

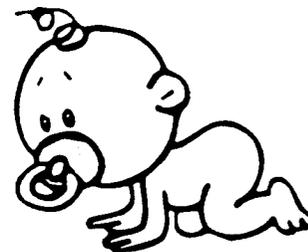
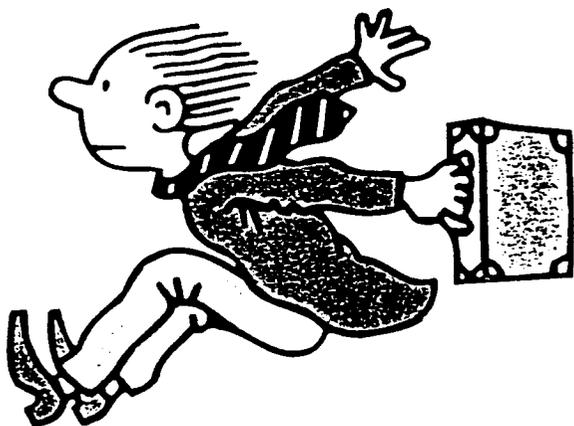
LESSON PLAN OF THE MONTH Series IV, No. 3

Produced monthly by Phi Alpha Delta Public Service Center
1511 K Street, NW, Suite 611, Washington, DC 20005
Tel: (202) 638-2898, Fax: (202) 638-2919, E-mail: padpsc@aol.com

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Teen Moms ... Adult Dads



I. LESSON DESCRIPTION

Students will discuss statistics about adult dads and teen moms. They will examine the problems of teen moms. They will divide into groups to determine a policy to deal with adult dads and teen moms. Next they will determine public policies for welfare recipients. Please recognize the sensitive nature of this subject matter and present the information accordingly.

II. OBJECTIVES

1. Students will understand the role of adult male behavior in the problem of teen pregnancy.
2. Students will understand how difficult life is for teen parents.
3. Students will develop public policy with regard to welfare family caps, teen moms on welfare, and adult males who father children by teen moms.

III. KEY CONCEPTS AND VOCABULARY

Abstinence	Block Grant	Entitlement	Family Cap
Food Stamps	Out of Wedlock	Statutory Rape	

IV. STEPS

1. Discuss with students the meaning of federalism and welfare reform. Go over the vocabulary concept list. Review Lesson Plan of the Month Vol. 4, #s 1 and 2.
2. Distribute Handout #1 to students. Divide students into groups of 4-5. Ask each group to list the three most significant statistics from the handout. Ask each group to report its significant facts. Discuss each group's list and why the group felt the statistics were significant.
3. Distribute handout #2 to students and discuss. Invite a Police Officer or prosecuting attorney to class to discuss the current status of law in your state with regard to statutory rape.
4. Distribute Handout #3 to the class. Discuss the summary of problems faced by teen parents. Ask students to identify the most significant problems they can perceive from the handout. List these on the board. Ask students to identify any additional problems or challenges a teen parent would face.
5. Divide your class into groups of 4-5 students or reconvene the earlier groupings. Assign each group the task of developing a public policy with regard to statutory rape, welfare caps, and teen moms on welfare. Distribute handout # 4 for guidelines for public policy meetings. You may wish to assign groups additional or alternative issues to decide that you can take from the General Discussion section of this lesson under Roman numeral V below.

V. GENERAL DISCUSSION

1. Teen mothers should be forced to live with their parents before they can obtain public assistance. There should be no exceptions to this policy.
2. Teen mothers should be forced to work and go to school to be eligible for benefits.
3. Day care for the children of teen moms should be available at school in order to encourage teen moms to stay in school.
4. The adult fathers of children by teen moms should be punished.

5. The adult fathers of children by teen moms should be forced to pay child support to the state if the mom is on welfare and the father should be jailed for contempt of court if they fail to pay.
6. A mother on welfare who has another baby while on welfare should be denied additional benefits based on the fact that she had another child.
7. Adult fathers of children by teen moms should be forced to marry the young women by whom they father children.
8. Abstinence from sexual activity should be taught to teens by the school.
9. Pregnancy avoidance should be taught to teens by the school.
10. States should be free to design their welfare programs even if recipients in one state live by a totally different set of rules than welfare recipients in another state.
11. Calling children born out of wedlock illegitimate punishes and stigmatizes the children for a status over which they have no control.
12. A welfare recipient should be limited to five years of benefits over an entire life-span.
13. All welfare recipients should be forced to work even if they make less than it costs for child care.
14. States should be allowed to deny benefits to new immigrants who have not become citizens.

VI. ADDITIONAL ACTIVITIES

1. Have students bring in newspaper and magazine articles about welfare reform and read them before participating in this lesson.
2. Invite a representative of the state Department of Social Services to class to discuss their operations and policies on the issues discussed in this lesson.
3. Invite the local law enforcement officer or prosecuting attorney to class to discuss your state's law with regard to carnal knowledge of a minor by an adult.
4. Invite a teen mom who is now an adult to class to discuss the impact of the event on her life.
5. Invite a former welfare recipient who has gotten off welfare and is now gainfully employed to your class to discuss the issues in this lesson.

VII. RELEVANT LAW

See Handout # 2

VOCABULARY CONCEPT LIST

abstinence	refraining from sexual activity.
block grant	a grant of funds given by the federal government to the state government with little or no restrictions as to how the money is spent.
entitlement	a guarantee that any eligible American will receive benefits.
family cap	a woman on welfare who has another child while on welfare would be prohibited from receiving an increase in welfare benefits.
food stamps	vouchers given by the government which can be exchanged for food.
out of wedlock	children born to parents who are not married.
statutory rape	having sexual intercourse with a person (in some states just females) under statutory age with or without consent. Persons under a certain age are deemed by law not able to consent to sexual intercourse.

HANDOUT #1

- In less than 4% of all births among teenage girls, or 1% of the total births in the United States, are both partners minors under the age of 18. In 60% of all births to school-age girls, the male partners are over age 20.

- Men age 23 and older are more likely to father a child with a school-age girl than boys under the age of 19.

- Similarly, *more than 100,000 of the 150,000 annual cases of syphilis and gonorrhea among teenage girls appear attributable to post-teenage men.*

("Clinton Blast at Teen Sex Missed Point"; Alexander Cockburn, *Star Tribune*, February 22, 1994, Metro Edition)

- According to California's Center for Health Statistics, which provides the nation's most detailed and complete birth figures, of the 47,500 births among school-age mothers ages 10-18 in 1993, school-age males (under age 18) fathered 13,300 children; adult men (out of high school and over age 18) fathered 33,200 children. *A California school age girl has a baby fathered by a man over the age of 25 every 90 minutes.*

- In overall national statistics, the adult men who father 71% of the births among school-age girls, on average, are seven years older than junior high school mothers ages 11-15, and five years older than senior high school mothers ages 16-18.

- In studies done by Washington State researchers, Debra Boyer and David Fine, and by the Chicago organization "Ounce of Prevention", *a large majority of teen mothers come from backgrounds where violence, sexual abuse, and childhood rape are inflicted by adult family members. The average age of the men involved is well over 20 years old, and often closer to 30 years old.*

- According to a 1994 Alan Guttmacher Institute study, popular school "mentor" programs, in which adults collaborate to urge junior high youth to abstain from sex, overlook the source of the problem. *A large majority of "sexually active" girls under the age of 15 have been raped by "substantially older" men.*

- Only 9% of the 6,000 births among California junior-high mothers ages 11-15 in 1993 were fathered by junior high boys; 41% were fathered by senior high boys ages 16-18; and 50% were fathered by adult, post-high school men.

- The same adult fathers/ teen mothers' pattern shows up in reports on STDs and HIV/AIDS reports issued by the Center for Disease Control. Girls' rates for HIV infection contracted from heterosexual sex while they are in childhood or adolescence are 6 times higher, and girls' gonorrhea and syphilis rates 2.5 times higher, than corresponding rates among teen boys. *"This enormous surplus of STD's among young girls indicates transmission from adult men, not teen boys,"* reports Jim Kent, Michigan Department of Public Health HIV epidemiologist .

("Teen Mothers, Adult Fathers", *Protecting Sexually Active Teens Network* newsletter, June 1995, Vol.3, No.2)

- Washington state researchers Debra Boyer and David Fine wrote in a 1992 study of pregnant teens and teenaged mothers that *two-thirds had been raped or sexually abused, nearly always by parents, other guardians, or relatives.*

- 1987 National Research Council Report shows that, rather than "risking the future", *most adolescent mothers may be exercising their best option in bleak circumstances when they latch onto older men who promise them a "way out" of homes characterized by poverty, violence, and rape.* ("In defense of teenaged mothers; welfare reform politics;" Michael Males, *The Progressive*, August 1994)

- Ohio records for the year 1995 reveal that nearly *10 times as many fathers of babies born to single, teenage girls in that state are adults not teens.*

- In Hamilton County, Ohio (Cincinnati), *half of the 1,200 teenage girls receiving public assistance this year (1994) say they became pregnant by adult men.*

- Ohio youth pregnancy counselors say some teenage girls gravitate to adult men because these men are status symbols, generally have an income, and often because the girls' parents don't discourage them

- *Ohio records show that teen girls and older men become the parents of more than 8,000 children a year.* ("Teen Moms, 20-something Dads; Records: Ohio's Unwed Teen Mothers Often Have Older Sex Partners"; Al Salvato, *The Dayton Daily News*, February 26, 1995)

Handout #2

Statutory rape is called different things in different states. In some states it falls under the category of corruption of a minor; in other states, the category is first degree rape. Some states call it carnal knowledge of a child, others call it sexual assault, or lewd conduct with a minor child, or indecent assault and battery on a child. No matter what it's called it is still **rape**.

The following are samples of the statutory rape laws of several states. Read each section carefully so you see how the laws differ from state to state. **Please remember, even if someone is not found guilty of statutory rape they still may face other charges and be found guilty of these other charges relating to Statutory Rape.**

OOOOO

Vermont: Sexual Assault.

A person who engages in a sexual act with another person and the other person is under the age of 16, except where the persons are married to each other, shall be guilty of a sexual assault and shall be imprisoned for not more than 20 years, or fined not more than \$10,000.00, or both. 13 Vermont Statutes Annotated § 3252 (1994)

In Vermont, any adult engaging in sexual activity with a minor under the age of 16, and is not married to the minor, can be found guilty of sexual assault and sentenced up to 20 years in prison and/or fined up to \$10,000.00

OOOOO

Utah: Sexual intercourse, or sexual abuse of a minor victim.

An act of sexual intercourse where the victim is younger than 18 years of age and at the time of the offense the actor was the victim's parent, step-parent, adoptive parent, or legal guardian or occupied a position of special trust in relation to the victim is sexual abuse of a minor and punishable by a prison term and/or a monetary fine.

In Utah, any parent, step-parent, adoptive parent, legal guardian or someone who occupies a position of special trust to a minor, that engages in sexual activity can be found guilty of sexual abuse and sentenced to prison and/or a monetary fine.

OOOOO

Massachusetts: Indecent Assault and Battery on a Child under Fourteen.

Whoever commits an indecent assault and battery on a child under the age of fourteen shall be punished by imprisonment in the state prison for not more than ten years, or by imprisonment in a jail or house of correction for not more than two and one-half years; and whoever commits a second or subsequent such offense shall be punished by imprisonment in the state prison for life or any term of years.

In a prosecution under this section, a child under the age of fourteen years shall be deemed incapable of consenting to any conduct of the defendant for which defendant is being prosecuted. Mass. Ann. Laws ch. 265, § 13B (1995)

In Massachusetts, this means that the law can severely punish a defendant that has any sexual contact with someone under the age of fourteen. A defense that the child consented is irrelevant, no child under the age of fourteen may consent.

OOOOO

Maryland: Second degree rape.

A person is guilty of rape in the second degree if the person engages in intercourse with another person:

- 1) Who is under 14 years of age and the person performing the act is at least four years older than the victim.*
- 2) Any person violating the provisions of this section is guilty of a felony and upon conviction is subject to imprisonment for a period of not more than 20 years. Md. Ann. Code art. 27, § 463 (1994)*

In Maryland, anyone having intercourse, with a minor that is less than fourteen years old, and who is at least four years older than the minor can be found guilty of second degree rape.

OOOOO

Mississippi: Rape; carnal knowledge of a child under fourteen years of age.

Every person (18) years of age or older who shall be convicted of rape by having sex with a child under the age of fourteen (14) years, upon conviction, shall be sentenced to death or imprisonment for life in the State Penitentiary; provided, however, any person thirteen (13) years of age or over but under (18) eighteen years of age convicted of such crime shall be sentenced to such term of imprisonment as the court, in its discretion, may determine. Miss. Code Ann. § 97-3-65 (1994)

In Mississippi, anyone 18 years old or older found guilty of having sex with a child under the age of 14 can be sentenced to prison for life, or even to death.

OOOOO

Ohio: Corruption of a minor.

No person who is eighteen years of age or older shall engage in sexual conduct with another, who is not the husband or wife of the offender, when the offender knows such person is thirteen years of age or older but less than sixteen years of age, or the offender is reckless in that regard. Ohio Revised Code Ann. 2907.04 (1994)

In Ohio, any person over the age of 18 having sexual contact with a child they know or reasonably should know is between the ages of 13-16, and who is not their husband or wife, can be found guilty of corruption of a minor.

Top Ten Problems of Being a Teen Mom

When asked to identify problems associated with being a parent, fifty teen moms between the ages of 13-19 identified the following:

1. Money. Not having enough money to support themselves and their babies. i.e. not having enough for food, shelter, and transportation.

2. Baby's father is absent. Adult dads are more mobile and flexible in terms of moving out of town, to a different location in the city, changing their telephone numbers, and being unavailable and/or non-responsive. They may live with someone else or have additional families in which case they may simply stop calling/visiting their baby and the teen mom or decrease the amount of time they call/visit. Additionally, while adult fathers of babies from teen moms may "date," "see," or "go out" with a teen, they generally marry, live, or have "relationships" with women closer to their age. Additionally, many teen moms stated that their baby's father was either incarcerated, unemployed, or recently paroled.

3. Conflicts. Having to live at home where the adults in the home treated the teen mom as a child and either put a lot of pressure on the teen mom on how to raise their child or the adult would "take over" the raising of the child. On the issue of discipline, teen moms were angry about adults not respecting the teen moms' stance or decisions regarding their child. Specific issues involved conflicts over the teen mom not wanting their baby to be spanked, wanting to hold their child when the child cried, wanting to continue breast feeding, and being forced to toilet train their child before the time the teen mom felt was appropriate.

4. Transportation. Getting around town and transportation is difficult with an infant, particularly when the mom is too young to obtain a driver's license and/or does not have access to a car on a regular basis.

5. Unemployment. Unable to find a well paying job. Not having the necessary skills to qualify for a well paying job.

6. Fatigue. Many teen moms rise early to feed and prepare themselves and their babies for the day. The mom must take the child to day care then get to school themselves. After school the mom must pick the child up from day care or arrange for someone to retrieve the child, do household chores, homework, feed and bathe the baby and get ready for the next day.

7. Feeling Helpless. Not knowing what's wrong with their baby when the baby is ill and not knowing what to do about a sick baby.

8. No Social Life. Not being able to go out when they want to, not having any private or quiet time, not being able to just hang out.

9. Health Issues. Labor pains, bad hospital experience surrounding their pre and post natal care and the birth experience, not to mention medical cost associated with raising a child.

10. Bureaucracy. Social workers and applying for and receiving public assistance. Rules and regulations about benefits and parental involvement often make it difficult for teen parents to have any control over how money is spent.

Handout # 4

Guidelines for small group public policy work:

Your state has just received a block grant from the federal government with no restrictions as to how the funds are spent in the area of welfare provision. Your group must decide a number of issues including the following:

1. Should teen moms who do not live at home with their parents be eligible to receive welfare payments?
2. Should parents who receive welfare be required to keep their kids in school?
3. Should welfare payments be increased for recipients who have more children while already on welfare?
4. Should a recipient of welfare be forced to work in order to receive benefits?
5. Should a recipient of welfare be required to go to school before benefits are paid for longer than a one year period?
6. Should the state provide day care for welfare moms who are forced to go to work or school in order to continue receiving benefits?

You have been asked by the state's attorney general to provide advice on the problem of teen moms and adult dads. Write a one paragraph recommendation on the problem to submit to the state attorney general.

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

(The entire content of this lesson has been changed to reflect the importance of young students being able to know and practice child safety rules.)

LESSON DESCRIPTION

This lesson is designed to teach students safety skills which can be used to protect them from victimization and potentially dangerous situations. Opportunities to role-play solutions to dangerous situations will also be provided.

OBJECTIVES

1. Students will describe safety tips to be followed when faced with danger.
2. Students will examine situations which might pose personal danger and role-play appropriate solutions.

STEPS

1. Inform students that it is very important for them to learn how to be safe. Further explain that to be safe they need to be able to think clearly and know whom and how to ask for help.
2.
 - A. Write the words NO-GO-TELL on the chalkboard. Divide the words into three columns. Discuss each word separately.
 - B. Ask students when they would shout out "no" to another person. List responses under the NO Column. (Be sure the list includes: "When a stranger asks you to go with them," "When a stranger offers you a gift", etc.)
 - C. Next ask students where they would go if they felt they were in danger. List these responses under the column entitled GO.
 - D. Engage students in a discussion of who they would tell if something happens to them. List responses under the Tell Column.
3. Present the following list of safety tips:
 - A. Know your full name, address, and telephone number.
 - B. Know your parents full name, the name of the place in which they work and the work telephone number.
 - C. Know how to use push button and dial phones to dial "0" for Operator or "911" in case of an emergency.
 - D. Always walk and play with other children.
 - E. Know whom to go to if someone is following you.
 - F. Know how to answer the phone without letting the caller know that you are alone.
 - G. Never answer the door if you are home alone.
 - H. Never get near the car of someone who stops and asks for directions or wants to show you something.
 - I. Tell a parent if any adult asks you to keep a "secret".
 - J. Yell "Help," if you need assistance.

Guide students in a discussion of these rules. Ask questions to check for understanding.

4. Divide the class into 5 groups. Provide each group with one of the following situations:
 - A. You are walking to the store with a friend. You think a car is following you. What would you do?
 - B. You are playing near your home. A neighbor says, "Can you help me with these grocery bags? I'll give you some candy when we get inside." What would you do?
 - C. You are walking down the street with a friend. A car stops beside you and the driver says, "My dog is lost, I'll pay you if you help me find him." What would you do?
 - D. You are home alone. Some one knocks on your door and says, "Is anyone home? I need to check your phone line." What would you do?
 - E. You are home alone. Some one calls on the phone and asks "What's your name and is your mother home?" What would you do?

Have students prepare a role-play for class presentation. After each presentation engage the class in a discussion of the solution. Ask for other solutions to the problem.

ADDITIONAL ACTIVITIES

1. Students can create props and perform their role-play situations for other classes.
2. Use the information gathered from the NO-GO-TELL Strategy and display it on a hall bulletin board.
3. Invite someone from the police department to visit the class and discuss "Child Safety Tips".

SUGGESTED LITERATURE FOR STUDENTS

Pernicone, Margaret, **The "What If" Answer Book**, Sundor Brands, Young America, MN.

Rench, Janice E. and Terkel Susan N., **Feeling Safe, Feeling Strong**, Lerner Publications: Minneapolis, MN.

Seuling, Barbara, **Stay Safe, Play Safe**, Western Publishing: N.Y.

Wachter, Oralee, **No More Secrets for Me**, Little, Brown: Boston, MA.

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