

# Caution: Under Construction

Scope and Sequence for Teen Living

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## Unit One: Personal Development

- ~ Developmental Tasks
- ~ Roadblocks
- ~ Self Concept
- ~ Self Esteem
- ~ Personalities
- ~ Values

### Day One: Intro to Teen Living

Candy Bar Intro and Brain Teaser Trivia (see attached)

### Day Two: Disclosure

I introduce Tell Alls and cover sheet (Tell Alls - warm up questions and cover sheet is where they write down the activities we will be doing that day along with point values) I then go over the class disclosure and we correct the trivia

### Day Three: Starting on Our Journey

Teens vs. cookies and license plates (in the curriculum)

### Day Four: Developmental Tasks

I define and explain the developmental tasks through video clips.

#### Havighurst's Developmental Tasks Video Clips

1. Develop mature relations with peers of both genders.
  - ~ Harry Potter Chamber of Secrets scene 36
2. Adopt a socially approved gender role.
  - ~Mr. Mom when the dad is doing the laundry and trying to juggle all the activities in the house.
3. Accept your body as it is and make the most of what you have.
  - ~Roxanne when Steve Martin is in the bar and someone insults him then he comes up with better insults.
4. Become emotionally independent from your parents and other adults.
  - ~ My Other Sister when the daughter moves into her own apartment.
5. Prepare for marriage and family life.
  - ~My Best Friend's Wedding when they are walking down the aisle.
6. Select and prepare for a career.
  - ~Mrs. Doubtfire when Robin Williams is playing with the dinosaurs and using voices.
7. Adopt priorities in keeping your personal goals and society's expectations.
  - ~ Mr. Holland's Opus when the student wants to give up the clarinet.
8. Adopt a socially responsible behavior.
  - ~ Willy Wonka (old version, scene 28) when they are in the inventing room.

### **Day Five: Roadblocks**

I begin the lesson with an activity from Tom Jackson's books called "First Time". I tell the students that we are going to play a game, but they are only playing against themselves. The students will be writing their name as many times as they can in one minute. The goal is to improve each round, there are three rounds. However, the third round I instruct them to switch their hands. The kids complain that there is no way that they can do this, but they usually can get one or two names out. Then we talk about why it is so hard for them to do the third round comparing it to being a teenager. I then use the information that is in the curriculum for roadblocks, but turned the reading guide into a power point presentation along with the questions.

If there is time, I have the students draw me a map of their lives. I tell them not to focus on just the negative things, but also how you got to be here.

### **Day Six: Self Concept/Self Esteem**

I have used the play dough activity from the curriculum for this concept, but never seem to get it right. However, last semester I used an activity from Tom Jackson's book, called "I didn't know". This seemed to work better. The students are given a set amount of time to speak with other students in the class. Each time someone new shares something, it has to be different than what they previously shared. Then each of the students writes what they learned in their notebooks. Once the given time is up, the students return to their desks and shares what they learned about their peers. We then discussed how it makes us feel to share information about ourselves.

We then discuss the vocabulary words: self esteem, self concept, high self esteem and low self esteem. Then if there is time remaining I use the "How Strong is my Self Concept" quiz in the curriculum.

### **Day Seven: Self Esteem**

We listen to Mattie's Smile from the curriculum. As the students are listening, using a T chart they write down their perception of Mattie's self esteem (Positive/Negative). As a class we then discuss the student's perception.

I have the kids draw a big balloon in their notebooks. Inside of the balloon I have them write five things that bring up their self esteem. Students who would like to share out loud I call on breathing into a balloon a little puff of air. Then I tie it off (explaining that we really don't tie our self esteem off, but for demonstration purposes we need to). After the balloon is blown up, I show them the big needle; this is what brings our self esteem down. I have the students draw a big needle outside of their balloon and ask them to write five things that bring down their self esteem. Again I ask the students to think of what brings them down and share it with the class. As I do so, I gently stick the needle into the balloon, trying not to pop it. As the balloon is almost all the way through, I ask the student who is in control of the needle. They respond that I am and gently take it out. We then discuss how as individual I am in control of my self esteem balloon and needle.

The students end this lesson with building someone else's self esteem. I have the students write a thank you card for anyone who works at our school. I wrote to Stampin' Up, who donated supplies for this activity. I supply them with the paper and stamps. I then have them turn them into me and I get to play post woman and deliver them to the teacher's boxes.

If there is time, I have the kids draw a roller coaster with five ups and five downs. They label the ups with things that bring up their self esteem and the downs with things that bring them down.

### **Day Eight: Self Concept/Self Esteem**

We watch Penelope. The curriculum gives them idea of The Great Love Experiment video, but Penelope is more updated and the kids like it. If you want The Great Love Experiment, I found a copy on Amazon. I have them answer video guide questions while they are watching.

### **Day Nine: Personalities**

I ask the students to draw a tree. I give them five minutes to draw whatever kind of tree that they would like. I then give them the personality assessment from their tree. I have attached the information. I have them write down five of their items that they want to remember.

Another option I have used is the color codes (red, yellow, blue and white) I ran across a kid friendly version and the student really enjoy it. If you would like a copy, email me and I will send you my PowerPoint.

We then listen to "The Blocks of Marble" from the curriculum. I then ask if anyone has ever seen the real like Statue of David. We discuss how Michelangelo could have chosen another piece of marble, but it wouldn't have turned out the same.

I then give them a t-shirt to be a creator of a masterpiece. They design a t-shirt to express their personality.

### **Day Ten: Values**

We begin the class with an activity that is called "Say It" from Tom Jackson's book. It is like Simon says, but a little different. There are three rounds. In the first round, the students follow my arms and say the direction that they are going. Second round, the students move their arms the same directions that you do, but say the opposite. Third round, the students say the direction that you move your arms, but they move their arms in the opposite direction.

We then go over the vocabulary words: value, intangible and tangible values. I use the "Value Inventory" that is in the curriculum.

### **Day Eleven: Wrap up and Quiz**

At the end of the unit, usually at midterms, I give a twenty-five question quiz. Usually the main vocabulary words that I want the students to remember.

Candy bar intro is just a get to know you activity. I have the kids select a small candy bar and write the candy bar's name on their paper.

Example:

A L M O N D J O Y

or

A

L

M

O

N

D

J

O

Y

The students have to use the letters to come up with words that describe themselves. I let them use the letters somewhere in the descriptive words. I tell them to think of things that they like, birthday month, music, games, sports

Example:

April

YelLow

Messy

JOse

Ninty-six

Gerber Daises

The students then introduce themselves. I tell them that they have to say at least three things about themselves.

## Teen Living Disclosure

Teacher: Mrs. Garcia

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Classroom: A-1

Phone: (385) 646-0935

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### A. Course Description

This course is designed to prepare teens for personal, family and social challenges by teaching and implementing strategies that promote positive social interactions. This course addresses issues that includes self concept, family and peer relationships, substance abuse, personal loss, dating dynamics, teen pregnancy and child abuse. Emphasis is placed on personal responsibilities, critical thinking and taking charge of one's own life.

### B. Behavior Expectations

Each student has the right to learn. During class discussions and personal time, I expect that you are on task and utilizing your time wisely. In order to learn you will need to **bring a notebook to leave in class. Also everyday you need to bring a pencil or pen.** Students will be docked two participation points if you choose not to bring your materials to class each day. **Cell phones, I-pods and other electronic devices are prohibited in the classroom.**

### C. Assignments

You will be given daily notes to be written your notebook. This will be handed in at the end of every unit for grading. Along with other assignments for that unit. If you choose not to turn in your notebook on the due date, **you will receive no score for the assignment and will not be able to make it up !!**

There will not be a lot of homework given, so class assignments are important. Class assignments will be listed in your notebook. If you are absent, you will need to check with a buddy, then speak to me about the assignment or notes that were given. **If you miss a day, you have one week to make up the class assignment or test.** If you are absent the day the notebook is due, you will need to turn it in the following class period. **Late projects** will be taken up to one week after they are due, however they will be docked **ten percent per day .**

There will be one test per term. This test will consist of all notes and discussions in the class up through the end of each term. Notes can be used on the test. At the end of each unit, there will be a quiz.

**\*\*\* A baby assignment** is given toward the end of each semester. First semester in December – Second semester in May. We have mechanical babies for you to use. If you choose not to have a mechanical baby, you will be given a research report. Your parent/guardian must sign a permission slip to use a mechanical baby. Also, if you would like to be a “teen parent” and use the mechanical baby, you must have a C average throughout the semester in Teen Living. **\*\*\***

### D. Grading Scale

Your grade will be divided into three parts. 1. Tests/Quizzes =33% 2. Participation=33% and 3. Assignments=34%. Grades are based on the following percentages:

A: 100 - 90% B: 89- 80 % C: 79- 70% D: 69- 60% Below 60% is failing

### E. Participation and Citizenship

Each student is given five points a day for participation in class discussion. Participation includes: bringing required materials to class, staying awake, not doing homework, coming to class on time, participation in the class discussions and not disrupting other students. Points will be deducted for an infraction of the responsibilities, this also includes tardies, **which will be ten points for each tardy.**

Granite School District guidelines will be followed in the classroom. Each student begins the term with 4 citizenship points. The number of points remaining at the end of the term determines the final grade. **Citizenship points are based on following class expectations, behavior, attitude and arriving to class before the tardy bell rings.**

*F. Hall Passes*

You will be given three hall passes for this term. You will be given a sheet with the passes once you have turned in your signed disclosure. It is your responsibility to keep track of them. Each time you need to use the pass you will give one from your sheet to me, however the hall pass may not be used the first fifteen minutes and the last fifteen minutes of class. If you don't use all three, you may turn **two** of them in at the end of the term for extra credit.

*G. Responsibilities* – Eisenhower's School Wide Expectations also apply.

We are a community in our classroom. As a community we have some responsibilities to follow which will enable us to be successful. Here are your **responsibilities** in our community:

1. Be in your seat when the bell rings with your materials ready to learn.
2. Work efficiently as an individual or a team. Follow directions, stay on task and complete your assignments. Do not disturb other students.
3. Be respectful to everyone and everything. No inappropriate language, behavior, or gestures.
4. Please leave gum, mints, food, soda, notes and grooming out of the classroom.
5. ALWAYS CLEAN UP!

**Consequences:**

- 1- Verbal Warning
- 2- Student conference with Mrs. Garcia
- 3- Phone call home
- 4- After school detention
- 5- Referral to Vice Principal

*H. Etiquette Night Field trip*

More information will be coming, but you have the opportunity to go on Eisenhower's Etiquette Night field trip.

My disclosure, lab fee and notebook will be due on: \_\_\_\_\_  
~~~~~

My son/daughter \_\_\_\_\_ and I have read the disclosure and understand what will be expected in the class.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Contact Information**

Home Phone: \_\_\_\_\_

Work: \_\_\_\_\_

Parents Email Address: \_\_\_\_\_

Please return this whole paper. If you would like a copy, let me know. Thanks!

Mrs. Garcia

## Unit Two: Life Skills

~ Emotions

~ Stress

~ Communication

~ Listening

### Day One: Emotions

I use Today I Feel Silly by Jamie Lee Curtis to introduce emotions. We define emotions and then go over the six basic emotions. To wrap it up, the students listen to a mix of songs as they write down what they associate it with. I call it First Thoughts, and this is usually one of the student's favorite activity.

### Day Two: Emotions/Types of Communication

We begin the lesson with wrapping up emotions. I do the anger balloons that are in the curriculum (Hot, Cold and Warm) and the Traffic Signal. We then begin on types of communication with the following video clips. As we watch the clips we discuss what they see and take notes about the different types.

#### Types of Communication Video Clips

Child ~ The Emperors New Grove

When the prince is talking to Eezma and she has something in her teeth to the part where the prince is looking to take over Pancha's village to make a home for himself.

Parent ~ Ever After

When the King grounds his son to the castle. He basically tells his son that he will get married or the king will live forever.

Adult ~ Step Mom

When Susan Sarandon meets Julia Roberts in the bar and they talk about the children's future. Making an agreement that they will both be part of the children's lives.

### Day Three: Listening

We begin by going over the steps of listening.

1. Look at the speaker.
2. Show interest
3. Allow the speaker to finish.
4. Ask questions if information is unclear.

We then play a game that is called "Sounds Like" from Tom Jackson's book. I collected twenty sounds on a CD. The students buddy up and try to guess what the sound is. The goal is to get the correct sound, but they have to listen carefully. Each set of five increases in point value, however the sounds do not get any harder.

After we go through the answers we talk about the steps to be a better listener which is in the curriculum guide.

#### **Day Four: Communication Habits**

We use the passive, aggressive and assertive communication in the curriculum. I use the following video clips to illustrate each one.

Hortin Hears a Who – Ch. 7 (passive)

Shrek – Ch. 3 (aggressive)

Bolt – Ch. 10 (assertive)

The next section we talk about is communication techniques, from the curriculum. I have the kids then draw a hammer. We label the parts of the hammer have give examples of constructive and destructive communication.

#### **Day Five: Non Verbal Communication**

I use the activity “Magic Cups” from Tom Jackson’s book. The students get into groups of six where their goal is to make a tower out of plastic cups and a rubber band that has strings attached to it. They are instructed to not speak and if they choose to speak, I tap them on their shoulder and they have to let go of their string. I however never mention that someone else could step in and pick up the slack.

We define nonverbal communication. We talk and give examples of how nonverbal can repeat, substitute, compliment, accent, and contradict.

I then show the class a clip from an “I Love Lucy” episode. We watch it first with no sound and the students write what they think is going on with the characters. We discuss it as a class then go back and see what was actually going on.

#### **Day Six: Stress**

I use the information in the curriculum for this lesson. I begin class wearing the “stress bag”. I arrive to class late and frustrated telling the students that they have a report due. I have a power point that has all the information on it, but tell the students that I will give them a paper copy when we get to the computer lab. I get the students all riled up and then question them about how they feel. I then tell them that we are discussing stress today.

I talk about the stress bag, which has random teenage stress items in it. We discuss each item how it is stressful to teenagers, but I also add a big rock. I ask the students what this represents and to everyone it is different.

We then talk about the stress vocabulary words by matching them on the board. I have them in large print and laminated with magnets so I can just stick them on the board.

I have a stress quiz that I give to the students and we wrap up the day by listening to a relaxation CD.

#### **Day Seven: Wrap up and Quiz**

I do stick in I messages, just depends where I have time. I discuss the parts of I messages then we practice as a class and then individually.

Parts of I messages:

I feel ~ makes you responsible for the statement

When ~ describes the situation

Because ~ tells why you feel the way you do

Unit Three: Relationships

~ Families

~ Friends

~ Peer Pressure

### **Day One: Families**

I have the students select a Jolly Rancher. According to what color they pick they have to share that information with their peers. As they are sharing I play the song “We Are Family”. After the song, the students return to their desks and I ask who would like to share what they learned about their peers.

We discuss the vocabulary words family and home from the curriculum. Then I share one of my family’s favorite activities with playing games.

I do give them a homework assignment. The students need to plan and carry out a family activity. They write their plan down and then have their parents sign it.

### **Day Two: Changes in Families**

I begin this lesson with the following video clips. With this activity I have the students pick out what makes this family unique. I focus on time period and what was happening in society at this time. Great cross curricular activity with history.

#### Changes in Family Video Clips

Mary Poppins – when the kids come in after being lost in the park.

Corina, Corina – Molly’s birthday party

I am Sam – Scene 4, why are you different daddy?

Big Daddy – when Frankenstein asks for thirty packets of ketchup

The Incredibles – Scene 5, the family dinner

We then go over the notes that are in the curriculum guide regarding Changes in Families. I did add a tenth one, Media.

### **Day Three: Wrap up with Families, Intro into Friends**

I use the plate activity to begin this lesson; however I wrap up families with a story about the “special plate”. One thing that I added was I had the students tell stories about things that special to them, I have found that it ties more kids into the story before I show them the iron that I have prearrange with the student to break. After the plate is broken, I do use the information that is in the curriculum about comparing the plate to friendships.

We then define the terms peer and friend. It will lead into the four types of friends where the students define and identify a personal person that helps them remember that type of friend.

The students then think about what makes a good friend which leads into the discussion of keys to a better friendship in the curriculum.

\*If there is time, we do the wanted poster from the curriculum.

#### **Day Four: Groups and Peer Pressure**

We discuss the benefits of being in a group. I use the information in the curriculum. I then have them do an activity called “M&M Maddness” from Tom Jackson’s books. I have a jar that is full of M&M’s. I ask the kids to guess how many are in the jar. They make an educated guess and write down in their notebooks. I then ask them to get with a buddy and make a guess together. Once that is finished two buddy pairs join and make another guess. So there is now four students in a group. Once they have come to a conclusion, I have them get with another group. This makes their group eight students. Together they come up with a guess. I have them return to their seats. I ask each group what they came up with and make a class guess. I then ask them questions about who influenced their decision. This leads into the discussion of peer pressure.

#### **Day Five: No Big Deal**

We watch the movie No Big Deal. The students fill out a video guide about the movie then we discuss it. I found it on Amazon.

#### **Day Six: Wrap up and Quiz**

Unit Four: Choices

- Dating
- Intro to Sex/Abstinence
- STD’s
- Baby Assignment
- Critical Thinking/ Wrap Up

#### **Day One: Dating 101**

I begin by asking the students their definition of dating. We then talk about the purposes of dating (socialization, recreation and mate selection). Then I get into the Avenues of Adolescent Attractions by using the following video clips.

The Avenues of Adolescent Attractions Video Clips

(From the beginning: While You Were Sleeping, clip of Sandra Bullock beginning to talk about Peter Gallagher in the subway booth.)

1st Avenue: Getting Acquainted  
conversations, glances smiles

(Now and Then, clip where Rosie O’Donnell’s younger character is shooting hoops and the boy comes to ask why their friends don’t get along. Right before they kiss on the swing)

2nd Avenue: Friendships

sharing common activities or friends, writing notes, friendly touches, common work places or community groups

(Thirteen Going on Thirty, the very first scene when her friend is talking to her about the six chicks)

#### 3rd Avenue: Phone Calls

silly calls, or calls for information about a school project or another friend

(How to Lose a Guy in Ten Days, Kate Hudson receives the white roses and she calls to thank Matthew McConaughey. They discuss the Nicks tickets that he found in her purse)

#### 4th Avenue: Socializing with Groups

talking, hugging, working on school projects, going to the movies, mall, homes

(Grease, when Sandy and Danny go to the dinner, they are on a date, but then are joined by a group of friends)

#### 5th Avenue: Group Dating

groups of 3 or more girls and boys meeting for a specific activities – movies, dinner, sports activities. Paring off does not occur; group members are simply friends.

(Pearl Harbor, when the group of the guys and girls get off the train and go to the dance club)

#### 6th Avenue: Double Dating

Two girls and two boys who have paired off go together for an activity. A romantic attraction is involved.

(Return to Me, the clip where they are at the restaurant after his friends has convinced the main character to start dating – the kids typically have a great conversation about how the woman is acting and the bottle water incident.)

#### 7th Avenue: Pairing/Single Dating

One girl and one boy who have paired off together for an activity. The couple know each other well and want to spend time getting to know each other.

(Can't Buy Me Love, the 80's version, their last date where he takes her to look at the stars and before they talk about breaking up.

### **Day Two: Etiquette**

We invite all of the ninth graders to go to La Caille with us, so depending on when we go or if La Caille actually comes and gives us this lesson. I pretty much go over everything that they go over, but here is a list of vocabulary words we talk about: Etiquette, valet, hostess, server, bus person, coat check, gratuity, course, ala cart and entree. We talk about proper place setting and how to eat when we go out. We talk about the two different types of eating (American vs. European) and how to order steak.

I then have the kids order using the Andre's Restaurant Menu from the curriculum. I have them pick whatever they would like to eat. The students then figure out the gratuity on their meal.

### **Day Three: Love Can Build a Bridge**

We begin with talking about the emotional A's of a relationship from the curriculum. I then go into the building blocks of love. I found some big interlocking squares that I have attached the info on and we make a large pyramid on the board. As I put them up, there is a lot of different dialog that can take place with the students. It is great discussion day.

I then talk about the three components of a relationship from the curriculum and if there is time we I have them answer the “How do I feel about love” activity from the curriculum.

#### **Day Four: Choices**

I show the video CinderEdna and give each of the student’s three pretzels. I tell them that they have the choice to save their pretzels or save them. IF the student does not eat or damage their pretzels in any way then I give them a piece of licorice ... then a tootsie pop ... then fruit snacks and finally a Rice Krispy Square. Of course I get a lot of angry students, but if they would have chose not to eat their pretzel and save it the reward in the long run would have been greater. From here I go right into the steps of intimacy and why teens have sex.

#### **Day Five: Sex Still Has a Price Tag**

I show the movie, “Sex Still Has a Price Tag” by Pam Stenzel. I have the students write down ten things that they want to remember. Then when the class is over we talk about what they thought was important.

#### **Day Six: Sexual Choices Bring Consequences**

We talk about sexually transmitted diseases. The ones that I cover are: HIV/AIDS, syphilis, gonorrhea, PID, Chlamydia, genital herpes, genital warts, Hepatitis B and pubic lice. I talk about the symptoms and treatment. We then talk about reducing the risks of getting a STD. I then let them choose a jolly rancher. I ask them how they choose their flavor and how they came to their decisions. I then relate that to choosing to have sex and giving their consequences for their jolly rancher choice.

If you chose:

Watermelon – You are dumped; lose some self esteem

Cherry– You’re a teen parent; get married at 15 and divorced with 3 kids

Raspberry – You test positive for HIV at 18; get AIDS at 20; die at 24

Apple – You wait until marriage for sex; you have high self-esteem; earn respect from family and friends.

Grape – You chose abstinence; concentrate on school and earned a 4-year scholarship to the school of your choice.

#### **Day Seven: Ultrasound Day**

I take this day and go over all of the information for their teen parenting portion of the class. Attached is what I do with my students. I then slip out to get the “doctor” and dress up. I then come back in with a accent having the kids pick out of the “ultrasound box” what sex their baby is.

#### **Day Eight: Baby Shower**

The students get to participate in a baby shower. I tie in how much a baby costs and does a teen parent need some of the extravagant items to care for a child. The first game I play is a baby item game. The students have a few minutes to memorize everything that is on a tray then they have three minutes to write down what they remember. The next game is the name game (like Scatagories). The student needs to come up with a list of names using the letters of the alphabet. If two students in their group have the same name, they cancel each other out. I have done the candy bar game. This is where the student tries to figure out how the

name of the candy bar relates to having a baby. I got this off the internet. For all of the games, I have small prizes for the students.

Candy Bar Game:

Contractions: Whoppers and/OR: 11 pound baby: Whoppers

Grandparents: Lifesavers AND/OR: Epidural: Lifesavers

Boys' Names: Mike & Ike

Umbilical Cord: Twizzlers

Father: Sugar Daddy

Baby Fat: Chunky

Girl's Name: Baby Ruth

Cover Baby's Face with These: Hershey's Kisses

Hospital Bills: 100 Grand

AND/OR: College Fund: 100 Grand

Time Alone: Zero

Lull-a-Byes: Symphony

Diapers, Formula, Medicine: Payday OR: Hospital Bills: Payday

First Year of Parenthood: Rocky Road

Dirty Laundry: Mounds

AND/OR: Engorgement: Mounds

Sweet Infant: Sugar Babies

Poopie Diaper: Tootsie Roll

Contractions: Now & Later

Triplets: 3 Musketeers

Teething: Crunch

### **Day Nine: Happy Birthday**

This is the first day that the students have their babies in class. I begin by having each student introduce their baby. We fill out the birth certificate and then the students get to weigh their baby. I give them fifty points for having their baby weigh the correct weight. While I am weighing the babies, the students write a letter to their future child.

### **Day Ten: Child Abuse**

I begin the class period with Martina McBride's "Concrete Angel" music video. I have the students write down their perceptions of what they saw. We define what child abuse and talk about the types of abuse. We discuss the effects of abuse has on a child, traits of an abuser and where to go for help.

I also tie in shaken baby syndrome, fetal alcohol syndrome and drug addicted babies. I show them the Reality Works babies as I discuss these.

### **Day Eleven: Baby Budget**

We go to the computer lab and use the website that is on the baby budget assignment sheet. This is a great interactive activity that really gets the kids thinking about how much it costs to have a baby. After they complete their budget, I allow the students to work on their baby's illnesses or essay for their baby book.

## **Day Twelve: Wrap up and Term Final**

### **Day Thirteen: Evaluation**

I end the semester with an evaluation of the class. I have six questions that are written on butcher paper and the students answer right on that paper. The questions are:

- ~ What was your favorite lesson?
- ~ What was your least favorite lesson and why?
- ~ What was your favorite activity?
- ~ What was your least favorite activity and why?
- ~ What is one thing that you will always remember about Teen Living?
- ~ If you were in charge, what would you teach in Teen Living?

We go over their answers so I understand what they liked and didn't like then I read Oh the Places You Will Go by Dr. Seuss.

Name: \_\_\_\_\_

Period: \_\_\_\_\_

My TEEN PREGNANCY project is on: \_\_\_\_\_

### Teen Pregnancy Assignment

**Objective:** The purpose of this assignment is to demonstrate how a parent has responsibilities to care for and protect their children. Teens are not physically or mentally mature to raise a child. Teen years are a continuation of the development of the individual. Child rearing should be reserved for adulthood. For FOUR days, you will be completing the following assignment:

A. I will pick up my mechanical baby on \_\_\_\_\_ in class.

B. My baby needs to have dressed appropriately. Mechanical babies will have clothes provided.

C. The baby must be tended at all times. If you can't watch your baby, you must hire a babysitter. You will pay the babysitter at least \$0.25 per hour or do a chore for that person. You must fill out the necessary form and included it in your log book. Points will be deducted for unattended babies.

The baby can only be tended up to FOUR times during this experience for no longer than FOUR hours each time. BABIES cannot tended by others while at school. The baby must be in your possession at all times. Points will be deducted if the baby is with someone else at school.

D. Any damage or mistreatment to the baby (tossing, punching, leaving unattended) will be considered child abuse and points will be deducted. Sever cases; your baby will be taken away.

Mechanical babies will be checked in on \_\_\_\_\_. You need to have your bottle, sensor, two diapers and clothes when you check your baby in.

### Assignments for Baby Book

You need to treat your baby as if it is a real child. Your grade depends on your diaper changes, feeding, neglect or mistreatment.

A. You need to keep a journal for each day. You need to write what happened, what are your feelings about being a teen parent etc.

B. You will be given an illness for your baby. **The name of the illness, the treatment and along with the paper with the illness on it must be attached to your baby book.** The internet along with your parent can help you with this portion of the assignment. You will need to list your resources for full credit.

C. Baby Budget ~ We will be doing this in class on: \_\_\_\_\_

If you miss class, you will need to complete the assignment at the following website:

<http://www.babycenter.com/baby-cost-calculator>

D. Parent/Guardian Interview

You need interview your parent or guardian about being a teen parent. See attached paper.

E. At the end of this experience, you will need to write a ONE page essay about your experience as a teen parent.

### **Grading for Baby Books:**

Baby Report 675 points (computer printout Mrs. Garcia will attach to you book)

Journals 100 points

Illness Report 50 points

Birth Certificate 25 points (we will do this in class)

Baby Budget 50 points (we will do this in class)

Parent/Guardian Interview 75 points \*\* Parent Signature

ONE page essay 100 points ~ what did you learn from this experience?

Babysitting form 50 points \*\*Signatures required\*\*

Creativity/Neatness up to 75 points

Name Tag (Extra Credit) 50

**Total: 1200**

My baby book is due on: \_\_\_\_\_

\*\* Late project will be taken up to one week after due date,  
however they will be docked 10% per day. \*

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### **Parent/Guardian Teen Pregnancy Interview**

**Directions:** As a “teen parent”, you need to interview your parents or guardian about changes that would happen at home. You need to write your answers on the space provided in complete sentences, and then have your parent sign the bottom. This paper goes in your baby book.

1. If I were to become a real teen parent, would you want me to keep the baby or give it up for adoption? WHY?
2. If I were to keep the baby, what would be my responsibilities be at home?
3. Would I be able to live at home if I were to become pregnant or get someone pregnant?
4. What financial help could you offer?
5. Would you be able to help me finish school if I were to keep the baby?
6. What goals would you like to see me compete if I were a teen parent?  
Examples: moving out, graduate high school, go to college, etc.
7. What advice would you give about being a parent?



\_\_\_\_\_  
Parent/ Guardian Signature

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Baby Budget

1. Go to the following website: <http://www.babycenter.com/baby-cost-calculator>

2. Fill out the each box with the number of items that you would like. Remember, you don't need to get everything. Think of what you need as a teen parent.

3. After completing the fill in boxes, what is your total?

4. How many I pod's could you buy for this amount? (You can go online and look it up)

Price of an I Pod:

Type:

Amount:

5. How many movie tickets could you buy for this amount? (Not the dollar movies)

Price of a movie ticket:

Amount:

6. How much money would you need to earn a month, a week, a hour to be able to afford a child?

A. To find out how much you need to earn a month divide your total by 12 (months in a year)

B. To find out how much you need to earn a week divide your month total by 4 (weeks in a month)

C. To find out how much you need to earn an hour divide your week total by 40 (hours you would work if you were working full time)

7. What is taken out of your pay check before you get your money?

8. In three or four sentences answer the following question.

How does this affect your thinking about being a teen parent?



