

# ERC 5: Pregnancy Options

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Lesson plan connections: ELA 5: Teen Pregnancy

Time spent on each component of this lesson depends on allotted time for varying classrooms.

All activities can be shortened or extended based on student response and teacher facilitation.

## Aim/Rationale

Students will think about and gain an understanding of options available to pregnant teens and understand all choices related to pregnancy.

### Trigger Warning

Discussions around teenage pregnancy

#### Competencies:

- 1) *Reflects on ethical questions*
  - *Students will consider attitudes and values involved in decisions regarding pregnancy options.*
- 2) *Engages in dialogue*
  - *Students will work in groups to discuss child rearing, stages of childhood, abortion, and adoption.*

## Before you begin

- This lesson discusses parenting, abortion, and adoption. The structure of the lesson avoids debate over the morality of pregnancy choices, thus encouraging students to focus on learning the facts about all pregnancy options.
- If questions of morality do arise in class, it is important for the teacher to avoid voicing any judgment of personal decisions that students in the class may have made or may make in the future.
- If the class wants to debate the options, or students are making judgmental comments, the teacher may remind the class that the goal of the lesson is to understand pregnancy options and not to decide which option is the best for anyone else. Be sure to create a safer space so that the students feel comfortable discussing these issues.

## Materials

- Abortion Myths and Facts cards
- Adoption Types discussion cards
- Large pieces of paper and writing utensils.

## Development/Teaching Methods

### 1. Pregnancy Options Activity Stations [10 minutes per station, approx. 40 min]

- Before the class starts, set up four activity stations in different parts of the classroom
- Divide students into groups. Groups will rotate through the stations, moving to a new station approximately every five minutes. Students may require more or less than five minutes per station, depending on knowledge base and group dynamics.

### 2. Establish definitions [3 minutes]

#### Pregnancy Options:

- Parenting: Carrying the pregnancy to term and raising a child
- Adoption: Carrying the pregnancy to term and letting another family raise the child.
- Abortion: Ending the pregnancy without giving birth.
- Explain the following terms and introduce the topic of the lesson. Tell students that the focus of the lesson will be to learn facts about all three options with pregnancy.

### 3. Rotate through the stations:

- Station 1: Group brainstorm - Raising a child  
This station is set up with several large, blank pieces of paper (at least one or two sheets for each group)  
Nominate a student to record ideas. Come up with a comprehensive list of what it takes to raise a child from age 0 to age 18. Consider all financial, emotional, and practical needs of a child.
- Station 2: Group discussion - Stages of childhood  
As a group, divide childhood (ages 0 -18) into about 5 stages and describe and record the kind of support a child needs from their parents at each stage.
- Station 3: Abortion Myths and Facts  
The station is set up with cards that have statements related to abortion on them (See resource - Abortion Myths and Facts Cards). Sort the statement cards into two separate

piles, one for myths and one for facts. Group members can disagree! Then, check the back of the cards to see which ones are myths and which ones are facts.

- Station 4: Adoption Types

The station is set up with printed descriptions on types of adoption available in Quebec (See resource - Adoption Types Cards). Read the description of each type of adoption and discuss the following questions as a group:

- Why might someone feel like carrying their pregnancy to term and then placing the baby up for adoption is a good choice for them?
- What might be hard about placing a baby up for adoption?
- Adoptions can be “open” or “closed.” In a closed adoption, a child does not have contact with their birth family. In an open adoption, some contact may occur between the child and their birth family. Why would someone choose either one of these options?

### Culmination [15+ min]

- When groups have completed each station, bring the class back together and facilitate a discussion on their varying findings and ideas.

## Assessment ideas

- 1) The teacher will informally assess student participation in stations activity. Students can be asked to mark each other on their participation in their group.



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