

# Teen Pregnancy Pact



NSS Ethics and Religious Studies Curriculum  
Supporting Materials

Personal and Social Issues :  
Life and Death / Sex, Companionship and Family



## Introduction

Ethics and Religious Studies (ERS) is one of the electives in the senior secondary curriculum. It is built on the *Religious Studies (Christianity) Curriculum for Secondary 4-5* (implemented in 1998), *Buddhist Studies* (HKCE Examination Syllabus) and the *Advanced Supplementary Level Ethics and Religious Studies Curriculum* (implemented in 2001). It also follows the general direction set out in the *Personal, Social and Humanities Education Key Learning Area Curriculum Guide (Primary 1- Secondary 3)* (CDC, 2002) and extends the prior knowledge, skills and values and attitudes students developed through the Personal, Social and Humanities Education (PSHE) curriculum in basic education.

The *NSS Ethics and Religious Studies Curriculum Supporting Materials: Personal and Social Issues-Life and Death / Sex, Companionship and Family* is part of a series of learning and teaching materials being developed by the Curriculum Development Institute for the implementation of the ERS.

Schools are encouraged to adapt the materials for educational use according to their contexts. NO part of the documents shall be duplicated for commercial purpose.

We welcome feedback and suggestions from teachers. Please send them to:

Chief Curriculum Development Officer  
(Personal, Social and Humanities Education)  
Curriculum Development Institute  
Education Bureau  
13/F Wu Chung House  
213 Queen's Road East  
Wanchai, Hong Kong

or by email to [pshe@edb.gov.hk](mailto:pshe@edb.gov.hk) or by fax on 2573 5299 / 2575 4318

For further enquiries, please contact the PSHE Section, Curriculum Development Institute on 2892 5475 or 2892 5860.

# Issue: Teen Pregnancy Pact



## Teaching Objectives

1. To explore the meaning of life from the religious and ethical points of view, using the news report about the suspected high-school girls' pregnancy pact in America.
2. To understand the roles and functions of "pregnancy" in human society and family.
3. To understand and to appreciate the contribution of the religious viewpoints to the above issue.
4. To explore teenagers' opinions about sex/ teenage pregnancy/ pregnancy/ life/ the matter of conformity.

## To teach students the following concepts and knowledge:

- ❖ Different attitudes towards premarital sex
- ❖ The consequences brought by premarital sex
- ❖ The values of life
- ❖ Religious teachings about premarital sex and pregnancy
- ❖ The significance of morality to individuals and society

## To cultivate students of the following skills:

- ❖ Critical thinking skill
- ❖ Reflection skill
- ❖ Skills to make moral judgement

## To cultivate students of the following values and attitudes:

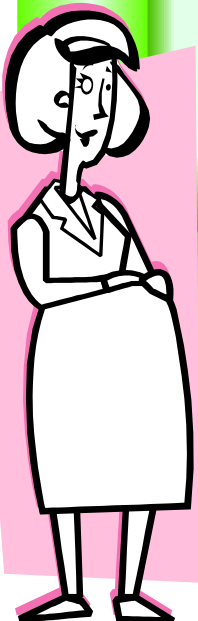
- ❖ Respect towards lives
- ❖ Self-respect
- ❖ Chastity
- ❖ Responsibility
- ❖ Empathy



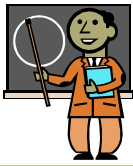
## Introduction

In June 2008, a case suspecting high-school girls making a pact to get pregnant together was investigated in Gloucester, Massachusetts US. Data showed that 17 girls, including a few who were 16 years old or below were found pregnant. The officials there said that around half of the pregnant girls might have made a pact last year, agreeing to get pregnant together. Sullivan, Principal of the Gloucester High School told the Time Magazine, “Some girls seemed more upset when they weren't pregnant than when they were.”

By making use of the “Teenage Pregnancy Pact” case, this teaching material aims to explore the personal and social effects that could be brought by premarital sex, so as to let students have an understanding on the concepts like “sex”, “life”, “pregnancy” and “childcare” and related religious teachings and ethical considerations.



## Suggested Time Allocation: 3 Teaching Periods



### Teaching Strategies

#### Period 1 and Period 2

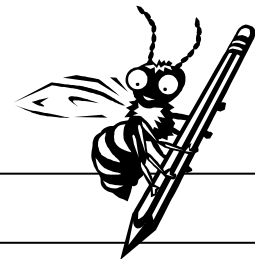
1. Teacher plays the news video about the high-school girls' pregnancy pact in America on YouTube.

<http://www.youtube.com/watch?v=VPERz6Ogsc4&feature=related>

(Teacher may search with the keywords "Gloucester High School" and "pregnancy")

2. Teacher distributes to each student Worksheet 1: "There is a role in you" in which various cards with assigned roles are shown. The roles may include: the Principal, the mother of the pregnant student, the class teacher, the student sitting next to the pregnant girl, a staff member of the Family Planning Association, the school counsellor, a close friend, a Priest, the biological father of the baby, an enthusiast fighting for women's rights, a sales from an insurance company, a sterile woman, the baby inside the mother's womb...Ask the students to complete the card in 3 minutes. When everyone has finished, teachers asks them to take turn and present the content they have written on the cards. While they are reading, they should not reveal their roles. Other students have to guess which roles they are playing (Hints can be given: Students can ask the role-player about their social and economic background/ education level/ gender etc. The role-player can only answer them yes, no or not sure).

The following sample is for the teacher's reference:

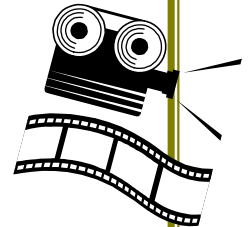


After reading the news, I am deeply concerned and worried because I believe life is serious and complicated.

I think the involved young ladies should seek counselling in order to balance the stress brought by the public's opinions and to decide how they would raise their children. This could (bring benefit/ lower the harm brought) to their parents and children.

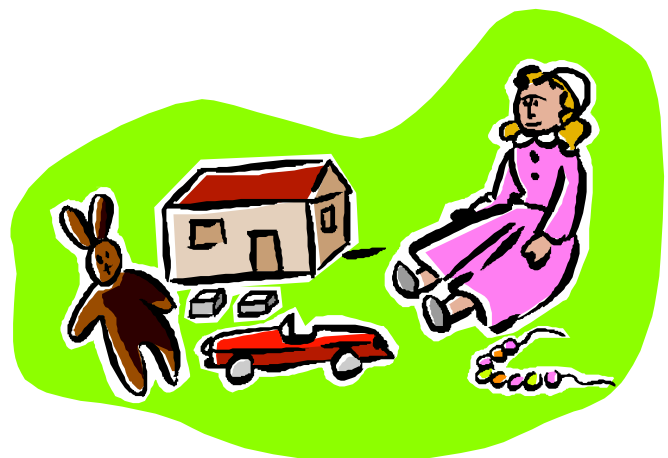
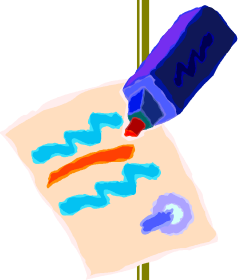
Role: The School Counsellor

3. Teacher can write down the students' descriptions about "life" on the board. After the activity, guide the students to discuss the attitudes towards life behind each description and comment on the descriptions using religious and ethical viewpoints. Summarise the descriptions into 3-5 sentences and point out how these attitudes affect the stability of the society, cultural heritage, the structure of a family and personal development.
4. Teachers asks students to express how they personally think about this incident/ to describe how teenagers in Hong Kong think about sex/ premarital pregnancy/ pregnancy/ life/ conform with the majority. Teacher can invite students to comment on their classmates' opinions and reveal the ethical and religious values behind.
5. Teacher plays the video "baby borrower" on YouTube to end the lesson (The Baby Borrower Intro [US])  
<http://www.youtube.com/watch?v=Asbeykh9Be8&feature=related>



### Period 3

Distribute Worksheet 2: <Reflection on the Teenage Pregnancy Pact> and ask students to work on the assignment.



# Worksheet 1: There is a role in you



After reading the news, I am \_\_\_\_\_ because  
I believe life is \_\_\_\_\_.

I think the involved young ladies should \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. This could (bring benefit /  
reduce the harm brought) to their \_\_\_\_\_.

Role: The School Counsellor



After reading the news, I am \_\_\_\_\_ because  
I believe life is \_\_\_\_\_.

I think the involved young ladies should \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. This could (bring benefit /  
reduce the harm brought) to their \_\_\_\_\_.

Role: A close friend





## Worksheet 2: Reflection on the Teenage Pregnancy Pact

Read the following passage adopted from a forum. Comment on the high-school girls' pregnancy pact using bioethical points of view.

### Reflection on the Teenage Pregnancy Pact Rev. WU Chi-wai

Real-life *Juno* is on at Gloucester High School in Massachusetts, US recently. A pact was made among 17 high-school girls, to get pregnant and be single-mothers together. There are altogether 1200 students in this high-school. 4 of them got pregnant last year. The number of pregnancies found this year, however, is more than 4 times of last year. The news not only shocks the community where the school situates, but also the entire world.

The film *Juno* handles premarital pregnancy in a relaxed way. 16 year old Juno is curious about sex and she gets pregnant accidentally. She once thinks of abortion, but later decides to take up the responsibility and give birth to the child. The film positively talks about protecting lives and adopting children. However it skips the part criticizing casual sex, thus beautifying premarital sex and pregnancy.

#### Narcissism among teenagers nowadays

Such incident reflects the "narcissistic culture" among teenagers nowadays. They don't care about the others or the baby, but only their bodies subject to changes due to their pregnancies, and how they feel being single-mothers. To these girls, the responsibility they will face after becoming parents is never a factor affecting their decisions. They simply think that being pregnant with high-school friends and going to school at the same time are fun. Pregnancy is just a game or assignment, or whatever.

Some think the incident shows that the school lacks sex education. And thus, they suggest the school distribute contraceptive pills to the girls. I don't think simply by distributing the pills, the school can raise the students' awareness of the importance of contraception. Instead, teaching them contraceptive methods misleads and encourages them to develop casual relationships. These young girls become pregnant without understanding how bitter it is to be single-mothers. Those who always dream of being pregnant, think that this is a way to attract respect and care, filling up the emptiness of their lives. Someone from the same high-school, who has had the same experience, reminds these girls it is a hard job to manage schoolwork and take care of the babies both at the same time. It is especially tough to get up at midnight to take care of the baby.



The media have portrayed single-mothers as romantic figures. However, pregnancy isn't like that. It doesn't make one mature either. Teenage girls, still growing up to become adults, are forced to abandon their adolescence and take up the responsibility of being mothers. This is much too stressful for their mental and physical growth. Let's think in this way, while most students can explore and experience the world outside the school, these pregnant girls on one hand have to manage schoolwork, on the other have to take care of their babies. Can they possibly enjoy being young?

Sex education includes teaching the students about morality and responsibility

According to the data provided by the Mother's Choice, the number of single-mothers who sought help from the organisation from April to November in 2007 has risen 40% when compared to the corresponding period in 2006. 50% of the cases involve pregnant girls of 18 years old while 25% involve girls of 16 years old or below. Some cases even involve teenagers of 13. Another research done by the Hong Kong Council of Social Service shows that the age of teenagers who have had sexual experience is gradually decreasing. 63.4% of 1,200 youths at risk of 18-years old or below have had sexual experience. This number has risen 20% when compared to that in a similar research conducted 10 years ago. The average age of teenagers having their first sexual experience is 14. For those who have had sexual experience, the average number of sexual partner they have is more than 4. These data show that premarital pregnancy and abortion have become increasingly serious in Hong Kong, but they are not seriously faced by most people.

*2 Young* is a film directed by Derek Tung-shing Yee, which also touches the topic of teenage girls being pregnant. It realistically shows how premarital pregnancy is still not yet accepted in the Chinese society. Adolescents have to pay for their impetuosity. They are influenced by pop culture, thinking that love relationships can be casual if both people feel good and okay about that, thus neglecting the possible consequences. Schools and the media have to educate the teenagers with proper knowledge about sex, including contraceptive knowledge. Nonetheless, teaching them about what is meant by RESPONSIBLE SEX and the possible consequences brought by premarital pregnancy is equally important. Parents have to let their children know that, if they are not well prepared, irresponsible sexual behaviour may lead to premarital pregnancy. In this case, teenagers will become parents of a new born life. The incident in America is a negative example which should be reflected upon and discussed among all teenagers. If those girls were among us, how would we react? In what ways could the school, the parents and the community support the girls? We are facing these challenges as well. Sex education is not only about the structure of our bodies and sexual knowledge. More importantly, it is about being moral and bearing responsibilities.

(Wen Wei Forum) [2008-6-27] (<http://www.wenweipo.com>)

