortion involves the dilating of a cervix, involves insertion of a suction tube and suctioning out the embryo, the fetus and the contents of the womb. This is a painful procedure and it has medical risks. There are physical complications, as well as emotional complications. The DSMIIIR, which is the manual that most psychiatrists and psychologists use in counseling people, now recognizes post-abortion syndrome as an issue for women who are post-abortive. Before making a decision for abortion, you need to understand all of the physical and emotional consequences that may be result of a choice like that. It is not an easy, painless choice.

**Narrative:** We’re using protection, so what’s the problem?

**Girl:** You might have protection for my body, but not from my mind and my emotions.

**Pam:** Parenting is a difficult choice as well. I recently talked with a thirteen year old girl who had just delivered a baby. She started the eighth grade as a parent. There’re going to be a lot of difficult years ahead for her and for her child. Girls, the majority of teenage girls who choose to parent their children will live below the poverty level for at least ten years. In fact, most girls who parent children as teens will never attend or graduate from college. This has serious implications to them for a lifetime. The number one indicator of poverty in our country today has nothing to do with race or where you live. The number one indicator of poverty is single parent households and the age of that young girl when she began parenting alone. Guys, in case you’ve fallen asleep at this point in our discussion because we’re talking about pregnancy and you don’t think this involves you, you need to under-



stand that if you get a girl pregnant in the United States who you are not legally married to, you have absolutely no rights to the choice she makes. She can decide to do whatever she wants. You have no say. If she decides to parent your child however guys, you now have legal responsibility. It's costing us upwards of seven billion dollars a year to support teenagers parenting their children. We can no longer afford this. Welfare reform change has brought about a change in the law, the paternity laws. Girls, you will now be required to name the father on the birth certificate. We will have the social security numbers of both parents on all birth certificates. Guys, if you are named the father of a child, you will be notified by your county. You'll get a little note that says you have been named as the father of this child, born to this person, on this date. You will have a period of time to go back to your county and say it's not me. If in fact, the paternity test proves that you are not the biological father, they're going to go back to mom and say, try again, till we have someone's social security number. Why do we want that number guys? Not so that we can let you know when your kid starts kindergarten. So we can track your income. It's going to cost you over the next eighteen years anywhere from sixty to a hundred and twenty thousand dollars depending on your income and your pay will be garnished. This is not a bill the state will politely ask you to pay. This will come out of your paycheck before you receive it. I was in a nice little northern Minnesota town, speaking to a high school there. Got done with my talk and a senior guy got up in front of his whole school, told them all for the first time that he was a father. It was a girl vacationing in there community the summer before, he had no intentions of continuing the relationship and nine months later, he's a dad. He's allowed to see his daughter one weekend every three months, that's when they can arrange transportation. But he's being required by the State of Minnesota to pay \$350 a month to support his infant daughter. That's based on his current income. He's working at Burger King. I looked at Sean that day and I said "Sean, if you had anything at all to say to the guys sitting here about what you learned this year, what would you say, anything at all." Sean said two words. "Don't drink." He said, "I made a decision one night drinking, I wouldn't have made sober and I'm going to pay for that for the rest of my life." Not only will Sean pay, but so will a little girl from Minneapolis. So will their daughter. And so will every other relationship either of them have for the rest of their lives.

This is a serious responsibility, young men. You need to think about that before you have sex, because after, if you're not married, it's too late.

Pam: The third option available to a young girl facing an unplanned pregnancy is adoption. This is the ability of a young girl to take the child she has carried with her for nine months and loves with all her heart, to say I want what's best for you and I'm not it and I'm willing to go through this pain to give my child a family. It takes a lot of courage, a lot of maturity and a lot of love. Over two million requests for adoption go unanswered every year. Infertility has increased over five hundred percent recently among women. There are far more couples out there wanting to adopt and no children available. The average adoption now takes between two and ten years and costs between ten and twenty thousand dollars per adoption. Although it's difficult to choose, to place a child for adoption, this young girl is now giving this couple a chance to parent and she's giving her child a family. Thirty-three years ago, a young fifteen year old girl became pregnant. She had a lot of difficult choices to make. Maybe more so than some girls, she was raped. But this fifteen year old girl chose to give her child life and then to place that child with an adoptive family. And that child was me. My biological father is a rapist. I don't even know my nationality. I've not met my birth mom; someday I hope to. And if I get that opportunity, I'm going to wrap my arms around her and I'm going to tell her I love her, because she loved me. She loved me enough to give me my life and then she loved me enough to give me the next most special gift I was ever given and that's my family.

Jody: I was eighteen when I got pregnant, and I chose to place my baby for adoption because I wanted my child to have parents at home and I wanted my child to have parents who were old enough to raise a baby. I was eighteen, very immature, I hadn't finished raising myself yet and I figured that I wasn't ready to raise another person when I still had to determine my own values and the baby's father wasn't there for her at all and he never will be and I wanted her to have a stable home with a father and a mother there for her all the time. One of things that really bothers me about adoption these days is people don't realize what it really is. You see all these kids on talk shows with their parents and they

say, “Oh, I could never give up my baby, I couldn’t have strangers raise my child,” and they’re always showing these older people being reunited with their birth parents and it’s just not like that any more. Kids think that if they give up their baby for adoption it’s gone, they’ll never see their baby again. And most adoptions now are very open and there’s a lot of contact between you and your child and the parents and you know how your child is doing and you get to choose the parents. You don’t just give up your baby, you place your baby for adoption and you give your baby a better life.

Girl: My gift is really precious and I can only give it away one time. When I do I want it to be with the person who I’m going to spend the rest of my life with.

Boy: I think one of the best reasons to wait is you’re not only showing the person that they’re special by waiting for them, but you’re showing yourself that you’re special by waiting for yourself. Because you don’t lose anything by waiting, you’re not giving it up for your whole life, you’re just waiting until the time when you know for sure it’s what you want, because if you don’t know for sure, then you can just wait until you do know for sure, ‘cause you don’t lose anything by waiting.

Girl: You can think that you’re ready and you can think that you know what sex is all about. But really you don’t and so you almost have to wait just so that, you can’t just be ready, you have to be super ready. You have to be, you know what I mean, it has to be something that you don’t just feel like I’ll go with this, but comfortable with, comfortable with enough that you can give yourself completely and that’s a really big step.

Pam: The best choice is before you have sex. After that your choices are going to get really tough. But if you or someone you care about were to find yourselves pregnant and you didn’t intend to be, please get some help. Talk to someone, a counselor, a parent, clergy, a crisis pregnancy center, a medical doctor, find someone who you can talk over the choices that you have so that you’re capable of making the best choice available to you at that time.

Music: Think, because you've got a choice, you can use your voice, because you make a choice. Think, it never hurts to say no, oh, think, you've got time to go slow, now come on, come on, come on, come on, come on and think. And if you're feeling, like you're the only one, let me assure you, that you're not, not alone. Think because you've got a choice, because you've got a choice, because you've got a choice. Think, because you've got a choice, you can use your voice, because you make a choice. Think, it never hurts to say no, oh, think, you've got time to go slow, now come on, come on, come on, come on, come on and think.