

SCR

38

HOUSE COMMITTEE REPORT

(7)

Date Referred: March 28, 1990

FURTHER REFERRALS:

FINANCE

Date of Committee Action: 4/10/90

The HESS Committee considered:

CSSCR 38 (FINANCE)

CS SCR NO. 38 (Finance)

TEEN PREGNANCY TASK FORCE

Establishing a task force on adolescent pregnancy and parenthood issues.

RECOMMENDATIONS:

- be replaced with HCSSCR 38 (HESS) the same title
- a new title
- have attached amendment(s)
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S):
(Dept)

APPROVES PREVIOUS:

(Date/Dept)

- fiscal impact _____
- zero fiscal note _____
- zero with analysis _____

- fiscal note(s) 3/21/90 / ZAA
- 3 zero fiscal note(s) _____
- zero fn/analysis _____

SIGNING DO PASS:

SIGNING:

(Check approp. column)

Do Not Pass
No Rec
Amend

J. Ellis
" "
W. H. ...
Chairman
Mark Bayer

	Do Not Pass	No Rec	Amend

J. Ellis
Chairman's Signature

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Legislative Affairs
 Title: Establishing a task force on adolescent pregnancy and parenthood BRU: Legislative Operating Budget
 Sponsor: Senator Pearce Components: Legis. Operating Budget
 Requestor: Senate Finance

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES	36.5	0	0	0	0	0
TRAVEL	19.6	0	0	0	0	0
CONTRACTUAL	3.5	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	59.6	0	0	0	0	0

CAPITAL	0	0	0	0	0	0
---------	---	---	---	---	---	---

REVENUE	0	0	0	0	0	0
---------	---	---	---	---	---	---

FUNDING: (Thousands of Dollars)

GENERAL FUND	59.6	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	59.6	0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	1	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Senator Rick Uehling, Co-chairman
 Division: Senate Finance Committee

Phone: 465-4821
 Date: 3/20/90

Approved by Commissioner _____
 Agency: _____

Date: _____

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Task force on adolescent pregnancy and parenthood
 Sponsor: Senator Pearce
 Requestor: Senate Finance

Agency Affected: Education
 BRU: Executive Administration
 Components: Executive Administration

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	0	0	0	0	0
CAPITAL	0	0	0	0	0	0
REVENUE	0	0	0	0	0	0

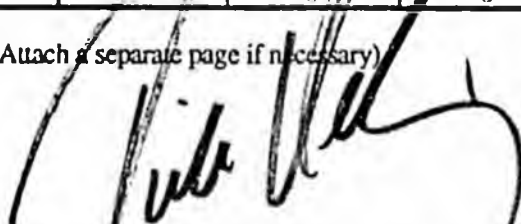
FUNDING: (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary)



Prepared by: Senator Rick Uehling, Co-chairman
 Division: Senate Finance Committee

Phone: 465-4821
 Date: 3/20/90

Approved by Commissioner: _____
 Agency: _____

Date: _____

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Establishing a task force on adolescent pregnancy
 Sponsor: Sen Pearce, Sturaulewski, etc
 Requestor: _____

Agency Affected: Community & Regional Affairs
 BRU: _____
 Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND	-0-	-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

There is no fiscal effect for FY 90.

Prepared by: *Jim Pearson* Phone: 465-4750
 Division: Municipal & Regional Assistance Date: 1-22-90
 Approved by Commissioner: *David Bell* Date: 1-22-90
 Agency: Community & Regional Affairs

Distribution (by preparer):
 Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)

Changes in CS-SCR 38(Fin)
 have no fiscal impact
 This fiscal note is
 appropriate. 3/21/90

FISCAL NOTE

REQUEST:

Revision Date: _____ Agency Affected: Health & Social Services
 Title: Relating to Establishment of BRU: _____
a Task Force on Adolescent Pregnancy.
 Sponsor: Senator Pearce Components: _____
 Requestor: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL	-0-	-0-	-0-	-0-	-0-	-0-
----------------	-----	-----	-----	-----	-----	-----

REVENUE	-0-	-0-	-0-	-0-	-0-	-0-
----------------	-----	-----	-----	-----	-----	-----

FUNDING: (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER						
TOTAL	-0-	-0-	-0-	-0-	-0-	-0-

POSITIONS:

FULL-TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART-TIME	-0-	-0-	-0-	-0-	-0-	-0-
TEMPORARY	-0-	-0-	-0-	-0-	-0-	-0-

ANALYSIS : (Attach a separate page if necessary)

FY 90 Fiscal impact is "0."
 Commissioner's Office travel required by SCR 38
 will be absorbed by the Department of Health and
 Social Service's budget

Prepared by: Yvonne Chase, Deputy Commissioner Phone: 465-3030
 Division: Office of the Commissioner Date: _____

Approved by Commissioner: *Wendell M. Munson* Date: 3/20/90
 Agency: Department of Health & Social Services

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

Changes in CS SCR 38 (Fin)
 have no fiscal impact
 This fiscal note is
 appropriate. 3/20/90 AM

Contemporary Issues

Preventing Teenage Pregnancy

Decisions for Your Life

Girl Scouts of the U.S.A.
830 Third Avenue
New York, N.Y. 10022

Contents

Foreword	7
GSUSA Position Statement on Human Sexuality/Sex Education and Girl Scouting	7
Policies of Girl Scouts of the United States of America, <i>Blue Book of Basic Documents</i> , 1988	7
Program Standards, <i>Safety-Wise</i> , 1988	7
Introduction	9
Risk Factors	10
Prevention Approaches	11
Specific Tips for Girl Scout Leaders	13
Suggested Troop/Group Activities to Prevent Teenage Pregnancy	14
Junior Girl Scout Activities	15
Cadette and Senior Girl Scout Activities	16
Program Links	18
Resources	19

The Girl Scout Contemporary Issues Series

Substance Abuse: Tune In to Well-Being, Say No to Drugs

Preventing Child Abuse: Staying Safe

Growing Up Female: Girls Are Great

*Leading Girls to Mathematics, Science, and Technology:
Into the World of Today and Tomorrow*

Preventing Youth Suicide: Reaching Out

Facing Family Crises: Caring and Coping

Preventing Teenage Pregnancy: Decisions for Your Life

Decisions for Your Life should be used under the supervision of a leader who has received council permission and who has been trained in applying the principles in the booklet. The situations, activities, and issues described in *Decisions for Your Life* are designed for discussion purposes only, and do not necessarily reflect the viewpoint of Girl Scouts of the U.S.A., its advisers, or its consultants. Similarly, the publications and agencies listed as resources were selected to represent a variety of viewpoints. Their inclusion does not necessarily imply endorsement by Girl Scouts of the U.S.A., its advisers, or its consultants.

All activities undertaken by Girl Scout groups in connection with the use of *Decisions for Your Life* or any other Girl Scout materials must be in keeping with national policies of Girl Scouts of the U.S.A. and with its program standards.

Foreword

Girl Scout leaders and other adults working with girls should remember that religious and ethical views on premarital sexual activity, contraception, and abortion vary widely among individuals and communities. It is essential for adults working with girls to respect these varying opinions and not advocate their own position on these issues during Girl Scout activities.

Girl Scout leaders should also be governed by GSUSA's Position Statement on Human Sexuality, its policies, and its program standards, which are listed below.

GSUSA Position Statement on Human Sexuality/Sex Education and Girl Scouting

On January 18, 1983, the National Board of Directors adopted the following resolution:

Whereas, in 1967 Girl Scouts of the U.S.A. accepted responsibility for a supplementary role in sex education for its girl members;

Whereas, in 1978 "points to consider" were developed as a supplement to the 1973 educational guidelines and adopted to be observed by Girl Scout councils determining to include sex education and/or human sexuality as components of the Girl Scout program; and

Whereas, there have been requests from local Girl Scout councils for a further statement of the position of Girl Scouts of the U.S.A. on this very important subject; now therefore, be it

Resolved, that Girl Scouts of the U.S.A. hereby reaffirms that sex education and human sexuality programming developed in collaboration with the family, religious groups, school and community are components of the Girl Scout Program.

Policies of Girl Scouts of the United States of America, *Blue Book of Basic Documents*, 1988

Place of Religion in Girl Scout Program

Girls are encouraged and helped through the Girl Scout program to become better members of their own religious group, but every Girl Scout group must recognize that religious instruction is the responsibility of parents and religious leaders.

Respect for Religious Opinions and Practices

Every Girl Scout group shall respect the varying religious opinions and practices of its membership in planning and conducting activities.

Program Standards, *Safety-Wise*, 1988

Standard 8, Parental Permission

Written permission from a parent or legal guardian should be obtained for participation in Girl Scouting. Leaders and girls are responsible for informing parents or guardians of the purpose of Girl Scouting; of the date, time, and place of meetings; and of the type of activities included in troop plans. When activities take place outside of the scheduled meeting place, involve travel, or focus on sensitive or controversial topics, parents and guardians should be informed and asked to provide additional written consent.

Standard Guidelines

A. Leaders inform parents or guardians about proposed activities involving unusual risk or controversial issues and discuss such activities with them before the troop makes its plans.

B. Leaders consult with council representatives before undertaking any activities involving special equipment or supervision, unusual risk, or sensitive or controversial issues.

Girl Scouts of the U.S.A. wishes to thank our religious consultants for their review of the manuscript. It was a tremendous help in preparing a final publication that would meet and respect the needs of girls and adults from various backgrounds and religious faiths.

Introduction

In the United States, over one million teenagers get pregnant each year. For each of these girls, this one event will forever change the course of her life. For many young girls the toll on their physical and emotional health is tremendous regardless of the outcome of the pregnancy. The younger a girl is when she becomes a parent, the less likely it is that she will stay in school. And if a girl becomes a teen mother, she will earn, on the average, half the lifetime income of women who wait until the age of twenty to have their first child. Teenage pregnancy complicates not only the girl's life, but the lives of her family, friends, and the unborn child.

Teenage pregnancy and childbearing are not new problems. But they continue to be pressing concerns that are very costly both economically and socially. Fortunately, the issue of teenage pregnancy is finally being addressed in an open and honest fashion.

The information and activities in this booklet¹ are designed to help Junior, Cadette, and Senior Girl Scouts avoid early sexual involvement and pregnancy by helping them build their self-esteem, develop and understand their values, combat negative peer pressure, strengthen their decision-making and social skills, and develop realistic and positive options for their future. These goals are an important part of Girl Scouting's commitment to safeguard the well-being of girls, and to help them grow into confident and responsible women who will fulfill their potential.

When Girl Scout program activities include sensitive or controversial issues such as adolescent sexual activity and teenage pregnancy, you must seek guidance, support, and approval from the council. Further, since most sensitive topics are rooted in moral and religious values, parental support and understanding are crucial. Parents should be informed about proposed activities and provide written consent. Attendance should be optional for all or part of the activities.

¹Related booklets that have been published as part of Girl Scouts of the U.S.A.'s Contemporary Issues series are *Preventing Child Abuse: Staying Safe* (1986) and *Growing Up Female: Girls Are Great* (1987).

Teenage pregnancy and parenthood can happen to anyone—a girl in your troop or group, your neighbor's child, even your own daughter. Below are some of the discouraging facts about teenage pregnancy:

- Each year more than one million teenagers become pregnant. Of these, about 47 percent give birth, while 40 percent of the pregnancies are terminated by abortions and 13 percent result in miscarriages.²
- One-half of all teenage mothers remain single parents and are very likely to live in poverty with their infants. Eighty-five percent of black and 72 percent of white female-headed households with mothers under 25 years old are poor.³
- Families begun by teenagers account for more than one-half of all families receiving Aid for Families with Dependent Children, food stamps, and Medicaid benefits.⁴
- There is a one in three chance that a teen mother will have a second child while still in her teens. Every day in the United States, 40 teenagers give birth to their third child.⁵
- Every year, over 10,000 births in this country involve girls less than 15 years of age.⁶

²National Research Council, *Risking the Future: Adolescent Sexuality, Pregnancy, and Childbearing* (Washington, D.C.: National Academy Press, 1987), Table 2-11.

³Children's Defense Fund, *Adolescent Pregnancy: What the States Are Saying* (Washington, D.C.: Children's Defense Fund, 1986), p. 4.

⁴*Ibid.*, p. 6.

⁵Children's Defense Fund, *Teenage Pregnancy: An Advocate's Guide to the Numbers* (Washington, D.C.: Children's Defense Fund, 1988).

⁶National Center for Health Statistics, "Advance Report of Final Natality Statistics, 1986," *Monthly Vital Statistics Report*, Vol. 37, No. 3, Supp. DHHS, Pub. No. (PHS) 88-1120. Public Health Service, Hyattsville, MD.

Risk Factors

While there is no single strategy—no simple answer—that will eliminate teenage pregnancy, recognizing and understanding some of the risk factors can be a first step in reducing the numbers.

Some adolescent pregnancies are the result of ignorance—inadequate or inaccurate knowledge about sexual matters, including reproduction and contraception. Often teens receive misinformation from their friends (for example, "You can't get pregnant the first time" or "You can never get pregnant if you have sex during your period").

A sense of invincibility is characteristic of adolescence. "It won't happen to me" is a common attitude leading to high-risk behavior, even among those who know the facts. When the pregnancy test comes back with positive results, a teenager often has a hard time accepting that it *could* and did happen to her.

Because of the strength of their sexual feelings, adolescents frequently struggle with conflicts between their desires and their basic values and religious beliefs. Many of those who become sexually active at an early age—about a third of 15- to 17-year-old girls are sexually active today—have a difficult time reconciling their actions with their self-image, personal ideals, and religious and moral beliefs. Many girls do not use any method of contraception, and many do not see a health professional until pregnancy occurs.

Even though they may not be ready for or want a sexual relationship, girls sometimes become sexually active because their friends are. Their intense need to win a peer group's approval may force them to go along with others. Girls who blindly follow their peers often have poor self-esteem and do not recognize that honest disagreements and confrontations will not destroy a true relationship. Indeed, in the long run, saying no might even strengthen a real bond of friendship and find support from other peers.

Some pregnancies occur because girls are pressured into sex by their boyfriends. Girls may agree to sex, thinking it keeps or wins a boy's love or affection. Putting themselves into risky situations—such as accepting an invitation to a party given by a much older teen or going to a boy's house when his parents aren't home—may lead to sex. The use of alcohol and drugs may also reduce inhibitions, leading to sexual activity.

Many boys feel pressured themselves to engage in sexual relations with girlfriends in order to demonstrate their masculinity or sexual prowess to peers. Some teenage boys are happy about a girlfriend's pregnancy, even when they do not intend to help care for the child. The attitude that a girl's pregnancy affirms the boy's masculinity continues to exist among many young males.

The media—television, videos, movies, contemporary music, and advertising—have become some of the most influential forces in our society today. They have the potential to both positively and negatively affect the knowledge and attitudes of teenagers. Through various media, young people are bombarded with the message that early sexual activity is not only acceptable, but desirable. The media also give the message that everyone is "doing it" when everyone is not. Teenagers need access to accurate information about sexuality and pregnancy if they are to develop healthy attitudes and make informed decisions about sexual behavior.

Teenagers who are motivated, successful in school, and have a reasonably bright future are more likely to postpone sexual involvement. Youngsters who are living in poverty, have poor academic skills, have low self-esteem, and are lacking in communications and other basic skills do not see real opportunities in their future. They are five times as likely to become parents before age 16 as those with average basic skills. Child-bearing, for many of these youngsters, becomes an accomplishment they can realistically attain. Pregnancy and parenthood may not be unwelcome. Their sense of deprivation, hopelessness, and worthlessness lessens—even if only temporarily—as they get attention and fill a void in their lives.

Attitudes, values, religious beliefs, and communications within the family are important predictors of teenage sexual involvement. Teenage girls who have a good relationship with their mothers, and who have parents who supervise their dating and are not permissive in their attitudes toward early sexual activity and pregnancy, are less likely to get pregnant during their teenage years. Those girls whose mothers or older sisters were teenage mothers are at higher risk themselves of becoming pregnant at a young age. These teens often lack role models who might show them positive life options. Some girls become pregnant to assert their independence, punish their families, or get away from intolerable family situations.

Prevention Approaches

Teen pregnancy prevention programs must not only provide basic sex education or family life education; they must also seek to address the underlying causes of the problem—the limited opportunities, the poor self-esteem, the confused values, the lack of positive role models, and the despair.

It is critical that teenage girls have good reasons not to have children. They need a sense of the future—constructive personal and vocational goals and the skills and opportunities to reach them. Developing their assertiveness, communication abilities, and decision-making and planning skills can help young people make informed decisions and carry them out. A supportive, nurturing climate can increase their feelings of self-worth and give them hope. They need to understand that having and raising children is a task for adults, not adolescents. Building basic academic and work-related skills is important also. And for those who are doing poorly in school, opportunities for success in nonacademic areas, like Girl Scouting, can be a vital way to break the cycle of failure.

It is important for adults to understand and respond to the very real pressures and sexual drives young people are experiencing in our modern world. Adults can help adolescents recognize that sexual activity is far too significant to be started at a young age or treated in a casual manner.

Although helping teens say no to sexual involvement is not a strategy that will realistically work with everyone, it is a strategy that should be emphasized. Girls may need to be encouraged to think about some of the possible consequences of early sexual activity:

- Guilt for going against their personal values and religious beliefs
- Emotional trauma
- Lowered self-esteem
- Risk of pregnancy and the adult responsibility of parenthood
- Hurting a relationship with parents
- Being labeled by their peers as someone who is promiscuous
- Risk of sexually transmitted diseases, including AIDS

Adolescent girls may need to be reminded that certain phrases voiced in a dramatic tone might signal the application of psychological pressure. When teens hear manipulative lines such as "Don't worry about it; nothing will happen," their guard should go up immediately. Many girls do not have the communication skills or courage to convey their true attitudes or to defend their own position on an issue. Girls should learn to recognize that when they fail to assert themselves in a social situation, they are really saying, "What someone else thinks is more important than what I think" and "I trust others more than I trust myself."

It is helpful for adolescents to have a variety of ready responses to deal with social pressure. Girls may need practice communicating control and self-confidence as they respond to a boy's smooth-talking sales pitch. Some responses girls can use include:

- Say no or use a phrase that clearly means no (for example, "I'm not interested" or "I'm not ready").
- Suggest an alternative activity (for example, "I don't want to. Let's see what's on TV instead").
- Explain that your personal or religious beliefs do not allow sexual activity at this time (for example, "I believe that teenage sex is wrong" or "My religion says that sex belongs in marriage only").

■ Make an excuse (for example, "My parents would never forgive me"). This is particularly useful for girls who have difficulty saying no directly.

■ Say, "I don't want to risk becoming pregnant. I'm not ready for the tremendous responsibility of being a mother."

■ Tell him you have the right to say no now, even though you've been sexually active previously (with him or anyone else).

■ Respond to the argument without getting defensive (for example, to a boy who says "There's only one chance in a million that you'll get pregnant," a girl might say "That's one chance too many for me"; or to a boy who says, "I thought you loved me," a girl might say, "I do love you, but I'm not ready to have sex. That's my decision").

■ End the conversation or leave the situation if firmly saying no has had no effect. Even the strongest individual might eventually yield to a persistent and convincing argument.

Girls need to remember that in some instances, avoiding risky situations altogether—for example, declining an invitation to go for a drive to a romantic, isolated spot—may be the best course of action.

Teens need to receive clear, consistent messages about values and beliefs from parents, clergy, teachers, Girl Scout leaders, and other important adults. Often messages about values and beliefs are provided in indirect ways—through behavior rather than words. However, direct communication is important as well. Young people need to know what is expected of them—that too-early sexual activity, pregnancy, and childbearing are undesirable.

By understanding her own values, a girl can make decisions consistent with those ideas and beliefs that are most important to her. Strongly held personal values can help girls resist pressure to conform to someone else's values and behaviors.

Certain values help to build good relationships and make decisions. For example, those who hold self-respect as a value won't allow themselves to be exploited sexually. Believing in honesty can prevent someone from saying "I love you" just to get sex. And a keen sense of responsibility and respect for others can lead individuals to answer for their actions and treat people with dignity in sexual and other spheres.

Some teenagers who have already been sexually involved experience a conflict between their behavior and their values and religious beliefs. They may want and need adult support in refraining from further sexual activity until they are older. Research has found that behavior often changes when it is made clear to the individual that her basic values are not consistent with her actions.

A successful teen pregnancy prevention program should involve boys as well as girls. The attitude among many teenagers that pregnancy is an affirmation of a boy's masculinity needs to be discarded. Boys can bolster their self-esteem by developing competence in school, at work, in athletics, or in a field in which they are talented. Positive role models may also be helpful. Community leaders, clergy, family members, neighbors, or well-known males who have combined fatherhood with personal success and satisfaction can communicate that masculinity represents more than the capacity to get a girl pregnant. Moreover, boys may also emulate men who have deferred having a family until they were capable of sharing the responsibility that raising children entails. Boys may need to learn that they, too, can say no when girls pressure them into sexual activity.

For girls who are already pregnant, support is needed to make sure they receive early and comprehensive prenatal and postdelivery care (reducing the likelihood of low-birth-weight infants); to help them stay in school at least until they finish high school (providing child care, for example); to provide them with skill building that can help them get jobs; and to decrease the probability of another pregnancy while they are still adolescents. These girls have a special need for the caring support of their Girl Scout leader and group.

Specific Tips for Girl Scout Leaders

As a caring and trusted Girl Scout leader, you have the opportunity to be a positive role model for girls and to help them develop the skills, values, and attitudes that will increase the odds against their becoming sexually active and pregnant at an early age. Here are some things you can do:

- Recognize and acknowledge that the problems of peer pressure, teen sexual activity, and teen pregnancy exist in your community.
- Believe you can make a contribution to reducing the problem of teen pregnancy. Seek further guidance, support, and approval from your council. Work with the resources that are available in your community.
- Learn the facts about teen pregnancy and then educate others.
- Help girls develop their own values and behaviors consistent with healthy relationships.
- Help girls learn and practice decision-making techniques.
- Provide an open, trusting atmosphere so that girls will feel comfortable expressing their feelings and seeking advice from you. Their trust in you as an adult may increase their trust in their parents.
- Encourage girls to listen to and respect each other.
- Give girls recognition, responsibility, and ample opportunities for success to help support their self-image and prepare them for the future.
- Foster the idea of peer support—girls helping each other.
- Offer guidance and encouragement that are meaningful and honest. For example, if a girl is doing poorly in school, offer to help her and her parents find a tutor.
- Give factual information to girls in terms they can understand. Teenagers need information to counteract the myths they may hear, and to help them make informed, responsible decisions.
- Help girls realize they can say no to sex even if they have said yes before.
- Use role-playing to help girls practice being assertive and become more self-confident. Let them know it's okay to disapprove of a peer's ideas or actions.
- Be clear about and sensitive to the values you are communicating to the girls in your troop or group. If you do not feel comfortable discussing certain topics or guiding girls through some of the activities, seek help in facilitating the group.
- Take a preventive approach. Help girls feel good about themselves and their future. If girls are encouraged to do activities that will enable them to build their self-esteem and to acquire important skills, they will be better able to resist peer pressure and avoid early sexual involvement and teen pregnancy.
- Respect different points of view and strategies for combatting problems. People can pursue the same goal in various ways.
- Encourage girls to communicate with their parents and involve parents when planning program activities related to preventing teenage pregnancy.
- Recognize that religious leaders in the community are an important resource. Help girls become comfortable in seeking their assistance when necessary.
- Find out what agencies in your community can help girls who might be or are pregnant. Advise girls to speak with a family member, religious leader, or other trusted adult. Contact your council office for sources of professional help.

Suggested Troop/Group Activities to Prevent Teenage Pregnancy

As a Girl Scout leader, you will want to focus on activities that promote good self-esteem and help girls see the positive future options that lie before them. You can help them in understanding the significant consequences of early sexual involvement, teenage pregnancy, and teenage parenthood.

The activities in this booklet are designed to help adolescents learn strategies to fight negative peer pressure, enhance their self-esteem, and develop decision-making, communication, and other skills that can lead to a brighter future. Some activities focus on giving girls a realistic picture of teenage parenthood so that they can better understand and hopefully avoid this role.

The "Decisions for Your Life" Girl Scout patch is available to Junior, Cadette, and Senior Girl Scouts who participate in activities related to preventing teenage pregnancy. Information on ordering the patches is available from your council.

Junior Girl Scout Activities

Junior Girl Scouts can participate in the following activities:

1. Write a story illustrated with photos and drawings that reflect your hopes and dreams for the future.
2. Make a "Success" collage that shows experiences you have had where you felt successful.
3. Discuss, in a small group, how your values and the values of your family, religion, and friends influence your decisions and actions. Share an experience in which your values helped you make an important decision.
4. As a group, brainstorm a list of lines people use to pressure others into doing something they may not want to do—for example, "Everybody's doing it" or "Don't you want to try it to see what it's like?" Role-play a number of positive responses to such lines.
5. Make a poster to highlight the problem of teen pregnancy. You can get resources, such as booklets, from the library and from health agencies. Get permission to hang the poster in a school, library, synagogue, church, shopping mall, fast food restaurant, or other setting where teenagers are likely to see it.
6. Find a role model who is successful in a field in which you are interested. Interview her and observe her in her workplace. Ask what skills, experience, and education were needed to achieve her position. Find out if having a baby as a teenager might have hindered this opportunity.
7. Watch a movie or television program or read a book about a relationship between pre-teenagers or teenagers. Discuss or think about these questions: How realistic were the characters? What kinds of pressures from friends and family members did the characters experience? What were the consequences of the characters' actions? How similar were the relationships to what you and your friends have experienced?
8. Create a board game about dating that can be played by both boys and girls. Play it with some friends.
9. On a weekend day, observe parents with their babies or young children in several different situations (for example, in a grocery store, shopping mall, church, synagogue, parking lot, restaurant, or park). Pay special attention to positive and difficult behaviors of children. Note how parents act toward their youngsters. Discuss your findings with a friend or relative.
10. With a group, design an event for girls and their families to communicate and share time together. It can be a one-time project or an ongoing activity.
11. Role-play being a parent by taking care of a raw egg (or any delicate object) representing a baby for at least two days. You will have full responsibility for your "baby," making sure it is always safe and warm. If you need to leave your egg, even for a short time, you must find a babysitter. The activity works best when several people act as parents, each with her (his) own egg. After the agreed-on period, share your experiences. Talk about how your "baby" changed your lifestyle, outlook, and relationships with family and friends.

Cadette and Senior Girl Scout Activities

Cadette and Senior Girl Scouts can participate in the following activities:

1. Write a contract with yourself to reach a personal goal. Work out an overall strategy and the individual steps you will need to take to be successful. Monitor your progress.

2. What is required to be a parent? How do the specific skills needed to be a parent change as children grow? In a small group, create classified ads for each position as a parent of:

- an infant
- a toddler
- a school-age child
- a teenager

Describe the skills, experience, and resources needed, the number of hours required each day, and the benefits that come with this position. At least one of the ads should be written for a parent in a single-parent household and another should be written for a parent of a child with a disability.

3. Design a television commercial or magazine advertisement to combat teen pregnancy.

4. List the characteristics that you think are important in a boyfriend and those you might value in a marriage partner. Compare these two lists.

5. Interview boys and girls who are seriously dating. Ask about the drawbacks and advantages of this type of dating. Talk to several parents of teenagers to get their opinions also about this practice.

6. Find out how much it costs to have and care for a child during the first year of life. Talk to parents and health workers; visit stores and look through catalogues to get up-to-date information. Include medical expenses, baby furniture and supplies, food, and other necessary items in your estimate.

7. Brainstorm a list of reasons why teenagers should not be sexually active.

8. In a group, discuss the relationship between values and decision-making. Think of particular instances in which your values helped you to make difficult decisions.

9. Start a discussion group for parents and their teenage children to provide a regular forum for voicing concerns. Ask a guidance counselor, school psychologist, social worker, religious adviser, or other knowledgeable, caring professional to serve as a moderator for the group.

10. Establish a support group to help girls complete high school. Invite a guidance counselor or school psychologist to facilitate the group.

11. For a week, keep a record of how male female interactions are portrayed on television. For example, how often are the relationships shown as stable and loving? How often as temporary and manipulative? Do programs encourage teenagers to make responsible decisions about sexual involvement? What values are represented in these programs and which are missing? What changes would you make in the programs?

12. With some other girls and adults, plan and carry out a job preparation workshop. The topics covered might include preparing a résumé, filling out a job application, interview tips, and career planning. Contact resource people in your community who can help you.

13. Meet weekly with other teens—both boys and girls—for about a month to discuss the following questions in small groups:

- What goals do you have that would be affected by teenage parenthood?
- How does having a baby change a person's life? Are the changes different for males and females?
- How is parenthood different for teens and those in their twenties and older?

14. To gain work experience in an area in which you might be interested, volunteer your service for at least three hours a week for two or three months. Consider day-care centers, businesses, hospitals, law firms, libraries, schools or universities, museums, and your Girl Scout council office as possible sites.

15. Develop a strategy for making decisions that can be taught to younger girls. Refer to the *Brownie Girl Scout Handbook*, pp. 49–51 and 68–70, and the *Junior Girl Scout Handbook*, pp. 55–64. Teach the strategy to Daisy, Brownie, or Junior Girl Scouts.

16. With some friends, practice saying no to a boy who wants you to have sex with him. Think of ways boys might pressure you and come up with different ways to respond. For instance, if a boy says, "If you don't have sex with me, I'll find someone else who will," the answer might be, "If that's all I mean to you, then you'd better find someone else."

17. Interview at least two mothers of different ages (perhaps a teen mother and a mother in her thirties) who have an infant age six months or younger. Ask questions such as: Why did you decide to have a baby when you did? How has parenthood changed your life? What is a typical day like? What parenting responsibilities does the baby's father take on?

18. Volunteer to babysit for a full day for an infant or young child. Follow the family's rules and keep to the child's typical daily schedule of meals and naps. Discuss with others what it would be like to care for a child day after day.

19. Find out about organizations in your community that are working to educate people about teen pregnancy or help teenage mothers. Share this information with other girls in your community.

20. With the girls in your group, discuss how participation in Girl Scout activities can help prevent teenage pregnancy. Bring a friend who is not yet a Girl Scout to an activity and encourage her to continue by joining Girl Scouting.

Program Links

The following program links provide additional activities and ideas for Junior, Cadette, and Senior Girl Scouts on issues related to the prevention of teenage pregnancy.

For Junior Girl Scouts

Girl Scout Badges and Signs

The World of Well-Being: Child Care, pages 13-14; Tending Toddlers, pages 40-42. The World of the Arts: Communication Arts, pages 128-130.

Junior Girl Scout Handbook

"Who Am I?," pages 21-42; "Relationships," pages 43-64; "Hopes and Dreams," pages 119-127. Leadership badge, page 173; Communication badge, pages 175-176; Careers badge, page 183.

For Cadette and Senior Girl Scouts

Cadette and Senior Girl Scout Handbook

"Personal Development," pages 19-26; "Relationships," pages 27-41; "Stress Management," pages 67-70; "Making Decisions," pages 74-75; "From Dreams to Reality: Career Exploration," pages 81-104.

Cadette and Senior Girl Scout Interest Projects

"Child Care," pages 14-15; "Family Living," pages 22-23; "Managing Stress," pages 27-29; "Skills for Living," pages 32-34; "Leadership," pages 56-58; "Understanding Yourself and Others," pages 61-62; "Career Exploration," pages 75-76; "Money Management," pages 87-88; "Creative Writing," pages 98-99.

Resources

Consultants: psychologists, nurses, family therapists, clergy, social workers, youth workers, health educators, physicians.

Local groups: school, religious groups, social service agencies, hospitals, public health departments of universities, civic groups, youth-serving agencies.

National Organizations

American Public Welfare Association
1125 15th Street, N.W., Suite 300
Washington, D.C. 20005

Association of Junior Leagues, Inc.
660 First Avenue
New York, N.Y. 10016-3241

Catholic Charities
1319 F Street, N.W., #400
Washington, D.C. 20004

Center for Population Options
1012 14th Street, N.W., Suite 1200
Washington, D.C. 20005

Center for Public Advocacy Research
12 West 37th Street
New York, N.Y. 10018

Center of Early Adolescence
Suite 223
School of Public Health
University of North Carolina at Chapel Hill
Carrboro, N.C. 27510

Child Welfare League of America
Suite 310
440 First Street, N.W.
Washington, D.C. 20001

Children's Defense Fund
Adolescent Pregnancy Prevention Clearinghouse
122 C Street, N.W.
Washington, D.C. 20001

Federation of Protestant Welfare Agencies
281 Park Avenue
New York, N.Y. 10010

Jewish Welfare Board (JWB)
15 East 26th Street
New York, N.Y. 10010-1579

March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, N.Y. 10605

National Clearinghouse for Maternal and Child Health
38th and R Streets, N.W.
Washington, D.C. 20057

National Council of Young Israel
3 West 16th Street
New York, N.Y. 10011

National Organization on Adolescent Pregnancy and Parenting, Inc.
P.O. Box 2365
Reston, Va. 22090

National PTA—National Congress of Parents and Teachers
700 North Rush Street
Chicago, Ill. 60611

National Urban League, Inc.
500 East 62nd Street
New York, N.Y. 10021

Share Resource Center on Teenage Pregnancy Prevention
P.O. Box 2309
Rockville, Md. 20852

Union of Orthodox Congregations of America
70 West 36th Street
New York, N.Y. 10018

Printed Materials

For Girls

Bingham, Mindy, Judy Edmondsom, and Sandy Stryker. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning*. Santa Barbara, Calif.: Advocacy Press, 1983.

Gussin, Gilda, Ann Buxbaum, and Nick Danforth. *Self-Discovery: Caring, Loving and Sexuality* (student book). Learning for Life, Management Sciences for Health, 165 Allandale Road, Boston, Mass. 02130, 1984.

McKoy, Kathy. *The Teenage Body Book Guide to Sexuality*. New York: Wallaby, 1983.

Richards, Arlene Kramer, and Irene Willis. *What to Do If You or Someone You Know Is Under 18 and Pregnant*. New York: Lothrop, 1983.

Rosenberg, Ellen. *Growing Up Feeling Good*. New York: Beaufort Books, 1987.

For Adults

American Association of School Administrators, 1801 N. Moore Street, Arlington, Va. 22209, and the Association of Junior Leagues, Inc., 660 First Avenue, New York, N.Y. 10016-3241. *Teenage Pregnancy: Developing Life Options*. 1988.

Barr, Linda, and Catherine Monserrat. *Teenage Pregnancy*. Buena Park, Calif.: Morning Glory Press, 1987.

Bolton, Frank C. *The Pregnant Adolescent: Problems of Premature Parenthood*. Beverly Hills, Calif.: Sage, 1980.

Elkind, David. *All Grown Up and No Place to Go: Teenagers in Crisis*. Reading, Mass.: Addison-Wesley, 1984.

Ewy, Donna, and Rodger Ewy. *Teen Pregnancy*. New York: New American Library, 1985.

Gussin, Gilda, Ann Buxbaum, and Nick Danforth. *Self-Discovery: Caring, Loving and Sexuality* (teacher's guide). Learning for Life, Management Sciences for Health, 165 Allandale Road, Boston, Mass. 02130, 1984.

Hunter-Geboy, Carol, Lynn Peterson, Sean Casey, Leslie Hardy, and Sarah Renner. *Life Planning Education: A Youth Development Program*. Washington, D.C.: Center for Population Options, 1985.

Kolodny, Robert C., Nancy C. Kolodny, Thomas Bratter, and Cheryl Deep. *How to Survive Your Adolescent's Adolescence*. Boston: Little, Brown, 1984.

Ottinger, Katherine B., and Elizabeth Mooney. *Not My Daughter: Facing Up to Adolescent Pregnancy*. Englewood Cliffs, N.J.: Prentice-Hall, 1981.

Shriver, Eunice Kennedy, ed. *A Community of Caring*. Joseph P. Kennedy, Jr., Foundation, 1701 K Street, N.W., Washington, D.C., 1982.

Wilson, Pamela, and Douglas Kirby. *Sexuality Education: A Curriculum for Adolescents*. Santa Cruz, Calif.: Network Publications, 1984.