



Course Template:

College 101

Abstract:

College 101 introduces goal setting tactics and evaluation; establishment of a life mission; attitude appraisals; and mastery of educational pursuits through action-oriented tools, tips, and techniques. The intent of the course is to enhance the student's ability to use resources and to rely on intrinsic and developed abilities to set and meet goals. College 101 is for students new to college and/or those facing myriad obstacles and thus considered "high risk" for completion of educational pursuits. This curriculum will help students (1) understand how unplanned pregnancy can affect personal and educational goals and (2) learn how to prevent unplanned pregnancy.

Academic Objectives:

Through a variety of course materials and instructional videos, pop culture media (*Juno*, "Glee," "Pregnancy Pact," "16 and Pregnant"), and a service learning project, students will understand communication gaps and attitudes about unplanned pregnancy and increase their awareness and knowledge of pregnancy planning, effective communication, relationship stability, and preparedness for family. Students will also learn how attitudes and behaviors influence educational attainment and career goals. Course objectives are as follows:

1. To understand facts and their influence on attitudes and behaviors
2. To promote responsible use of the Internet and media for academic research
3. To improve communication skills through listening, viewing, reading, speaking, and writing activities

Pregnancy Planning/Prevention Objectives:

After completing this lesson, students will

1. Understand how unplanned pregnancy can affect college completion
2. Understand the importance of healthy relationships
3. Know what campus and community resources are available to pregnant and parenting college students and their partners
4. Be familiar with a variety of birth control options and where to get them in the community (e.g., www.bedsider.org)
5. Be exposed to various electronic information sources (e.g., www.TheNationalCampaign.org)

Preparation:

Faculty and students will research recommended websites to learn more about unplanned pregnancy issues and their impact on student decision-making, health, relationships, and educational attainment.

Opening/Introduction:

An introductory lecture will be based on *The Fog Zone: How Misperceptions, Magical Thinking, and Ambivalence Put Young Adults at Risk for Unplanned Pregnancy*. As part of the introduction, students will watch “The Baby Borrowers” and take the *Fog Zone* questionnaire on birth control methods. They will also write an essay that explores their feelings about unplanned pregnancy. From the beginning of the course, they will use websites and materials necessary to complete the service learning project.

Student Activity

In class, students will be engaged in the following activities over portions of two class sessions:

- Watching videos: “The Baby Borrowers” and/or “16 and Pregnant” and/or www.bedsider.org
- Taking pre- and post-tests on methods of birth control (*Fog Zone* quizzes)
- Discussing “Do Teenagers Make Good Parents?”
- Writing an essay (finished out of class) to answer the question “How would you handle an unplanned pregnancy?” The essay will consider their emotions, the pros and cons of the pregnancy continuing to a full-term birth, and speculations on how life would change with the birth of a child.
- Reviewing and reflecting upon *Planning Your Future: A Discussion about Sex, Pregnancy, and Parenthood* (www.TheNationalCampaign.org/communitycolleges)
- Brainstorming to determine a specific concept for the service learning presentation

Out-of class:

- Researching websites for facts and information to learn more about the issue of unplanned pregnancy and contraceptives
- Researching a variety of informational resources, such as brochures on contraceptives and safe sex
- Creating an Unplanned Pregnancy Campaign poster using information gleaned from online research

Service Learning Activity:

Working as a team, students will create and deliver a PowerPoint presentation on pregnancy prevention for a targeted on-campus or community audience.

Teaching:

The following questions will direct class discussions:

1. Statistics show that the number of unplanned pregnancies among people in their twenties is high and has been increasing. Does your experience verify this fact? Do the statistics make sense to you? Does it matter that there’s a high rate of unplanned pregnancy? Why or why not?
2. What are your ideas about why young adults are getting pregnant when don’t they intend to? Possible follow-up questions/comments include these:
 - a. Some people say that the reason young couples get pregnant unexpectedly is that they don’t always plan to have sex, and that “sex just sort of happens.” Do you agree?

- b. People also say that pregnancy happens unexpectedly because women and their partners do not use contraception consistently. If you agree, why aren't people always using contraception? Why are they not using it correctly?
 - c. We've been told that people are actually more likely to use contraception in a casual situation and less like to use contraception the longer they are in a relationship. If that's true, how do you explain it?
3. How much do you believe that young people actually think about pregnancy as a possible result of having sex (as opposed to contracting HIV/AIDS or STIs)? Is preventing pregnancy a big issue for people? Why or why not?
4. Now let's look at the other side of the coin. What's going on with young adults who don't get pregnant? What are they doing or not doing and why? Is there anything to learn from that?
5. What's the impact of an unplanned pregnancy?
6. One statistic says that 61% of female college students who have a child after they enroll do not finish their education. This is a much higher dropout rate than the dropout rate for students who don't have children. What do you think about this difference? Have you known of anyone dropping out under these circumstances?
7. In order to avoid unplanned pregnancy what do people need to learn that they don't know now? What do people need to do that they aren't doing now?
8. Could the college be doing more about the things we've been talking about? What should that be?
9. Thinking about what the college could do, explain what should be done for students who need access to information.
10. How about relationships? What do you think about classes that teach how to develop and maintain healthy, committed relationships? How would that help with unplanned pregnancy? Would that be valuable here?

Reconnection to Opening/Lesson Objective:

Students will take the *Fog Zone* quiz on methods of birth control. At the end of the second session, they will take a post-test from the *Fog Zone* quiz to assess learning. At the end of the course, students will be asked how their "new" knowledge might assist them in decision making regarding safe sex and pregnancy planning and if this "new" knowledge has resulted in a change in attitude about pregnancy and parenthood.

Connection to the Real World:

As they become familiar with facts from multi-media research and lecture, students will share their ideas and opinions through in-class discussions related to their experience in the real world. For example, after watching episodes of the *Baby Borrowers*, students will be asked to discuss the following questions:

- Do teenagers/young adults make good parents?
- Do you think being prepared for parenthood is a good test for the strength of a couple's relationship? Why or why not?
- What do you think are the key elements of a good relationship?
- How would you discuss birth control with your girlfriend/boyfriend?
- How would you talk to your parents if you were faced with an unplanned pregnancy? How would you tell your friends?

- What reactions would you anticipate?
- How would your relationships with your single friends and parents change?

Materials about Unplanned Pregnancy:

- *The Fog Zone: Contraception and Pregnancy Myths and Facts* www.TheNationalCampaign.org/fogzone/pdf/myths.pdf
- Contraception charts, *What Works and What Doesn't Work* www.itsyoursexlife.com/protect
- Curriculum module, *Planning for Children* www.TheNationalCampaign.org/planningforchildren
- Video clips, Parenting and Paternity Awareness www.oag.state.tx.us/cs/of/papa/sessions/papavideos.shtml
- www.bedsider.org, www.sexreally.com, and www.stayteen.org
- U.S. Department of Health and Human Services information on contraception www.womenshealth.gov/faq/birth-control-methods.cfm
- Columbia University's *Go Ask Alice* (Sexual Health section) www.goaskalice.columbia.edu
- University of Maryland www.health.umd.edu/programs/sexualhealth.html
- BACCHUS Network www.smartersex.org
- Planned Parenthood www.plannedparenthood.org/health-topics

Assessment:

- Students use various media to increase knowledge of assigned topics.
- Students increase understanding of choice, decision-making, and best practices related to family planning, contraceptive use, and healthy relationships.
- Students demonstrate understanding of the impact of unplanned pregnancy on educational and career success, personal wellness, financial stability, interpersonal relationships, and the child's stability.
- Students identify individual, cultural, or societal experiences that influence decisions on premarital sexual relationships, birth control, and abstinence.
- Students demonstrate effective oral, written, and critical thinking skills.
- Students demonstrate the ability to discuss sensitive topics with diverse groups.
- Students become more aware of health resources in the community.
- Students participate in a service learning project.

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