Nursing: Obstetrics: Teacher’s Guide

Grade Level: 6-8  Curriculum Focus: Health  Lesson Duration: Two class periods

Program Description
Get an inside look at the emotionally charged world of obstetrics and neonatal intensive care nursing, where nurses navigate the many hazards of childbirth, including anxious families, and delivery rooms that suddenly become emergency rooms.

Onscreen Questions
Before watching the video
- Think about the roles of a nurse during labor and high-risk delivery.
- As you watch the program, note how nurses provide encouragement for the mother and father as well as ensure the physical safety of the baby.
- Pay attention to the nurse’s role as prenatal and postnatal educator.

After watching the video
- Describe the nature of a nurse’s role during a pregnancy.
- What makes a nurse-midwife different from an obstetric nurse?
- Describe the ways nurses can help pregnant women and future fathers prepare for their baby’s birth. What are the long-term benefits of this type of care?

Lesson Plan
Student Objectives
- Consider the short- and long-term consequences of teenagers having babies.
- Recognize the responsibilities associated with being pregnant and having a newborn.
- Become familiar with the resources available in their community for pregnant teenagers.
Materials

- Paper and pencil (for each student to keep a journal)
- Computer with Internet access (optional)

Procedures

1. As a homework assignment, have students keep a journal of their activities for one day. Have them answer the following questions in their journal:
   - What time did you wake up?
   - What time did you go to sleep?
   - What did you eat during the day? Be specific: Include fruits, vegetables, and junk food.
   - How much time did you spend with friends?
   - What activities did you participate in? How much time did you spend at each?
   - Were you tired during the day? If so, were you able to nap?

2. On the next day, share with students the following information about pregnancy. Hold a class discussion about pregnancy and the health, social, psychological, and financial implications. You may want to start by sharing these facts:
   - Pregnant women must eat a balanced and healthful diet.
   - Pregnant women tire more easily, and often need to take frequent naps during the day.
   - Moderate exercise is an essential part of a healthy pregnancy.
   - Many pregnant women experience morning sickness, or nausea and vomiting, and a diminished appetite.
   - It is crucial for pregnant women to visit their obstetrician regularly throughout their pregnancy to ensure adequate prenatal care. These doctor visits and tests can be very expensive and time-consuming, and are not always covered by health insurance.
   - Even healthy pregnancies can include other physical discomforts such as constipation, mood swings, anxiety, swelling, and so on.
   - Pregnancy may cause a woman to have to limit or avoid certain activities, such as participating in sports, consuming alcohol or drugs, smoking, lifting heavy objects, and so on.

3. Ask students to consider how being pregnant would affect their daily routines. Ask them to take about 10 minutes to highlight the activities in a typical day that would be impossible or would dramatically change if they were pregnant. Ask them to share their thoughts with the class. Not only might they detect time and financial restrictions, but they might also recognize physical limitations.

4. Have students consider the implications of becoming a parent. Begin by discussing how their daily routines would change if they had to take care of a child. Then focus them on the long-
term challenges they would face as teen parents. How would having a child affect their education or other aspects of their future? What kinds of financial responsibilities come with being a parent? If students strongly believe that their long-term goals would not change with a baby, you may want to share the facts below from a 1996 study (SIECUS [Sexual Information and Education Council of the United States]; http://siecus.org/pubs/fact/fact0010.html)

- Ninety-four percent of teens believe that if they were pregnant they would stay in school; in reality, 70 percent eventually complete high school.
- Fifty-one percent of teens believe that if they were involved in a pregnancy they would marry the baby’s mother or father; in reality, 81 percent of teenage births are to unmarried teens.
- Twenty-six percent of teens believe that they would need welfare to support a child; in reality, 56 percent receive public assistance to cover the cost of delivery and 5 percent receive public assistance by their early 20s.

5. The next day, ask students to consider how they would have to take care of themselves during a pregnancy. For example, what is necessary for a healthy pregnancy? (Examples: good medical care, including routine examinations; a well-balanced diet; plenty of sleep; regular moderate exercise; sufficient vitamins; avoidance of some over-the-counter drugs, alcoholic beverages, cigarette smoke, and illegal drugs.)

6. Then ask students what they would have to do to take care of themselves and their baby after birth. (Examples: healthful diets for each of them, especially if the mother is breast-feeding; plenty of rest; regular doctor visits; positive role-modeling, and much interaction.) Are they aware of the number of doctor visits a newborn requires? Do they know about inoculations children need? Do they know what to feed a baby and how often? Are they prepared to become positive role models for their child? Ask students to name any issues they will have to learn about to care for a baby.

7. Ask students if they were to become teen parents, how they would make the most of the situation. For example, what people or services in their community would be available for support? Suggest that they visit the Internet and other resources to research programs. They may find home-visiting programs, education or job skills programs, homes for teen parents and their children, special child care programs, and programs for young fathers.

8. Conclude the lesson by asking students whether their ideas about teen pregnancy have changed as a result of working on this lesson. With what they know now, would they be more careful to prevent a pregnancy from occurring? Would boys and girls both be more concerned and take on more responsibility for their behavior?

9. For more information about teen pregnancy, see the following Web sites:

- Sex Information for Teens
  http://www.siecus.org/teen/index.html
- Campaign for Our Children
  http://www.cfoc.org
• National Campaign to Prevent Teen Pregnancy
  http://www.teenpregnancy.org/
• Life Stories: Self-Portraits by Teen Mothers
  http://www.journale.com/teenmothers/

Assessment

Use the following three-point rubric to evaluate students’ work during this lesson.

• **3 points:** Students participated actively in class discussion; demonstrated above-average ability to discuss issues with maturity and insight; demonstrated good understanding of the responsibilities associated with being a parent; showed strong ability to apply what the student has learned to his or her own life.

• **2 points:** Students participated in class discussion; demonstrated ability to discuss issues with some maturity and insight; demonstrated average understanding of the responsibilities associated with being a parent; showed average ability to apply what the student has learned to his or her own life.

• **1 point:** Students participated little in class discussion; had difficulty discussing topics with the class; demonstrated weak understanding of the responsibilities associated with being a parent; had difficulty applying what the student has learned to his or her own life.

Vocabulary

**abstinence**

*Definition:* The choice to not have sexual intercourse
*Context:* The only way to guarantee that you will not get pregnant or contract a sexually transmitted disease is through abstinence.

**contraception**

*Definition:* Intentional prevention of conception or impregnation through the use of various devices, agents, drugs, sexual practices, or surgical procedures
*Context:* Most methods of contraception prevent pregnancy from taking place.

**teen pregnancy**

*Definition:* Pregnancy occurring in young women between the ages of 13 and 19
*Context:* The United States has the highest rates of teen pregnancy and births in the Western industrialized world.

Academic Standards

**National Academy of Sciences**

The National Academy of Sciences provides guidelines for teaching science in grades K–12 to promote scientific literacy. To view the standards, visit this Web site:
This lesson plan addresses the following science standards:

- Science in Personal and Social Perspectives: Personal health; Risks and benefits

**Mid-continent Research for Education and Learning (McREL)**

McREL’s Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit link: [http://www.mcrel.org/compendium/browse.asp](http://www.mcrel.org/compendium/browse.asp)

This lesson plan addresses the following national standards:

- Health — Understands the fundamental concepts of growth and development, Knows how to maintain and promote personal health
- Science — Life Sciences: Understands the structure and function of cells and organisms

**Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- [http://school.discovery.com/teachingtools/teachingtools.html](http://school.discovery.com/teachingtools/teachingtools.html)