

FAST FORWARD: Using Digital Education Tools to Discuss Goals and Consider the Effects of Unintended Pregnancy

Objectives

By the end of this lesson, participants will be able to:

1. Identify at least one long-term goal (e.g., career, education, etc.).
2. Identify at least one short-term goal (e.g., studying, saving money) they can take to help them achieve their long-term goal.
3. Articulate how becoming a teen parent may get in the way of their long-term goals.
4. Identify at least one digital education tool to use on a phone or computer to get more information about planning for the future.

Audience

Middle school-aged youth (ages 12-14) or high school-aged youth (15-18)

Time

45 minutes

Rationale

You may be looking for new and compelling ways to get teens to think about their futures and how becoming a teen parent may affect their long-term goals. Providing opportunities for teens to reflect about when they want to become parents and reducing pregnancy ambivalence is key to using birth control and avoiding unintended pregnancy.¹ This lesson uses one of Planned Parenthood Federation of America's digital tools, "What's Your Future Plan?" for middle school students or "Fast Forward" for high school students, to help teens identify their long-term goals and consider what impact having a child as a teen could have on those plans, without stigmatizing or shaming the choice to become a teen parent. In this lesson, the digital tool is used alongside other interactive activities, including reflective learning, brainstorming, and small group discussion.

Planned Parenthood Federation of America's digital education tools are based on science about what works to help young people make good choices and engage in healthy behavior.^{2,3} They were developed with the guidance of a prestigious national advisory board that included experts in adolescent development, effective health interventions, public health, and online games and digital entertainment; and were rigorously tested and made available for beta-testing online. The tools were carefully designed to ensure that they would be appealing to and

¹ Brückner et al. (2004). Ambivalence and Pregnancy: Adolescents' Attitudes, Contraceptive Use and Pregnancy. *Perspectives on Sexual and Reproductive Health*, 36: 248–257.

² Guilamo-Ramos et al. (2008). A conceptual framework for the analysis of risk and problem behaviors: The case of adolescent sexual behavior. *Social Work Research*, 32(1), 29-45.

³ Kirby, Douglas (2007). *Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

relevant for youth, particularly African-American and Latino youth who experience higher rates of sexually transmitted infections and unintended pregnancy.

Materials

- Flip chart paper or board, markers, tape
- Three pieces of flip chart paper, each with one of the terms below written on it:
 - Why Do Teens Have Sex?
 - Pros/Cons of Having Sex (make two columns on one newsprint)
 - Protecting My Future Plans
- Computers or cell phones for each participant to use the age-appropriate tool:
 - For middle school students: What's Your Future Plan? (yourplanapp.org); or
 - For high school students: Fast Forward (fastforwardapp.org).

Facilitator Note: Each participant will need to complete this tool individually. It can be done on a computer or mobile phone. Participants can use their own phones and/or take turns using computers if they don't have a phone or phones aren't allowed in your classroom. If you do not have access to enough phones or computers, you can assign completing this tool as homework before the class. Make sure to remind students that they will need to e-mail you and themselves their final plan. The tool allows users to e-mail their plans.
- **Handout - Fast Forward: My Future Plan** (1 for each participant)
- One of the following (based on age range of participants)
 - **Educator Resource - Palm Cards: Middle School Tools** (1 card per participant)
 - **Educator Resource - Palm Cards: High School Tools** (1 card per participant)
- Optional: Extra pens or pencils for participants to fill out handouts.
- Optional: Palm cards with health center information.

Preparation

In advance of the lesson:

- Depending on the age range of participants, become familiar with one of the following digital tools by trying it out on a computer as well as a mobile phone:
 - "What's Your Future Plan?" (yourplanapp.org) for middle school-aged youth; or
 - "Fast Forward" (fastforwardapp.org) for high school-aged youth.
- Prepare your flip chart papers.
- Make copies of the handout and Educator Resources.
- Cue up the digital tool (above) at the appropriate spots (detailed in the lesson plan) on your computer and projector.

Introduction (1 minute)

1. Tell the group: Today's lesson is about how becoming a teen parent might get in the way of your long-term goals, so you can avoid things that may get in the way of accomplishing your future plans.
2. Ask the group: What first comes to mind when you hear “planning for the future”? *(The idea is to see where the group is in their thinking. Answers may include specific plans related to career, education, or family; feelings that come up for them; or pressures they may feel from teachers or family; etc.)*

What’s Your Future Plan/Fast Forward (25 minutes)

3. Tell the group: Now everyone is going to come up with their own detailed plan for the future by using a fun tool. Everyone will use their cell phone/computer to use a tool called “My Future Plan” (for Middle School) or “Fast Forward” (for High School).
Facilitator Note: Each participant will need to complete this tool individually. It can be done on a computer or mobile phone. Participants can use their own phones and/or take turns using computers if they don’t have a phone or phones aren’t allowed in your classroom. If you do not have access to enough phones or computers, you can assign completing this tool as homework before the class.
4. Write the URL for the age-appropriate tool on the board/flip chart:
 - a. “What’s Your Future Plan?” (**yourplanapp.org**) for middle school-aged youth; or
 - b. “Fast Forward” (**fastforwardapp.org**) for high school-aged youth
5. As participants use the tool, circulate around the room to see if they need help.
6. Pass out the handout (**Handout - Fast Forward to My Future**) and ask participants to record their answers on the handout.
7. Break participants into small groups (3-5 people) and instruct participants to share their plans with their groups.
8. Get the large group together and process the activity using the following discussion questions.

Discussion Questions

- a. What kind of questions did you have to think about when you created your plan?
- b. What questions have you thought about before? What questions did you think about for the first time?

- c. How did it feel to create your plan?
- d. How did it feel to tell your group members about your plan?
- e. What are some things/obstacles that could get in the way of achieving your future plans?
- f. Even though there may be possible obstacles, what are some things you can do to help you stay on track to achieve your future plans?
- g. What did you learn about yourself from creating a future plan?
- h. Why is it important to have a future plan?
- i. What will you do with the plan you created today?

The Consequences of Sex (10 minutes)

9. Tell the group: Now we are going to look more closely at how some of the consequences of having sex may get in the way of your future plans. First, I want to be clear that I'm not making any assumptions about whether anyone here has had sex or is planning to have sex sometime soon. It's important, though, to learn the facts about sex and sexuality so you can make healthy decisions when you are ready to have sex.
10. Ask the group: Can someone define "sex" for me?
Facilitator note: This lesson builds on basic knowledge about pregnancy and STIs. Make sure your classroom received an age-appropriate lesson on sex, pregnancy, and/or STIs before using this one.
11. Tell the group: When we are talking about sex today, sex is defined as: vaginal sex (penis in vagina), oral sex (mouth touching penis or vulva), or anal sex (penis in anus).
12. Ask the group to brainstorm why teens have sex and record their responses on the flip chart paper "Why do teens have sex?"
(Answers may include: they're curious; it feels good/pleasure; it seems like everyone is doing it; they feel pressure from peers; they feel pressure from the media; to express love; to please a boyfriend/girlfriend; to have fun; etc.)
13. Tell the group: As we can see here, teens have sex for a variety of reasons: both negative and positive. Similarly, there are positive consequences and negative consequences of having sex.

14. Ask the group to brainstorm the possible consequences of having sex and record their responses on the “Pros and Cons” flip chart paper. If they have any trouble brainstorming, point to the “Why do teens have sex?” flip chart paper because it may help prompt some responses.
(Possible positive consequences may include: feel closer to a boyfriend/girlfriend, feel pleasure, feel older, become a parent when you’re ready, etc. Possible negative consequence may include: pregnancy, become a parent before you’re ready, STIs, hurt feelings, etc. Make sure that pregnancy and STIs are mentioned. Add them to the list if they are not.)
15. Tell the group: As you can see, there are many possible consequences of having sex and some of the consequences can be complicated. For example, pregnancy can be a positive consequence when you’re ready to become a parent but can be a negative if you’re young and not ready to become a parent. That is why it’s important to think about all the details (like timing, etc.) and look at how these consequences may affect your future plans.

Protecting My Future (10 minutes)

16. Tell the group: When we talked about the negative consequences of sex (point to newsprint), you mentioned things like becoming a parent before you’re ready or getting an STI.
17. Ask the group to brainstorm ways to avoid these negative consequences and record them on the “Protecting My Future Plans” flip chart paper.
(Answers should include: wait to have sex, abstinence, use condoms and birth control if I have sex, remember my plans, talk to a parent or boyfriend/girlfriend about my plans, etc.)
18. Ask the following processing questions.

Discussion Questions

- a. Before today, had you ever thought about if or when you may want to become a parent?
- b. How did it feel to think about if or when you want to become a parent?
- c. What have you learned about your own plans for the future?
- d. How does having smaller goals for this year help you reach your long-term goals?

- e. It's important to think about your long-term plans when you're making decisions. What can you do to remember your plans? Is there anyone you can talk to about your future plans?
- f. What will you do differently now that you created your future plan?
- g. How confident do you feel about accomplishing your future plans?

Summary and Conclusion (1 minute)

19. Thank the participants for their efforts and emphasize the following key messages:

- Thinking about what you want in the future makes it easier to make smart and healthy decisions today. You don't want becoming a teen parent to get in the way of your plans.
- It's a good idea to wait until you're ready to have sex. Being ready means you thought about it on your own, understand the consequences, know how to protect yourself so you can meet your future goals, and talked with your boyfriend/girlfriend to make sure you are both ready.
- If you are ready to have sex, it's important to protect yourself, your partner, and your future by using birth control and condoms.

20. Hand out the palm cards (**Educator Resource - Palm Cards: Middle School Tools** or **Educator Resource - Palm Cards: High School Tools**) and tell participants: there are some apps that can help you think about other situations in your life. Refer the participants to the palm cards, and write the address **plannedparenthood.org/apps** on the board/flip chart.

21. Optional: You can also hand out other resources, such as palm cards with information about health centers to access testing, condoms, birth control, and other services.

Fast Forward: My Future Plan

Directions: After you've completed the tool, answer the following:

How far do you want to go in your education?	
What career do you want?	
Where do you want to live?	
Do you want a relationship? If so, what kind?	
Do you want pets? If so, what kind(s)? How many?	
Do you want kids? If so, how many?	
If you want to have kids, when do you want to have them?	

How would becoming a parent while still a teen get in the way of your plans?

What smaller steps will you take this year to make sure nothing gets in the way of your long-term plans?

I've got a plan, and I'm going to make it happen!

Signed,

_____ Date: _____

Palm Cards: Middle School Tools

Make copies of these cards, cut along the lines, and hand them out to participants to access the tools on their own for further learning.

**Want to learn more?
Try out these apps!**

What's Your Love Personality? (for Girls):
lovepersonalityapp.org

Where Do You Stand? (for Boys):
whereyoustandapp.org

What's Your Future Plan?
yourplanapp.org

The Kickback
kickbackapp.org

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Palm Cards: High School Tools

Make copies of these cards, cut along the lines, and hand them out to participants to access the tools on their own for further learning.

**Want to learn more?
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Been There. Done That
beentheredonethatapp.org

My Birth Control
mybirthcontrolapp.org

It Takes Two
takestwoapp.org

Fast Forward
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