Video in the Community presents

VAMOS A HABLAR | Let’s Talk

Exploring the power of open communication between adults and youth

communityvideo.org | Edition One - English
# Table of Contents

- **Introduction**  3  
- **Video in the Community**  4  
- **Let’s Talk**  6  
- **Parenting Styles**  10  
- **Loneliness**  13  
- **Teen Families**  17  
- **Consequences**  25  
- **Solutions**  30
**Introduction**

*Vamos a Hablar/Let’s Talk* is a bilingual video and teaching guide developed for professionals who work with Latino youth and families. The goal of Let’s Talk is to encourage Latino youth and families to discuss how to prevent unplanned teen pregnancies and maintain adolescent reproductive health. The teaching guide includes discussion questions, complementary activities and recommended resources for group facilitators to engage participants of all ages. Participants will be able to share their reactions and thoughts to the stories presented in the video while gaining insights about reproductive health, teen pregnancy and sexuality.

Facilitators may want to show each video segment and utilize the complimentary teaching guide activities for that segment on the same day. The video and the activities can be used on their own or as part of a broader curriculum on related subjects. The video can also be shown in its entirety, in which case the facilitator may want to choose activities from different segments of the guide to facilitate a group discussion afterwards.

The questions and activities contained in the teaching guide are meant to spark in-depth conversations among teens, parents of teens and families. Through these conversations, participants will have an opportunity to openly articulate their own opinions and questions, while hearing other’s viewpoints and empathizing with the stories in the video.

Facilitators are encouraged to create a welcoming environment that fosters openness and critical thinking. Facilitators should provide resources for participants who request assistance with sensitive subjects. At the beginning of the session, facilitators should reinforce to participants that:

- There are no wrong or silly questions.
- Participants should listen to each other attentively and without criticism.
- Participants and the facilitator should show respect and understanding towards other’s feelings, beliefs and cultures.

To download additional copies of this bilingual Teaching Guide, please visit: [http://www.communityvideo.org/professional/vamos_a_hablar.html](http://www.communityvideo.org/professional/vamos_a_hablar.html)

*The PDF available for download allows for 3-hole punching or spiral binding.*
In 2010, Kristine Diekman, Director of Vamos a Hablar/Let’s Talk, visited a teen clinic and saw firsthand what sexually active teens knew and wanted to know about relationships, contraception, and reproductive health. Finding that teens’ choices around sexuality and contraception were diverse and complicated, she set out to make a film that addressed the realities of teen pregnancy. Over the course of the next 12 months, she met with young Latina women in a continuation high school for teen parents. Not being a health professional herself, she used participatory action research (PAR) to develop the video, meeting often with the youth, and engaging them in discussion and writing in order to learn more about their experiences. These meetings resulted in several on-camera interviews and other real life footage with the teen moms taking active control through writing the questions they wanted to be asked and guiding the camera to what should be shown. Several themes surfaced during these meetings, and resulted in the development of the six videos that comprise Let’s Talk. Most said that, before they became pregnant, they wished they could have talked to their parents about relationships, contraception and sex, and if they had, they felt they would have made better choices resulting in delayed early sexual activity and motherhood.

Wanting to hear the parents’ side, Diekman then met with Latino parents in focus groups and individually. Through these meetings, she found that many parents felt challenged speaking about sex and relationships, yet wanted to know how. Some already practiced open communication, and felt that this had significantly changed their relationships with their children.

Taking a holistic approach to teen pregnancy by reflecting on her conversations with teens, adults and professionals, Diekman focused on six areas in her video that address why teens may become parents at an early age, and what can be done to prevent this. The resulting video, Vamos a Hablar/Let’s Talk, is intended to help Latino adults and youth to work together to prevent unplanned pregnancies and to work towards reproductive health through open communication.
LET’S TALK
Exploring the power of open communication between adults and youth

6
Let’s Talk | 9 min.

10
Parenting Styles | 14 min.

13
Loneliness | 11 min.

17
Teen Families | 12 min.

25
Consequences | 19 min.

30
Solutions | 7 min.
Summary: Teen parents, parents of teens and community experts recommend open communication about sexuality and reproductive health issues with adolescents as a tool to prevent teen pregnancy. Encouraging access to accurate reproductive health information and services is important to encourage healthy youth development.

Learning Objectives:
Participants will learn why it is important for parents and children to talk with each other about sexuality.

For parent groups: Participants will discuss how to promote healthy communication about sexuality with their children.

Participants will discuss appropriate messages about sexuality for every age.

For adolescent groups: Participants will discuss the importance of reaching out to parents or trusted adults to ask questions regarding sexuality.

Key Messages:
Parents should establish open communication with their children, including conversations about sexuality.

Adolescents want to learn from their parents, even if they appear not to be listening.

A parent or trusted adult can be a reliable source of sexuality information.

Parents do not have to communicate all the information and values about sexuality to their children at one time. Learning about sexuality is an ongoing process.
Let’s Talk

Discussion Guide and Activities:

Self-reflection:
After watching the “Let’s Talk” segment, ask participants to discuss in small groups of 2-3 people:

What has become clear to you about maintaining open communication about sexuality?

What questions do I still have about the topic?

Afterwards, the facilitator asks for volunteers from the audience to share two questions and solicit feedback from the group to respond to those questions.

Large Group Discussion:
After the reflection, engage the participants in a large group discussion utilizing the questions below as a guide. In some groups you may need to divide participants into smaller groups to discuss the questions in order to encourage discussion and discourage one person from monopolizing the conversation. Use your best judgment when deciding which arrangement would work best for your audience.

What prevents parents from talking with their teens about birth control?

What can parents do to foster open communication about sexuality with their children?

What do you think of Sonny’s statement from this segment: “I felt I was ready to be intimate, but I wasn’t ready to be a father.”? What is the difference between the two? How can parents help young people understand the difference between the two?

At what age should parents begin talking with their children about sexuality? How can parents communicate their family’s values and beliefs about sexuality with empathy and understanding?

For adolescent groups:
Where can you get accurate information about sexuality? What trusted adults exist in your community with whom you can discuss questions about sexuality? How can you approach your parents to have a conversation about sexuality? About birth control? About sexually transmitted infections?

What messages do you believe are important for adolescents to receive about teen pregnancy that will encourage them to delay sexual activity or to protect themselves if they become sexually active?

Note to facilitator:
It is important that parents understand that we send children messages about sexuality from a young age. When we talk to them about “private parts” instead of using anatomically correct names, we are already implying that sexuality is something you do not talk about.
**Let’s Talk**

**Bonus Activity 1:**
This activity can be facilitated at the end of a session or before showing the “Let’s Talk” segment.

**Instructions:**
Hand out to participants copies of Activity 1. In groups of 2-4 people, ask them to imagine they are the mother and daughter in the image, and fill in the bubbles with what they think the mother and daughter are saying to each other. Introduce the activity by saying, “The mother and daughter in this picture are trying to have a conversation about sexuality. In your groups, discuss what you think they’re saying to each other and fill in the bubbles with what you think they’re saying.”

**Activity 1**

Who initiated the conversation in this picture?
What is the mother saying? What is the daughter saying?
How does the mother feel during this conversation? How does the daughter feel?
How can the mother use words that would encourage open communication about sexuality from this moment forward?

Give participants 10 -15 minutes to respond to the following discussion questions. If time allows, ask groups to report their responses to the rest of the group.

**Recommended resources:**
Planned Parenthood Federation of America has bilingual publications that can be distributed to parents and adolescents that promote healthy communication. These can be purchased at: http://www.ppfastore.org/index.html. Recommended titles for this segment include: *The Facts of Life — A Guide for Teens and Their Families and How to Talk with Your Child About Sexuality — A Parent’s Guide.* Both publications are available in English and Spanish.


Lesson Plan for adolescents in *Educator’s Guide to Reproductive Health (Chapter 1, Activity 1)* by the Birds and Bees Project. To order, visit: http://www.birdsandbees.org/

*Beyond the Big Talk: A Parent’s Guide to Raising Sexually Healthy Teens From Middle School to High School and Beyond* (Haffner, 2008).

*Let’s Talk: Conversation starters for busy families.* A tin canister with over 120 questions that can be answered by all members in the family. To order, visit: http://www.tricitypartners.org/alcohol/conversationstarters.htm#purchase. Available in English and Spanish.
Who initiated the conversation in this picture?

What is the mother saying? What is the daughter saying?

How does the mother feel during this conversation? How does the daughter feel?

How can the mother use words that would encourage open communication about sexuality from this moment forward?
Summary: Parents, teenagers and community experts discuss how different parenting styles can have an influence in children’s behaviors. Real life examples of parents that were too strict or too permissive and the effect it had on their children’s lives are depicted.

Learning Objectives:
Participants will discuss cultural and personal aspects that influence parenting styles.

Parents will write a letter to their children listing the dreams and hopes they have for them.

Adolescents will write a letter to their parents enumerating their own dreams and goals.

Key Messages:
A firm but supportive parenting (authoritative) style is effective in encouraging open communication with adolescents about sexuality and other sensitive topics.

Supporting the dreams of teenagers is an important component of being caring parents.

For adolescents: Setting goals and dreams will help you remember why you want to wait to become a parent.

Discussion Guide and Activities:

Self-reflection:
After watching the “Parenting Styles” segment, ask participants to discuss in small groups of 2-3 people:

What has become clear to you about the role of parenting styles in teen pregnancy prevention?

What questions do I still have about the topic?

Afterwards, the facilitator asks for volunteers from the audience to share two questions and solicit feedback from the group to respond to those questions.

Large Group Discussion:
After the reflection, engage the participants in a large group discussion utilizing the questions below as a guide. In some groups you may need to divide participants into smaller groups to discuss the questions in order to encourage discussion and discourage one person from monopolizing the conversation. Use your best judgment when deciding which arrangement would work best for your audience.

How can parents support the dreams of teenagers? How can parents communicate their wishes for their children’s future while emphasizing that they love them, no matter what?
Note to facilitator:
Being a parent requires trial and error. Each parent chooses a parenting style that works best for his/her culture, family and child. Researchers typically recognize four general types of parenting: permissive, authoritarian, authoritative (or affirming), and uninvolved. These four parenting styles are:

a) Permissive (or indulgent) — Permissive parents allow their children to do whatever they want and seldom discipline their children. These parents explain excessively their decisions to their children and make relatively few demands upon them. Permissive parents tend to be inconsistent in their application of rules.

b) Authoritarian — These parents demand a lot from their children. They set clear rules and are harsh when the rules are broken. They control many of their children’s decisions.

c) Authoritative (or affirming) — These parents are firm and caring at the same time. They establish clear boundaries and consequences for breaking the rules, but offer explanations for why those rules are in place when appropriate. These parents show abundant affection and love for their children. They are involved in their children’s lives, but allow their children age-appropriate independence.

d) Uninvolved — These parents do not demand much of their children and do not show much affection. Their children make most decisions by themselves, and the parents become involved in the children’s lives only if necessary. Children of uninvolved parents do not have many responsibilities at home.

(Haffner, What Every 21st-Century Parent Needs to Know, 2008)
**Parenting Styles**

**Bonus Activity:**
This activity should be facilitated after showing the “Parenting Styles” segment to the audience.

**Instructions:**
Hand out to participants blank pieces of paper and writing tools. Ask parents to write a letter to their children listing at least three dreams and hopes they have for them. Ask adolescents to write a list of at least three aspirations and goals they have for themselves, and how their parents can support them in reaching those goals.

Give participants 15 minutes to complete this activity independently. Afterwards, ask for volunteers to share what they wrote with the audience.

**Discussion Questions:**
What did you discover about yourself? How will you share this information with your parent/child?

**For adolescent groups:**
What can you do to remember these goals and make sure you accomplish them? *(For example: some people tape them to the mirror, write them in a journal, etc.)*. Who can help you accomplish those goals? What would your parents write if they wrote a list of what they hope for you?

**For parent groups:**
How would your child’s list compare to the one you wrote? How can you support your child in achieving the goals they have set for themselves and the hopes you have for them?

For homework, you may ask groups to take the lists home with them and share them with their parent(s) or with their adolescent children.

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**Recommended resources:**


**Resources for teen parents:**
- Healthy Teen Network: [http://www.healthyteennetwork.org](http://www.healthyteennetwork.org)

**More information about parenting styles:**
Loneliness

Summary: Adolescent girls reflect on how broken relationships with their families and abandonment by their parents made them feel lonely. Lack of connection and poor attachment with one's family are two factors that may lead to teen pregnancy. Professionals explain how early parenthood may challenge the mother’s ability to bond with the baby, leading to an inter-generational cycle of teen pregnancy.

Learning Objectives:
Participants will be able to understand how feelings of loneliness among teenagers can influence the decision of becoming sexually active and lead to teen pregnancy.

Participants will discuss how parents can support teenagers and help them feel supported (not lonely).

Participants will discuss how community spaces (schools, churches, etc.) could support teens effectively.

Adolescents will identify which organizations and people in their community they can turn to when they feel lonely or when they need support.

Key Messages:
Feeling alone is one of many factors that can lead to unintended pregnancies in adolescence. Many teen mothers interviewed for this video discussed that feeling lonely as a child was a contributing factor to their decision to become sexually active and getting pregnant.

For parent groups: By using a parenting style that is firm but supportive (authoritative) parents can help teenagers feel better about themselves and increase their self-esteem.

There are many factors that influence adolescent behaviors that lead to teen pregnancy. Parents can play an important role in supporting teenagers in making decisions about sexuality and reproductive health.

For adolescent groups: Finding a support system that is not dependent solely on a dating or romantic relationship will help you stay focused on your dreams and goals.

There are many societal and familial factors that influence adolescent behavior and lead to teen pregnancy. There are community resources available to assist teenagers to make healthy sexuality decisions.

Notes:
Loneliness

Discussion Guide and Activities:

Self-reflection:
After watching the “Loneliness” segment, ask participants to discuss in small groups of 2-3 people:

What has become clear to you about how loneliness influences adolescent decision-making?

What questions do I still have about the topic?

Afterwards, the facilitator asks for volunteers from the audience to share two questions and solicit feedback from the group to respond to those questions.

Group Discussion:
After the reflection, engage the participants in a large group discussion utilizing the questions below as a guide. In some groups you may need to divide participants into smaller groups to discuss the questions in order to encourage discussion and discourage one person from monopolizing the conversation. Use your best judgment when deciding which arrangement would work best for your audience.

In what ways do you think feeling lonely or having low self-esteem is a contributing factor to becoming sexually active? To becoming pregnant as a teenager? What other factors do you think contribute to teen pregnancy?

What do you think Gabriela is referring to when she says “... otherwise she’ll look for ways to fill the emptiness she feels within.”? Do young women and young men differ in how they respond to feeling lonely?

What do you think teen fathers would say contributed to them having a child at an early age?

The young women in this segment, such as Tabitha, report having felt lonely, abandoned and/or neglected by their parents as a reason they became pregnant. What is your opinion about the role that the parents of teenagers play in preventing teen pregnancy? What other societal, familial or individual factors do you think contribute to teen pregnancy?

In the absence of supportive parents, how can teenagers access resources that will help them prevent pregnancy? Where can teenagers in your community access these resources? What role can other friends and peers play? Who are other people or organizations in your community that can offer support to teenagers who feel lonely and disconnected from their families?

Note to facilitator:
In preparation for showing this segment you may want to compile a list of local resources for teenagers and/or parents. Include names, locations and contact information of teen groups, after-school activities, local clinics that are welcoming to teenagers and support groups for parents of teenagers. For national resources of interest to teens and parents of teens, see recommendations in list of resources.
**Bonus Activity:**

This activity should be facilitated after showing the “Loneliness” segment to the audience.

**Instructions:**

Hand out to participants blank pieces of paper and writing tools. Ask participants to write a list community spaces (clinics, schools, churches, etc.) that because of their services can be a source of support for teens. Give participants 5 minutes to complete this activity independently.

Ask for volunteers to share what they wrote with the audience.

The facilitator uses a large piece of newsprint and captures information that is shared by the audience. It is important that the list is varied and comprehensive. The facilitator can add examples as needed to supplement the list created by the participants.

If few or no resources to assist teenagers or parents of teens exist in your community, discuss with the group how teenagers may feel supported in your community despite the current lack of resources.

**Discussion Questions:**

Why are these community resources important for preventing teen pregnancy?

In what way can community spaces (schools, churches, etc.) help youth feel supported and diminish feelings of loneliness? Do you know where you can turn to in your neighborhood? How can community members spread the word about these resources so that teenagers and parents of teens can access them?

For adolescent groups:

How can teens get support from the community to reach their goals and dreams? Where can teenagers find this support? What can teenagers do when they feel lonely? Where can teenagers turn to if they are feeling lonely or depressed?

If you have compiled a list of resources for teens and/or parents in preparation for showing this video segment, distribute the list at the end of this discussion.

For parent groups:

In what ways can I support my child’s dreams and hopes? How can I help my child feel supported? What can I do as a parent so that my teenager does not feel lonely or disconnected from our family?

**Note to facilitator:**

Teen pregnancy prevention is a complex issue that requires comprehensive solutions. Research shows that there are several factors that influence adolescents’ decisions about sex. As a general rule, these factors can put teenagers at a higher risk of teen pregnancy or they may protect teens from getting pregnant. Some teens may choose to have sex voluntarily, and others may be coerced into having sex. Since we do not understand the specific circumstances of the lives of teen parents, including the ones depicted in the video, it is not possible to isolate the factors that contributed to teen pregnancy. For more information on risk and protective factors, visit: [http://www.thenationalcampaign.org/ea2007/protective_factors_SUM.pdf](http://www.thenationalcampaign.org/ea2007/protective_factors_SUM.pdf). For more information about comprehensive solutions to teen pregnancy, visit: [http://www.moappp.org/resources/puzzle.html](http://www.moappp.org/resources/puzzle.html).
Loneliness

Recommended resources:

Teenwise’s Teen Pregnancy Puzzle graphically demonstrates the complexity of teen pregnancy prevention and the need for comprehensive solutions. [http://www.moappp.org/resources/puzzle.html](http://www.moappp.org/resources/puzzle.html)


Let’s Talk: Conversation starters for busy families. A tin canister with over 120 questions that can be answered by all members in the family. To order, visit: [http://www.tricitypartners.org/alcohol/conversationstarters.htm#purchase](http://www.tricitypartners.org/alcohol/conversationstarters.htm#purchase). Available in English and Spanish.


Website directed at teens and youth in their twenties with thorough information about birth control options and a searchable database of local resources to purchase birth control: [http://bedsider.org/](http://bedsider.org/)

Websites with reproductive health information, including information about birth control and the prevention of sexually transmitted infections for teens:

- Go Ask Alice!: [http://www.goaskalice.columbia.edu](http://www.goaskalice.columbia.edu)/
- Sex, Etc.: [http://www.sexetc.org/](http://www.sexetc.org/)


Notes:
Summary: In this video, three teens talk about their experiences trying to sustain a family at such a young age. They candidly discuss the challenges of teen parenthood and the effect early parenting has had on their relationships with their peers and families. They also touch on the pressures related to the different gender expectations for boys and girls.

Learning Objectives:
Participants will understand some of the challenges faced by teen parents.

Participants will discuss how society can be supportive of teen parents.

Participants will recognize how being a teen parent affects boys and girls differently because of societal gender expectations.

For parent groups: Participants will discuss how parents of teen parents can be supportive of their children and grandchildren.

Key Messages:
Being a teen parent has some rewards, but it can be challenging.

Establishing support systems for teen parents is important to help them succeed as parents and as individuals.

Societal gender expectations that are different for men and women can make becoming a teen parent a different experience for males and females.

Notes:
**Teen Families**

Discussion Guide and Activities:

**Self-reflection:**

After watching the “Teen Families” segment, ask participants to discuss in small groups of 2-3 people:

What has become clear to you about the challenges of being a teen parent?

What questions do I still have about the topic?

Afterwards, the facilitator asks for volunteers from the audience to share two questions and solicit feedback from the group to respond to those questions.

**Group Discussion:**

After the reflection, engage the participants in a large group discussion utilizing the questions below as a guide. In some groups you may need to divide participants into smaller groups to discuss the questions in order to encourage discussion and discourage one person from monopolizing the conversation. Use your best judgment when deciding which arrangement would work best for your audience.

What are the realities of becoming a teen mom? Of becoming a teen dad? What are the differences and similarities between the two?

What sacrifices did the teen parents in this segment have to make to try to be good parents to their children? What are the costs associated with becoming a parent? How can teenagers pay for all the costs of becoming a parent at a young age? How much money does it really take to rear two children, like Sonny? Recommended resource: [http://www.birdsandbees.org/parents.htm](http://www.birdsandbees.org/parents.htm)

How are consequences of becoming a teen parent different for boys and girls? Why?

What do teen parents have going for them that is positive?

How would you explain Giovanni’s statement, “I kind of didn’t want to be a man yet, I still wanted to be a teen. Live my life, have my fun, gain more experience.”?

How would Giovanni’s dad reacted if Giovanni had been a girl telling him that she was pregnant? Would he have reacted the same or differently? Why?

What do you think of Sonny’s statement, “… you feel pressure to have sex with somebody, just so you can fit in.”?

What role does peer pressure play in teens’ decisions to become sexually active? How does peer pressure affect boys and girls differently?

What role does masculinity play in young men’s decisions to become sexually active? Is this different for young women? What role does femininity play in young women’s sexual decisions?

What are the realities of becoming a teen mom? Of becoming a teen dad? What are the differences and similarities between the two?

Recommended resource: [http://www.birdsandbees.org/parents.htm](http://www.birdsandbees.org/parents.htm)

How are consequences of becoming a teen parent different for boys and girls? Why?

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How are consequences of becoming a teen parent different for boys and girls? Why?

Giovanni and Laura reference knowing about condoms as a form of birth control, but that this method did not work for them. Why do you think this happened? What birth control methods are 100% effective? How can teens find information about the most effective birth control for them? Where can teens get birth control in your community?

How can parents and community members support teens facing an unplanned pregnancy? What resources exist in your community to assist teen parents?
For parent groups:
How are the challenges of being a teen parent different in the U.S. than in Latin America (or in your country of origin)? How are the challenges of being a teen parent different for the current generation of teens than in your generation? What opportunities do teens and teen parents have today that may differ from the opportunities available to your generation? How do you talk to your children about sex and intimacy? How do gender expectations influence the messages you send young women in contrast to young men about these topics?

Bonus Activity:
This activity can be facilitated at the end of the session or before showing the “Teen Families” segment.

Instructions:
Break participants into at least four groups. There are four different handouts each with a different scenario. Each group can work on a different scenario. Hand out to each group sufficient copies for everyone in that group to have one copy of the scenario assigned to them. Ask participants to imagine what they think the people in the image are saying. Introduce the activity by saying: “In these pictures teen parents are talking about their experiences raising a child. In your small group, discuss what you think they’re saying and fill in the bubble with what you think they’re saying.”

Give participants 10-15 minutes to respond to the following discussion questions. If time allows, ask small groups to report their responses to the rest of the group.

What do you think the young people in the photos are saying?

How do you think the lives of the teenagers in these pictures have changed as a result of becoming a teen parent?

What do you think are the consequences of becoming pregnant as a teenager?

What can community members do to support teen parents?

What can community members do to help prevent teen pregnancy in their community?
What do you think the young woman in the photo is saying?

How do you think the life of this young woman has changed as a result of becoming a teen parent?

What do you think are the consequences of becoming pregnant as a teenager?

What can community members do to support teen moms?

What can community members do to help prevent teen pregnancy in their community?
What do you think the young people in the photo are saying?

How do you think the life of these young people has changed as a result of becoming teen parents?

What do you think are the consequences of becoming pregnant as a teenager?

What can community members do to support teen parents?

What can community members do to help prevent teen pregnancy in their community?
What do you think the young woman in the photo is saying?

How do you think the life of this young woman has changed as a result of becoming a teen parent?

What do you think are the consequences of becoming pregnant as a teenager?

What can community members do to support teen moms?

What can community members do to help prevent teen pregnancy in their community?
What do you think the young man in the photo is saying?

How do you think the life of this young man has changed as a result of becoming a teen parent?

What do you think are the consequences of becoming pregnant as a teenager?

What can community members do to support teen parents?

What can community members do to help prevent teen pregnancy in their community?
Recommended resources:
Website directed at teens and youth in their twenties with thorough information about birth control options and a searchable database of local resources to purchase birth control [http://bedsider.org/](http://bedsider.org/)

Websites with reproductive health information, including information about birth control and the prevention of sexually transmitted infections for teens and young adults:
- Go Ask Alice!: [http://www.goaskalice.columbia.edu/](http://www.goaskalice.columbia.edu/)
- Planned Parenthood: [http://www.plannedparenthood.org/info-for-teens/](http://www.plannedparenthood.org/info-for-teens/)
- Sex, Etc.: [http://www.sexetc.org/](http://www.sexetc.org/)


Resources for teen parents:
- Healthy Teen Network: [http://www.healthyteennetwork.org](http://www.healthyteennetwork.org)

Planned Parenthood Federation of America has bilingual publications with information about birth control options and how to talk with children about sexuality. These can be purchased at: [http://www.ppfastore.org/index.html](http://www.ppfastore.org/index.html). Many publications are available in English and Spanish.

Notes:
Consequences

Summary: Teen parents, parents of teens and a doctor, describe and explain the potential physical, emotional and societal consequences of teen pregnancy and early parenthood for both the parents and their children. Some of these could include loss of friends, economic hardships and perinatal health issues.

Learning Objectives:
Participants will discuss the potential consequences of becoming pregnant when you are a teenager.

Participants will discuss how families and community members can be supportive of pregnant and parenting teens.

Participants will identify common sexually transmitted infections, how they are treated, and where to learn more about them.

For parent groups: Participants will discuss how parents of teen parents can be supportive of their children and grandchildren.

Key Messages:
Pregnant and parenting teens face many challenges. There can be many physical, emotional and societal consequences from becoming pregnant as a teen.

Teens who learn they are pregnant need support from parents, schools, clinics and other community institutions.

Note to facilitator: It is important that the facilitator utilize sensitive language during the discussion and does not convey to the audience that teen parents are a problem.

By getting reproductive health care services early, patients can get tested and treated for sexually transmitted infections before further complications from these infections occur.

By receiving accurate information about pregnancy options and having access to comprehensive health care services, teens are able to make informed decisions about birth control, STI prevention and how to respond to a teen pregnancy.

There are many resources available for teens that are pregnant and parenting.

Note to facilitator:
In preparation for showing this segment you may want to compile a list of local resources for teenagers and/or parents. Include names, locations and contact information of teen groups, after-school activities, local clinics that are welcoming to teenagers and support groups for parents of teenagers. For national resources of interest to teens and parents of teens, see recommendations in list of resources at the end of this section.
Discussion Guide and Activities:

Self-reflection:
After watching the "Consequences" segment, ask participants to discuss in small groups of 2-3 people:

What has become clear to you about the consequences of teen pregnancy and teen parenthood?

What questions do I still have about the topic?

Afterwards, the facilitator asks for volunteers from the audience to share two questions and solicit feedback from the group to respond to those questions.

Large Group Discussion:
After the reflection, engage the participants in a large group discussion utilizing the questions below as a guide. In some groups you may need to divide participants into smaller groups to discuss the questions in order to encourage discussion and discourage one person from monopolizing the conversation. Use your best judgment when deciding which arrangement would work best for your audience.

At the beginning of this video, a teen voice says: “I knew that if I had sex I would become pregnant, but I just never thought it was gonna be me”. What do you think the young woman speaking means? Why do you think she felt this way? What type of information or resources do teens need to better understand their risk of becoming pregnant if they do not use birth control?

What do you think Michelle is referring to when she says, “... when I found out that I was pregnant, I didn’t get the chance to just finish being a teenager.”? What do you think are the aspects of a teenager’s life that change when she or he becomes a teen parent?

What are the consequences of becoming pregnant when you are a teenager that are described in the video? What are other consequences that are not described in the video? What are some of the physical consequences? Emotional? Societal?

Why can it be difficult to be a teen mother and finish school? Is this different for teen fathers? Why can it be difficult to raise a baby while you are in school?

Why do you think a teenager who is pregnant may delay seeking pre-natal care? What could be the result of not seeking pre-natal care early in a pregnancy?

What other information or resources might a pregnant teenager not know about or delay seeking that would be beneficial to her or him?

Note to facilitator:
According to a CDC survey, many unintended teen pregnancies happen because teens do not use birth control thinking that they cannot get pregnant. About a third of those who had unprotected sex believed they could not get pregnant. Latino teens were the most likely to believe that they could not get pregnant. Source: Pre-pregnancy Contraceptive Use Among Teens with Unintended Pregnancies Resulting in Live Births — Pregnancy Risk Assessment Monitoring System (PRAMS), 2004–2008; Centers for Disease Control’s Morbidity and Mortality Weekly Report; January 20, 2012. http://www.cdc.gov/mmwr/pdf/wk/mm6102.pdf
Consequences

What could be the results of not seeking that information or accessing those community resources in a timely manner?

In this video segment, Dr. Patricia Murillo discusses that sexually transmitted infections can be diagnosed when a teenager comes in for her first pre-natal appointment. What do you know about sexually transmitted infections? Why is it important to know about sexually transmitted infections, and how they can be prevented and treated?

Note to facilitator:
Some of the examples cited by Dr. Murillo represent extreme cases that occur when a sexually transmitted infection (STI) goes untreated for a long period of time. When discussing STIs with the audience, you may want to bring supplemental resources with additional information, common symptoms, and how they can be treated. The resources section includes some recommendations.

In this segment, Lizzeth says, “… tell them to wait until they’re older, until they feel ready to take care of a child.” Other teens and parents of teens make similar statements throughout the video. What did other teens and parents of teens in the video say that was similar to Lizzeth’s statement?

What do you think Lizzeth and the other people in the video mean by “waiting”? What do you think is their message when they prompt teens “to wait”?

Are they recommending that teens should: wait to get pregnant, wait to have sex, wait until you fall in love, or wait for something else? What, if anything, is different when this message is spoken by adults? By teen parents? What are the reasons a teenager would want to “wait” (social/cultural, emotional, health, economic)?

What support systems exist in your community (at school, work, family, community, etc.), to support teenagers who find out they are pregnant? What would be helpful information or resources for a teenager when she first learns she is pregnant? What would be helpful information and resources for teenagers during the transition into teen parenthood? What are ways in which becoming pregnant as a teen can be a more positive experience?

What are the rules in your state about teenagers accessing reproductive health care services without parental involvement? Are these rules different for different reproductive health care services?

What do you think about the way in which the media (TV, radio, Internet, etc.) portrays pregnant and parenting teens? How do you feel about the way in which teen pregnancy and parenthood are portrayed in the media? Why do you feel this way?

For parent groups:
What would you tell your child about the consequences of becoming pregnant or getting an STI? What information about your own values and beliefs regarding teen pregnancy would you communicate to your child? Where would you go to learn accurate information about teen pregnancy and sexually transmitted infections that you could share with your teen?

Note to facilitator:
If you do not know the rules in your state, you may want to refer to this fact sheet by the Guttmacher Institute to learn about minor consent laws in every state: An Overview of Minors’ Consent Law http://www.guttmacher.org/statecenter/spibs/spib_OMCL.pdf
Recommended resources:

For the most recent national data on teen pregnancy and sexually transmitted infection rates, visit:

Centers for Disease Control and Prevention:  http://www.cdc.gov/teenpregnancy/


Websites with reproductive health information, including information about pregnancy options and the prevention of sexually transmitted infections, for teens and young adults:

Birds & Bees Project:  http://www.birdsandbees.org/
Go Ask Alice!:  http://www.goaskalice.columbia.edu/
Planned Parenthood:  http://www.plannedparenthood.org/info-for-teens/
Scarleteen:  http://www.scarleteen.com/
Sex, Etc.:  http://www.sexetc.org/
Stay Teen:  http://www.stayteen.org/

Websites for parents of teens:


Planned Parenthood:  http://www.plannedparenthood.org/parents/

Resources for teen parents:

Healthy Teen Network:  http://www.healthyteennetwork.org
Teenwise Minnesota:  http://www.moappp.org/
Resources and lesson plans about sexually transmitted infections and HIV:

Curriculum by the Centers for Disease Control and Prevention, ¡Cuidate! (Take Care of Yourself), a culturally based intervention to reduce HIV sexual risk among Latino youth. [http://www.cdc.gov/hiv/topics/research/prs/resources/factsheets/cuidate.htm#ref2](http://www.cdc.gov/hiv/topics/research/prs/resources/factsheets/cuidate.htm#ref2)

ETR Associates has bilingual publications with information about sexually transmitted infections and HIV. These can be purchased at: [http://www.etr.org/home](http://www.etr.org/home). Many publications are available in English and Spanish.


Planned Parenthood Federation of America has bilingual publications with information about sexually transmitted infections and HIV. These can be purchased at: [http://www.ppfastore.org/index.html](http://www.ppfastore.org/index.html). Many publications are available in English and Spanish.

Notes:
Summary: Teen parents suggest that parents should speak to teens about sexuality, especially in today’s world. Parents of teens agree to work through their discomfort with speaking about sex, even if it was not an appropriate topic to discuss within their families when they were teens. Teens, parents of teens and professionals encourage parents of teens to not only maintain open communication about sexuality and reproductive health issues with adolescents as a tool to prevent teen pregnancy, but make sure in the process to share their values and principles.

Learning Objectives:
Participants will learn why it is important for parents and children to talk with each other about sexuality.

For parent groups: Participants will overcome challenges they feel in talking openly with their children about sexuality.

For parent groups: Participants will discuss how to promote healthy communication about sexuality with their children.

For adolescent groups: Participants will discuss the importance of reaching out to parents or trusted adults to ask questions regarding sexuality.

Key Messages:
Talking about sexuality with your teen may be difficult but with practice, it becomes much easier.

Parents should establish open communication with their children from an early age, including conversations about sexuality.

Adolescents want to learn from their parents, even when it looks like they are not listening.

A parent or trusted adult can be a reliable source of sexuality information.

Parents do not have to communicate all the information and values about sexuality to their children at one time. Learning about sexuality is an ongoing process.

There are age appropriate messages about sexuality for each stage of child development.

Notes:
Discussion Guide and Activities:

**Self-reflection:**
After watching the “Solutions” segment, ask participants to discuss in small groups of 2-3 people:

What has become clear to you about maintaining open communication within the family about sexuality?

What questions do I still have about the topic?

Afterwards, the facilitator asks for volunteers from the audience to share two questions and solicit feedback from the group to respond to those questions.

**Large Group Discussion:**
After the reflection, engage the participants in a large group discussion utilizing the questions below as a guide. In some groups you may need to divide participants into smaller groups to discuss the questions in order to encourage discussion and discourage one person from monopolizing the conversation. *Use your best judgment when deciding which arrangement would work best for your audience.*

Why is it important for parents and teenagers to maintain open communication about sexuality and reproductive health?

What challenges do today’s parents face when talking to their children about sexuality that their own parents did not face? What challenges do today’s parents face when talking to their children about sexuality that are similar to what their own parents faced? How has communication within the family about sexuality changed between generations?

How have cultural perspectives changed regarding communicating about sexuality within the family?

What kinds of conversations regarding reproductive health and sexuality can parents have with their teenagers?

Why do you think it is important to use anatomically correct names for all body parts, including the genitals, when talking with children about their bodies?

**For parent groups:**
Who talked to you about sexuality when you were a teen? In what ways is being an adolescent today different/similar to when you were a teenager? What do you wish your parents would have done differently?

What messages and values do you want to communicate to your teenager regarding sexuality? How can you break the ice to talk to your child about sexuality? What language can you use that would be inviting and foster trust in you as a parent? What can you do to overcome your embarrassment in discussing sexuality with your child?

**For adolescent groups:**
In what ways is being an adolescent today different/similar to when your parents were teenagers? What would make it easier for you to talk to your parent(s) about sexuality? What do you wish your parents would do differently when handling sexuality or reproductive health topics with you?
Grissel recommends to parents: “Take the time to just listen to your child, see what they have to say and maybe they’ll learn to trust you and come to you whenever they need something.” How can parents demonstrate to teens that they are listening to them?

In what ways can parents and teens build trust with each other in order to maintain open communication about sexuality within the family?

Besides maintaining open communication, what other recommendations do you have for families to help prevent teen pregnancy? What recommendations do you have for teenagers? What recommendations do you have for schools? For churches? For communities?

Bonus Activity:
Role play. (This activity can be facilitated at the end of a session or before showing the “Solutions” segment). This activity can be facilitated in groups of parents, groups of adolescents, as well as in parent-child groups.

Instructions:
Divide participants in small groups of no more than four people.

Ask participants to select one person to be the parent and one person to be the teenager. In groups with more than two participants, the rest of the participants will be observers.

Ask participants to imagine a parent and a child trying to have a conversation about sexuality or reproductive health.

Give each group sample questions that they can use to initiate the role play, but encourage them to come up with their own. Once the role play question has been introduced by the participant playing the part of the teenager, the participant playing the parent tries to respond as best as possible. The participant playing the teenager can ask follow up questions, or get into the character of the teenager to respond to the answer given by the parent. Reassure participants that there are no right answers, but that in order for families to become comfortable talking with each other about sexuality, practicing how one would respond to difficult questions is helpful.

When the parent and child are done talking, the small group reflects about what they experienced:

How likely is it that a situation like this would have happened in your family?  How would you have responded in real life?  How would your parent respond?  How would your teenager respond?  What would you do differently in your case?  What would you do similarly?  What other questions would a teenager ask their parents?

Once the first role play and the reflection are over, participants select a new person to play the parent. This time the participant playing the parent introduces a sexuality or reproductive health question to their teen, and the teen must respond.

When the parent and child are done talking, the small group reflects about what they experienced:

How likely is it that a situation like this would have happened in your family?  How would you have responded in real life?  How would your parent respond?  How would your teenager respond?  What would you do differently in your case?  What would you do similarly?  What other questions could a parent ask their teenager to foster open communication?
Sample questions:

**Teens may ask:**

My friend’s boyfriend keeps insisting that they should have sex, but she’s not sure that she’s ready. What advice should I give her?

What do you think about teens that have to drop out of school because they get pregnant?

How does a person know if they could have a sexually transmitted infection (STI)?

How does a person know what size condom to buy?

I am afraid to go to the doctor for a gynecological exam. I was wondering if you knew what the doctor does to find out if you can start birth control.

Why do I have an erection when I wake up in the morning? Does this happen to every other guy?

**Parents may ask:**

What has your health teacher told you about sex?

Would you be interested in going to the doctor for a gynecological exam?

If your boyfriend/girlfriend asked you to have sex, would you know what to do?

Where do teenagers in your school go to receive sexual and reproductive health care services?

Have I told you what I believe about having sex while you are still a teenager?

I want to make sure that you know you can come to me if you have questions about relationships or sex. How can I make sure that you feel comfortable coming to me with questions?
Recommended resources:
Planned Parenthood Federation of America has bilingual publications that can be distributed to parents and adolescents that promote healthy communication. These can be purchased at http://www.ppfastore.org/index.html. Recommended titles for this video segment include The Facts of Life — A Guide for Teens and Their Families and How to Talk with Your Child About Sexuality — A Parent’s Guide. Both publications are available in English and Spanish.

Lesson Plan for parents by ETR Associates: Talking with Your Child About Sexuality

Beyond the Big Talk: A Parent’s Guide to Raising Sexually Healthy Teens From Middle School to High School and Beyond (Haffner, 2008).

Let’s Talk: Conversation starters for busy families. A tin canister with over 120 questions that can be answered by all members in the family. To order, visit: http://www.tricitypartners.org/alcohol/conversationstarters.htm#purchase. Available in English and Spanish.

Websites for parents of teens:

Planned Parenthood: http://www.plannedparenthood.org/parents/

Websites with reproductive health and sexuality information for teens and young adults:
Birds & Bees Project: http://www.birdsandbees.org/
Go Ask Alice!: http://www.goaskalice.columbia.edu/
Planned Parenthood: http://www.plannedparenthood.org/info-for-teens/
Scarleteen: http://www.scarleteen.com/
Sex, Etc.: http://www.sexetc.org/
Stay Teen: http://www.stayteen.org/