Abortion Education Integration

Our goal is to integrate a more detailed lesson on abortion into these classes through an addendum to federal bill HR 2553 [109th], as well as a proposed lesson plan and sample lesson.

Tag Words: Abortion; Education; Fetus; Embryo; Adoption; Sex Ed; Age

Authors: Maria Hancock, Jenna Fernandez, Latoshia Bost, Calvin Lin with Julie M. Fagan, Ph.D.

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Summary

Abortion is the induced expulsion of a human fetus that is planned and intended to terminate a pregnancy. Addressing the issue of lack of available information, education, and awareness about abortion is a difficult task to uptake. This topic has become such a social “unmentionable,” which adds to its underdeveloped truth and the degree of informational unavailability for women and men. Because the age for the highest rates of abortion is in the middle twenties, educating women in high school, prior to this time, will prevent such a vast range complications. Providing education and information about every aspect of abortion, as well as the possible alternative options and support services, will increase the well-being of all women faced with unwanted pregnancies. Through the help of Senator Frank Lautenberg, we aim to use federal bill HR 2553 [109th], which promotes a pro-abstinence, comprehensive sexual education program called the REAL Act. We have devised an addendum to explicitly include education on abortion and other post-pregnancy options, therefore creating fully-rounded sexual education in the United States. We also include a proposed lesson plan and sample lesson on abortion.
The Issue: Abortion Awareness

IGNORANCE OF ABORTION IN HIGH SCHOOL SEXUAL EDUCATION CLASSES

**Reasons for abortion**

In a 2004 study, researchers interviewed more than 1,000 women about their reasons for having an abortion. The women gave more than one explanation for their decision. Some examples:

- Having a baby would dramatically change my life: 74%
- Can’t afford a baby now: 73%
- Don’t want to be a single mother/relationship problems: 48%
- Don’t feel mature enough to raise a child: 22%
- Have completed my childbearing: 38%
- Problems with health of fetus: 13%
- Problems with health of mother: 12%
- Don’t want people to know I had sex or got pregnant: 25%
- Was a victim of rape or incest: Less than 1.5%

Figure 1: Data from a 2004 study illustrating the primary reasons for choosing an abortion

**Women in Their 20s Get Most Abortions**

Three-quarters of all abortions in 2000 were for women under 30. About one-fifth were obtained by teenagers.

**Percentages of Women Having Abortions, 2000**
(by age group)

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<td>35-39</td>
<td>0.7%</td>
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<tr>
<td>≥40</td>
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Figure 2: Percentages of women having abortions

Abortion Prevention: Sex Education in Schools

Sexual education is a topic of major discussion at many schools. Americans question whether or not sexual education should even be taught in schools and, if so, what the curriculum should include. According to a new poll by NPR, seven percent of Americans do not agree with sexual education being taught in schools. Most parents and teachers do not have a problem with what is being taught in these classes, but it is evidenced that programs informing students about both abstinence and contraception help delay the beginning of sexual activity among youth.
Although most people agree with the importance of sexual education in schools, some also believe it should be optional to attend these classes.

Facts and Figures

Fifteen percent of Americans believe that sexual education programs should only teach students about abstinence and should not include information about condom utilization and contraception.

Forty-six percent agree with "abstinence-plus", which values that abstinence is best, some teens do not abstain, so schools also should teach about condoms and contraception.

Thirty-six percent explain that abstinence is not the most important thing, and that sexual education classes should focus on teaching teens how to make responsible decisions about sex.

Abstinence Success

Introduced on May 8, 2008, the New Jersey Governor and Commissioner of Health and Senior Services were urged by the House to apply for federal abstinence education program grants. These programs would teach students that abstinence is really the only “reliable option available to prevent pregnancy or the sexual transmission of HIV and other sexually transmitted diseases.” New Jersey has received funding from the federal government for programs focused on abstinence education, however, the state of New Jersey will not apply for further funding of $800,000 to promote these successful and highly demanding education programs.

Forty-seven percent of schools were taught abstinence-plus, while 20 percent taught students that making responsible decisions about sex was more important than abstinence. A majority of Americans, 55 percent, does not believe that giving teens information about how to obtain and use condoms will encourage them to have sexual intercourse earlier than they would to begin with. The resulting 39 percent agree that such a focus will encourage early sexual activity of these students.

Although abstinence-only education has been successful, there is always room for those that find themselves involved with an unwanted pregnancy. Currently, there is no educational program offered in schools that informs students of their options, alternative to abortion because it is the most dangerous and detrimental of all options. According to figure 1, women in their twenties are more likely to get abortions, which is why an increase in awareness and education of abortion and its harmful associated risks is important prior to college.

The Battle Within Sexual Education in New Jersey

Sexual Education in the state of New Jersey has a long history stemming from the 1970s, when the rates of pregnancies, abortions, STDs, and other diseases rapidly inclined. Since then, two sides have been battling for the implementation of a successful, complete, and ideal sexual education curricula in this state. The New Jersey Board of Education first adopted the notion that sexual education should be taught to students from kindergarten to twelfth grade. Undeniably, there was much controversy with such a proposition, primarily in regards to the younger
students. In the 1980s, a committee from the Board of Education presented the idea that sexual education will include Family Life Education Programs. These programs were intended to educate students in the areas of “physical, mental, emotional, social, economic, and psychological effects of interpersonal relationships; human development, sexuality and reproduction; and strengthening family life.” One of the main triggers of argument associated with this program was that many topics of unwanted discussion would be necessary to cover such as, abortion, homosexuality, and impotence, to name a few.

More recently, abstinence-only sexual education has been stemming from a traditional comprehensive sexual education. Comprehensive sexual education and abstinence-only education differs in that abstinence only stresses that abstinence is the only way that pregnancy and sexually transmitted diseases can be prevented 100%. This form of education is required to “stress the moral aspects of abstinence from sexual activity until they [students] are ready as adults to establish in the context of marriage, a mutually faithful monogamous relationship.” Regular comprehensive sexual education does not mandate such an explanation, in fact, many supporters of this form of education believe that sexual education, in regards to religion and humanism, should not be taught in schools, but should be left to the parents. Overall, supporters of abstinence-only sexual education do not believe these students are mature or capable enough to make adult decisions to their fullest potential, therefore, they should be taught that abstinence is the right decision prior to marriage. Comprehensive sexual education supporters argue that this approach excludes those students who already had sex. The main argument regarding abstinence only versus comprehensive sexual education is that there is no way to know what each student individually is participating in, and teaching only one aspect of sexual education is limiting to these students.

Successful sexual education should include everything comprehensive and abstinence-only education collectively because students are all different. Teaching the truth about every aspect of sexual education is extremely important in establishing a successful and educational curriculum, resulting in the most positive change in sexual behavior among students. Comprehensive sexual education itself assumes teenagers are not abstinent, while abstinence-only sexual education assumes they are all abstinent. “Most health educators spoke of how important it is that teens have accurate information,” therefore, all topics of reproduction must be addressed including the ones most avoided such as abortion.

The Service Project: Bill and Lesson Plan

HR 2553 [109th]: Responsible Education About Life Act8 Addendum
The “Responsible Education About Life” (REAL) Act was introduced in a bill introduced to the House of Representatives in the 109th Congress. This bill aims to “provide for the reduction of adolescent pregnancy, HIV rates, and other sexually transmitted disease, and for other purposes.” The REAL Act proposes federal funding for comprehensive, pro-abstinence sexual education. Throughout the text of the bill, however, “other purposes” and education on such are not clearly defined. It may be assumed that abortion would fall into this category; therefore, we have devised a proposed addendum to the bill, explicitly mentioning education on abortion in the case of unintended pregnancies.
Letter to Senator Lautenberg
One way to solve this issue of lack of abortion awareness is to look at it in a broader sense. We decided to write a letter to Senator Lautenberg of New Jersey, an ardent supporter of the REAL Act, to include teaching students about the possible medical and psychological complications so often resulting from abortions. In addition to the letter, we will attach the addendum to HR 2553 [109th].

Proposed Lesson Plan
As an added measure to increase awareness of abortion in teens, a short addendum to high school sexual education curricula is proposed. In a two-part section of the class focusing on abortion, the lesson plan would include an overview of the different types of abortion, as well as their effects on the woman’s well-being. Teachers would have the option of including the psychological effects of abortion; however, in the interest of neutrality of this addendum, this is strictly optional. The lesson plan would also include the various, leading medical reasons for abortions, such as an extremely sick fetus, or disorders with the pregnancy that endanger the lives of both the child and the mother. This section of the sex-ed class may be linked to the section of the class that deals with fetal development. A sample of the first part of the lesson plan has been presented as a power point presentation.

Related Links
Pregnancy Options
Testimonies
Adoption in New Jersey
New Jersey Safe Haven Infant Protection Act
Crisis Pregnancy Center
Suction Abortion Video

References


Editorials

“Did Someone Say Abortion?!?"  
Author: Latoshia Bost

ABORTION! Let’s all face it… It’s not a topic commonly spoken about or discussed. When you first read the word “abortion” in all capital letters, it probably even alarmed you! That’s the effect abortion seems to have on people regarding this topic. From my experience, majority of people tend to change the subject and shy away from it when it’s brought up. I cannot seem to understand why such an important and ethical issue such as abortion gets treated as such! In reality, abortion should not be a topic that’s kicked aside and thrown under the bed hoping no one will uncover its true rath.

I feel that abortion awareness, in particular, is severely neglected in this world we live in today. Worldwide, approximately 42 million women each year get an abortion and in the United States alone, nearly 1.37 million women per year. Why is this number so high?! Personally, I am all for pro-choice. I believe that a woman should have the choice to do whatever is she would like to her body. And I wouldn’t have such an issue with the compelling number of women who partake in abortions had I not run across some alarming information and statistics concerning the aftereffects and consequences of women who have had an abortion.

So, my question again is: Why are these numbers so high?! There must be a reason why so many women are increasingly choosing this option despite the numerous and common horrible after effects and consequences involved with the procedure including: depression, infections, excessive bleeding, chronic abdominal pain, gastro-intestinal disturbances, vomiting, endotoxic shock, cervical injury and many, many more unexpected complications. I understand that when women get pregnant, they get scared, and automatically think abortion. But do they realize there is a BABY inside of them or think about the process that is done to remove it? The most widely used surgical abortion is manual vacuum. This method takes place in the first trimester of pregnancy and can be done using three different methods: suction curettage (vacuum aspiration); dilation and curettage (D & C); and dilation and evacuation (D & E). In all three methods, “the cervix is dilated” and in the suction curettage and D & C method the embryo is sucked out of the uterus. This power of the suction is comparable to a vacuum pump. With the D & C method, the uterus is scared then suctioned out and with the D & E method, the doctor uses “forceps to
remove the fetus.” Just like everything else in society, there is a more “convenient” type of abortion known as the RU-486 abortion pill. Sounds simple, easy, and not too painful, right?

….NOT!

Sadly, this is how abortion is portrayed to many women who are seeking this as an alternative, and this sounds very intriguing, especially to a young teenage girl who is desperate for a means to get rid of what could potentially end her education, her freedom, and her young adult life. And sadly this is the answer to my question. The reason why so many women are choosing abortion is because there is not enough awareness concerning the effects and consequences and they aren’t getting the true picture of it all. Women are being painted a tainted image of what abortion entails and are in essence being told, “It’s not that bad.” Women are NOT being educated thoroughly enough and aren’t provided a background glimpse of everything that’s involved with having a procedure of this magnitude. Many women have testified that they did not know that the procedure would hurt so much and how they had no clue that they were putting their bodies in an even greater risk. This is appalling to me but more so disappointing and something needs to be done to help this ethical dilemma. As I mentioned earlier, I am an advocate of pro-choice…but I also believe that women should be completely educated and aware of what they are doing before they do it. When this is accomplished it will be left to them to ultimately decide but at least they will have a firm idea of exactly what they’re doing. I believe that’s only fair, healthy, and ethical for the world.

The roots of this evil seems to stem back to 1973 where the United States Supreme Court struck down every federal, state, and local law regulating or restricting the practice of abortion. This action was based on the premise that the states no longer had any need to regulate abortion because the advances of modern medicine had now made abortion "relatively safe." Therefore, the Justices concluded, it is unconstitutional to prevent physicians from providing abortions as a "health" service to women.

National abortion policy is built upon this judicial "fact" that abortion is a "safe" procedure. If this "fact" is found to be false, then national policy toward abortion must be re-evaluated. Indeed, if it is found that abortion may actually be dangerous to health of women, there is just cause for governments to regulate or prohibit abortion in order to protect their citizens. This is especially true since over 1.5 million women undergo abortions each year.

Since the Court's ruling in 1973, there have been many studies into the aftereffects of abortion and their combined results paint a haunting picture of physical and psychological damage among millions of women who have undergone abortions.

Conclusion: something needs to be done and fast. The word needs to spread about the physical and mental dangers of having an abortion. We could actually be doing more harm than good…

Abortion: Consider This
Maria Hancock

Imagine having to make one of the most important decisions of your life with inadequate and even false information about how this decision could affect you and those around you? In
2003, about 1.28 million abortions were performed on women in the US. This may just be a meaningless statistic to some, but others who are altered by such an alarming rate, may often find themselves wondering about the depth and inside aspects of this issue of abortion. Yes, this is a “touchy” subject, but it does not have to be when the health and well being of the woman are considered beyond the political and religious debates. Abortion is an invasive procedure that should not be taken lightly in any situation and should be fully and completely illustrated. A simple explanation of the various procedures does not suffice in providing women with a clear knowledge of what their minds and bodies will be going through if such a decision is made. The lack of awareness, in the world today, about the possible psychological and medical risks associated with abortion along with alternative options is immense. It is frightening to think that these women, feeling so helpless, make such a decision without knowing the complete truth about such a procedure and where to go for true support.

Many people may stop reading here, but hopefully many can look beyond this issue as a topic of controversy and focus on caring for the dignity, health, and prosperity of these women and those around them. The reasoning behind the decision to have an abortion varies from woman to woman, but a recent study of 1000 women involved in an abortion, explains that 74% believed, “having a baby would dramatically change my life.” This popular reason behind making a decision to have an abortion makes evident the fact that there is not enough information about alternative options and potential risks associated with abortion. In a study of American and Russian women, 79% said they were given no counseling on alternatives. The reality of abortion is not apparent until a woman experiences it herself, which at that point is too late. A woman and her developing baby are not the only two affected by abortion, but also their family, friends, husbands, and boyfriends. The affects of such a procedure may be unfathomable and destructive to the health of the woman along with her relationship with those she loves.

There are many unacknowledged probable risks linked with abortion. Increased risk of breast cancer, uterine perforations, pelvic inflammatory disease, hemorrhaging, infertility, and even death are several of the possible medical risks experienced by many women that have had abortions. Depression, broken relationships, alcoholism, and insomnia are only a few of the psychological consequences experienced by the same women. Scary, isn’t it? As frightening as these risks are, they are the truth, but this truth is one that is so easily preventable with just proper education, knowledge, and support.

Why not enhance the minds of all women and men and not only facilitate the decision making process, when faced with an unwanted pregnancy, but also support and provide the women with all the help that is necessary. Crisis Pregnancy Centers do just that. Many crisis pregnancy centers provide medical services, adoption services, and charitable support as well. Medical services include, but are not limited to pregnancy testing, prenatal care, and ultrasounds. One woman, briefly describes her experience at the time of her abortion procedure: “The doctor came in and said "don't worry, I’ve done a lot of these procedures, it will be over in no time and then you can go back to your normal self". With just a deeper consideration for the mental and physical health of women, and a will to expose the truth of abortion, the lives of many potential mothers and their children will be significantly transformed.
Calvin Lin

The idea of abortion is contested by pro-life and pro-abortion activists wanting to prove that they are right and the others are wrong. To do this they produce propaganda which twists and warps truthful information into biased information that supports their causes. Many young mothers with unwanted pregnancies may ask different question and yet the most available source of information on the subject, the internet, is embroiled in immense whitewashing and deceit. So much so that when information is given by a source, another source provides contrary evidence essentially destroying the reliability of what is being read. How can we avoid this distortion of information? I feel that the government should increase awareness and publically provide unbiased information on the subject of unwanted pregnancies and options available. People will then have the resolve to stand by the decisions they make because they are well informed and supported by unbiased data.

Wrong information and disinformation create misunderstandings and eventual miscommunications. This interferes with making sound decision making in all things. Thus by allowing each of these groups to produce their own information about abortion is extremely dangerous in itself. The lack of confirmed data means that people are making ill informed decisions that are most certainly life changing, if not life risking because they affect the person’s life and mental wellbeing.

That is to mean that for pro-abortionists, claiming that procedures for inducing pregnancy failure are all safe with few side effects, are clearly giving a false sense of security, a false barrier of “it won’t affect me” to the women who look for information about abortion. The truth is, is that all medical procedures come with risk and complications, and many of these procedures are invasive, which by nature are some of the most risky.

As for the people who support pro-life, by only showing the extreme procedures, some which are not even legal, they produce an unnecessary fear that endangers the mental wellbeing of people who are only looking for guidance and help. There are stories, whose origins may be dubious I admit but all the more better for the creation of a reliable source, that claim that fake-clinics try to use psychological horror, explicit and gruesome videos of abortion, and peer-pressure, badmouthing and negative remarks, to force the decision to not use abortion.

There is much bias in the world and, I am afraid, too much bias affecting the available information on the internet. Full details and honesty are a key part in producing a stable decision, hopefully one that is produced after much deliberation. If we can create a single reliable source that can become known everywhere, I believe that we can introduce honesty and a clear conscience into the decision making processes of those who are looking for guidance with unwanted pregnancies. This is the best choice to start with mediating the differences between information. By removing the confusion about abortion procedures and alternative options that are less well known we can reduce the uncertainty that plagues young parents. Isn’t it better to have confidence in a decision knowing all you could know, instead of second guessing yourself because you didn’t know better?

Abortion and the Cult of Politics
Jenna Fernandez

With the recently concluded New Jersey gubernatorial elections, anyone who chose to pay close attention to the biting back-and-forth between Corzine and Christie barely ever heard terms like “pro-life,” “pro-choice,” or “a woman’s right to choose.” Voters are expected to know
exactly to what these vague and seemingly similar terms refer; however, without an adequate background in the abortion debate of the last century, any young adult would have (and has already) easily asked, "A woman’s right to choose’ what, exactly?" Everyone’s choice is to live, isn’t it? So what’s the difference between “pro-life” and “pro-choice”? Yet, in spite of their vagueness, these terms have come to define the abortion debate. Such a lack of specificity reflects society’s fear of fully addressing the issue, in spite of the ever-present focus on feminism and the ever-growing rates of single- and teenage-motherhood.

This fear may stem from the entanglement between abortion and religion. In the same way, the educational system has become as afraid to address abortion in schools as it already is to discussing religious topics. Even the use of the term “God” in school speeches and lessons is frowned upon for fear of offending parents and other students. As a result of education trying to hide behind this mask of neutrality, issues that demand neutrality, like abortion and religion, are generally ignored. Other such issues, like homosexuality and gender ambiguity, are welcome topics for discussion in health and ethics classes only because they are popular topics in film, television, and entertainment media. Several movies in the past few decades have extolled the plight and tragedy of gay figures; meanwhile, abortion is relegated to the artsy, indie-type films that barely ever screened for the wider population. Even in films that focus on teenage pregnancy, like “Saved!” or the acclaimed “Juno,” the heroines enter and leave Planned Parenthood facilities in the blink of an eye, with only a queasy look flashing over the young girls faces as an explanation as to why. No interest is spared for the question of abortion or what it entails.

In a recent “Law & Order” episode addressing abortion, the assistant district attorney emotionally mentioned that she grew up believing that Roe v. Wade was “gospel.” However, most students who are currently in high school or have recently graduated high school have barely ever heard of the case, much less what changes it brought about in American law. In an age where every 18-year-old is expected to know clearly what stand they take on the most hotly debated ethical issues of today, few have a fully formed idea of what the process of abortion entails. Blindly, these uninformed youth have followed what political platforms have told them to believe about abortion, especially in this time of such severe dichotomy between conservativism and liberalism, Democrats and Republicans. As A.D.A. Rubirosa went on to say, “On one side they’re talking about fighting for abortion never, and on the other, it’s ‘abortion whenever’.”

Choosing a political side is thought to reflect a sort of refinement and intelligence in American youth; however, the pervasiveness of outspoken celebrities and sardonic mock-news shows has brainwashed teenagers and young adults into following whatever their favorite stars believe, without knowing why – turning popular politics into a sort of cult, where it’s beautiful, million-dollar-earning high priests are infallible and cannot be questioned.
December 7, 2009

Honorable Frank R. Lautenberg,
United States Senate
Washington, D.C. 20510

Dear Senator Lautenberg:

As former high school students, now ready to graduate from Rutgers University, we have been reflecting on our past educational experiences. With the increasing presence of teen pregnancy in the media, we have realized that sexual education in high school is not necessarily as well rounded and informative as it should be. In discussing our high school experiences, we have realized that the sections discussing post-pregnancy options focused on the birthing process while mostly ignoring one of the most controversial and important issues associated with reproductive health in the 20th century: abortion.

According to the findings presented in the Responsible Education About Life Act, 75-90 percent of teen pregnancies among 15 to 19 year olds are unintended. Although abortion is an issue of political and religious controversy, it is a real option provided to American woman and should not be overlooked in sexual education curricula. Providing teenagers with a complete background of what an abortion entails, along with the possible medical and psychological consequences associated with the procedure, will allow them to make more informed decisions if faced with unwanted or unplanned pregnancies. Many young teens are not aware of the risk of infertility, pelvic injuries, uterine perforations, and increased risk of breast cancer associated with abortion. Hidden from these young women is information informing them about the prevalence of depression, broken relationships, and alcoholism resulting from abortion.

We recognize the absolute importance of teaching high school teenagers the value of being healthy individuals. For this reason, we have attached a proposed addendum to Bill HR 2553 [109th] to include education on the basics of abortion and alternative options. This, along with the focus on abstinence, will ensure a rounding out of the sexual education curricula throughout New Jersey. It is our hope, that one day, our state will be a model to the nation in this regard.

Thank you for your kind consideration.
A BILL
To provide for the reduction of adolescent pregnancy, HIV rates, and other sexually transmitted diseases, and for other purposes – including a full description of all options available for young pregnant women to aid in their decision making process.

SEC. 2. FINDINGS.
(5) The median age of puberty is 13 years and the average age of marriage is over 26 years old. American teens need access to full, complete, and medically and factually accurate information regarding sexuality, including contraception, STD/HIV prevention, abstinence, and abortion in the case of unplanned pregnancy.
(6) Although teen pregnancy rates are decreasing, there are still between 750,000 and 850,000 teen pregnancies each year. Between 75-90 percent of teen pregnancies among 15- to 19-year olds are unintended. Therefore, students will be well informed about the details of the abortion procedure along with alternative options that are available.

SEC. 3B. ASSISTANCE TO REDUCE TEEN PREGNANCY, HIV/AIDS, AND OTHER SEXUALLY TRANSMITTED DISEASES AND TO SUPPORT HEALTHY ADOLESCENT DEVELOPMENT – REQUIREMENTS FOR FAMILY LIFE PROGRAMS.
(5a) provides information about the options of abortion and childbirth, fully describing the procedures, the possible resulting risks, and available support services in the case of unintended pregnancies.

SEC 3C. ASSISTANCE TO REDUCE TEEN PREGNANCY, HIV/AIDS, AND OTHER SEXUALLY TRANSMITTED DISEASES AND TO SUPPORT HEALTHY ADOLESCENT DEVELOPMENT – ADDITIONAL ACTIVITIES.
(2) develop the knowledge and skills necessary to ensure and protect their sexual and reproductive health from unintended pregnancy while explaining that unintended pregnancies can still occur and sexually transmitted disease, including HIV/AIDS throughout their lifespan;
(2a) continue to stress sexual and reproductive health in the case of an unintended pregnancy by fully elaborating medical and psychological risks commonly associated with the abortion option;
Proposed Lesson Plan

SUBJECT: Health & Sexual Education

Grade: 9-12 (High school)
Topic: Abortion Awareness
Content: Students are given a detailed description of the definition of abortion, why women seek abortion & alternative options, and the advantages and disadvantages of getting an abortion. The different types of abortion procedures will be described in detail and physical and psychological side effects of the procedure will be described in detail, along with video data & testimonies of women who have experienced an abortion.

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<th>GOALS</th>
<th>Students will be able to:</th>
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<td>1. Know and understand what abortion is and why women choose this option.</td>
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<td>2. Understand the advantages and disadvantages of such a procedure.</td>
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<td>3. Thoroughly describe different abortion procedures, assess their risks &amp; make comparisons between each procedure.</td>
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| OBJECTIVES | After completing this section, the student will have a complete & thorough understanding of abortion & its risks. Female students will be able to make an intelligent and well-informed decision IF confronted with the dilemma of an unwanted pregnancy & will be well informed of alternative options. Male students will also have a full understanding of abortion and the potential risks that could potentially harm not only the female, but the male as well. Males will be able to guide and aid in the decision-making process with the female if confronted with an unwanted pregnancy. |

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<th>Time Allotted for Lesson</th>
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<th>MATERIALS</th>
<th>Health &amp; Sexual Education textbook (Merki &amp; Merki. Glencoe Health: A Guide to Wellness), videos, visual data, pictures, guest speakers, worksheets</th>
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| INTRODUCTION | Introduce abortion with a classroom discussion to determine the initial student knowledge of the topic. |

| DEVELOPMENT | Teacher will use visual techniques by showing pictures and diagrams of abortion procedures. Students will observe, discuss & write opinion pieces about what they observed to get a full understanding of what the students are thinking. During the second class, students will also listen to several female and male guest speaker testimonials and will take notes and ask the speakers questions regarding the topic. |