

Lesson 5

Teen Pregnancy and Understanding How Pregnancy Occurs

Overview

Lesson 5 Learning Objectives

In Lesson 5: Teen Pregnancy and Understanding How a Pregnancy Occurs, students will be able to:

- Describe basic reproductive anatomy;
- Explain how a pregnancy occurs;
- Learn important facts about pregnancy; and
- Discuss the benefits of delaying pregnancy/parenthood until completing their education and obtaining a good job.

Key Messages

- **El Camino Program**
 - You are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Both partners are responsible for preventing unintended pregnancy and/or STIs. (**Note**: This is a new key message for the program)

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

- 5A. Welcome to Lesson 5! (1 min)
- 5B. Gender, Culture, and Pregnancy (11 min)
- 5C. How a Pregnancy Occurs (20 min)
- 5D. More Facts about Pregnancy and Question Box (8 min)
- 5E. Slogan and Closure (3 min)

- **Lesson 5**
 - Both partners are responsible for preventing unintended pregnancy and/or STIs.
 - To prevent unintended pregnancy, abstain from penile-vaginal sex or use an effective method each time.
 - To prevent sexually transmitted infections, you also need to use a condom consistently.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 5A)
 - Key Messages (see Activity 5A)
 - Gender (see Activity 5B)
 - What have you heard about when someone should have sex? FAMILY (see Activity 5B)
 - What have you heard about when someone should have sex? FRIENDS (see Activity 5B)
 - What have you heard about when someone should have sex? POPULAR CULTURE (see Activity 5B)
 - Male Reproductive System (see Activity 5C)
 - Reproductive of a Person with a Vagina System (see Activity 5C)
 - Handout 5.1a: Reproductive of a Person with a Penis System (see Activity 5C)
 - Handout 5.1b: Reproductive of a Person with a Penis System (see Activity 5C)
 - Handout 5.2a: Reproductive of a Person with a Vagina System (see Activity 5C)
 - Handout 5.2b: Reproductive of a Person with a Vagina System (see Activity 5C)
 - Lesson 5 – Key Points (see Activity 5D)

2. Before students login to Zoom:

- Cue up PPT slides, student workbook, and other documents you are using during this lesson.
- Write a fun welcome message in the **Chat** box before students login.
- Organize your Zoom dashboard the way you like it

Facilitator Note: Two options for Lessons 5 and 6:

1. Invite an expert in adolescent health or family planning to implement activities 5C and 5D and/or activity 6C. Facilitators should vet outside experts to ensure that they provide comprehensive, unbiased, and medically accurate information that aligns with the principles of El Camino. If an outside expert is invited, the facilitator should go over the curriculum with them and stay in the classroom to make sure that they stick within the time allocations and highlight the key messages and core components of El Camino. Also see Facilitator Resource 5.3: Information about El Camino for Visiting Speakers. This resource is available at the end of this lesson.

2. Add an additional session at the end of Lesson 6. Most of the information presented in Arc 2 is new to students. In our experience implementing the curriculum, students have a lot of questions about the lessons on reproductive health and contraceptives. The additional lesson would be set up as a “question and answer” session. Facilitators can also consider inviting an expert in adolescent health or family planning to the additional session to help address questions.

3. Facilitators should be responsive to questions that are asked but should also redirect back to the present material if they get too off track. If students ask questions about condoms or contraception, facilitators should tell students this will be covered in the next lessons.

4. If an outside expert has been invited to implement activities in Lessons 5 and/or 6, quickly check that they discussed major points in a section before moving on.

Virtual Adaptation

Follow the same instructions listed above for a virtual delivery of this lesson. However, the guest speaker will need an orientation on how to use Zoom if they are not familiar with the platform. If the guest speaker plans to use slides or screen sharing, be sure they are oriented on how to do so on Zoom. You may want to assist them with this part of the presentation.

As the host of the Zoom meeting, you can choose to make the guest speaker a co-host so they can control Zoom features on their own. Or, if they prefer, you can assist them with advancing slides.

We recommend that the Facilitator conducts Activities 5A and 5E.

Additionally, make sure the presenter is oriented to the protocols about how lessons are being delivered on Zoom and student participation. You may want to share the “Tips for Facilitating El Camino on Zoom” with the guest speaker.



Lesson 5 Procedures

Activity 5A: Welcome to Lesson 5! (1 minute)

1. **Welcome** students to Lesson 5.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson. Let them know that the lesson will include a discussion about gender and sexuality, and may also include discussions about sexism, transphobia, and homophobia.
3. **Tell the students:** *Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas.*
 - **For virtual implementation:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*
4. If this lesson is not being taught by a reproductive health expert, tell the students: *I am not a reproductive health expert. I will do my best to answer all the questions you have. The best place for you to get information on reproduction is with your health provider.*
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 5: Key Messages in their workbooks.**

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom. Show the PPT slide titled “Lesson 5: Overview” while the student reads the lesson learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 5:** Key Messages

Show the PPT slide titled “Group Agreements” to quickly remind students of them. You can say something like:

Just a quick reminder of the group agreements we discussed in Lesson 1. Let’s all remember to abide by them.

7. **Ask for a volunteer** to read the new Key Message for Lesson 5.



Activity 5B: Gender, Culture, and Pregnancy (11 minutes)

INTRODUCTION (5 minutes)

1. Ask students:

- *How do you define “gender”?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

2. After a few responses, **show the following review video** which explains the difference between gender identity and sex (3-4 min):

- **English (4 min):** <https://amaze.org/video/gender-identity-sex-at-birth/>
- **Spanish (3 min):** <https://www.youtube.com/watch?v=rbLIV7xFfSo>

Virtual Adaptation

Show the PPT slides titled “Gender vs. Sex: Video” as you show the video above.

3. Tell students:

- *Like the video shared, sex assigned at birth is based on how someone else sees our bodies and doesn’t take into account how someone might see themselves as a whole person, or their gender identity.*
- *Culture can influence the ways people express their gender identity and shape people’s gender expression in the ways someone dresses, talks, acts, and more. We learn many cultural values from those around us, such as parents, grandparents, and friends. This may include values about gender and sexuality.*

MATERIALS

- **Flipchart 5.1a, 5.1b, and 5.1c:** “This is what I have heard on tv, music, media”, “This is what I have heard from family”, and “This is what I have heard from friends.”

- *Beyond influences from people we know, we also get information from “popular culture.”*

4. **Ask students:**

- *What is popular culture?*

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

5. **Take a few answers and tell them** that popular culture is transmitted through TV, music, the internet, social media (like Facebook, Instagram, Twitter, TikTok, Snapchat, among other platforms).

6. **Explain to students:**

- *Sometimes our ideas and what we think about sex, our relationships, and our family are learned from the popular culture. Sometimes what we hear and learn from popular culture may be different and sometimes the same as what we learn from family and friends.*

LARGE GROUP ACTIVITY (6 minutes)

1. Post **Flipcharts 5.1a, 5.1b, and 5.1c:** “This is what I have heard on tv, music, media”, “This is what I have heard from family”, and “This is what I have heard from friends.”

2. **Tell students:**

- *In this activity, we will explore similarities and differences between what we learn and hear from friends, family, and popular culture.*

3. **Tell the students** that first they should go around to the flipcharts and write answers to the first question: “*What have you heard about when someone should have sex?*”

4. **Give students** a couple of minutes to write responses to this question.
5. **Ask the students** to compare the answers between the three charts (family, friends, popular culture).
 - a. Probe for differences in responses related to gender roles and responsibilities such as roles of sons and daughters.
 - b. Probe for differences in messages they've heard about males and females, LGBTQ people, and racial/ethnic groups.
 - c. How might these differences affect a teen in terms of having sex?

Virtual Adaptation

Show the PPT slide titled "What have you heard about when someone should have sex?" Tell the students that you would like them to answer this question from three perspectives: 1) family, 2) friends, 3) popular culture. First, you would like them to think about the messages they have received from family, then friends, and then popular culture.

Tell the students to share their answers either verbally or in the chat box. The facilitator will write in the answers in the PPT.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

Repeat this process for the question "What is the right age to have a child?".

6. Now **ask the students** to answer the second question: "*What is the right age to have a child?*"
7. **Give the students** a couple of minutes to write responses.
8. **Ask the students** to compare the answers between the three charts.
9. **Probe** for differences related to gender roles and responsibilities such as roles of parents and spouses/partners based on their gender, sexuality, or race/ethnicity.

- a. How might these differences impact a person who becomes pregnant or a person whose partner becomes pregnant?

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

10. **Conclude** by reminding students that they hear and learn a lot of information from different sources about sex and pregnancy. It is important for them to figure out what makes the most sense for them, for their camino and their future.

 11. **Tell the students:**

- *In the rest of the lesson, we will learn about how pregnancy occurs. In the next few lessons, we will learn important information about how to prevent pregnancy and STIs.*

Facilitator Note: Before starting activity 5C, facilitators should remind students of the definition of the two elements of gender that were presented earlier in this activity: 1) Your identity, or your personal sense of self as a male, a female, a blend of both, or neither; 2) Your expression of your gender to the world and how culture, your community and family see and interact with you.

Remind students that gender is different from sex. Tell the students that in this lesson we will use the phrases “person with a penis” and “person with a vagina” when discussing reproductive systems.



Activity 5C: How Pregnancy Occurs (20 minutes)

INTRODUCTION (1 minute)

1. Explain to students:

- *Information about how pregnancy occurs is important for everyone to know. This is information that you can share with others. Having correct information will help you know if what you read or hear is true.*

2. Introduce the students to the Question Box and hand out 3 x 5 cards.

3. Tell the students:

- *You can write questions or comments on the cards. You can also ask questions or make comments at the end of this lesson.*
- *Questions and comments in the Question Box will be discussed at the beginning of the next lesson.*
- *The Question Box will continue to be available over the next three lessons.*

Virtual Adaptation

For virtual implementation, create a “Virtual Question Box” – an anonymous online form where students can submit questions they have. You can use Google Forms, SurveyGizmo, SurveyMonkey, or another free survey platform.

Students can also submit questions by sending a direct message to the facilitator during implementation.

Finally, you can also tell students that they can email you directly with questions before the next lesson if they prefer. Be sure students have your email address.

4. Ask students to turn to **Handout 5.1a and 5.1b: Reproductive System of a Person with a Penis** in their workbooks.

5. Display poster-sized versions of the worksheet or present it as an overhead or PPT slide as you go through your presentation.

STUDENT HANDOUTS

- Handout 5.1a and 5.1b:**
Reproductive System of a person with a penis
- Handout 5.2a and 5.2b:**
Reproductive System of a person with a vagina

Virtual Adaptation

This activity will work differently in a virtual setting.

First, show the PPT slide of a person with a penis and a person with a vagina. Tell the students that they'll watch videos that talk about how a pregnancy occurs and how the reproductive system works.

Second, show the following video:

English: <https://www.plannedparenthood.org/learn/pregnancy/how-pregnancy-happens>

Spanish:

<https://www.youtube.com/watch?v=XmdWzwrdfU>

Third, once the video is done, make sure to read through the bullet points that are noted with asterisks.

Fourth, show the students which part is which and ask them to fill out their worksheets. Make sure that you are pointing out the correct parts. Zoom in on parts of the slide, if you think it will help students better see the part of the anatomy.

Facilitator Note: The Question Box is an important part of Arc 2. There will be additional opportunities in Lessons 6, 7, 8 for students to add questions and comments to the Question Box. In Lessons 6, 7, 8, and 9, there is time at the beginning of the lesson for facilitators to address questions and comments from the Question Box.

Handouts 5.1 and 5.2 include both a completed version of the reproductive systems (person with a vagina and person with a penis) and a diagram that they will complete during the activity.

PRESENTATION OF REPRODUCTIVE SYSTEM OF A PERSON WITH A PENIS (5 minutes)

1. Tell the students:

- *First, we are going to review the reproductive system of a person with a penis. Acknowledge that this might be review for some of the students.*

- ***You'll see that **Handout 5.1b** has a diagram of a reproductive system of a person with a penis with numbered lines pointing to certain parts. There is also a list of reproductive body parts of a person with a penis on the bottom of the handout. As I mention these parts, and point them out on the poster, you will write them into the appropriate lines on the worksheet.*
- *There will be time for questions at the end of the presentation.*

Facilitator Note: Some students may need help understanding an abstract diagram of reproductive anatomy. Make sure they understand which parts of the diagrams are on the outside of the body and what parts are inside the body. Use the poster to help students locate parts, and events (e.g., ovulation) by identifying where to look on their worksheets.

- *Two testicles are found on either side of the **penis**. **Sperm** are produced in testicles. Sperm cells are half of what we need for human fertilization. The other half comes from a person with cells called **eggs** or **ova**. When the sperm and the egg meet, we have fertilization. We will talk about how they meet in a few minutes.*
- *Sperm are not produced until puberty – sometime around 12 years old.*
- *Both testicles are protected by a sac called a **scrotum**. The scrotum also helps to regulate the temperature of the testicles – testicles need to be kept slightly cooler than the rest of the body to produce sperm.*
- *When a person with a penis is sexually aroused, or sometimes for no reason at all, they may have an **erection**. During an erection, blood rushes to the penis and it becomes larger and harder. Contrary to certain myths, there is no “bone” in the penis.*
- *When both an erection and an **orgasm occur**, the person will ejaculate. An orgasm is a feeling of intense pleasure that happens during sex. An **ejaculation** typically consists of about a teaspoon of whitish fluid that includes sperm and **semen**. Semen is the fluid that helps to nourish the sperm.*

- *A penis will also become hard and ejaculation may occur during masturbation. Masturbation refers to someone touching their own genitals for sexual pleasure. Masturbation is normal and will not cause any harmful effects.*
- ***There are approximately 200 - 500 million sperm cells in an average ejaculation. Only one sperm cell is needed to fertilize an egg.*
- ***Before an ejaculation, there is a **pre-ejaculation** where a few drops of seminal fluid are released from the penis. This special fluid clears the **urethra** of anything that may be damaging to the sperm (e.g., urine which is acidic). Pre-ejaculatory fluid may also have sperm cells in it. Because of this, the withdrawal or pull-out method – pulling the penis out of the vagina before ejaculation – is not a reliable form of contraception.*
- *The **semen** is ejaculated through the urethra. A person with a penis also urinates from the urethra but they cannot urinate and ejaculate at the same time.*

Facilitator Note: Students will have a lot of questions throughout Arc Two. Take a few quick questions and tell students that more material will be covered in the upcoming lessons. Also, tell the students that a 'question box' is available in the classroom. They can write down questions and put them in the box to be answered in later lessons.

QUESTIONS ABOUT THE REPRODUCTIVE SYSTEM OF A PERSON WITH A PENIS

(3 minutes)

1. **Ask students** if they have any questions about the reproductive system of a person with a penis.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Remind students that they have the option of asking a question privately (rather than to everyone).

Remind students that you will not share their name if they send you a question privately when answering the question with the whole group.

2. **Answer questions** for a few minutes. If you don't know the answer, tell the students you will find the information out and tell them next lesson. Also use **Facilitators' Resource 5.1: FAQs (Pregnancy)** and **Facilitators' Resource 5.12: Talking Points (Pregnancy)**.
3. **Tell students** there will be more chances to ask questions at the end of this lesson and in the up-coming lessons on contraceptives and condoms.

PRESENTATION OF THE REPRODUCTIVE SYSTEM OF A PERSON WITH A VAGINA

(5 minutes)

1. **Tell the students:**

- ***We are now going to focus on the reproductive system of a person with a vagina. Please find **Handout 5.2a and 5.2b: Reproductive System of a Person with a Vagina** before we begin. There is also a list of reproductive body parts on the bottom of the handout. You should complete this worksheet as they completed the handout of the reproductive system of a person with a penis.*

Virtual Adaptation

Once students are done filling out the worksheet of a person with a penis, tell the students that you'll now be focusing on the reproductive system of a person with a vagina.

Then, make sure to read through the bullet points that are noted with asterisks.

Next, ask the students to turn to their worksheet, show the students which part is which and ask them to fill out their worksheets. Make sure that you are pointing out the correct parts. Zoom in on parts of the slide, if you think it will help students better see the part of the anatomy.

Finally, let the students know that they should talk to their parents or health care providers if they want any more detailed information about their reproductive systems.

- *The outside of the vagina is called the **vulva**. The vulva has several parts including the **labia** and the **clitoris**.*
- *The **clitoris** is a sex organ that is full of nerve endings. When it is stimulated during sex, a person can have an **orgasm** (an intense feeling of sexual pleasure).*
- *As we mentioned before, masturbation is normal. People with vaginas may also touch their own genital area and experience arousal and orgasm. Masturbation does not cause any harmful effects.*
- *During penile-vaginal intercourse, an erect penis enters the **vagina**. If a person ejaculates inside the vagina, sperm (mixed with semen) will swim up the **vaginal canal**, through the **cervix** (the opening to the uterus), into the **uterus** and up the **fallopian tubes**.*
- *After puberty (around 12 years old), a person with a vagina ovulates about once per month as part of the menstrual cycle. **Ovulation** is when an egg is released from one of the **ovaries**. Once the egg is released, the fallopian tubes grab the egg and transport it down to the uterus.*

- If a *sperm cell* is successful at reaching the egg in the fallopian tube, it will attempt to penetrate and enter the egg. If the sperm cell successfully penetrates the egg cell, we have *fertilization*.
- ***It is important to note that sperm can live between 3-5 days inside the reproductive system of a person with a vagina. So, if a person with a vagina and a person with a penis have sex today, fertilization may not occur until 2 or 3 days from now.*
- *In preparation for a fertilized egg's arrival, the uterus coats itself with a thick lining comprised of blood and tissue. If no fertilized egg attaches to this lining, the uterus sheds this lining through the vagina in what is called *menstruation*, or "a period."*
- ***As a side note, people with vaginas do not urinate from the vagina. They urinate from another opening called the urethra.*
- ***Predicting when a person is ovulating is difficult, especially for teenagers whose ovulation cycles can be irregular (this is normal for young people). Ovulation cycles can also change due to medications, diet, travel, stress, and exercise. Because of this, the "rhythm method," also known as "natural family planning" is not a reliable form of contraception for teens.*
- *A *fertilized egg* will make its way down the fallopian tube and will try to attach itself to the wall of the uterus. If the fertilized egg is successful at attaching itself to the uterine wall, we have a *pregnancy*. If the pregnancy progresses, in about 40 weeks (about nine months) the person will give birth to a baby. Usually, a pregnant person will not menstruate when they are pregnant as the blood (usually shed during menstruation) and placenta feed nutrients to the fertilized egg so it can grow into a *fetus*.*
- **Hormones* are chemical messengers that run through our blood. They are critical in making ovulation, menstruation and pregnancy happen. In particular, there are two hormones called *estrogen* and *progesterone* that play an important role in*

regulating ovulation. You will see in our next lesson that there are several methods of birth control that work with the hormones to prevent pregnancy.

2. **Remind students** to complete **Handout 5.2b: Reproductive System of a Person with a Vagina**.
3. **Let the students know** that they should talk to their parents or health care providers if they want any more detailed information about their reproductive systems.

QUESTIONS ABOUT THE REPRODUCTIVE SYSTEM OF A PERSON WITH A VAGINA

(3 minutes)

1. **Ask students** if they have any questions about the reproductive system of a person with a vagina or how a pregnancy occurs.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

Remind students that they have the option of asking a question privately (rather than to everyone).

Remind students that you will not share their name if they send you a question privately when answering the question with the whole group.

2. **Answer questions** for a few minutes. If you don't know the answer, tell the students you will find the information out and tell them next lesson. Also, use **Facilitators' Resource 5.2: Talking Points (Pregnancy)**.
3. **Tell students** there will be more chances to ask questions at the end of this lesson and in the upcoming lessons on contraceptives and condoms.
4. **Let students know** that they should talk to their parents or health care providers if they want any more detailed information about their reproductive systems.

REVIEW (3 minutes)

1. **Ask students** to turn to **Handout 5.1a and 5.1b: Reproductive System of a Person with a Penis** and **Handout 5.2a and 5.2b: Reproductive System of a Person with a Vagina** with the anatomical parts correctly labeled.

Virtual Adaptation

During virtual implementation, facilitators may skip this review.

During this portion of the activity, only ask students to describe (either verbally or written) in their own words how a pregnancy occurs.

2. Tell the students:

- *Take a minute to do a quick scan of your handouts and make sure you filled the information on the lines correctly.*
- *Take one minute to write in your own words (in a sentence or two) how a pregnancy occurs at the bottom of **Handout 5.1b: Reproductive System of a Person with a Penis** or **Handout 5.2b: Reproductive System of a Person with a Vagina**.*

3. **Ask a few students** to share their answers.
4. **Show the following review video** which explains how pregnancy occurs (2 minutes):

English:

<https://www.plannedparenthood.org/learn/pregnancy/how-pregnancy-happens>

Spanish:

<https://www.youtube.com/watch?v=XmdWzwrdfU>



Activity 5D: More Facts about Pregnancy and Question Box (8 minutes)

Facilitator Note: The purpose of this activity is to make sure that the students leave the lesson understanding important facts about sex and pregnancy and that students have enough time to ask questions. If students ask questions that you don't know the answer to, tell them you will look up the information and tell them in the next lesson. Also use **Facilitator Resource 5.2: Talking Points**.

MORE FACTS ABOUT SEX AND PREGNANCY (4 minutes)

1. **Tell students** to turn to **Handout 5.3: Frequently Asked Questions (FAQs): Pregnancy** in their workbook. Use **Facilitator Resource 5.1 Frequently Asked Questions (FAQs): Pregnancy** to follow along as the students read.
2. **Tell the students** that now we will concentrate on FAQs about pregnancy.
3. **Ask for student volunteers** to read the questions and answers about pregnancy. [NOTE: Given the limited time, the facilitator may want to select 3 or 4 FAQs for students to read during class].

QUESTIONS ABOUT PREGNANCY AND QUESTION BOX (4 minutes)

1. **Ask the students** if they have any additional questions about the information they learned today.
2. **Answer** the questions and if necessary, tell them you will have additional information to share with them at the next lesson. Facilitators can also use **Facilitator Resource 5.2: Talking Points (Pregnancy)** to help them to answer questions.
3. **Remind students** of the Question Box and **tell the students** they can write questions or comments on the cards and you will answer the question/respond to the comment in the next lesson. Give students a few minutes to write questions/comments and put them in the Question Box.

MATERIALS

- Facilitator Resource 5.1:** Frequently Asked Questions (FAQs): Pregnancy
- Facilitator Resource 5.2:** Talking Points (Pregnancy)
- Shoebox or similar size box with slit in top to insert cards
- 3 x 5 cards

STUDENT HANDOUTS

- Handout 5.3:** Frequently Asked Questions (FAQs): Pregnancy

Virtual Adaptation

Follow guidance above for adapting the Question Box for a virtual platform.

4. **Tell students** to review **Handout 5.3: Frequently Asked Questions (FAQs): Pregnancy**. There will be time at the beginning of the next class to ask questions.

5. At the end of the activity, **remind the students**:

- *It is important to understand how your reproductive systems work to understand how to prevent pregnancy. We will talk more about ways to prevent pregnancy during the next few lessons.*

6. **Emphasize to the students**:

- *The only 100% effective way of preventing unintended pregnancy is not having penile-vaginal sex (sex where a person places their penis in the vagina of another person). If you decide to have penile-vaginal sex, then you should use contraception every time you have sex to avoid pregnancy. To prevent sexually transmitted infections, you also need to consistently use a condom. Some people are forced into having sex and this is not their fault.*

Virtual Adaptation

Show the PPT slide titled “Lesson 5 – Key Points” as you explain the key points above.



Activity 5E: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 5.
3. On a flipchart, **write down students' responses**.
4. **Tell students** that the next lesson, Lesson 6, will focus on using contraceptive methods (or “birth control”) to prevent pregnancy, and will discuss how both partners can be involved in decisions on contraception.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Flipchart 5.1a

THIS IS WHAT I HAVE HEARD ON TV, MUSIC, MEDIA

When should you have sex?

What is the right age to have a child?

Flipchart 5.1b

THIS IS WHAT I HAVE HEARD FROM MY FAMILY

When should you have sex?

What is the right age to have a child?

Flipchart 5.1c

THIS IS WHAT I HAVE HEARD FROM MY FRIENDS

When should you have sex?

What is the right age to have a child?

Facilitator Resource 5.1

Frequently Asked Questions (FAQs): Pregnancy

1. Is abstaining the best way to prevent pregnancy?

- **Yes.** *If two people do not have penile-vaginal sex, pregnancy will not occur. It is important to remember that anytime a person inserts their penis into another person's vagina there is some chance of pregnancy even if the person with a penis does not have an orgasm.*

2. Can you get pregnant if it is the first time you have had sex?

- **Yes.** *Having sex without using contraception is the riskiest behavior related to unintended pregnancy, even if it is someone's first time having sex.¹ A person can get pregnant before they get their first period. Getting pregnant is related to ovulation. Since a person can ovulate before they get their first period, it is possible for them to become pregnant.²*

3. Can a person with a vagina get pregnant even if they do not have an orgasm?

- **Yes.** *Orgasms do not affect your chances of getting pregnant. If two people have penile-vaginal sex without using contraceptives there is a chance of pregnancy even if the person with a vagina does not have an orgasm.*

4. Can pregnancy occur even if the person with a penis pulls out before they ejaculate?

- **Yes.** *Even before a person ejaculates, some semen with sperm can come out through their penis into the vagina. When that happens and a contraceptive is not being used, pregnancy can occur.*

5. If a person is on their period, can they get pregnant?

- **Yes.** *A lot of people think that if a person has sex during their period, they can't get pregnant. But it is possible for a person to get pregnant while they are bleeding. This can happen for a couple of reasons:*
 - a. Not all vaginal bleeding is a menstrual period. Sometimes a person will have a small amount of vaginal bleeding at the time of ovulation - the time when they are most fertile. People who are ovulating sometimes have some vaginal bleeding that can be mistaken for a period.*
 - b. Sometimes ovulation can happen before the bleeding from a period has stopped or within a few days after the period is over. Not all people ovulate only once per month.*

¹ KidsHealth, "Could I get pregnant the first time I have sex?" 2024, <https://kidshealth.org/en/teens/first-time.html>

² KidsHealth, "Could I get pregnant if I've never had my period?" 2024, <http://kidshealth.org/en/teens/pre-period.html>

And, ovulation can occur at different points from cycle to cycle, making it impossible for a person to know exactly when they are most fertile. Because sperm can fertilize an egg for 72 hours (3 days) after ejaculation, having sex during a person’s period is risky.³

³ KidsHealth, “Could I get pregnant if I have sex during my period?” 2024, <http://kidshealth.org/en/teens/sex-during-period.html>

Facilitator Resource 5.2

Talking Points: Pregnancy

Most of these answers have been taken directly from KidsHealth.org and Bedsider.org. Answers that have not been edited are in quotes and have a footnote directing the user to the exact location where the answer was found.

Answers to more questions can be found here: <https://bedsider.org/questions> and <http://kidshealth.org/en/teens/sexual-health/>

Pregnancy

1. Can a person get pregnant if they haven't had their period?

- *A person can get pregnant before they get their first period. Getting pregnant is related to ovulation. Since a person can ovulate before they get their first period, it is possible for them to become pregnant.*⁴

2. Can a person get pregnant from anal sex?

- *“Getting pregnant through anal sex is unlikely, though it could happen if semen from the anus gets into the vagina. There’s a bigger concern with anal sex: sexually transmitted infections (STIs). **The risk of getting an STI like HIV⁵ (the virus that causes AIDS) is even higher with anal sex than vaginal sex.** That’s because the lining of the rectum (where poop is stored until it leaves the body) is thin and can tear easily. This can let an infection get into your body.”*⁶

3. Can a person get pregnant if they have sex standing up?

- ***Yes.** A person can get pregnant if a penis is inserted into their vagina; sperm can swim up, down, and sideways. So, it does not matter what position a couple has sex in.*

4. Can pregnancy occur even if the person with a penis pulls out before they ejaculate?

- ***Yes.** Even before a person ejaculates, some semen with sperm can come out through their penis into the vagina. When that happens and a contraceptive is not being used, pregnancy can occur.*

⁴ KidsHealth, “Could I get pregnant if I’ve never had my period?” 2024, <http://kidshealth.org/en/teens/pre-period.html>

⁵ KidsHealth, “How do people get AIDS?” 2018, <http://kidshealth.org/en/teens/aids.html>

⁶ KidsHealth, “Can I get pregnant through anal sex?” 2024, <http://kidshealth.org/en/teens/al-pregnancy.html>

5. Can a person get pregnant if you use the pull-out method?

- **Yes.** *Withdrawal, or pulling out, is not an effective method of preventing unintended pregnancies for typical use. Many people have difficulty knowing or controlling when they ejaculate and there may be sperm in drops of pre-ejaculatory fluid, also called “pre-cum,” which is released from the urethra when a man is aroused. It is often difficult to pull out in time.*⁷

6. Can a transgender person get pregnant?

- **Yes.** *Transmasculine people can get pregnant if they have a uterus. Although testosterone hormone therapy decreases fertility, transmasculine people can still get pregnant during and after hormone therapy. It may also take longer for transmasculine people to know they’re pregnant because testosterone hormone therapy causes irregularities to the menstrual cycle or stops it altogether.*

7. How do you get pregnant with twins, triplets, or multiples?

- *To form identical twins (two siblings who look exactly the same), one fertilized egg (ovum) splits and develops into two babies with exactly the same genetic information. For fraternal twins (twins who do not look exactly the same), two eggs (ova) are fertilized by two sperm and produce two genetically unique children. Fraternal twins are as genetically related as any two siblings with the same parents.*
- *Triplets (three siblings) and higher order multiples can be a combination of both identical and fraternal multiples. For triplets, either one fertilized egg (ovum) divides into three embryos that develop into three babies with exactly the same genetic information (identical triplets), three individual eggs are fertilized by multiple sperm and produce three genetically unique children (fraternal triplets), or they can be a combination of identical and fraternal by having two eggs fertilized by two sperm and one of the eggs splits into two.*⁸

⁷ Planned Parenthood, “What are the disadvantages of the pull out method?” n.d., <https://www.plannedparenthood.org/learn/birth-control/withdrawal-pull-out-method/what-are-the-disadvantages-of-withdrawal>

⁸ Cleveland Clinic, “Expecting twins or triplets,” n.d., <https://my.clevelandclinic.org/health/articles/9710-expecting-twins-or-triplets>

8. Is it true that people don't get their period after 60?

- **No.** Periods stop after a person goes through menopause. People go through this process at different ages because everyone is different.

Sex

1. How do you “get wet” and what does that mean?

- A person with a vagina gets wet when they are “turned on.” Vaginal lubrication is triggered by the blood that flows toward the genitals during arousal. This is a normal part of anatomy.

2. How far can a vagina stretch?

- A vagina can expand by 200% when sexually aroused. And a vagina can usually stretch as far as it needs to in order to give birth to a child.

3. What if I can't get an erection?

- It is normal for people with penises to have trouble getting an erection, or for people with vaginas to have trouble feeling aroused. This may be your body's way of telling you to slow down and that you aren't ready in that moment to have sex.

4. Is it legal for two people to have sex if they are both underage?

- This is a complicated question. Federal law makes it criminal to engage in a sexual act with another person who is between the age of 12 and 16 if they are at least four years younger than you. Each state takes a different approach, as the age of consent has ranged from 10 to 18.

5. Will anything (e.g., the IUD, a tampon, the ring, oral sex) take my virginity away?

- “Virginity” is a social and cultural concept that is more important in some cultures and religions than others. Commonly, a “virgin” is someone who has never had sex, but it's important to remember that sex means different things to different people.⁹
- You get to decide what sex, and virginity, mean to you. Virginity is just an idea that only matters if you want it to.¹⁰
- If virginity is important to you and you're worried about using tampons, the IUD, or the ring, these are medical devices that are regulated by the FDA. If you need or choose to use them, that's a medical choice you're making for your body and usage does not change your virginity status.

⁹ Planned Parenthood, “All about sex,” n.d., <https://www.plannedparenthood.org/learn/teens/sex/all-about-sex>

¹⁰ Planned Parenthood, “Three facts about virginity,” 2024, <https://www.plannedparenthood.org/blog/3-facts-about-virginity>

Facilitator Resource 5.3: Information about El Camino for Visiting Speakers

Background

El Camino is a research-based, goal-setting sexual health promotion curriculum targeted toward Latino¹¹ youth. This culturally relevant program is designed to help students in high schools with large Latino populations to develop behaviors, knowledge, attitudes, and relationships that support their ability to make informed decisions about sex and pregnancy and achieve their goals. The curriculum not only focuses on goal setting, but also includes lessons and activities to help students delay sexual activity and to know about and feel empowered to use their preferred method of contraception to avoid unintended pregnancy. This curriculum was developed as an effort to fill the gaps in programming for Latino adolescents that Child Trends identified. It draws on research and insights derived from background research conducted.



Our Theory of Change



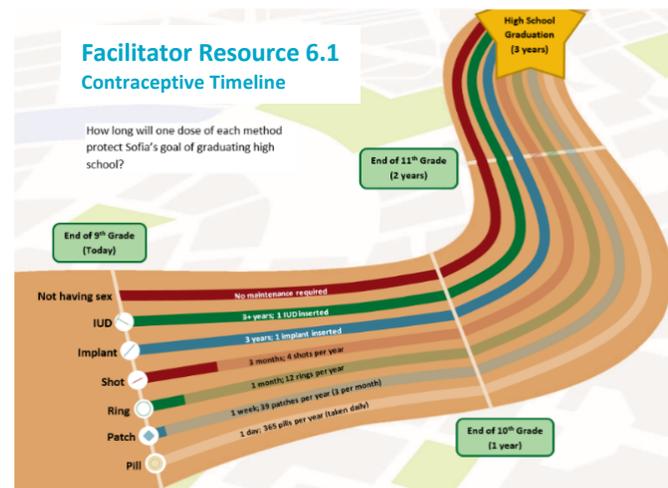
Curriculum overview – The *El Camino* curriculum helps teenagers develop the knowledge, attitudes, behaviors, and relationships that support their ability to identify links between unintended pregnancy and achieving their goals. The curriculum is available in English and Spanish. There are 11 lessons, presented in three sections, or “arcs.”

¹¹ Child Trends recognizes the overlap of race and Hispanic origin. We use the U.S. Office of Management and Budget (OMB) definition of Hispanic or Latino, using both terms (Hispanic, Latino) interchangeably. OMB defines “Hispanic or Latino” as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. See: U.S. Census Bureau. (n.d.). *About Hispanic Origin*. <https://www.census.gov/topics/population/hispanic-origin/about.html>

Arc 1: Identifying, tracking, and protecting goals – The El Camino road map helps students identify their personal goals and the steps they need to take to achieve those goals, using **STAR**: “**S**tate your Goal; **T**hink about the Steps; **A**ssert your camino; and **R**each your Goal.” These lessons also help students talk about dating and sex and avoiding “road trips” that may take them off their camino. These lessons cover activities such as identifying long-term and short-term goals, identifying steps toward achieving those goals, and discussing how they can avoid road trips that take them off their camino by setting and asserting limits. Additionally, **STAR** translates well into Spanish: **PARA**: **P**ienso en tu Meta; **A**naliza los Pasos; **R**earfirma tu camino; **A**lcanza tu Meta.



Arc 2: Understanding reproductive biology, contraception, and condoms – This arc covers reproductive health and contraceptive methods, including condoms and hormonal and long-acting contraceptive methods. This arc provides students with a question box, so they have an opportunity to write questions anonymously, to be answered by the facilitator the next day.



Arc 3: Building effective communication and healthy relationships – This arc helps students build assertive communication skills with a focus on healthy relationships and consent. Students discuss how different relationship characteristics may make it harder to communicate assertively.

Materials in Student Workbook:

- Lesson 5: Key Messages
- Handout 5.1a, b: The Reproductive System of a Person with a Penis
- Handout 5.2a, b: The Reproductive System of a Person with a Vagina
- Handout 5.3 Frequently Asked Questions (FAQs): Pregnancy

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