

# **Raging Hormones**

**PREGNANCY PREVENTION  
EDUCATION**

**FOR  
TEENS AND PRETEENS**

**DISCUSSION GUIDE**

**Includes Student Handout  
In both English and Spanish**

# Raging Hormones

*“Emotions? . . . Teen pregnancy?”*

Dr. Henry W. Foster, Jr. — Senior Advisor to the President on Teen Pregnancy Prevention and Youth Issues, helps a teen girl discover that even though teens may know the *facts* about sex, they may not understand the role *emotions* play.

Through thoughtful discussion, Dr. Foster and Caitlin explore the underlying issues around teen pregnancy. They talk about how teens confuse sex with love and may not think about the consequences — because their *intense emotions* get in the way.

A music video — the style teens prefer most — follows, illustrating the key points covered in their discussion. Through the use of powerful music and lyrics, teens can experience *emotionally* the consequences of teen pregnancy.

## WHO WE ARE

We create award winning educational videos that weave interesting stories, dramatic images and exciting songs together to help viewers *experience* — and *feel*, difficult and challenging social situations *emotionally*.

Why *emotionally*?

We believe you learn *best* through your feelings. When you FEEL it, you GET it.

We've been creating our award-winning educational videos since 1986.

## Raging Hormones Discussion Guide

Written by Brenda W. Stevens

Creative Consultant: Louie Stevens

Educational Advisor: Theresa Norgard, B.A., M.Ed.

Diegueno Junior High School, Encinitas, CA

**More Youth-At-Risk video kits available.**

**Visit us at: [www.magicmusicproductions.com](http://www.magicmusicproductions.com)**

**Magic Music Productions LLC**

1991 Village Park Way, Suite 165

Encinitas, CA 92024

**©1997-2011 Magic Music Productions LLC**

**ALL RIGHTS RESERVED**

# What's It About?

*Raging Hormones* is a pregnancy prevention educational video dealing with the *facts, emotions and consequences* of teen sex. It features Dr. Henry W. Foster, Senior Advisor to the President (President Clinton), on Teen Pregnancy Prevention and Youth Issues, and Caitlin, a teenage girl.

In the first half, Dr. Foster and Caitlin discuss the issues surrounding the national crisis of teen pregnancy. She is making a teen pregnancy prevention video for a school project, and is seeking advice from Dr. Foster on what she can do to really help teens.

In their discussion they elaborate on: 1) the key statistics of teen pregnancy; 2) the emotions as well as the facts, and; 3) the consequences.

Caitlin's video she created — a music video, the style teens prefer most — follows, dramatically illustrating their discussion.

## Who should view this video?

*Raging Hormones* is appropriate for teens and preteens ranging from middle school through senior high school.

## It's easy to get started

This guide offers suggested methods for presenting the video and questions to help you lead a discussion. We recommend you watch the video and review this guide before presenting it to your class.

Included in the center of this guide is a **handout** which can easily be removed for duplicating. One side has questions for your students to answer on their own. The other side has questions for group discussion. The handout questions are also listed in this guide, along with their answers.

The video is sixteen minutes long. Together with the handout, one class period may be all you need to cover the material. However, your students may be so drawn into discussion that a second class period may be needed. If needed, we recommended showing the video again.

## Before you show the video...

**Write the questions below on the board**, or use an overhead projector. Ask the students to think about these questions as they watch the video:

- What is Caitlin concerned about? Why?
- What does she discover plays a big role in teen pregnancy?
- In the music video, what's happening to Caitlin?
- How does she seem to feel about it?
- Is she happy? Why?

**Pass out the handout.** Tell the students they will be completing the questions after they watch the video.

- ✓ Give students about a minute to quickly look over the questions.

Have the students take about ten minutes to answer the questions on side one of the handout. Then, have them break into groups. Assign each group one or two questions to discuss from side two. Give them about ten minutes, then have each group share their written answers with the class.

- ✓ To save time, have the students pick their group members and group spokesperson the day before you show the video.

### What else can you do?

*Raging Hormones* helps teens *emotionally experience* the pressure of an intimate situation and the stress of being a teenage parent. Through the eyes of a peer, they see just how hard it is. Consider providing additional learning experiences that help teach teens how to communicate, negotiate and refuse through:

- ✓ Role playing
- ✓ Games
- ✓ Activities and exercises

Look for and use curricula that teaches critical thinking skills and life planning. A handout with the latest statistics on teen pregnancy and teen parenting is available from:

*The National Campaign to Prevent Teen Pregnancy*  
2100 M Street, N.W., Suite 500  
Washington, D.C. 20037  
Phone: (202) 857-8655 Fax: (202) 331-7735

## Helpful Tips

You might find that some teens may not be comfortable talking about these issues. These **Do's** and **Don'ts** can help set their fears at ease, and promote an open discussion.

### Do

- ✓ **Help everyone feel comfortable.** “This is an open discussion. No one is right or wrong. No one has to talk if they don't want to.”
- ✓ **Create a safe environment.** “This discussion should stay in this room. These means you can't discuss what someone says here outside of this class. You can talk about the video and the subject but keep what's said right here in this room.” This fosters trust and mutual respect.
- ✓ **Be an observer.** You are there as a guide; try to give advice only when asked.

### Don't

- ✗ **Lecture.** If you lecture, teens close up. They may be more receptive if they don't feel as though they're in a classroom.
- ✗ **Force anyone to participate.** Forcing participation will make everyone uncomfortable. Encourage rather than press.
- ✗ **Belittle or criticize anyone's views.** Everyone has a right to disagree; everyone's opinion is valid. Be respectful of each others' feelings. This helps maintain a safe atmosphere.  
**Tip:** Remind teens disagreements are really with the *opinion* not the *person*.
- ✗ **Overreact to what you hear.** You might hear some shocking things — who has had sex already, or who may be pregnant. Try not to show your own personal feelings; this might dispel the open discussion you're trying to foster.

# Discussion Questions

The discussion questions that follow are also printed on the handout. The questions are grouped by the themes presented in the video.

**Throughout this guide you'll find open-ended questions in boxes like this one. These questions are also on side two of the handout.**

## **"This is like . . . a national crisis!"**

**Why does Caitlin come to see Dr. Foster?**

She wants to make a video on teen pregnancy.

**Why is Caitlin making a video?**

She knows some teens who have babies and she's heard how hard it is to be a teen mom. She wants to help other teens avoid the same fate.

**Caitlin tells Dr. Foster more than 4 out of 10 young women become pregnant each year. How did she know this statistic?**

She had a brochure on teen pregnancy.

**How do statistics about teen pregnancy help teens prevent more pregnancies—or do they help at all?**

**What are some of the things teens can't do anymore after they have a baby?**

Teen parents usually can't spend money on CD's, clothes or movies. They don't get as much sleep, and they can't go out and have fun with their friends as much.

**What is it that girls want, according to Dr. Foster?**

He said that girls probably want closeness, cuddling, connection and love, but not necessarily sex.

**What are girls confusing sex with?**

Love.

## **"Girls want closeness, but they're afraid to say no . . ."**

**In the music video, what choice was Caitlin having trouble with in the car?**

Whether or not to have sex.

**Did she have a choice about having sex?**

Yes. She could say no. She had the choice to ask to be driven home or to leave the car.

**Do you think her boyfriend was pressuring her?**

Yes. He kept trying to undo her pants.

**Why do teens pressure each other about sex? How are we influenced by TV, movies or magazines?**

**Do you think Caitlin wanted her boyfriend to touch her?**

Maybe she didn't, she was pushing his hand away.

**Was she being clear about what she wanted?**

No. She did push his hand away, but then she kept cuddling and kissing him. The message wasn't clear.

**Have you ever been pressured into doing something because you felt confused or unsure? How could you have handled it differently? Have you ever pressured someone into doing something?**

**What does the roller coaster symbolize?**

It was symbolic of her confused and unsure feelings. A roller coaster ride feels scary yet exciting, just like the feelings you may have about being intimate with someone.

**Her stomach grows quickly.**

**What does it symbolize?**

That she could quickly find herself pregnant if she

continues with her boyfriend, because — *one thing always leads to another.*

**What do boys feel? Is it different from what girls feel? How?**

## "Being a teen mom is no fun"

**In the middle of the music video, Caitlin is remembering when she was younger and used to play with dolls. What do you think it means when she puts the doll down and leaves with her friend?**

She's free to have fun whenever she wants. The doll is not real, of course, so she doesn't have to be responsible for it.

**What does a baby need?**

**Next she's with her friends . . . What's she doing?**

Shopping. Movies. Hanging out at the coffee shop.

*She's having fun!*

**How does your life change when you have a baby? Is it fun?**

**What happens with her friends once she has a baby?**

They want to go have fun. She can't go with them because she must stay and care for her baby. They leave her by herself and go have fun without her.

## "Girls have sex because they confuse it with love"

What is Caitlin singing while looking at her boyfriend's picture?

*"I want to be your baby."*

What does she mean?

She wants him to take care of her and love her.

**If you're a girl, do you dream about a boy taking care of you? Do girls need to be taken care of?**

**If you're a boy, how do you feel about taking care of a girl? Do boys need to take care of girls?**

While looking in the dollhouse, she dreams about herself, her boyfriend and their baby, happy and smiling. What does this symbolize?

She's dreaming about how happy she could be as a wife and mother.

## "Having a baby is like . . . forever"

What happens next? (Hint: It happens in the bathroom.)

Suddenly her dream crashes and she's dunking a dirty diaper in the toilet (probably because she can't afford disposable diapers), while the baby is crying in the kitchen.

In the kitchen, she's really angry. What is she angry about?

She doesn't have enough money or get enough sleep. There's no time to have fun with her friends. Being a parent is not what she thought it would be.

**Whatabout finishing school... is it easy? Whatabout college and career plans?**

**Do you know any teenagers that have babies? How do they feel now?**

## "Most teen mothers have to raise their baby all alone"

Where is the father?

We don't know. He could be at work. He could be gone. He may not have wanted anything to do with a baby. She may not want to have anything to do with him, and may even not let him see his baby.

**What is the father's role?  
Does he have any rights?  
Or responsibilities?**

## "Emotions play a big role in teen pregnancy"

**Have you ever wanted something really bad? Then when you got it, you realized it wasn't so great after all and changed your mind. What if it was something you *couldn't* change — like having a baby?**

Why do you think this is video called: *Raging Hormones*?

Your "Raging Hormones" can lead you into situations that could end up totally different than what you were expecting. Remember, you can't get pregnant without having sex.

**What can you do to stop and think when you're in an emotionally charged situation?**

What was Caitlin feeling at the end of the video?

Regret and sadness at how her life has changed.

**What did *you* feel at the end?**

**Name of Video: "Raging Hormones"**  
**After watching the video answer the questions below.**

**Your Name:** \_\_\_\_\_ **Period:** \_\_\_\_\_

1. Why does Caitlin come to see Dr. Foster?
2. Why is Caitlin making a video?
3. Caitlin tells Dr. Foster more than 4 out of 10 young women become pregnant before they reach the age of 20. How did she know this statistic?
4. What are some of the things teens can't do anymore after they have a baby?
5. What is it that girls want, according to Dr. Foster?
6. What are girls confusing sex with?
7. In the music video, what choice was Caitlin having trouble with in the car?
8. Did she have a choice about having sex?
9. Do you think her boyfriend was pressuring her?
10. Do you think Caitlin wanted her boyfriend to touch her?
11. Was she being clear about what she wanted?
12. What does the roller coaster symbolize?
13. Her stomach grows quickly. What does it symbolize?
14. In the middle of the music video, Caitlin is remembering when she used to play with dolls. What do you think it means when she puts the doll down and leaves with her friend?
15. Next she's with her friends. What are they doing? What happens with her friends once she has a baby?
16. What is Caitlin singing while looking at her boyfriend's picture? What does she mean?
17. While looking in the dollhouse, she dreams about herself, her boyfriend and their baby, happy and smiling. What does this symbolize?
18. What happens next? (Hint: It happens in the bathroom.)
19. In the kitchen, she's really angry. What is she angry about?
20. Where is the father?
21. Why do you think the first song is called: *One Thing Always Leads To Another*?
22. What was Caitlin feeling at the end of the video?

Most teen mothers have to raise their baby all alone . . .

# Group Discussion Questions

**Discuss your group's assigned questions. Have a spokesperson write down what the group agrees is the answer. The spokesperson then reports back to the class.**

- 1) How do statistics about teen pregnancy help teens prevent more pregnancies — or do they help at all?
- 2) Why do teens pressure each other about sex? How are we influenced by TV, movies or magazines?
- 3) Have you ever been pressured into doing something because you felt confused or unsure? How could you have handled it differently?
- 4) Have you ever pressured someone into doing something?
- 5) What do *boys* feel? Is it different from how *girls* feel? Explain.
- 6) What does a baby need? Can a teenage parent provide that? Why or why not?
- 7) How does your life change when you have a baby? Is it fun?
- 8) If you're a *girl*, do you dream about a boy taking care of you? Do girls need to be taken care of? If you're a *boy*, how do you feel about taking care of a girl? Do boys need to take care of girls?
- 9) What about finishing school...is it easy? What about college and career plans?
- 10) Do you know any teenagers that have babies? How do they feel now?
- 11) What is the father's role? Does he have any rights? Or responsibilities?
- 12) Have you ever wanted something really bad? Then when you got it, you realized it wasn't so great after all and you changed your mind. What if it was something you *couldn't* change — like having a baby?
- 13) What can you do to stop and *think* when you're in an emotionally charged situation?

**Nombre del Video: “Hormonas Alborotadas”**  
**Después de ver el video, contesta las siguientes preguntas.**

**Tu nombre:** \_\_\_\_\_ **Periodo:** \_\_\_\_\_

1. ¿Por qué visita Caitlin al doctor Foster?
2. ¿Por qué va a filmar Caitlin un video?
3. Caitlin le dice al doctor Foster que más de cuatro de cada diez mujeres jóvenes se embarazan antes de cumplir los veinte años. ¿Cómo se entreó Caitlin de este dato estadístico?
4. ¿Cuáles son algunas actividades en que las adolescentes ya no pueden participar después de dar a luz?
5. Según el doctor Foster, ¿qué es lo que las muchachas quieren de sus novios?
6. ¿Con qué confunden las relaciones sexuales las muchachas?
7. En la parte musical del video, ¿cuál fue la decisión que le costaba trabajo a Caitlin en el carro?
8. ¿Tuvo ella alguna alternativa respecto a tener relaciones sexuales?
9. ¿Crees que el novio la estaba presionando?
10. ¿Crees que Caitlin quería que su novia la tocara?
11. ¿Caitlin daba a entender claramente lo que quería?
12. ¿Qué representa el paseo en la montaña rusa?
13. A Caitlin, se le crece rápidamente el abdomen. ¿Qué significa esto?
14. En una escena de la parte musical del video, Caitlin se acuerda de cuando jugaba con muñecas. ¿Qué significa el hecho de que deja a un lado la muñeca y sale con su amiga?
15. Luego la vemos con sus amigas. ¿Qué hacen? ¿Qué pasa con las amigas una vez que Caitlin tiene un hijo?
16. ¿Qué canta Caitlin al ver la foto de su novio? ¿Qué quiere decir al cantar esas palabras?
17. Al ver la casa de muñecas, Caitlin se imagina a si misma, a su novio y al hijo de ambos, felices y sonrientes los tres, ¿Qué simboliza esto?
18. Y luego, ¿qué pasa? (Sugerencia: Es algo que ocurre en el baño.)
19. En la cocina, Caitlin está muy enojada. ¿Por que?
20. ¿Dónde está el papá del bebé?
21. ¿Por qué crees que este video se llama *Hormonas alborotadas: Una cosa siempre lleva a la otra*?
22. ¿Qué siente Caitlin al final del video?

**MUCHAS MADRES JÓVENES TIENEN QUE EDUCAR A SU BEBÉ SOLAS . . .**

# Preguntas para grupo

**Habla con tus compañeros acerca de las preguntas asignadas a tu grupo. Escojan a una persona para que apunte lo que el grupo considere la respuesta más apropiada. Ese portavoz luego informará a la clase.**

- 1) ¿En qué forma las estadísticas sobre embarazos entre jóvenes ayudan a los adolescentes a evitar más embarazos?
- 2) ¿Por qué entre adolescentes se presionan tanto por cuestiones de sexo? ¿Cómo influyen en nosotros la televisión, películas o revistas?
- 3) ¿Alguna vez hiciste algo bajo presión porque te sentías confuso(-a) o inseguro(-a)? ¿Cómo crees que hubieras podido manejar la situación de manera diferente?
- 4) ¿Alguna vez has logrado que otra persona hiciera algo pro la presión que ejercías?
- 5) ¿Qué sienten los *muchachos*? ¿Es distinto a lo que sienten las *muchachas*? Expliquen la diferencia.
- 6) ¿Qué necesita un bebé? ¿Puede un padre o madre adolescente proporcionárselo? ¿Por que o por que no?
- 7) ¿En qué forma cambia tu vida cuando tienes un hijo? ¿Es divertido?
- 8) Si eres *muchacha*, ¿sueñas en ser protegida por un muchacho? ¿Necesitan las chicas que las protejan? Si eres *muchacho*, ¿qué te parece la idea de proteger a una muchacha? ¿Necesitan los muchachos cuidar a las chicas?
- 9) ¿Es fácil terminar los estudios siendo madre o padre? ¿Cómo se ven afectados los estudios universitarios y las perspectivas para trabajar en el futuro?
- 10) ¿Conoces a algún adolescente que tenga hijo? ¿Qué opina ese amigo o amiga al respecto?
- 11) ¿Cuál es el papel del padre? ¿Tiene derechos? ¿Tiene responsabilidades?
- 12) ¿Alguna vez deseaste algo con vehemencia y, al obtenerlo, te diste cuenta que realmente no era lo que esperabas y, por lo tanto, cambiaste de opinión? ¿Qué tal que si se tratara de algo que ya *no* pudieras cambiar... como tener un hijo?
- 13) Al encontrarte en una situación cargada de emociones, ¿qué podría ayudarte a *pensar* antes de actuar?